

Focus Awards Level 2 NVQ Certificate in **Customer Service (RQF)**

601/6275/2

FOCUS AWARDS

Administration

Key Information

Level:	2
Sector:	Administration
Qualification Type:	Occupational Qualification
Total Qualification Time:	280
Credit Value:	28
Guided Learning Hours:	200
Status:	Available to Learners
Methods of Assessment:	Portfolio of Evidence
Minimum Age:	16

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Administration

Focus Awards Level 2 NVQ Certificate in Customer Service (RQF)

QRN: 601/6275/2
GLH: 200
TQT: 280
Credit: 28

Qualification Purpose

The Focus Awards Level 2 NVQ Certificate in Customer Service (RQF) is aimed at those learners who currently undertake a customer service role and recognises that employment in the customer service sector involves a diverse range of functions, tasks and activities that are constantly developing and changing.

Age Ranges

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

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

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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:

- Focus Awards Level 3 Award in Customer Service (RQF)
- Focus Awards Level 2 Diploma in Business Administration (RQF)
- Focus Awards Level 3 Diploma in Business Administration (RQF)

Supporting Material and Useful Websites

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

Qualification Structure

To successfully achieve the Focus Awards Level 3 Award in Understanding Human Anatomy and Physiology (RQF), learners must complete 1 mandatory unit, achieving a total of 8 credits.

Mandatory Units

Unit Title	Unit Reference	Level	Credit	Guided Learning Hours
Communicate using customer service language	F/601/1609	1	4	30
Follow the rules to deliver customer service	L/601/1614	2	4	30

Optional Units

Unit Title	Unit Reference	Level	Credit	Guided Learning Hours
Promote additional services or products to customers	D/601/0936	2	6	40
Deal with incoming telephone calls from customers	F/601/1223	2	5	33
Process information about customers	H/601/1215	2	5	33
Make telephone calls to customers	J/601/1224	2	6	40
Give customers a positive impression of yourself and your organisation	L/601/0933	2	5	33
Live up to the customer service promise	M/601/1217	2	6	40
Go the extra mile in customer service	M/601/1220	2	6	40
Communicate effectively with customers	R/601/1212	2	5	33

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Make customer service personal	T/601/1218	2	6	40
Deal with customers face to face	T/601/1221	2	5	33
Use customer service as a competitive tool	D/601/1228	3	8	53
Organise the promotion of additional services or products to customers	D/601/1231	3	7	47
Build a customer service knowledge set	K/601/1233	3	7	47
Adapt your behaviour to give a good customer service impression	L/601/1211	1	5	33
Maintain a positive and customer - friendly attitude	R/601/1209	1	5	33
Deal with customers in writing or electronically	R/601/1226	3	6	40
Deal with customers across a language divide	A/601/1219	2	8	53
Use questioning techniques when delivering customer service	A/601/1222	2	4	27
Deliver reliable customer service	J/601/1210	2	5	33
Recognise diversity when delivering customer service	K/601/1216	2	5	33
Deal with customers using bespoke software	L/601/1225	2	5	33
Deliver customer service on your customers premises	Y/601/1213	2	5	33
Maintain customer service through effective handover	Y/601/1227	2	4	27
Do your job in a customer friendly way	A/601/1205	1	5	33

Deliver customer service using service partnerships	H/601/1229	3	6	33
Improve the customer relationship	H/601/1232	3	7	47
Organise the delivery of reliable customer service	Y/601/1230	3	6	40
Resolve customer service problems	M/601/1511	2	6	40
Deliver customer service to difficult customers	T/601/1512	2	6	40
Apply risk assessment to customer service	D/601/1519	3	10	67
Process customer service complaints	D/601/1522	3	6	40
Monitor and solve customer service problems	J/601/1515	3	6	40
Recognise and deal with customer queries, requests, and problems	M/601/1508	1	5	33
Take details of customer service problems	T/601/1509	1	4	27
Support customer service improvements	A/601/1530	2	5	33
Support customers using online customer services	H/601/1540	2	5	33
Buddy a colleague to develop their customer service skills	M/601/1542	2	5	33
Develop personal performance through delivering customer service	R/601/1534	2	6	40
Develop your own customer service skills through self-study	R/601/1548	2	6	40
Support customers using self-service technology	Y/601/1549	2	5	33

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Develop customer relationships	T/601/1526	2	6	40
Work with others to improve customer service	D/601/1553	3	8	53
Promote continuous improvement	H/601/1554	3	7	47
Develop your own and others customer service skills	K/601/1555	3	8	53
Lead a team to improve customer service	H/601/1568	3	7	47
Gather analyse and interpret customer feedback	H/601/1571	3	10	67
Monitor the quality of customer service transactions	T/601/1574	3	7	47

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 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.

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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, 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' below.
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 2 or more arguments, situations or subjects.
Discuss	Create a detailed account from a range of viewpoints, opinions or perspectives.
Distinguish	Explain the difference between 2 or more items, resources, 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.

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