

Qualification Specification

Focus Awards Entry Level Certificate for
Introduction to Customer Service (Entry 3) (RQF)

601/8684/7



Focus Awards, Silicon House, Farfield Park, Manvers Rotherham S63 5DB

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Focus Awards Entry Level Certificate for Introduction to Customer Service (Entry 3) (RQF)

Qualification Details

QRN:	601/8684/7	GLH:	122
Credit:	13	TQT:	130

Qualification Purpose

The Focus Awards Entry Level Certificate for Introduction to Customer Service (Entry 3) (RQF) is aimed at those learners who have any interest in a range of sectors where customer service is important.

The Focus Awards Entry Level Certificate for Introduction to Customer Service (Entry 3) (RQF) will help to develop the basic customer service terms and the customer service process and its importance to be able to learn from own experience of customer service.

- They will also learn to be able to demonstrate a polite and willing approach to customers and to interact with customers in different situations.
- Develop knowledge and understanding of how to collect information about a problem from a customer and how to select information about a customer problem to pass to a colleague
- Develop knowledge and understanding of what the delivery of good customer service involves and the requirements of an entry level customer service job.
- Develop knowledge and understanding of the importance of speaking clearly and listening to customers.
- Along with developing knowledge and understanding of how to relate effectively with customers and colleagues and the importance of positive body language when dealing with customers and colleagues

Learner Entry Requirements

Focus Awards does not set any entry requirements but training providers or colleges may have their own guidelines.

Age Ranges

This qualification is accredited for learners aged 16+

Entry is at the discretion of the centre. Entry for learner's pre 16 is permitted on this qualification.

Geographical Coverage

This qualification is available in England and Northern Ireland

Reasonable Adjustments and Special Considerations

Please refer to the Focus Awards 'Reasonable Adjustments and Special Considerations Policy'.

Assessment Methods

The Focus Awards Entry Level Certificate for Introduction to Customer Service (Entry 3) (RQF) is **internally assessed**.

Each learner is required to create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include;

- Observed work
- Witness statements
- Audio- visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

All evidence must be cross referenced to unit outcomes, simulation is not allowed in all units.

Progression Routes

Upon completion of Focus Awards Entry Level Certificate for Introduction to Customer Service (Entry 3) (RQF) learners can progress onto the following Qualifications:

- Level 1 Certificate in Customer Service
- Level 2 Certificate in Customer Service
- Level 3 Certificate in Customer Service
- Level 2 Diploma in Business Administration
- Level 3 Diploma in Business administration

Useful Websites and Supporting Materials

- www.focusawards.org.uk/supportingmaterials
- www.skillsca.org
- www.ofqual.gov.uk

Links to National Occupational Standards

Where there are links to national occupational standards they have been identified in each of the units.

Qualification Structure/Rules of Combination

To successfully achieve this qualification, learners must complete the two mandatory units achieving **4 credits** and a minimum of **9 Credits** from the optional units

Unit Title	Unit Ref	Level	Credits	GLH
Mandatory				
Legislation, regulation and procedures to follow in customer service	A/508/3401	Entry 3	2	20
Introduction to customer service	F/508/3402	Entry 3	2	20
The importance of appearance and behaviour in customer service	J/508/3403	Entry 3	2	15
Understand how to deal with queries and requests	L/508/3368	Entry 3	3	20
Communicate customers' problems with others	L/508/3371	Entry 3	2	18
The customer service job role	Y/508/3373	Entry 3	2	20
Handling telephone calls from customers	K/508/3376	Entry 3	2	18
Communicate effectively with customers	T/508/378	Entry 3	2	18
Effective relationships with customers and colleagues	M/508/3380	Entry 3	2	20

Working in a customer focused way	J/508/3384	Entry 3	2	16
Create a good impression to customers	L/508/3385	1	2	18
Apply legislation, regulation and organisational procedures for customer service	R/508/3386	1	3	24
Deal with queries and requests	Y/508/3387	1	3	22
Record and communicate customer problems	D/508/3388	1	2	18
Working in customer service	Y/5083390	1	2	18
Contribute to sales activities in a contact centre	D/508/3391	1	2	18
Answer telephone calls from customers	R/508/3405	1	2	18
Positive communication with customers	H/508/3392	1	2	20
Contribute to effective customer service	K/508/3393	1	2	20
The customer service experience	M/508/3394	1	2	20
Work in a customer-friendly way	L/508/3404	1	2	18

Barred Unit Combinations

Working in a customer focused way (J/508/3384)	Work in a customer-friendly way (L/508/3404)
Communicate customers' problems with others (L/508/3371)	Record and communicate customer problems (D/508/3388)
Understand how to deal with queries and requests (L/508/3368)	Deal with queries and requests (Y/508/3387)
Create a good impression to customers (L/508/3385)	The importance of appearance and behaviour in customer service (J/508/3403)
Apply legislation, regulation and organisational procedures for customer service (R/508/3386)	Legislation, regulation and procedures to follow in customer service (A/508/3401)
Answer telephone calls from customers (R/508/3405)	Handling telephone calls from customers (K/508/3376)
The customer service experience (M/508/3394)	Introduction to customer service (F/508/3402)
The customer service job role (Y/508/3373)	Working in customer service (Y/5083390)
Record and communicate customer problems (D/508/3388)	Communicate customers' problems with others (L/508/3371)
Handling telephone calls from customers (K/508/3376)	Answer telephone calls from customers (R/508/3405)
Communicate effectively with customers (T/508/378)	Positive communication with customers (H/508/3392)
Working in customer service (Y/5083390)	The customer service job role (Y/508/3373)
Legislation, regulation and procedures to follow in customer service (A/508/3401)	Apply legislation, regulation and organisational procedures for customer service (R/508/3386)
Deal with queries and requests (Y/508/3387)	Understand how to deal with queries and requests (L/508/3368)
The importance of appearance and behaviour in customer service (J/508/3403)	Create a good impression to customers (L/508/3385)

Effective relationships with customers and colleagues (M/508/3380)	Contribute to effective customer service (K/508/3393)
Positive communication with customers (H/508/3392)	Communicate effectively with customers (T/508/378)
Work in a customer-friendly way (L/508/3404)	Working in a customer focused way (J/508/3384)
Introduction to customer service (F/508/3402)	The customer service experience (M/508/3394)

Appendix A: Units

Legislation, regulation and procedures to follow in customer service

Unit No: A/508/3401

Level: Entry 3 **GLH:** 20

Credit: 3

Unit details: The aim of this unit is to provide the learner with the knowledge and understanding of Legislation, regulation and procedures to follow in customer service to protect the security of property and information when delivering customer service.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Know organisational procedures and external rules for the customer service job role	1.1	Identify the procedures for a particular customer service job stating the limits of responsibility and authority
		1.2	Identify the procedure for the security of customers property and customers information when delivering customer service
		1.3	Outline the health and safety rules that relate to a customer service job
		1.4	identify the health and safety risks to customers and colleagues
		1.5	Identify legislation and external regulations that impact on a customer service job
		1.6	List things that should not be done in a customer service job because of regulation
		1.7	State the legislation and your responsibilities for treating customers equally

Introduction to customer service

Unit No: F/508/3402

Level: Entry 3 **GLH:** 20

Credit: 3

Unit details: The aim of this unit is to provide the learner with the knowledge and understanding of the basic customer service terms and the customer service process and its importance to be able to learn from own experience of customer service.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Know basic customer service terms	1.1	Define the different types of customers <ul style="list-style-type: none"> ➤ Internal ➤ External
		1.2	Identify terms that are regularly used in customer service roles
		1.3	Identify how different services and products relate to each other and assist in providing customer satisfaction
2	Know the customer service process and its importance	2.1	Define what is meant by the terms <ul style="list-style-type: none"> ➤ Customer satisfaction ➤ Customer expectations
		2.2	Identify how customer satisfaction results from meeting customer expectations
		2.3	Identify the consequences when service does not meet customer expectations and the impact on the organisation
		2.4	List the importance of good customer service to organisations
3	Be able to learn from own experience of customer service	3.1	Describe a situation when you are the customer and what is important to you

The importance of appearance and behaviour in customer service

Unit No: J/508/3403

Level: Entry 3

GLH: 15

Credit: 2

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

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Know how appearance affects the way customers react	1.1	Identify appropriate attire and inappropriate attire for a customer service role
		1.2	Highlight customer expectations of appearance in a customer service role
2	Know how to interact with customers	2.1	Explain the importance of making a good first impression for a customer
		2.2	Highlight behaviour you could use to greet customers politely and positively
		2.3	Identify how to recognise and respond when a customer wants or needs attention
		2.4	Outline the importance of making the customer feel they have your full attention and identify avoid distractions when dealing with them
		2.5	State the importance of thanking customers for their business or for information given

Understand how to deal with queries and requests

Unit No: L/508/3368

Level: Entry 3

GLH: 20

Credit: 3

Unit details: The aim of this unit is to provide the learner with the knowledge and understanding of the services or products of a section or department within an organisation and how to recognise when a customer has a query or request.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Know the services or products of a section or department within an organisation	1.1	Identify the services/products a department offers and the key features of the service/product
2	Know the types of question that customers will ask and how to recognise when a customer has a query or request	2.1	Identify the most common questions asked about a department's services/products
		2.2	Identify the most effective answers to the questions identified about a selected department's services/products
		2.3	Listen accurately to questions from customers and respond accurately and effectively
3	Know how to clarify details of queries or requests from customers	3.1	Outline how to check with customers that they have heard their questions correctly
		3.2	Describe the importance of keeping customers informed on all areas of their requests/queries

Communicate customers' problems with others

Unit No: L/508/3371

Level: Entry 3

GLH: 18

Credit: 2

Unit details: The aim of this unit is to provide the learner with the knowledge and understanding of how to collect information about a problem from a customer and how to select information about a customer problem to pass to a colleague

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Know how to collect and log accurate information about a problem from a customer	1.1	Outline the information needed when asking a customer for details about a problem
		1.2	Describe how to confirm customer understanding of the problem
		1.3	Take accurate notes about a customer problem confirming accuracy with the customer
2	Know how to select information about a customer problem to pass to a colleague	2.1	Identify the importance of selecting the correct information about the customer and the problem
		2.2	Outline the details of a customer problem that should be passed to a colleague
3	Know how to communicate with a customer and a colleague about the problem	3.1	Outline the importance of passing accurately information about the customer problem to the appropriate colleague
		3.2	Outline the importance of keeping a customer accurately informed about the solution to the problem

The customer service job role

Unit No: Y/508/3373

Level: Entry 3

GLH: 20

Credit: 2

Unit details: The aim of this unit is to provide the learner with the knowledge and understanding of what the delivery of good customer service involves and the requirements of an entry level customer service job.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Know what the delivery of good customer service involves	1.1	Outline the information required to do a customer service job and the areas that have a direct impact on customer service
		1.2	Explain the individual skills an individual needs to do a customer service job
		1.3	Identify the impact an individual's behaviour affects the customer experience
2	Know the requirements of an entry level customer service job	2.1	Identify a job and job role that is an introduction in delivering customer service
		2.2	Outline who the customers are and their expectations from the customer service deliverer

Handling telephone calls from customers

Unit No: K/508/3376

Level: Entry 3

GLH: 18

Credit: 2

Unit details: The aim of this unit is to provide the learner with the knowledge and understanding of how greet customers calling on the telephone and how to deal with communication problems whilst on the telephone.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Know how to greet and deal with customers calling on the telephone	1.1	Outline the importance of answering the telephone promptly and identifying the customers' needs
		1.2	Identify appropriate and polite greetings when answering customer telephone calls
		1.3	Identify how to confirm customer needs
		1.4	Describe the procedure for passing on calls from customers to appropriate colleagues as necessary
		1.5	Describe the importance of closing the call, and thanking customers appropriately
2	Know how to deal with communication problems whilst on the telephone	2.1	Highlight the different types of communication problems that may occur
		2.2	Describe how to focus attention on the call without distractions

Communicate effectively with customers

Unit No: T/508/378

Level: 1 **GLH:** 14
Credit: 3

Unit details: The aim of this unit is to provide the learner with knowledge and understanding of the importance of speaking clearly and listening to customers.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Know the importance of speaking clearly to customers	1.1	Outline how and why it is important to speak clearly to customers about products or services
		1.2	Identify the accurate information to include when answering customer service questions
2	Know the importance of listening actively to customers	2.1	Outline ways to give customers their full attention when listening to them
		2.2	Highlight why listening to customers is important
3	Know the importance of using information from customers to contribute to good customer service	3.1	Explain how to confirm customers details are correct
		3.2	Identify the importance of reacting quickly to customers queries
		3.3	List information from customers that should be passed to colleagues

Effective relationships with customers and colleagues

Unit No: M/508/3380

Level: Entry 3

GLH: 20

Credit: 2

Unit details: The aim of this unit is to provide the learner with the knowledge and understanding of how to relate effectively with customers and colleagues and the importance of positive body language when dealing with customers and colleagues.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Know how to relate effectively to customers	1.1	Identify methods of communication when dealing with customers
		1.2	Identify language to avoid because <ul style="list-style-type: none"> ➤ Customers may consider it to be offensive ➤ Customers may consider it too informal
2	Know how to relate effectively to colleagues in a customer service team	2.1	State personality traits that are useful in working in a customer service team
		2.2	Identify ways to help colleagues when doing routine customer service tasks
		2.3	Identify help that can be expected from colleagues and that colleagues can expect when carrying out routine customer service tasks
3	Know the importance of positive body language when dealing with customers and colleagues	3.1	Describe what is meant by positive body language highlighting examples
		3.2	Identify the importance of not using negative body language
		3.3	Outline the importance in the use of eye contact and a smile when talking to customers and colleagues
		3.4	Outline the importance of using and reacting to body language when dealing with customers and colleagues

Working in a customer focused way

Unit No: J/508/3384

Level: Entry 3

Credit: 2

GLH: 16

Unit details: The aim of this unit is to provide the learner with the knowledge and understanding of how to show a polite and willing approach to customers and how to show consideration to customers.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Know how to show a polite and willing approach to customers	1.1	Identify the importance of being positive and polite when dealing with customers and in a timely manner
		1.2	Identify what they can do to show the customer they are willing and enthusiastic and reliable
2	Know how to show consideration to customers	2.1	State the importance of being considerate to customers
		2.2	Identify factors and skills that impress customers
		2.3	Identify factors and skills that may annoy customers
		2.4	Outline how to put customers at ease and show them respect

Create a good impression to customers

Unit Number: L/508/3385

Level: 1 **GHL:** 18

Credit: 2

Unit Details: The aim of this unit is to provide the learner with the knowledge and understanding to able to dress appropriately for a customer service job and to relate effectively to customers.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to dress appropriately for a customer service job	1.1	Describe clothing that would be appropriate for different customer service job roles
		1.2	Identify clothing that would be considered inappropriate in different customer service job roles
		1.3	Wear appropriate attire that meets customer expectations in a particular job role
2	Be able to demonstrate an appropriate appearance for a customer service job	2.1	Identify the importance of making a good first impression on customers
		2.2	Identify personal appearance that may have a negative impact on customers
		2.3	Present self in a positive way that to customers
3	Be able to relate effectively to customers	3.1	Describe appropriate 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

Apply legislation, regulation and organisational procedures for customer service

Unit Number: R/508/3386

Level: 1 **GHL:**

Credit: 3

Unit Details: The aim of this unit is to provide the learner with the knowledge and understanding to able to follow customer service procedures for a particular job and to protect the security of property and information when delivering customer service.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to follow customer service procedures for a job role	1.1	Describe the limits of own responsibility and authority for a customer service job role
		1.2	Carry out customer service procedures
2	Understand the effects and techniques used when applying Asian bridal make-up	2.1	Evaluate the usage of products, tools, and equipment used for Asian bridal make-up
2	Be able to protect the security of property and information when delivering customer service	2.1	Perform organisational procedures for the security of; <ul style="list-style-type: none"> ➤ Property ➤ information when delivering customer service
3	Know the health and safety requirements of delivering customer service	3.1	Describe the main health and safety rules and risks for customers and colleagues when delivering customer service
4	Know other external rules that impact on customer service delivery	4.1	Explain 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

Deal with queries and requests

Unit Number: Y/508/3387

Level: 1 **GHL:** 22

Credit: 3

Unit Details: The aim of this unit is to provide the learner with the knowledge and understanding of the services and products of a section or department and the customer's interests about the services and products of a section or department.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Know the services and products of a section or department	1.1	Describe the services and products within a department, listing the key features and benefits
2	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	Outline common questions and answers frequently asked about services and products
3	Be able to clarify customer queries or requests	3.1	Listen accurately to questions and responses from customers
		3.2	Clarify queries and requests from customers
4	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 support for requests outside of their own knowledge or authority

Contribute to sales activities in a contact centre

Unit Number: D/508/3391

Level: 1 **GHL:** 18

Credit: 2

Unit Details: The aim of this unit is to provide the learner with the knowledge and understanding to be able to greet customers calling on the telephone and to respond to requests from customers.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to greet and deal with customers calling on the telephone	1.1	Explain why it is necessary for an appropriate greeting for customers
		1.2	Appropriately greet customers when answering telephone calls
		1.3	Use appropriate questions to clarify customer needs in telephone calls
		1.4	Deal with the customer's requests and pass on to appropriate colleagues when customer needs are outside their own authority
2	Be able to respond to requests from customers	2.1	Exchange information with customers over the telephone
		2.2	Summarise and record information from customers to confirm accuracy of requests

Answer telephone calls from customers

Unit Number: R/508/3405

Level: Entry 3 **GHL:** 18

Credit: 2

Unit Details: The aim of this unit is to help the learner to understand and demonstrate how to answer incoming telephone calls to be able to respond to requests from customers

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to greet customers calling on the telephone and deal with incoming calls	1.1	Explain why it is necessary to greet customers appropriately on the telephone
		1.2	Be able to demonstrate greeting customers appropriately when answering telephone calls
		1.3	Use appropriate questions to identify customer needs during telephone calls
2	Be able to respond to requests from customers	2.1	Deal with the customers' requests appropriate to your ability
		2.2	Pass on calls from customers to appropriate colleagues as necessary
		2.3	Pass on appropriate and accurate information with customers over the telephone
		2.4	Clarify and outline the information back to the customers to confirm accuracy

Positive communication with customers

Unit Number: H/508/3392

Level: 1 **GHL:** 20

Credit: 2

Unit Details: The aim of the unit is to provide the learner with the knowledge and understanding to able to hold conversations with customers and to use body language when dealing with customers.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to hold conversations with customers and respond to requests	1.1	Describe how to listen actively to customers
		1.2	Listen actively to customers
		1.3	Utilise appropriate questions to develop a customer conversation
		1.4	Exchange appropriate information with customers in a conversation
		1.5	Be able to accurately close a conversation with a customer
		1.6	Summarise accurate information from customers to confirm they have heard requests correctly
		1.7	Pass information accurately and efficiently from customers to colleagues
2	Be able to use body language when dealing with customers	2.1	Identify types of <ul style="list-style-type: none"> ➤ Positive body language ➤ Negative body language and the that effect on customers
		2.2	Use accurate positive body language when dealing with customers

Contribute to effective customer service

Unit Number: K/508/3393

Level: 1 **GHL:** 20

Credit: 2

Unit Details: The aim of this unit is to provide the learner with knowledge and understanding of customer service terms and language as well as what contributes to good customer service in an organisation.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Know customer service terms and language and what contributes to good customer service	1.1	Identify key customer service language
		1.2	Define the terms and highlight the connection between them <ul style="list-style-type: none"> ➤ Customer service ➤ Customer expectations ➤ Customer satisfaction
		1.3	Describe the main points in a customer service process that influence customer satisfaction
		1.4	Describe how company procedures and teamwork contribute to good customer service
2	Be able to work effectively with colleagues in a customer service team	2.1	Describe what personal qualities are useful in customer service teamwork
		2.2	Identify skills that lead to effective team work
		2.3	Utilise effective teamwork skills when carrying out routine customer service tasks
		2.4	Describe the importance of not distracting colleagues when dealing with customers

The customer service experience

Unit Number: M/508/3394

Level: 1 **GHL:** 20

Credit: 2

Unit Details: The aim of the unit is to provide the learner with the knowledge and understanding of the customer service experience and how customer satisfaction is achieved to be able to demonstrate a positive attitude when dealing with customers.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Know about the customer service experience	1.1	Identify different customer service situations
		1.2	Outline the procedure in a customer service process
		1.3	Describe the feelings of a customer at the varying different stages of the customer service process
2	Know how customer satisfaction is achieved	2.1	Describe the relationship between customer expectations and customer satisfaction
		2.2	Outline the type of service delivery that provides customer satisfaction
		2.3	Describe customer service that does not meet customer expectations and the reasons why
3	Be able to demonstrate a positive attitude when dealing with customers	3.1	Demonstrate a positive attitude when dealing with customers
		3.2	Speak appropriately to customers putting them at ease in different situations
		3.3	Recognise customer feelings and establish a rapport with them
		3.4	Show respect to customers and display reliability

Work in a customer-friendly way

Unit Number: L/508/3404

Level: 1 **GHL:** 18

Credit: 2

Unit Details: The unit is aimed at helping the learner use knowledge about products/services to help when dealing with customer queries and requests.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to demonstrate a polite and willing approach to customers	1.1	Greet customers politely and confidently
		1.2	Respond willingly to customer requests in a timely manner
		1.3	Work in a positive, willing and enthusiastic way towards customers
2	Be able to interact with customers in different situations demonstrating consideration	2.1	Recognise and respond appropriately when a customer wants or needs attention
		2.2	Explain what might impress and annoy customers when carrying out customer service role
		2.3	Effectively perform a customer service role in a way that ensures the focus is on customers and avoids distractions
		2.4	Show customers appreciation for their business or information given

Appendix B: Assessment Strategy

Tutor and Assessor Requirements

It is essential that candidates are assessed by competent individuals. Assessors therefore need to have a thorough knowledge and understanding of assessment and quality assurance practices and an in-depth knowledge and understanding of the qualifications for which they are assessing candidates.

In order to offer any of Focus Awards regulated qualifications your Centre will need to ensure that you have the following:

- Tutor(s)
- Assessor(s)
- Internal Quality Assurers(s)

Requirements of Tutors:

Tutors should hold, or be working towards a teaching qualification. The following are acceptable:

- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS);
- Level 4 award in Preparing to Teach in the Life Long Learning Sector (PTTLS);
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTTLS);
- Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTTLS);
- Certificate in Education.

Focus Awards will consider other teaching qualifications upon submission.

Tutors must also be able to show the following:

- Relevant technical / occupational competency in the disciplines/units they wish to teach.

Requirements of Assessors:

Assessors should hold or be working towards the following:

- A1 qualification (previously D32, D33);
- Level 3 Award in Assessing Vocational Achievement;
- Level 3 Award in Assessing Competence in the Work Environment;
- Level 3 Certificate in Assessing Vocationally Related Achievement;
- Possess a beauty therapy qualification equivalent to the qualification or units being taught/assessed or quality assured
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years
- Be knowledgeable of the beauty therapy framework of qualifications

Assessors must be able to show the following:

➤ Relevant technical / occupational competency in the disciplines/units they wish to teach. Please note that trainee assessors will require their decisions to be countersigned by a suitably qualified assessor.

Requirements of Internal Quality Assurers (IQA):

IQA's should hold or be working towards one of the following:

- D34;
- V1 qualification;
- Level 4 Award in the Internal Quality Assurance of Assessment.
- Possess a beauty therapy qualification equivalent to the qualification or units being taught/assessed or quality assured
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years
- Be knowledgeable of the beauty therapy framework of qualifications

IQA's must also show the following;

- Relevant technical/occupational competency in the disciplines/units they wish to assure.

Please note simulation is not allowed for all units

Please note trainee IQAs will require their decisions to be countersigned by a suitably qualified IQA.

Exemptions, Equivalences, Credit Transfer and RPL

With the introduction of the RQF it now enables learners to avoid duplication of learning and assessment through equivalences or exemptions as follows:

- For achievements within the RQF it is possible to transfer credit (equivalence)
- Individuals with certificated achievements outside the RQF can claim exemption from the requirement to achieve credits for designated units
- If a learner has previously achieved the same unit through another awarding organisation, this will be classed as a credit transfer.

In all these cases as the learner has already had their achievement recognised, and will have received a certificate to confirm this, their achievement towards this specific qualification **MUST** be shown as an exemption, equivalence or credit transfer and **MUST NOT** be allocated any credit achievement.

Recognition of Prior Learning (RPL) is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning. Therefore the learner is either awarded the unit or can progress straight to assessment without the need for delivery.

This will show as a unit achievement on the certificate. For any learner who has previously achieved units that have been approved as Exemptions, Equivalences, and Credit Transfer or will be achieved through RPL it is your responsibility to inform Focus Awards at registration, through the use of the registration excel spread sheet.

The claim must first of all be made to your Centre and it is your responsibility to make the initial consideration – if you are in any doubt you should request advice/clarification from Focus Awards. Upon authorising the request, you must ensure that appropriate evidence and documentation is reviewed, maintained and made available to Focus Awards staff as required.

Guided Learning Hours (GLH)

The guided learning hours figure gives the minimum amount of time required to ‘deliver’ the programme, and includes all times when a member of staff is present to give specific guidance towards learning aims/outcomes, as well as other structured learning time such as directed assignments, supported individual study or practice and assessments. It does not include time spent on learner-initiated work; or time spent by tutors marking assignments where the learner is not present.

Total Qualification Time (TQT)

Total Qualification Time is defined by the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and

An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Assessment

To comply with Focus Awards Equality and Diversity Policy assessment practices it is a requirement that reasonable adjustments be made, where necessary, to enable individual learners to undertake assessments without bias. Please familiarise yourself with Focus guidance and the procedures for applying reasonable adjustments.

To ensure compliance, assessments must fulfil all assessment criteria and learning outcomes set out in the qualification specification and assessment strategy guidelines. The method of assessment may be adjusted to accommodate learners requiring alternative assessment methods in order to evaluate a learner's competency fairly. Detailed assessment and evidence requirements are provided in the qualification assessment strategy.

Consistency of Assessment Decisions

The consistency of assessment decisions, across learners, sites and assessors, is of primary importance in assuring the quality of assessment within a centre. Focus Awards ensures that the following mechanisms are in place to assist this:

- Assessors are either qualified or working towards current assessor standards: Level 3 Award in Assessing Competence in the Work Environment or Level 3 Award in Assessing Vocational Achievement (A1 and D32/33 are also acceptable)
- Assessors have competency in the subjects relevant to the units that they wish to assess
- Assessors are observed at least annually by qualified IQA's during assessment
- Focus Awards make available 'Assessment Guidance' documentation for each qualification
- Standardisation exercises take place within the Centre
- Centre training days run by Focus Awards include assessment best practice
- External quality assurance is carried out by trained and qualified EQA's at least twice per year in each Centre

Judging Authenticity

- All centres and assessors must monitor and control the generation of evidence to ensure that evidence provided by learners is their own and is current, reliable, sufficient, valid and meets the qualification standard
- Learners must complete an assignment declaration form to confirm that the materials they present are their own work. All centres, trainers and assessors should ensure that this declaration is signed by the learners
- A Record of Achievement document must be implemented to record how the assessment criteria and learning outcomes have been sufficiently covered. By using this document and 'signing off' learners' evidence the assessors and IQAs are confirming that the assessment evidence submitted by the learner is authentic, is their own unassisted work and that it meets the stated assessment criteria and learning outcomes required

- Where the authenticity of the work is in doubt, checks to ascertain its authenticity should be carried out by the assessor, the use of oral questioning, for example, to check that the learner's knowledge matches the evidence provided
- Evidence which is not considered to be authentic should be disallowed

Guidance on Re-submission of Learner Assessment

- There is no limit to the number of times that work may be resubmitted for assessment by the learner. However, you may wish to implement your own systems and policies for additional advice/support for those learners who have been unsuccessful on a number of occasions
- There is no limit to the number of times that the learner may redraft their assessment prior to it being submitted for assessment
- Assessors/tutors must not give learners, or lead them to, the correct answers, they may however offer some assistance to learners in completing written work, such as explaining what the questions mean or offering additional guidance when they have previously answered questions incorrectly
- Assessors/tutors should not add to learners' answers where they do not fully meet the required standard in the worksheets, etc. The learner should be asked to add to their own answers until they have demonstrated competence at the required standard

Use of Language and Stimulus Materials

It is the responsibility of each individual Centre to provide its learners with appropriate resources and assessment materials to support them in their learning journey. Resources and assessment materials and the language used within them should be appropriate and suitable for the learners needs. They are appropriate only if they:

- Facilitate learners to demonstrate their level of attainment
- Require skills, knowledge, and understanding that are required for the qualification
- Are clear and unambiguous (except where ambiguity forms part of the assessment) and
- Are not expected to cause unnecessary offence to learners.

These materials and their use will be reviewed during EQA monitoring visits to the Centre and an EQA will take into account the following when considering whether language and stimulus materials for learning and assessment are appropriate:

- The age of learners who may realistically be expected to take the qualification
- The qualification level

- The qualification objective
- The skills, knowledge and understanding assessed for the qualification
- It comprises content or language which could lead to a group of learners sharing a common attribute or circumstance experiencing an unreasonable disadvantage in the level of achievement that they are able to demonstrate in the assessment because of that attribute or circumstance

Please note that, you must show how each of the learning outcomes has been covered for the creation of manuals or text books, and for assessment materials an evidence referencing system must be adopted to show how each of the assessment criteria has been covered.

Appendix D: Guidance on Observed Assessments

Assessment Briefing

When a planned observed assessment is to be carried out, it is essential that a briefing is conducted by the assessor prior to the assessment. This assessment briefing should cover the following information:

- Where the assessment will take place
- How the assessment will be conducted
- What the learner is expected to present or demonstrate in terms of performance evidence
- Any documentation which forms part of the assessment
- Where and when questioning and feedback will take place
- What the learner needs to do if there is a disagreement with the assessment decision (appeals procedure)
- The assessor should also use this briefing activity to let students seek clarification or ask questions on any issue relating to the planned assessment. Other individuals such as clients who are involved in the assessment process should also be part of the assessment briefing.
- The assessment briefing can be conducted in either a one to one or group briefing. In group situations the assessor will briefly confirm the process with each individual before beginning the assessment.

Observing the Learner

Observation involves the assessor viewing the learner while they carry out the planned tasks and is the primary method used to assess practical competence. The assessor should adhere to the following guidelines when carrying out an observed assessment:

- Involve the learner
- Complete an adequate briefing
- Use an assessment checklist
- Avoid carrying out an assessment in a noisy environment
- Ensure a good observational position which enables seeing and hearing the events taking place appropriately
- Avoid involvement in the assessment process except for the purpose of health and safety or when 'moving on'
- When 'moving on', use only limited dialogue, the phrase 'thank you, can you move onto the next exercise please' is sufficient
- Avoid using dialogue which could give an indication of performance such as 'well done' or 'that's great'
- Ensure that adequate time is planned for the purpose of giving immediate feedback following the assessment
- Discreet and unobtrusive methods of recording the observation should be used where possible. Shuffling paperwork can be disruptive in a quiet environment where people are focused on what is being assessed
- Be seen to be observing, never leave the room, eat, talk to other people, use a mobile phone or any perform any other action which will distract from the observation
- Avoid using positive/negative body language such as nodding the head as this could give an indication of performance

- Following the learner's performance ensure that the feedback is delivered in a suitably private, quiet and comfortable environment

Recommended Stages of an Observation for Focus Awards Entry Level Certificate for Introduction to Customer Service (Entry 3)

- Step 1
Initial briefing with the learner
- Step 2
Observation of learner
- Step 3
Assessor led Learner/Client Feedback
- Step 4
Learner Evaluation with the client (15 minutes minimum)
- Step 5
Assessor Questions to assess knowledge and understanding (non-leading and open)
- Step 6
Assessor adjudication (pass/refer)
- Step 7
Assessor Feedback (written and verbal concise, constructive, and relevant to performance criteria)

Questioning to Assess Knowledge and Understanding

- It is easy to infer a level of understanding by what is seen during an observation, therefore it is essential that assessors question learners if they are ever in doubt about underpinning knowledge;
- However, a question should not be asked if the assessor does not see assessment criteria.
- Questions are divided into two categories:
 - Open questions start with the words, 'How?', 'What?', 'When?', 'Where?', 'Why?' and 'Who?'
 - Closed questions will ultimately result in the learner responding with a 'Yes' or 'No' response. This is not a good technique when assessing a learners underpinning knowledge, as it is very hard for the assessor not to lead learners in this scenario.
- Assessors should always use open questions when assessing knowledge and understanding.
- It is a Focus Awards requirement that all questions asked during assessment are recorded together with learner responses. They must be written out in full and signed and dated by both the learner and assessor.
- It is unacceptable to write next to a question "learner answered correctly". If there was an appeal against your assessment decision, then there would not be a clearly auditable trail of evidence which shows the question that was asked and the learner response.

Non-Leading Questions

Assessors must be careful not to use questions that could give clues to a learner and lead them to the right answer. Assessors should also be aware of any opinions or preferences they may hold which could affect the way they direct their questions. It is also possible to lead a learner to an answer by the tone or inflection of the voice or through body language or facial expression.

Feedback

‘Structured, helpful information that is given to someone to suggest what can be done to improve a performance’

- Feedback following an assessment should specifically relate to what has been assessed and how the evidence witnessed meets, or does not fully meet the standards being assessed
- Feedback should not include an assessor’s opinion and should not be delivered as criticism. Criticism is subjective it is one individual’s judgement of another person, or their work. Criticism will likely make a person feel angry or devalued; it does not boost self-confidence or assist a learner with solving a problem. Criticism indicates disapproval, dismissal, or rejection, and is unlikely to lead to the result intended; it may however create a negative situation or a hostile response
- Effective feedback should always be constructive and positive; it must be a two way process which involves the learner at all times and should be delivered using the ‘feedback sandwich’ model of placing constructive feedback between positive comments
- The assessment decision should be given to the learner at the beginning of the feedback session. The learner will then be more able to concentrate and focus on their feedback and not be distracted waiting for the pass/refer result of their performance