



Focus Awards Level 4 NVQ Diploma in Customer Service (RQF)

601/7330/0

Key Information

Level:	4
Sector:	Administration
Qualification Type:	Occupational
Total Qualification Time:	500
Credit Value:	50
Guided Learning Hours:	255
Status:	Available to learners
Methods of Assessment:	Portfolio of evidence
Minimum Age:	Pre 16

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QRN: 601/7330/0
GLH: 255
TQT: 500
Credit: 50

Qualification Purpose

The Focus Awards Level 4 NVQ Diploma in Customer Service (RQF) is aimed at developing the learner's knowledge and skills required to recognise (at an operational level) the development and application of customer service strategies.

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

Learners should be at least 18 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://focusawards.org.uk/wp-content/uploads/2026/08/Reasonable-Adjustments-and-Special-Considerations-Policy-V8.pdf>

Assessment Methods

Focus Awards have decided that all learners are required to create a Portfolio of Evidence that demonstrates all of the learning outcomes and assessment criteria have been met. This section also includes the types of evidence that are permitted to be included within the portfolio, which include:

- 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 who achieve this qualification could progress to:

- Level 4 NVQ Diploma in Management
- Level 5 NVQ Diploma in Management and Leadership

Supporting Material and Useful Websites

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

Qualification Structure

Learners must achieve 50 credits by completion of all mandatory units in group A totalling 14 credits, a minimum of 36 credits from the Optional units group. A minimum of 20 Credits must be achieved from Optional group B, and a maximum of 16 credits must be achieved from Optional Group C.

Mandatory Units

Unit Title	Unit Reference	Level	Credit	Guided Learning Hours
Mandatory Units (Group A)				
Champion customer service	D/506/2153	4	4	17
Manage personal and professional development	T/506/2952	3	3	12
Manage customer service operations	M/506/2898	4	7	23
Optional Units (Group B)				
Review the quality of customer service	F/506/2176	4	4	20
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 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' problems	K/506/2169	3	4	19
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
Develop a customer service strategy	R/506/2960	4	6	25
Develop a social media strategy for customer service	D/506/2962	4	5	16
Develop customer service through social media	H/506/2963	4	5	16
Optional Units (Group C)				
Encourage learning and development	M/506/1962	4	3	16
Initiate and implement operational change	T/506/1980	4	4	19
Manage a project	R/506/1999	4	7	38
Manage business risk	L/506/2004	4	6	27
Support environmental sustainability in a business environment	R/506/1954	4	4	38
Manage Health and Safety in own area of responsibility	D/504/4056	4	5	15
Manage incident management systems in a contact centre	H/503/0417	4	6	12
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
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
Design business processes	D/506/2055	5	5	23
Manage direct sales operations in a contact centre	Y/503/0401	5	7	30
Bespoke Software	J/502/4397	3	4	30
Encourage innovation	J/506/2292	3	4	14

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.