

Focus Awards Level 3 Diploma  
in Customer Service (RQF)

601/6780/4

# Qualification Summary

## Key Information

### Level

3

### Sector

Administration

### Qualification Type

Occupational Qualification

### Total Qualification Time

550

### Credit Value

55

### Guided Learning Hours

310

### Status

Available to learners

### Methods of Assessment

Portfolio of evidence

### Minimum Age

16



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# Focus Awards Level 3 Diploma in Customer Service (RQF)

QRN: 601/6780/4

GLH: 310

TQT: 550

Credit: 55

## Qualification Purpose:

The Focus Awards Level 3 Diploma in Customer Service (RQF) is aimed at those learners preparing to enter the customer services sector and those currently working in a customer service role.

The Focus Awards Level 3 Diploma in Customer Service (RQF) aims to provide learners with the skills and knowledge required to organise and deliver customer service, resolve customer problems, understand customers and customer retention. Learners will also have the opportunity to elect optional units that can reflect their preferred route into the customer service environment or expand on their current set of customer service skills.

## Age Ranges

Entry is at the discretion of the centre. However, learners should be aged 16 to undertake this qualification.

## Geographical Coverage

This qualification is available in England and Northern Ireland.

## Learner Entry Requirements

Learners should be competent in literacy and numeracy, preferably at Level 2 to help with elements of communication. This is at the discretion of the centre as they may decide to use diagnostic testing methods to ascertain how they can support learners.



## Reasonable Adjustments and Special Considerations

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

A copy is available for download from the Focus Awards website at the following url: <https://www.focusawards.org.uk/wp-content/uploads/2016/08/Reasonable-Adjustments.pdf>

## Assessment Methods

This qualification is Internally Assessed. Each learner must create a portfolio of evidence that demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include some or all of the following:

- Assessor observation
- Witness testimony
- Learner product
- Worksheets
- Assignments/projects/reports
- Record of oral and written questioning
- Learner and peer reports
- Recognition of prior learning (RPL)

## Progression Routes

Learners wishing to progress from this qualification can undertake the following qualifications:

- Level 3 Diploma in Business Administration (RQF)
- Level 2 Diploma in Team Leading (RQF)
- Level 3 Diploma in Management (RQF)

## Supporting Material and Useful Websites

- [www.focusawards.org.uk/supportingmaterials](http://www.focusawards.org.uk/supportingmaterials)
- [www.skillsca.org.uk](http://www.skillsca.org.uk)
- [ofqual.gov.uk](http://ofqual.gov.uk)



## Qualification Structure

Learners must achieve 55 credits by completion of all mandatory units in group A totalling 31 credits, a minimum of 15 credits from Optional Group B, a maximum of 9 credits from Optional Group C.

### Mandatory Units (Group A)

Unit Title	Unit Reference	Level	Credit	Guided Learning Hours
Organise and deliver customer service	L/506/2150	3	5	27
Understand the customer service environment	Y/506/2152	3	5	40
Understand customers and customer retention	J/506/2910	3	4	35
Resolve customers' problems	K/506/2169	3	4	19
Principles of business	D/506/1942	3	10	74
Manage personal and professional development	T/506/2952	3	3	12

### Optional Units (Group B)

Unit Title	Unit Reference	Level	Credit	Guided Learning Hours
Develop resources to support consistency of customer service delivery	Y/506/2166	3	5	21
Use service partnerships to deliver customer service	D/506/2167	3	3	20
Resolve customers' complaints	R/506/2151	3	4	22
Gather, analyse and interpret customer feedback	D/506/2170	3	5	24
Monitor the quality of customer service interactions	K/506/2172	3	5	27
Communicate verbally with customers	D/506/2119	2	3	14
Communicate with customers in writing	T/506/2126	2	3	20
Promote additional products and/or services to customers	L/506/2133	2	2	14
Exceed customer expectations	Y/506/2135	2	3	15
Deliver customer service whilst working on customers' premises	T/506/2143	2	4	20
Deliver customer service to challenging customers	F/506/2159	2	3	16
Develop customer relationships	Y/506/2149	2	3	18
Support customer service improvements	T/506/2160	2	3	12
Support customers through real-time online customer service	A/506/2161	2	3	15
Support customers using self-service equipment	H/506/2977	2	3	18
Use social media to deliver customer service	J/506/2163	2	3	18
Provide post transaction customer service	K/506/2978	2	5	22
Champion customer service	D/506/2153	4	4	17
Build and maintain effective customer relations	R/506/2179	4	6	25
Manage a customer service award programme	L/506/2181	4	4	15

Manage the use of technology to improve customer service	Y/506/2183	4	4	14
Develop a social media strategy for customer service	D/506/2962	4	5	16

### Optional Units (Group C)

Unit Title	Unit Reference	Level	Credit	Guided Learning Hours
Negotiate in a business environment	H/506/1912	3	4	18
Promote equality, diversity and inclusion in the workplace	T/506/1820	3	3	15
Manage team performance	A/506/1821	3	4	21
Manage individuals' performance	J/506/1921	3	4	20
Collaborate with other departments	M/506/1931	3	3	14
Negotiating, handling objections and closing sales	F/502/8612	3	4	22
Obtaining and analysing sales related information	R/502/8615	3	4	24
Buyer behaviour in sales situations	K/502/8622	3	3	27
Manage incidents referred to a contact centre	K/503/0418	3	6	30
Lead direct sales activities in a contact centre team	D/503/0397	3	4	8
Manage diary systems	L/506/1807	2	2	12
Contribute to the organisation of an event	L/506/1869	2	3	23
Provide reception services	H/506/1814	2	3	15
Buddy a colleague to develop their skills	M/506/1895	2	3	19
Employee rights and responsibilities	L/506/1905	2	2	16
Processing sales orders	M/502/8587	2	2	17
Bespoke Software	J/502/4397	3	4	30

# Staff Requirements

## Requirements for Tutors/Instructors

Tutors delivering the qualification will be required to hold or be working towards a teaching qualification. This may include qualifications such as the Levels 3, 4 or 5 in Education and Training, or a Certificate in Education. Focus Awards will however; consider other teaching qualifications upon submission. Tutors must also be able to demonstrate that they are occupationally competent within the sector area.

## Requirements for Assessors

Assessors will be required to hold, or be working towards a relevant assessing qualification. This includes qualifications such as:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally-Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement

Focus Awards will however; consider other relevant assessing qualifications upon submission.

Assessors who only hold the Level 3 Award in Understanding the Principles and Processes of Assessment will be required to complete an additional programme of study to achieve the relevant competency units required for one of the qualifications listed above.

Trainee assessors who do not hold an assessment qualification will require their decisions to be countersigned by a suitably qualified assessor.

Assessors must also be able to show they are occupationally competent within the sector area

## Requirements for Internal Quality Assurers (IQA)

Internal Quality Assurers should hold or be working towards the following an IQA qualification. This may include qualifications such as the V1 (previously D34), or the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice. Focus Awards will however; consider other relevant IQA qualifications upon submission. Trainee IQAs who do not hold an IQA qualification will require their decisions to be countersigned by a suitably qualified IQA. IQAs must be able to demonstrate occupational competence.

