

Abu Dhabi Centre for Technical and Vocational Education and Training
Customer Service
Qualification title: Level 4 Composite Award in Facilitating customer service
Qualification code: CALD65040112

Qualification structure

Qualification type: Composite Award	Discipline: L	Sector: D65	Level: 4	No in series: 01	Year of approval: 12
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Credit value: 11 Credit hours	Certification requirement: 3 Core Units
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Qualification aims

The aim of the qualification is to provide learners with a with the core understanding of health and safety, communication and social responsibility. In addition to give learners an understanding working with colleagues and customers, addressing customer's needs, and implementing customer service standards.

Qualification units

Core units

Unit code:	Unit no:	Unit title:	Level:	Credit value:
LD650400112	1	Work with colleagues and customers	4	4
LD650400212	2	Address customer needs	4	3
LD650400312	3	Implement customer service standards	4	4

Specialist units

Unit code:	Unit no:	Unit title:	Level:	Credit value:

Optional units

Unit code:	Unit no:	Unit title:	Level:	Credit value:

Prerequisites

Entry requirements	Requirements
<p>Learners will require the following skills for completion of this unit as follows: Analytical skills, communication skills, effective business relationships, information management skills, presentation skills, research and data collection skills, relate to people from diverse backgrounds, and diverse abilities. The unit is open to candidates of either gender and there are no entry barriers on grounds of race, creed or previous academic attainment or learning. There should be equality of access for candidates and candidates must be enabled and supported to undertake this qualification. All institute staff involved in the assessment or delivery of these qualifications should understand learner's requirements and through initial assessment, match them to the needs and</p>	<ul style="list-style-type: none"> • IELTS level 4 is preferred. • Pre-entry requirement of Certificate 3 in level or equivalency. <p>Credit transfer is available as published.</p>

capabilities before entering learners as candidates for this qualification.		
Qualification pathways		
This qualification	Pathways	
Level 4 Composite Award in Facilitating customer service	Certificate 4 in Customer Services Certificate 4 in Marketing Certificate 4 in Management Certificate 4 in Business Administration Diploma in Business Administration	
Copyright and ownership	Modification history	
Copyright of units, Intellectual Property Rights and ownership of the qualification will be owned by ACTVET.	Release no: 1	Previous code:
	Comment:	New code:
National Occupational Standards	Not available UK standards used in lieu	

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Qualification overview

This qualification is suitable for	Minimum age requirement is seventeen. Learners should be working in the field of customer service marketing, administration, or management and have background knowledge of the profession as a minimum requirement.	
Target market	The target market for this qualification is customer service marketing, administration, or management, small company owners and staff with a recruitment role.	
Job activities/tasks	The core component of this unit contains competencies in: customer service marketing, administration, or management.	
Work context/conditions	This unit is for any individual who is, or wishes to be involved in customer service marketing, administration, or management.	
Example employers	Government organisations. Private sector employers.	
Example jobs	Related occupations	
Call Centre Telephone Operator Front line customer services person Retail sales person Customer Services Manager	Office Managers Persons with departmental responsibility	
Professional association	International professional association such as Chartered Institute of Management	

<p>Abu Dhabi Centre for Technical and Vocational Education and Training Customer Service Qualification title: Level 4 Composite Award in Facilitating customer service Qualification code: CALD65040112</p> <p>Delivery and Assessment</p>	
Mode of delivery	
<p>Mode of delivery will be classroom or any other mode of delivery that meets the needs of the learner, ensuring learner has access to appropriate resources. It is strongly advised that learning and development of subject content and associated skills be referenced to real vocational situations in an office environment.</p>	
Arrangements for learners with special assessment requirements	
<p>Arrangements for learners with special assessment requirements may need to be adapted to meet;</p> <ul style="list-style-type: none"> • language requirements • cultural or religious requirements • physical disabilities • particular learning needs. 	
Trainer qualifications	
<p>Training of learners will be by qualified Licensed Vocational Trainers who meet the requirements for employment in an ACTVET licensed institute and hold the required qualifications of Licensed Vocational Trainer (proposed). Licensed Vocational Trainers should be qualified and have recent experience of work in office environments. The trainer will comply with all licensing and accreditation requirements for an ACTVET Licensed Trainer.</p>	
Training methods	
<p>Licensed Vocational Trainers must use appropriate methods of training for classroom environment that reflects the vocational requirements of a workplace setting. Learning must be paced to meet the learner’s needs, preferred style of learning and is taught at a level where all learners comprehend the concepts trained.</p>	
Assessment	
<p>Assessment will be in classroom environment conducted by Assessors who meet the requirements for employment in an ACTVET licensed institute and hold the required qualifications of Licensed Vocational Assessor. Assessment methodology will be selected to utilise the most appropriate methods of assessment for the knowledge or skill involved and will be tailored to meet the requirements of the Unit Standards. Assessors must take into consideration any special assessment arrangements for learners to ensure learners are not disadvantaged in the assessment process.</p>	<p>Assessors must have:</p> <ul style="list-style-type: none"> • licensed Vocational Assessor qualifications or similar • applied industrial experience • assessment practices that meet QFEmirates National Standards of assessment • regular professional development practices.

Assessment methods	
<p>All assessment methods must use the appropriate assessment methods to assess knowledge and skill. There must be fair, valid, reliable, authentic and sufficient evidence for all assessment criteria.</p> <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this qualification:</p> <ul style="list-style-type: none"> • assessment of written reports summarising results of candidate skills assessment and selection outcomes • observation of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors, managers, clients or candidates. 	
Assessor decisions will make assessments that will be coded according to the following schedule:	Code to be inserted on record sheet
<p>Observation of the candidate by the assessor (Role play scenarios included)</p> <p><i>Examination of the evidence by the assessor:</i></p> <p>Examination of a product</p> <p>Examination of the witness/expert testimony</p> <p>Examination of a case history</p> <p>Examination of a personal statement</p> <p>Examination of written answers to questions</p> <p><i>Questioning of the candidate or witness by the assessor:</i></p> <p>Questioning of the candidate</p> <p>Questioning of the witness</p> <p>Professional Discussion</p> <p>Realistic working environment</p> <p>Simulation</p>	<p>O</p> <p>EP</p> <p>EWT</p> <p>ECH</p> <p>EPS</p> <p>EWQ</p> <p>QC</p> <p>QW</p> <p>PD</p> <p>RWE</p> <p>S</p>
Verifier	Vocational verifiers must have
<p>The Verifier will observe Assessors carrying out assessments, review assessment decisions from the evidence provided and hold meetings with the assessment team to ensure consistency in the use of paperwork and interpretation of the qualification's requirements. Verifiers will ensure that learner tracking of registration for qualifications, assessment decisions and achievement, are recorded and maintained accurately and timely and are open to scrutiny.</p>	<ul style="list-style-type: none"> • verifier qualifications or similar • applied industrial experience • verification practices that meet NQEmirates National Standards of verification • regular professional development practices • ability to manage the learner's work environment for the verification process • ability to evidence standardisation processes.

Verification method	
Assessment and verification process will conform to the following:	
<ul style="list-style-type: none"> • Institute systems for learner, assessment and verification are unified. • Qualified Assessors must be used for all assessment. • Learner's achievement is evidenced and recorded. • Learner is included in the assessment decision making process. • Assessment of learner's achievement is evidenced by best practice. • Assessment takes into account diversity and language differences. • Assessment of learner's achievement is tracked and recorded. • Learner will be able to compile their portfolio using their preferred technology. • Assessment uses valid, fair, authentic and reliable practice and reduces barriers to assessment. 	<ul style="list-style-type: none"> • Evidence collection makes efficient use of assessment opportunities and work production. • Licensed Vocational Verifiers must be used for all verifications. • Verification of learner's achievement is evidenced by best practice. • Verification of learner's achievement is tracked and recorded. • Standardisation of assessment and verification processes are evidenced • Evidence of sharing of learner, assessor and verifier best practice. • Evidence that complaints are addressed, recorded and solved effectively. • National Industry Sector Classification Code (SIC) to classify units and qualifications as per the guidance in the QFEmirates handbook.
Assessing and grading	
<p>This qualification is a knowledge, skills and application qualification. Assessment should, where possible, take a holistic approach. Assessment in one unit can be used as the assessment for another, if the assessed piece of work covers the criteria in the units. Assessment must be accessible for learners and the process of assessment as simple as possible. Learners must demonstrate competence by producing a portfolio of evidence.</p> <p>This qualification is examined in two ways: assessment of performance and underpinning knowledge. All performance is assessed by an assessor against the performance criteria and recorded in the Cumulative Assessment Record. Competence recognises all qualification requirements have been achieved. Not yet competent means all requirements have been attempted but yet to be achieved, insufficient evidence means all requirements have not been attempted. Underpinning knowledge is examined that more than 80% of the predetermined marking criteria should be met.</p> <p>This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended will require prior approval from the External Verifier.</p>	
Learner evidence	
Learners must demonstrate knowledge and skill achievement in a presented portfolio.	
Integrated assessment	
Opportunities for integrated assessment are possible are possible between units 1, 2 and 3.	

Risk in assessment

The learner's work environment needs proper management and risk management analyses. The following risks will be observed in the training, assessment and verification phases:

- health and safety
- stressing the learner
- inauthentic evidence/collation/unjustifiable support to the learner
- over-assessment
- potential of unfairness to the learner
- failing to meet assessment strategy of a qualification.

Appeals procedure

In the event that a learner judges that he is being unfairly considered in the assessment or verification process he has the right to appeal using the recognised appeals procedure and documentation (not included in this submission).

In the event that an assessor judges that he is being unfairly considered in the assessment or verification process he has the right to appeal using the recognised appeals procedure and documentation.

Abu Dhabi Centre for Technical and Vocational Education and Training Customer Service Qualification title: Level 4 Composite Award in Facilitating customer service Qualification code: CALD65040112 Unit: 1 Unit title: Work with Colleagues and Customers Unit code: LD650400112 Customer Service		
Level: 4	Credit value: 4	Notional learning hours: 60 hours
Unit Information		
Unit description of content		
<p>This unit describes the performance outcomes, interpersonal, communication and customer service skills and knowledge required to work in service industries.</p>		
Information for learning and achievement		
<p>The unit requires learners to demonstrate and achieve the key required skills and knowledge embedded in the unit including meeting personal presentation standards, establishing rapport with customers, determining and addressing customer needs and expectations, dealing with complaints, working in teams and using appropriate communication techniques and mediums. This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.</p>		
Assessment strategy		
<p>Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.</p> <p>This qualification is examined in two ways: assessment of underpinning knowledge and performance.</p> <p>Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met.</p> <p>Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. ‘Competent’ recognises all unit criteria have been achieved. ‘Not yet competent’ means all criteria have been attempted but yet to be achieved, ‘insufficient evidence’ means not all criteria have been attempted.</p> <p>This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.</p> <p>Assessment of this unit is to be conducted in a classroom, simulated workplace environment and workplace environment. Assessment can include role play, scenario setting, drama performance, presentations, written material, reports, checklists, lists, statements, comparative charts, posters, portfolios and diagrammes.</p>		
Recording and storing of learner achievement		
<p>Keep evidence of learner’s work in the Centre for up to one year.</p> <p>Encourage learners to maintain learning logs and evidence of professional development.</p> <p>Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.</p>		

Abu Dhabi Centre for Technical and Vocational Education and Training
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Unit: 1
 Unit title: Work with Colleagues and Customers
 Unit code: LD650400112
 Customer Service

Level: 4	Credit value: 4	Notional learning hours: 60 hours
Assessment criteria: Knowledge, skills and application (KSA)		
Learning outcomes		
Learning outcome 1: Be able to communicate with customers		
Performance criteria: 1.5 Communication with customers and colleagues is conducted in a polite, professional and friendly manner. 1.6 Language, tone and non-verbal communication used are conducted to a given situation in both written and spoken communication. 1.7 Active listening and questioning are used to facilitate effective two-way communication. 1.8 Sensitivity to cultural and social differences is demonstrated. 1.9 Characteristics of the medium of communication are selected for the particular audience, purpose and situation, taking into consideration the relevant factors involved. 1.10 Communication medium is correctly used according to standard protocols and organisational procedures.		
Learning outcome 2: Be able to provide service to colleagues and customers		
Performance criteria: 2.1 Colleague and customer needs and expectations have been correctly identified, and appropriate products, services or information including information for customers with special needs are provided. 2.2 Relevant information about products and services is selected and information is clearly provided to customers. 2.3 Colleague and customer needs and requests are met within acceptable organisation timeframes. 2.4 Opportunities to enhance service quality are identified and taken.		
Learning outcome 3: Be able to respond to conflicts and customer complaints		
Performance criteria: 3.1 Customer dissatisfaction is recognised promptly and action is taken to resolve the conflict according to individual level of responsibility and organisation procedures. 3.2 Customer complaints are responded to positively, sensitively, in a cooperative manner and politely with the customer. 3.3 Escalated complaints are referred to the appropriate person according to individual level of responsibility and organisational policy and procedures.		
Learning outcome 4: Be able to develop positive working relationships with colleagues		
Performance criteria: 4.1 Individual tasks are identified, prioritised and completed within designated timeframes. 4.2 Changes to individual responsibilities are negotiated to meet reviewed work goals. 4.3 Team members' trust, support and respect are demonstrated in day-to-day work activities.		

- 4.4 Work-team goals are identified jointly with colleagues and relevant others.
- 4.5 Assistance to colleagues is offered when required to ensure designated work goals are met.
- 4.6 Assistance from other team members, supervisors and managers is sought when required.
- 4.7 Feedback and information from other team members are acknowledged and responded to
- 4.8 Cultural differences of colleagues are recognised and accommodated.

Evidence guideline

- Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations.
- Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements.
- Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier.
- Learners should demonstrate no less than 80% of the requirements for the summative assessment.
- Re submissions are permissible.

Evidence requirements

1. Learners work with colleagues and customers and evidence with a report on different aspects of communication and requirements to communication skills.
2. Learners provide service to colleagues and customers and evidence with a report on needs and expectations of colleagues and customers and products and services delivered to meet the needs and expectations.
3. Learners respond to conflict and customer complaints and evidence with a report on customer dissatisfaction and responses provided.
4. Learners develop positive working relationships with colleagues and evidence with a report on individual roles and responsibilities, feedback from team members, team goals, support to and from team members, trust, respect and diversity.
5. Learners review own work and identify performance improvement strategies.

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Unit: 1
 Unit title: Work with Colleagues and Customers
 Unit code: LD650400112
 Customer Service

Mapping of CoreLife Skills

Learning outcomes	Performance Criteria	Collecting, analysing, organising and applying information in a given context	Communicating information, concepts and ideas	Initiating and organising self and activities, including motivation, exploration and creativity	Working with others in teams including leadership	Solving problems including using mathematical ideas and techniques	Applying information and communication technology	Participating in social and civic life including ethical practice
1	1.1	X	X	X				
	1.2		X	X			X	
	1.3	X	X	X	X			
	1.4			X	X			X
	1.5	X	X	X		X	X	
	1.6	X	X	X	X	X	X	
2	2.1	X	X	X	X	X		X
	2.2	X		X	X	X	X	
	2.3		X	X	X	X		
	2.4			X		X		
3	3.1	X	X	X		X		
	3.2	X	X	X		X		
	3.3		X	X				
4	4.1			X				
	4.2		X	X		X		
	4.3		X	X	X			
	4.4	X	X	X	X	X		
	4.5			X	X	X		
	4.6			X	X	X		
	4.7	X	X		X			
	4.8		X	X	X			X

Abu Dhabi Centre for Technical and Vocational Education and Training
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 Qualification code: CALD65040112

Unit: 2
 Unit title: Address customer needs
 Unit code: LD650400212
 Customer Service

Level: 4	Credit value: 3	Notional learning hours: 45 hours
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Unit Information

Unit description of content

This unit describes the performance outcomes, skills and knowledge required to manage the ongoing relationship with a customer, including assisting the customer to articulate their needs, meeting customer needs and managing networks to ensure customer needs are addressed. The customer relationship would typically involve direct interaction a number of times over an extended period.

This unit is appropriate to workers who are expected to have detailed product knowledge in order to recommend customised solutions. They would be expected to apply organisational procedures and be aware of, and apply as appropriate, broader factors involving ethics, industry practice and relevant government policies and regulations.

Information for learning and achievement
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The unit requires learners to demonstrate and achieve the key required skills and knowledge embedded in the unit including meeting personal presentation standards, establishing rapport with customers, determining and addressing customer needs and expectations, dealing with complaints, working in teams and using appropriate communication techniques and mediums. This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.

Assessment strategy

Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.

This qualification is examined in two ways: assessment of underpinning knowledge and performance.

Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met.

Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. ‘Competent’ recognises all unit criteria have been achieved. ‘Not yet competent’ means all criteria have been attempted but yet to be achieved, ‘insufficient evidence’ means not all criteria have been attempted.

This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.

Assessment of this unit is to be conducted in a classroom, simulated workplace environment and

workplace environment. Assessment can include role play, scenario setting, drama performance, presentations, written material, reports, checklists, lists, statements, comparative charts, posters, portfolios and diagrammes.

Recording and storing of learner achievement

Keep evidence of learner's work in the Centre for up to one year.

Encourage learners to maintain learning logs and evidence of professional development.

Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.

Abu Dhabi Centre for Technical and Vocational Education and Training
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Unit: 2
 Unit title: Address customer needs
 Unit code: LD650400212
 Customer Service

Level: 4	Credit value: 3	Notional learning hours: 45 hours
Assessment criteria: Knowledge, skills and application (KSA)		
Learning outcomes		
Learning outcome 1: Be able to assist customer to articulate needs		
Performance criteria: 1.1. Customer needs are fully explored, understood and agreed. 1.2. Available services and products are explained and matched to customer needs. 1.3. Rights and responsibilities of customers are identified and communicated to the customer as appropriate.		
Learning outcome 2: Be able to satisfy complex customer needs		
Performance criteria: 2.1. Possibilities for meeting customer needs are explained. 2.2. Customers are assisted to evaluate service and/or product options to satisfy their needs. 2.3. Preferred actions are determined and prioritised. 2.4. Potential areas of difficulty in customer service delivery are identified and appropriate actions are taken in a positive manner.		
Learning outcome 3: Be able to manage networks to ensure customer needs are addressed		
Performance criteria: 3.1. Effective regular communication with customers is established. 3.2. Relevant networks are established, maintained and expanded to ensure appropriate information is referred to customers about products and services available internally and externally to the organisation. 3.3. Procedures ensure that decisions about targeting of customer services are based on up-to-date information. 3.4. Procedures ensure that referrals are based on matching the customer needs to the availability of products and services. 3.5. Records of customer interaction are kept in accordance with organisational procedures.		
Evidence guideline		
<ul style="list-style-type: none"> ▪ Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations. ▪ Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements. ▪ Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier. ▪ Learners should demonstrate no less than 80% of the requirements for the summative assessment. ▪ Re submissions are permissible. 		

Evidence requirements

1. Learners assist customers to articulate their needs and evidence with a report on customer needs, information, products and services that match the needs, and customer rights and responsibilities.
2. Learners satisfy complex customer needs and evidence with a report on complex customer needs, areas of difficulty, and responses provided or actions taken.
3. Learners manage networks to ensure customer needs are addressed and evidence with a report on regular communication and interaction, relevant networks, and procedures for targeting customers and matching customer needs.
4. Learners review own work and identify performance improvement strategies.

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Unit: 2
 Unit title: Address customer needs
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 Customer Service

Mapping of CoreLife Skills

Learning outcomes	Performance Criteria	Collecting, analysing, organising and applying information in a given context	Communicating information, concepts and ideas	Initiating and organising self and activities, including motivation, exploration and creativity	Working with others in teams including leadership	Solving problems including using mathematical ideas and techniques	Applying information and communication technology	Participating in social and civic life including ethical practice
1	1.1	X	X				X	
	1.2	X	X	X	X	X		
	1.3	X	X		X			
2	2.1		X	X	X	X		
	2.2	X	X	X	X	X		
	2.3	X	X	X	X	X	X	
	2.4	X	X	X		X	X	
3	3.1		X		X			
	3.2	X	X	X	X	X	X	
	3.3	X	X	X		X	X	
	3.4	X	X	X	X	X	X	
	3.5	X		X			X	

Abu Dhabi Centre for Technical and Vocational Education and Training
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Unit: 3
 Unit title: Implement customer service standards
 Unit code: LD650400312
 Customer Service

Level: 4	Credit value: 4	Notional learning hours: 60 hours
Unit Information		
Unit description of content		
<p>This unit describes the performance outcomes, skills, knowledge, and application required to contribute to quality customer service standards, and to support personnel to implement customer service standards and systems within the organisation. Operators undertaking this unit would have a detailed knowledge of, and experience in, customer service systems and procedures.</p>		
Information for learning and achievement		
<p>The unit requires learners to demonstrate and achieve the key required skills and knowledge embedded in the unit including meeting personal presentation standards, establishing rapport with customers, determining and addressing customer needs and expectations, dealing with complaints, working in teams and using appropriate communication techniques and mediums. This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.</p>		
Assessment strategy		
<p>Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.</p> <p>This qualification is examined in two ways: assessment of underpinning knowledge and performance.</p> <p>Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met.</p> <p>Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. ‘Competent’ recognises all unit criteria have been achieved. ‘Not yet competent’ means all criteria have been attempted but yet to be achieved, ‘insufficient evidence’ means not all criteria have been attempted.</p> <p>This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.</p> <p>Assessment of this unit is to be conducted in a classroom, simulated workplace environment and workplace environment. Assessment can include role play, scenario setting, drama performance, presentations, written material, reports, checklists, lists, statements, comparative charts, posters, portfolios and diagrammes.</p>		

Recording and storing of learner achievement
Keep evidence of learner's work in the Centre for up to one year. Encourage learners to maintain learning logs and evidence of professional development. Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.

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Unit: 3
 Unit title: Implement customer service standards
 Unit code: LD650400312
 Customer Service

Level: 4	Credit value: 4	Notional learning hours: 60 hours
Assessment criteria: Knowledge, skills and application (KSA)		
Learning outcomes		
Learning outcome 1: Be able to contribute to quality customer service standards		
Performance criteria:		
1.1. Customer service standards in the workplace are accessed, interpreted, applied and monitored according to organisational standards, policies and procedures.		
1.2. Customer service standards, policies and processes are developed, refined and improved.		
Learning outcome 2: Be able to implement customer service systems		
Performance criteria:		
2.1. Personnel are encouraged to consistently implement customer service systems.		
2.2. Customer feedback is reviewed in consultation with appropriate personnel and analysed when improving work practices.		
2.3. Customer service problems are identified and adjustments are made to ensure continued service quality.		
2.4. Adjustments in service delivery are communicated to those involved, within appropriate timeframes.		
2.5. Delivery of services and products is coordinated and managed to ensure they effectively and efficiently meet agreed quality standards.		
Learning outcome 3: Be able to implement team customer service standards		
Performance criteria:		
3.1. Team and work activities are planned and implemented to meet customer needs and expectations and to minimise inconvenience.		
3.2. Resources required to undertake team tasks while meeting required customer service levels are identified.		
Evidence guideline		
<ul style="list-style-type: none"> ▪ Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations. ▪ Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements. ▪ Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier. ▪ Learners should demonstrate no less than 80% of the requirements for the summative assessment. ▪ Re submissions are permissible. 		

Evidence requirements

1. Learners contribute to quality customer service standards and evidence with a report on current customer service standards, policies and procedures and recommendations for improvement.
2. Learners implement customer service systems and evidence with a report on current customer service systems, customer service delivery and management, customer service problems, and recommendations to improve customer service systems to effectively and efficiently meet agreed standards.
3. Learners implement team customer service standards and evidence with a report on team activities and resources required to meet customer needs and expectations.
4. Learners review own work and identify performance improvement strategies.

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Mapping of CoreLife Skills

Learning outcomes	Performance Criteria	Collecting, analysing, organising and applying information in a given context	Communicating information, concepts and ideas	Initiating and organising self and activities, including motivation, exploration and creativity	Working with others in teams including leadership	Solving problems including using mathematical ideas and techniques	Applying information and communication technology	Participating in social and civic life including ethical practice
1	1.1	X	X		X		X	
	1.2	X	X	X		X		
2	2.1	X	X	X	X			
	2.2	X	X	X	X	X	X	
	2.3	X	X	X	X	X	X	
	2.4		X	X	X	X	X	
	2.5	X	X	X	X	X	X	
3	3.1	X	X	X	X	X		
	3.2	X	X	X	X	X	X	