

Level 1 Certificate to Introduction to Customer Service 603/4545/7
Assessment Guide

Entering Work Suite - Assessment Principles

Introduction

ETA qualifications are developed in conjunction with the industries and employers they service. They are designed to add value and deliver multidimensional outputs that provide impact for both learners and employers.

It is therefore important that the assessment requirements of ETA qualifications are robust while not containing unnecessary and over-burdensome challenges that detract from the intended outcomes and impact. These assessment principles are prepared with that in mind and apply to the *Entering Work Suite* of qualifications detailed below:

Level 1 Certificate - Securing Employment
Level 1 Certification - Introduction to Construction
Level 1 Certificate – Introduction to Lean Techniques
Level 2 Certificate - Preparation for Military Service

Principles

There are four key principles to underpin assessment delivery:

1. Assessment should contribute to developing a learners' knowledge and/or skills and provide relevant and current development the related industry requires.
2. Systems for capturing evidence of competence should be integrated and efficient. Assessment practices for both competence-based and knowledge-based aspects of qualifications should, where possible, be integrated with industry-driven standards and requirements.
3. Assessment methods must be appropriate for the level and nature of the qualification units to be assessed. Methods of assessing achievement against learning outcomes and assessment principles must be accommodating and flexible while remaining appropriate for both the level being assessed and industry expectations of learners at that level.

4. Evidence of knowledge and understanding must be recorded and be clearly attributable to the learner. This can be delivered using task-based activity with questions and answer sessions, supported by assessor observation.

The choice and application of assessment methods must be consistent with these principles and will generally include:

- Direct Observation
- Written evidence (portfolio/workbook)
- Centre set assignment
- Centre set coursework
- Oral examination
- Professional/open discussion

Delivery Team Requirements

Tutors / Assessors

- Tutors / Assessors should have detailed knowledge of and be competent in, the occupational requirements of the units
- Tutors / Assessors should hold or be working towards the related professional qualifications for delivery and assessment as required
- This competence will have been acquired either in direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role
- It is unlikely that occupational competence will have been achieved in less than twelve months of employment, but individuals with less experience could be considered as assessors if sufficiently occupationally competent

Internal Quality Assurers (IQAs)

- IQAs must have a thorough understanding of the structure, content and occupational requirements of the units that they are internally quality assuring. This understanding will have been acquired while either working directly within or delivered within the relevant occupational area in either an operational or a support function
- The level of understanding must be sufficient to allow the IQA to judge whether the assessor has fully assessed learners against all the principles within the unit
- It is unlikely that a person could have gained this level of understanding in less than twelve months of being employed, but individuals with less experience could be considered as IQAs if they have the required level of experience, knowledge and understanding

Technical / Expert Witness

Expert witnesses can be drawn from a wide range of people who can observe, 'measure and examine performance against the industry and qualification principles. These can include; line managers and experienced individuals within a related sector-based organisation. The Technical Expert Witnesses should have proven practical experience and knowledge relating to the content of the principles being assessed.

It is unlikely that someone could become an expert in their entire job role in less than twelve months of being employed in their industry. They could, however, very quickly become an expert in the content of a single unit if this was the focus of their job role. The assessor should make a judgement as to the level of expertise held by a potential Technical Expert Witness and, where necessary, this should be confirmed with the awarding organisation.

Assessment Materials

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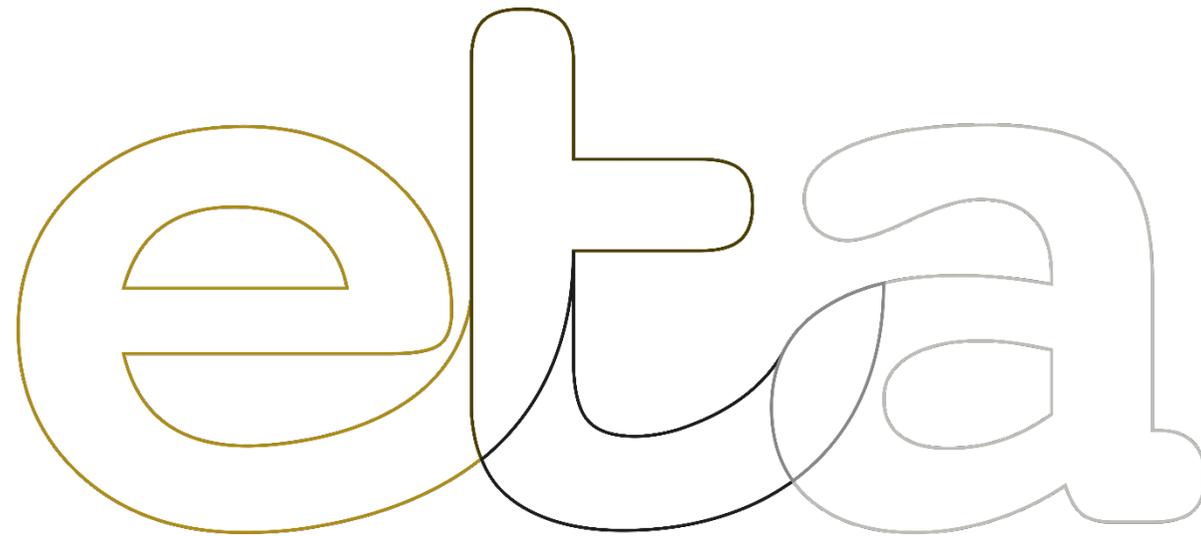
Instructions for Conducting Assessment

the Approved Centre must either:

- Secure approval of in house assessment material by ETA's External Quality Assurance team prior to use
- Use ETA Assessment Materials
- We recognise that reasonable adjustments may be considered at the time of assessment, please refer to the ETA Reasonable adjustments and considerations policy

All approved centres must then handle and store securely all Assessment Materials in accordance with the following:

- Assessment Material must be accessible to learners only during their programme
- The Approved Centre must not make public in any format the contents of any materials either in part or in full.
- Materials must be securely handled and under no circumstances shared with third party organisations or individuals
- The Approved Centre must seek permission from ETA through the External Quality Assurance team if they want to convert Material for alternative storage, retrieval and delivery in electronic formats.

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Level 1 Unit – Understanding the industry

Unit aim

This unit introduces learners to the various job roles and the skills required for employment in the learner's particular sector and will also enable learners to produce a personal career plan.

Unit introduction

Learners will develop an understanding of the skills required to work within their chosen sector, including the core sector-related skills, the skills required to work sustainably, and the transferable skills valued by employers, for example, having the right attitude and demonstrating appropriate behaviour in line with the legal and ethical issues. Learners will produce an outline career plan that will help them to make decisions on career choices; they will also reflect on the effect of these choices on their lifestyle.

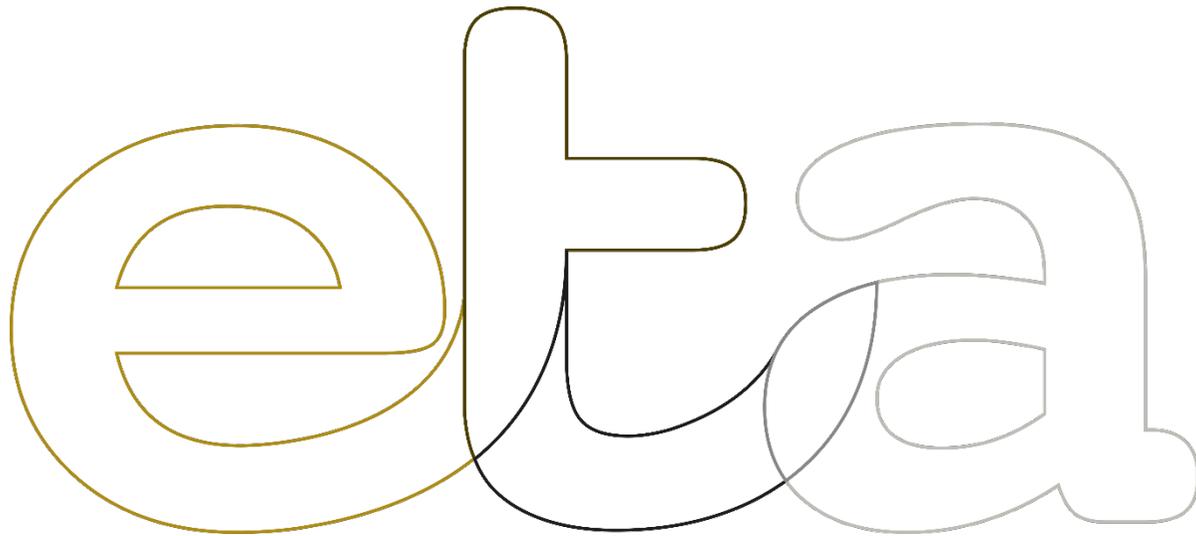
Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment

Unit Reference Number		M/617/1565
Qualification Framework		RQF
Title		Understanding the Industry
Unit Level		Level 1
Guided Learning Hours		30 GLH
Total Qualification Time		30 TQT
Unit Credit Value		3 Credits
Unit Grading Structure		Pass / Fail

	Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
1	Understand the identified industry/sector	1.1	Describe potential levels and job roles within a chosen industry/sector	This must include examples of both levels and roles
		1.2	Describe types of business that offer employment opportunities within it	This must include at least three examples
2	Understand the different types of career opportunities available in the sector	2.1	Identify the possible status of job roles within a chosen sector	This must include full time, part time, contracted and agency
		2.2	Identify the common skills required for employment within a chosen sector	A minimum of three skills must be identified
		2.3	Evaluate these requirements against personal circumstances	

		2.4	Describe different types of career progression opportunities	
3	Know about different types of organisation offering career opportunities	3.1	Describe different types of organisation that offer career opportunities in terms of their size and the nature of the work they undertake	This must include at least three examples
4	Understand how career choices can impact on an individual's lifestyle	4.1	Explain how an individual's lifestyle may be influenced by the career choices they make	
		4.2	Describe how realistic career choices can be made that support individuals circumstances	
5	Be able to work in a sustainable manner within the chosen sector	5.1	Describe the behaviours required to work in a sustainable manner	This must include at least three positive and three negative behaviours
	Be able to seek and respond to guidance when working as part of a team	5.2	Work effectively as a team member	
6	Be able to make informed career choices	6.1	Produce an outline career objective	
		6.2	Explain the opportunities to progress their career	



Level 1 Unit – Health and Safety

Unit aim

This unit introduces learners to health and safety in a workplace relating to themselves and others. It aims to develop learners' awareness of potential hazards to which they may be exposed, how to identify and assess risk, along with how risks may be managed and controlled.

Unit introduction

This unit develops learners understanding of health and safety considerations in the workplace. The unit also develops learner understanding of the causes of accidents and hazards in the workplace. The will know how to identify risk and competently undertake risk assessments. Learners will also develop the skills to suggest measures to minimise the identified risk.

Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment

Unit Reference Number		K/617/1564
Qualification Framework		RQF
Title		Health and Safety
Unit Level		Level 1
Guided Learning Hours		40 GLH
Total Qualification Time		40 TQT
Unit Credit Value		4 Credits
Unit Grading Structure		Pass / Fail

Learning Outcome		Assessment Criteria - The learner can		Criteria expansion
1	Understand the responsibilities for health and safety at work	1.1	Describe the responsibilities in a working environment	This should include, Employer, others and self
		1.2	State the importance of reporting accidents and near misses	
		1.3	Understand a typical accident reporting procedure	
		1.4	State who is responsible for making accident reports.	
		1.5	Identify safety and warning signs	
2	Understand the causes of accidents at work	2.1	Describe the causes of accidents in the workplace	This should include at least four potential accidents in the chosen work area
		2.2	Associate potential causes of accidents at work	List one possible reason for each of the above causes
		2.3	Describe the safety triangle and its importance	
3	Be able to identify and select personal protective equipment (PPE) required to complete the task in the workplace	3.1	Identify the correct PPE for tasks within the workplace	This must include at least four items of PPE

		3.2	Examine PPE to confirm its integrity for continued use	
		3.3	Explain the reasons why the identified PPE is required	
4	Know the importance of working safely at height in the workplace	4.1	Define the term “working at height.”	List at least four examples of working at height
		4.2	State the employee’s responsibility under current legislation and official guidance while working at height	
		4.3	List hazards/ risks in the workplace associated with working at height	
		4.4	State how hazards/ risks associated with working at height can be controlled	
		4.5	State the regulation that controls the use of suitable equipment for working at height	
5	Know the principles of risk assessment and their importance to health and safety at work	5.1	State the purpose of Risk Assessments and Method Statements	
		5.2	Be able to read, understand and follow a risk assessment	
		5.3	State the legal requirements for Risk Assessments and Method Statements	
		5.4	State common causes of work-related fatalities and injuries	
		5.5	State the implications of not preventing accidents and ill health at work	
6	Understand the causes of fire and when fire extinguishers should be used	6.1	List the major causes of fires in the workplace	This must include the fire triangle
		6.2	Identify the different types of fire extinguishers	

		6.3	Describe when the different types of fire extinguisher should be used and by whom	
7	Know the potential risks to health from substances in the working environment	7.1	List the main points of the Control of Substances Hazardous to Health (COSHH) Regulations and why is it important to correctly store them	
		7.2	List possible substances hazardous to health under current legislation.	This must include at least four substances
		7.3	List common risks to health that these substances could affect	
		7.4	State the type of hazards/ risks that may occur in the workplace linked with the use of drugs and alcohol	
		7.5	State the important of hygiene at work both the environment and personal	



Level 1 Unit – Fundamentals of working in a customer service environment

Unit aim

This unit introduces learners to the knowledge and basic skills required to understand working in a customer service environment.

Unit introduction

This unit develops the skills and helps to increase learners' understanding of the importance of and the factors affecting customer services.

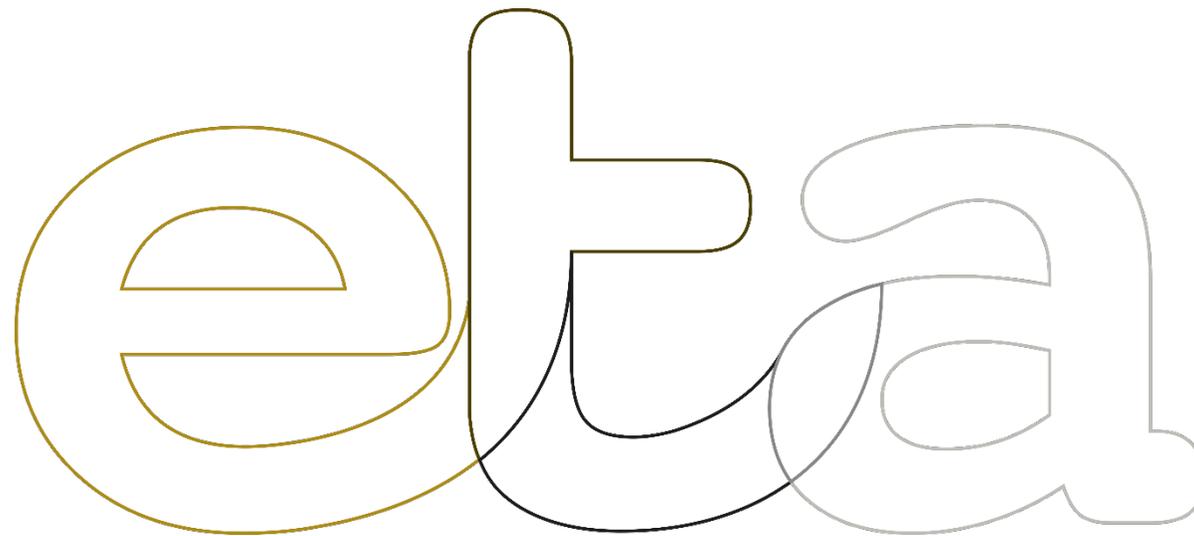
Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment

Unit Reference Number		H/617/6035
Qualification Framework		RQF
Title		Fundamentals of working in a customer service environment
Unit Level		Level 1
Guided Learning Hours		20 GLH
Total Qualification Time		20 TQT
Unit Credit Value		2 Credits
Unit Grading Structure		Pass / Fail

	Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
1	Understand the importance of customer services	1.1	State what is meant by the phrase 'customer service.'	
		1.2	State why it's important in an organisation to have effective customer service	
2	Understand the factors that affect customer service	2.1	Outline what are the differences between an internal and an external customer	Provide at least two examples of each
		2.2	State how to identify the customers' needs and expectations from the organisation	Provide at least two examples of each
		2.3	List sources of information to enable delivery of reliable customer services	Provide at least three examples of which at least one must be a digital source of information
		2.4	Describe the relationship between the expectations of the customer and customer satisfaction	

3	Understand how to work in a customer service role	3.1	Identify how personal behaviours can positively affect a customers' perceptions of an organisation/products/ services	A minimum of three examples must be provided
		3.2	State the type of personal presentation and behaviour expected of customer service staff within different organisations	One formal and one informal example required
		3.3	Identify how legislation requirements affect what a customer can be promised or carried out by someone in a customer service role	A minimum of three examples must be provided
		3.4	Identify how an organisation's requirements affect what a customer can be promised or carried out by someone in a customer service role	A minimum of three examples must be provided
		3.5	Describe the procedures for protecting a customers' personal information and why this is important	
4	Understand how to refer customers' queries and problems to others	4.1	Identify the type of behaviour a customer may demonstrate to show they are dissatisfied	A minimum of three examples must be provided
		4.2	State the procedures to be followed when dealing with queries or problems from a customer	These procedures could be developed in small groups
		4.3	State to whom customer queries and problems would be referred	An organisational flow chart could be used to demonstrate



Level 1 Unit – Communication within customer services

Unit aim

This unit will assist learners in developing communication skills while working effectively within customer services.

Unit introduction

This unit will help to develop learners' knowledge of communication skills and to develop different methods of communication when interacting with customers. The skills learnt in this unit are transferable and can also be used in other sectors, ensuring that employment opportunities are maximised.

Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment

Unit Reference Number		K/617/6036
Qualification Framework		RQF
Title		Communication within customer services
Unit Level		Level 1
Guided Learning Hours		14 GLH
Total Qualification Time		20 TQT
Unit Credit Value		2 Credits
Unit Grading Structure Pass		Pass / Fail

Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
1	Know how to communicate within a customer service role	1.1 List different methods of communicating with customers and when it would be appropriate to use them	Provide at least three examples of which at least one must be a digital form of communication
		1.2 List examples of positive and negative customer service language	A minimum of three examples of each must be provided
		1.3 State why it is important to speak clearly	
		1.4 Describe how the tone of voice can affect the customer experience	Include both positive and negative
		1.5 Describe how body language can portray how a person is thinking or feeling	Include both positive and negative
		1.6 List what types of information are needed to communicate with customers effectively	
		1.8 State why it is important to accurately forward information and messages on to colleagues	

2	Be able to communicate effectively with customers	2.1	Describe how to listen 'actively' to what customers are saying	Include the definition of the term 'active listening.'
		2.2	Check their own understanding of the customers' needs	A range of methods could be developed in small groups and observed through role play
		2.3	Summarise information for customers effectively	
		2.4	Check that the customer is satisfied with the information provided to them	
		2.5	Demonstrate they are following organisational standards of behaviour and communication when interacting with customers	These standards could be developed in small groups and observed through role play
		2.6	Demonstrate adherence to organisational policies and procedures when communicating with customers	These policies and procedures could be developed in small groups and observed through role play. Include British Values.



Level 1 Unit – Recording details of customer service issues

Unit aim

This unit will help learners to develop collect accurate details of customer issues within customer services.

Unit introduction

This unit will provide learners with an understanding of how to deal with customer problems by collecting relevant information and referring to the appropriate people

Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment

Unit Reference Number		M/617/6037
Qualification Framework		RQF
Title		Recording details of customer service issues
Unit Level		Level 1
Guided Learning Hours		25 GLH
Total Qualification Time		30 TQT
Unit Credit Value		3 Credits
Unit Grading Structure Pass		Pass / Fail

	Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
1	Know how to process the details of customers' problems	1.1	Identify how to recognise when customers raise problems	Provide at least three examples of which at least one must be a digital form of communication
		1.2	State why reference codes are used for identifying customers or specific complaints	A minimum of three examples must be provided
		1.3	Describe different questions to ask when dealing with customer problems	Must include reference to both open and closed questions
		1.4	Describe how to communicate and behave effectively with dissatisfied customers	
		1.5	Identify when, why and whom to refer customers' problems	
2	Know how to gather and accurately record details and relevant information from customers who raise problems	2.1	Describe how to deal with customers in a calm and professional manner	
		2.2	List the details that will help identify an individual customer	A minimum of three examples must be provided

		2.3	List likely causes of problems within customer services	A minimum of three examples must be provided
		2.4	Demonstrate how to check their own understanding of a customer deems to be the problem	A range of methods could be developed in small groups and observed through role play
		2.5	Demonstrate accurately recording details of a customers' problem	This could be observed through role play
		2.6	Demonstrate adherence to organisational policies and procedures when dealing with customers problems	This could be observed through role play
3	Know how to refer customer problem details to colleagues	3.1	State who is the appropriate person(s) to refer customer queries and problems to	
		3.2	Describe how to keep customers informed as to what is happening, without making promises	

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Level 1 Unit – Working with others in a business environment

Unit aim

This unit will help learners to work effectively with colleagues in a business environment.

Unit introduction

This unit will ensure that learners understand the principles of how to work effectively with others, maintaining standards of performance and following organisational policies and procedures and legal requirements. The skills learnt in this unit are transferable and can also be used in other sectors, ensuring that employment opportunities are maximised.

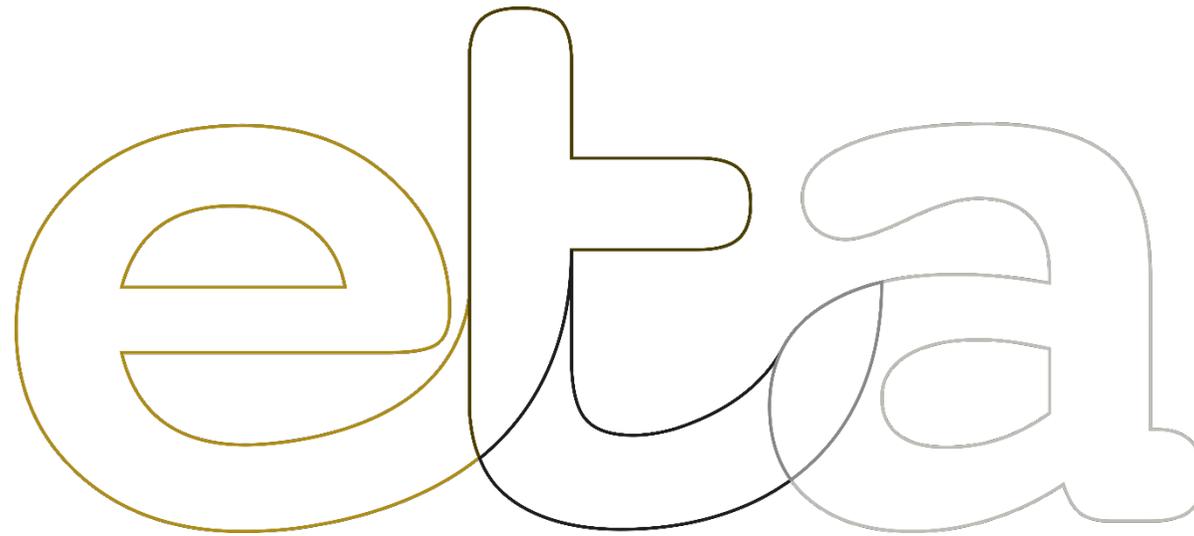
Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment

Unit Reference Number		T/617/6038
Qualification Framework		RQF
Title		Working with others in a business environment
Unit Level		Level 1
Guided Learning Hours		18 GLH
Total Qualification Time		20TQT
Unit Credit Value		2 Credits
Unit Grading Structure Pass		Pass / Fail

Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
1	Know how to work well with colleagues in a business environment	1.1 Describe the benefits of working in a good team	
		1.2 Explain how their own behaviour can affect the working of the team	Give positive and negative behaviours
		1.3 Identify behaviours that demonstrate trust, respect and consideration towards others	
		1.4 Outline why it is important to follow instructions when carrying out tasks	
		1.5 State why it is important to understand the authority at work	
		1.6 State the importance to behave in a way that does not create conflict	
		1.7 State what to do when problems or conflict at work with others occurs	A minimum of three examples must be provided
		1.8 List different ways of helping colleagues at work to help complete tasks	A minimum of three examples must be provided

2	Understand how to work with colleagues in a business environment	2.1	Describe how to meet deadlines, targets set and quality standards	
		2.2	Explain how to meet standards and performance	
		2.3	Demonstrate acting positively on feedback on their own performance	This could be observed through role play
		2.4	Demonstrate treating colleagues with courtesy and respect	This could be observed through role play
		2.5	Demonstrate adherence to organisational policies and procedures while working with colleagues	This could be observed through role play



Level 1 Unit – Time management and workload

Unit aim

This unit will help to develop learners' understanding of time management techniques.

Unit introduction

This unit will help to develop learners' understanding of time management and to know how to manage their own time and workload. The skills learnt in this unit are transferable and can also be used in other sectors, ensuring that employment opportunities are maximised.

Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment

Unit Reference Number		R/617/5737
Qualification Framework		RQF
Title		Time management and workload
Unit Level		Level 1
Guided Learning Hours		10 GLH
Total Qualification Time		10TQT
Unit Credit Value		1 Credits
Unit Grading Structure Pass		Pass / Fail

	Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
1	Know how to manage their own workload and time more effectively	1.1	Describe ways to manage time and workloads more effectively	
		1.2	State why it is important to the organisation and the individual that their time and workload is managed effectively	A minimum of two for the organisation and two for the individual must be provided
		1.3	State why it is important to the customer that their time and workload is managed effectively	A minimum of three examples must be provided
		1.4	State why it is important to offer help to others	Give an example of an appropriate and inappropriate time to offer help
		1.5	Identify when, why and whom to refer customers' problems	
		1.6	Describe the importance of accepting responsibility for their own errors	
2	Be able to manage their own workload and time more effectively	2.1	Outline the use of time management techniques that help to manage the completion of tasks	A minimum of two examples must be provided

		2.2	Explain how to finish tasks within the allocated time allowed and why it is important	
		2.3	Identify both good and bad practices of informing team members of the progress of the work activities	A minimum of two examples for each must be provided
		2.4	Outline how to report problems to the appropriate person that is above their own level of authority	
		2.5	Identify any organisational policies and procedures when managing their workload and time	