



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

601/8684/7

Key Information

Level:	Entry 3
Sector:	Administration
Qualification Type:	Occupational
Total Qualification Time:	130
Credit Value:	13
Guided Learning Hours:	106
Status:	Available to learners
Methods of Assessment:	Portfolio of evidence
Minimum Age:	Pre-16

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QRN: 601/8684/7

GLH: 106

TQT: 130

Credit: 13

Qualification Purpose

The “Focus Awards Entry Level Certificate for Introduction to Customer Service (Entry 3) (RQF)” is aimed at those Learners who have an interest in the range of sectors where customer service is important. The “Focus Awards Entry Level Certificate for Introduction to Customer Service (Entry 3) (RQF)” will help Learners to:

- Develop an understanding of basic customer service terms, the customer service process, and the importance to be able to learn from their own experience of customer service.
- Demonstrate a polite and willing approach to customers and how 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.
- Develop knowledge and understanding of how to relate effectively with customers and colleagues and the importance of positive body language.

Age Ranges

Entry is at the discretion of the Centre.

Geographical Coverage

This qualification is available in England and Northern Ireland.

Learner Entry Requirements

Focus Awards does not set any other entry requirements, but additional criteria may be requested or specified by the Centre.

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://focusawards.org.uk/wp-content/uploads/2026/08/Reasonable-Adjustments-and-Special-Considerations-Policy-V8.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 seeking progress from this qualification can advance their skills further through the following:

- 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

Supporting Material and Useful Websites

- <https://focusawards.org.uk/>
- <https://ofqual.gov.uk>

Qualification Structure

To successfully achieve the “Focus Awards Entry Level Certificate for Introduction to Customer Service (Entry 3)”, Learners must complete all mandatory units, achieving a total of 4 credits, as well as achieving a minimum of 9 credits from the optional units. This will be a total credit value for this qualification of 13 credits.

Mandatory Units

Unit Title	Unit Reference	Level	Credit	Guided Learning Hours
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

Optional Units

Unit Title	Unit Reference	Level	Credit	Guided Learning Hours
The Importance of Appearance and Behaviour in Customer Service	J/508/3403	Entry 3	2	15
Understanding how to Deal with Queries and Requests	L/508/3368	Entry 3	3	20
Communicating 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
Communicating Effectively with Customers	T/508/3378	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
Creating a Good Impression to Customers	L/508/3385	1	2	18
Applying Legislation, Regulation, and Organisational Procedures for Customer Service	R/508/3386	1	3	24
Dealing with Queries and Requests	Y/508/3387	1	3	22
Recording and Communicating Customer Problems	D/508/3388	1	2	18
Working in Customer Service	Y/508/3390	1	2	18
Answering Telephone Calls from Customers	R/508/3405	1	2	18
Positive Communication with Customers	H/508/3392	1	2	20
Contributing to Effective Customer Service	K/508/3393	1	2	20
The Customer Service Experience	M/508/3394	1	2	20
Working in a Customer-Friendly Way	L/508/3404	1	2	18
Contributing to Sales Activities in a Contact Centre	D/508/3391	1	2	18

Barred Unit Combinations

Working in a Customer-Focused Way (J/508/3384)	Working in a Customer-Friendly Way (L/508/3404)
Communicating Customers' Problems with Others (L/508/3371)	Recording and Communicating Customer Problems (D/508/3388)
Understanding how to Deal with Queries and Requests (L/508/3368)	Dealing with Queries and Requests (Y/508/3387)
Creating a Good Impression to Customers (L/508/3385)	The Importance of Appearance and Behaviour in Customer Service (J/508/3403)
Applying Legislation, Regulation, and Organisational Procedures for Customer Service (R/508/3386)	Legislation, Regulation, and Procedures to Follow in Customer Service (A/508/3401)
Answering 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)
Recording and Communicating Customer Problems (D/508/3388)	Communicating Customers' Problems with Others (L/508/3371)
Handling Telephone Calls from Customers (K/508/3376)	Answering Telephone Calls from Customers (R/508/3405)
Communicating Effectively with Customers (T/508/3378)	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)	Applying Legislation, Regulation, and Organisational Procedures for Customer Service (R/508/3386)
Dealing with Queries and Requests (Y/508/3387)	Understanding how to Deal with Queries and Requests (L/508/3368)
The Importance of Appearance and Behaviour in Customer Service (J/508/3403)	Creating a Good Impression to Customers (L/508/3385)

Effective Relationships with Customers and Colleagues (M/508/3380)	Contributing to Effective Customer Service (K/508/3393)
Positive Communication with Customers (H/508/3392)	Communicating Effectively with Customers (T/508/3378)
Working 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)

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 an IQA qualification, which 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.

Vocabulary of Terms

This table explains how the terms used in Focus Awards' Qualification Specification content are applied. Not all terms are necessarily used in this qualification.

Apply	Explain how existing knowledge can be used in new or different situations.
Analyse	Break the subject down into individual parts. Examine each part, show how they fit together, whether they support each other, and why they're important. Reference to current research or theory may add weight to your analysis.
Clarify	Clearly and concisely explain the information presented.
Classify	Organise in alignment with specified criteria.
Collate	Gather and organise information in a logical order (e.g., alphabetically, numerically, chronologically, etc.).
Compare	Examine the subjects in detail to identify differences and similarities.
Critically compare	Similar to "compare" above but consider any positive aspects and/or limitations/restrictions arising from identified differences and similarities.
Consider	Think critically about a presented situation, problem, action or decision, and explain it. Also see "explain" overleaf.
Demonstrate	Describe or explain knowledge or understanding by providing examples or illustrations.
Describe	Write about the subject, presenting detailed information logically.
Develop...	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Collate and consider appropriate evidence to identify the cause or origin of a situation or problem.
Differentiate	Identify the differences between two or more arguments, situations, or subjects.
Discuss	Create a detailed account from a range of viewpoints, opinions, or perspectives.
Distinguish	Explain the difference between two or more items, resources, or pieces of information.
Draw conclusions	Derive a reason or logic-based decision or judgement.

Estimate	Use existing knowledge, experience, and other relevant information to arrive at an approximate or “best guess” opinion or judgement.
Evaluate	Examine strengths and weaknesses, consider arguments for and against, and/or similarities and differences. Assess any presented evidence from different perspectives and arrive at a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Present detailed information about the subject with reasons showing how or why it's included. Include examples to support these reasons where possible.
Extrapolate	Use existing knowledge and data to predict possible outcomes or results that might be outside the expected “norm”.
Identify	Recognise and name the main points accurately. Additional description or explanation may be needed to aid clarity and attribute credibility.
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Provide a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Create and record (list) a logical, organised sequence of information, required resources, and actions/events that enable a concept or idea to be crystalised and communicated.
Provide	Identify and deliver detailed and accurate information related to the subject.
Reflect	Consider actions, experiences, or learning, and how these may impact practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes to improve clarity or better demonstrate understanding.
Select	Make an informed choice for a specific purpose or required outcome/result.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Provide the main points clearly in sentences or paragraphs.
Summarise	Convey the main ideas or facts concisely.