

Level 1 Award/Certificate/Diploma in Digital Contact Centre Operations
603/6290/X-603/6291/1-603/6289/3
Assessment Guide

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 whilst not containing unnecessary and over-burdensome challenges that detract from the intended outcomes and impact.

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 as 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, whilst 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 an 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 delivering 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

ETC Awards Ltd. (ETA) Assessment Materials are protected by copyright and are supplied only to Approved Centres for use solely for the purpose of the assessment of ETA learners.

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 – Produce a CV

Unit aim

This unit introduces learners to the concept of developing and using a CV as an application tool for suitable job opportunities as well as support career progression opportunities.

Unit introduction

This unit will help learners to develop their personal CV and understand the importance of having an appropriate method to communicate their capability, knowledge and experience. They will also set out their personal qualities and how this will contribute towards securing and progressing their career.

Assessment

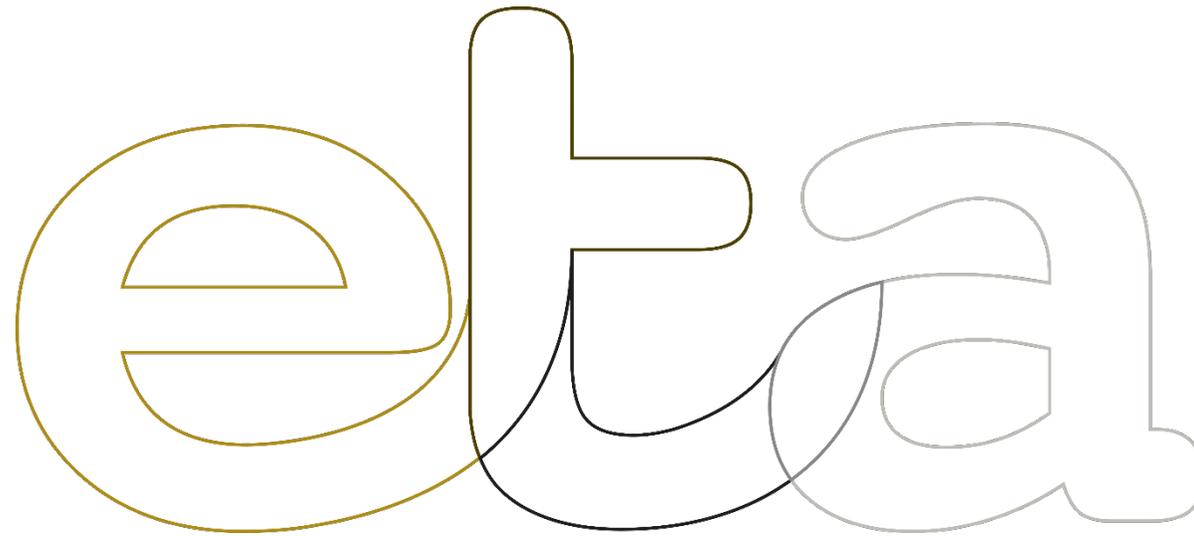
To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit, through a variety of assessment methods appropriate to the assessment environment.

Unit Reference Number		D/617/1562
Qualification Framework		RQF

Title		Produce a CV
Unit Level		Level 1
Guided Learning Hours		35 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	Know the type of information usually included in a CV	1.1 Identify the type of information usually included in a CV	
		1.2 Collect the information required to create a CV ensuring it is accurate and up to date	
2	Understand the importance of a reference	2.1 Identify 2 people who would be suitable as referees	
		2.2 Give examples of people who would not be acceptable as referees	
3	Produce a CV	3.1 Identify a suitable layout for a CV	• This can be hand written or electronic
		3.2 Create an accurate and appropriately laid out draft CV	
4	Understand feedback on a CV	4.1 Summarise feedback received on	This feedback should be from a tutor, agency or CV from a professional careers advise
		4.2 Review changes that have been recommended to be made to your CV based upon feedback	
		4.3 Describe three reasons why a CV needs to be kept updated	

5	Be able to update a CV to meet job requirements	5.1	Summarise draft CV with notes on required changes 5.2 5.3	
		5.2	Update CV for a given job role	
		5.3	Produce a CV that is suitable for use	A completed CV, assessed as suitable for use must be produced



Level 1 Unit – Succeed at an Interview

Unit aim

This unit introduces learners to how to prepare for and deliver a successful interview, understanding what the employer will be looking for in both their personal presentation and their ability to answer questions appropriately. This will also contribute positively to their potential career opportunities.

Unit introduction

This unit will help learners to develop an understanding of how to plan for and conduct themselves at an interview including the personal qualities that are valued by employers and how they contribute towards securing and progressing their career.

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 assessment environment

Unit Reference Number		H/617/1563
Qualification Framework		RQF

Title		Succeed at an Interview
Unit Level		Level 1
Guided Learning Hours		25 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
Know how to prepare for an interview	1.1	List the information that would be useful to have before the interview	This should include <ul style="list-style-type: none"> • how to ensure they arrive at a suitable time • Information about the institution / employer • Information about the opportunity • Suitable questions to ask
	1.2	Describe what the interviewers will be looking for This must include at least four points	
Know how to conduct themselves in an appropriate manner during an interview	2.1	Show appropriate dress sense and punctuality to help make the right first impression	This should also include an understanding of how different roles have differing expectation and standards
	2.2	Conduct themselves appropriately in an interview situation	The following must be observed <ul style="list-style-type: none"> • show speaking and listening skills by answering questions appropriately • be respectful and polite • display suitable body language
Know how to review their interview performance	3.1	Acknowledge own strengths and areas for improvement from interview feedback	
	3.2	Identify how you will develop the areas for improvement and how this will affect future performance	

Know how to evaluate an opportunity before making an informed decision	4.1	List examples of information that you would consider which potentially would affect your decision of an offer	This must include a minimum of three considerations and the related results
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Level 1 Unit – Behaviours and Standards at Work

Unit aim

This unit introduces learners to identify, understand and contribute towards a positive working environment and the organisations that provide this. It encourages learners to make informed choices about their behaviours and values at work contributing positively to their potential career opportunities.

Unit introduction

This unit will help learners to develop an understanding of the behaviours and values that are important to employers and will contribute towards securing and progressing their career.

Assessment

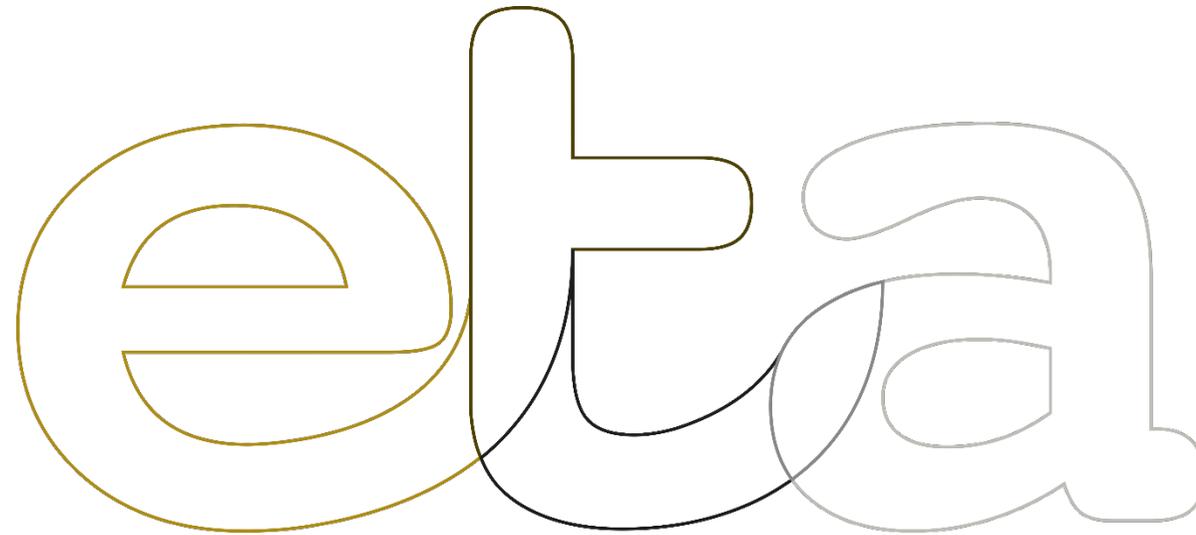
To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment

Unit Reference Number		R/617/1560
Qualification Framework		RQF
Title		Behaviours and Standards at Work
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
Understand the behaviours, attitudes and attributes required for work	1.1	Identify what employers look for in a prospective employee	<ul style="list-style-type: none"> • Behaviours • Attitude • Capabilities
	1.2	Identify what could be barriers to employment	<ul style="list-style-type: none"> • Behaviours • Attitude • Capabilities
Understand emotional and behavioural impact of self and others	2.1	Identify behavioural types of self and others	
	2.2	State how behaviours impact on performance of self and others	
	2.3	Describe the importance of emotions and behaviours when seeking and securing employment	
Be able to recognise areas for personal development	3.1	Identify own areas of strength and development needs in order to meet the behaviours, attitudes and capabilities required for employment	This is to include <ul style="list-style-type: none"> • Self-assessment • Observed Feedback
	3.2	List in an action plan, areas for development to meet the behaviours, attitudes and attributes required for employment	
Contribute towards team working, creating a positive working environment and delivering common goals	4.1	Identify the different roles required within a team to ensure it performs effectively	This must include a minimum of three role examples and how they impact on each other

	4.2	Give examples of own contribution and how this support team working	This should include common roles within a team
	4.3	Describe how own contribution affects others to deliver team targets	Identify own preferred role type within a team



Level 1 Unit – Select and Set-up Digital Devices

Unit aim

This unit aims to guide learners through the selection and setup of digital devices/systems

Unit introduction

Learners will provide the knowledge and skills required to perform initial setup of given digital devices, followed by an understanding of device security, troubleshooting and data storage.

Assessment

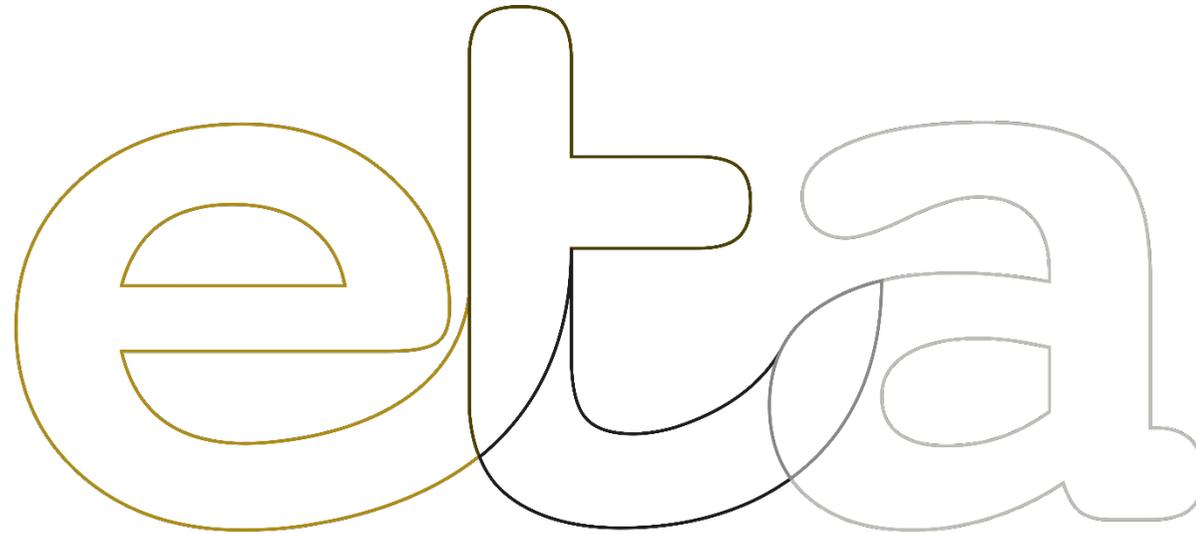
To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment.

Unit Reference Number		J/617/6593
Qualification Framework		RQF
Title		Select and Set-up Digital Devices

Unit Level		Level 1
Guided Learning Hours		35 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 requirements and purpose of a digital device to achieve a task	1.1	Identify and choose a device that meets the need for a given task	Devices could include: tablets, netbooks, desktop pcs, laptops, smartphones, personal media players, wearable technology
		1.2	Explain why the digital device was chosen	Could be in the form of a comparison table
		1.3	Identify how to set up and use a security feature to gain access to the device	This may include: power-up, password, passcode, fingerprint, facial recognition
2	Identify basic hardware and/or accessories	2.1	Select basic supplementary hardware and/or accessories	Basic hardware could include: keyboards, monitors, webcams, microphones, speakers, printers, scanners, wearable devices
		2.2	Identify where basic supplementary hardware or accessories can be sourced	
3	Understand how to maintain digital devices and resolve common issues	3.1	Identify common problems with a digital device and the steps that can be taken to solve them	This could include, but is not restricted to: <ul style="list-style-type: none"> • Frozen devices • App not working • Device updates needed • Software updates needed • No internet connection – reboot needed
4	Be able to organise, store, share and protect digital information		Demonstrate the ability to appropriately store digital information	This should be both locontacty stored data and data stored online

			Access and manage information/data within the chosen digital device locontacty and online	Data management could include storage within: <ul style="list-style-type: none">• Folders within an email client• Internal device memory• External hardware• Cloud service
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Level 1 Unit – Using a keyboard, pointing device or
Touchscreen

Unit aim

This unit illustrates the basic use of the keyboard, mouse or touchscreen to improve device navigation and efficiency.

Unit introduction

Learners will be able to demonstrate appropriate device interaction and control methods, along with how this can be used to manipulate software and data within the chosen digital device

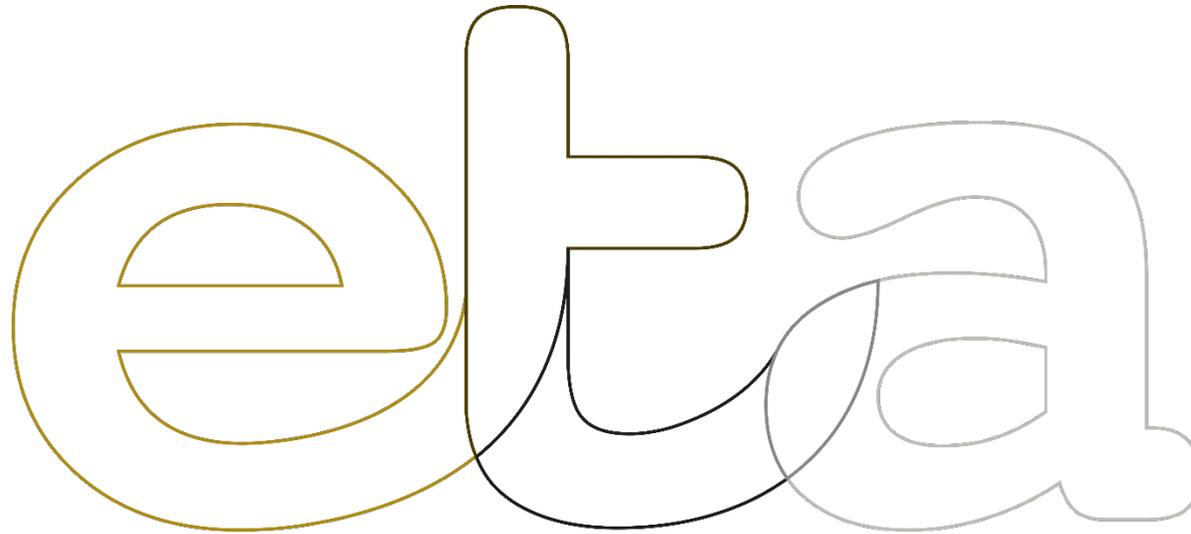
Assessment

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		L/617/6594
Qualification Framework		RQF
Title		Using a keyboard, pointing device or touchscreen
Unit Level		Level 1
Guided Learning Hours		10 GLH
Total Qualification Time		10 TQT
Unit Credit Value		1 credits
Unit Grading Structure		Pass / Fail

	Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
1	Understand methods of interacting with digital devices	1.1	Identify methods of interacting with your digital device	This should include keyboard, pointing device and touchscreen
		1.2	Identify the most suitable method to interact with your digital device	
2	Know how to use a keyboard to enter and edit alphanumeric information accurately	2.1	Know how to connect a keyboard or mouse to your device, or open appropriate keyboard driven applications	This should include both physical and touchscreen keyboards
		2.2	Demonstrate the use of the keyboard controls to access, open and close software applications	

		2.3	Demonstrate the use of the navigation keys to move around software applications	
		2.4	Demonstrate inputting information accurately as required	Use alphanumeric, punctuation and special character keys
		2.5	Demonstrate how to use the keyboard to edit and make corrections as required	
3	Understand the basic functions of a mouse	3.1	Know how to select and connect a pointing device to your digital device	This should include both mouse, touchpad and touchscreen
		3.2	Demonstrate the use of the pointing device controls to access, open and close software applications	Assume a standard pointing device layout with left / right click along with a scroll method



Level 1 Unit – Basic use of Digital Devices/Systems

Unit aim

This unit introduces learners to the skills and knowledge required to set up and use a digital device securely to input and store data and to transfer data between devices.

Unit introduction

Learners will develop an understanding of the setup, maintenance, basic usage and data sharing capability of digital devices.

Assessment

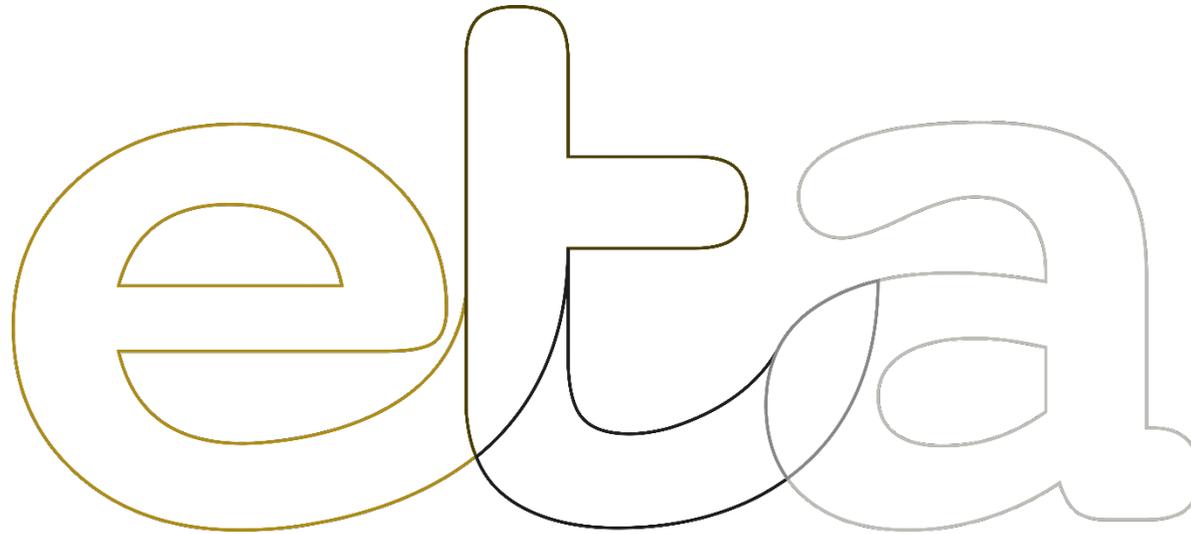
To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for The unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment..

Unit Reference Number		R/617/6595
Qualification Framework		RQF
Title		Basic use of digital devices / systems
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
Set up a digital device ready for use	1.1	Demonstrate how to set up a digital device ready for use	This must include turning on the device and ensuring sufficient power levels
	1.2	Identify default applications and features within the home screen of the device	
	1.3	Identify how to adjust settings on digital devices / systems	These may include brightness, volume, flight mode
	1.4	Identify any specific health and safety issues or concerns associated with the use of digital devices	
Know how to use applications stored on the device	2.1	Identify different applications available on the given digital device	Minimum of 4 applications

	2.2	Demonstrate the use of selected applications and outline how they serve their particular purpose	
	2.3	Demonstrate how to accurately input data into a digital device	
	2.4	Explain how to store and retrieve data on a digital device	
Know how to transfer data to and from the digital device	3.1	Identify the different types of secure connection methods that can be used between compatible devices	
	3.2	Demonstrate the transfer of information to and from a mobile device using a secure connection	
	3.3	Recognise copyright protected material and outline other constraints on the use and transfer of information	
	3.4	Identify the importance of staying safe, securing information/data and to respect others when transferring data between digital devices	
	3.5	State methods used to keep information secure when using a digital device to transfer data	
Know how to maintain the performance of the digital device	4.1	Identify factors that can affect the performance of the digital device	

	4.2	List common problems that could occur within digital devices and how they are caused	
	4.3	Identify how to solve a problem with a digital device and where expert help can be found if required	



Level 1 Unit – Digital presence, awareness and safety

Unit aim

This unit introduces learners how to stay safe online when using online platforms.

Unit introduction

This unit will develop understanding of how data can be safely stored, negating threats from a number of online sources. The unit also outlines the legal protections afforded to bolster digital security.

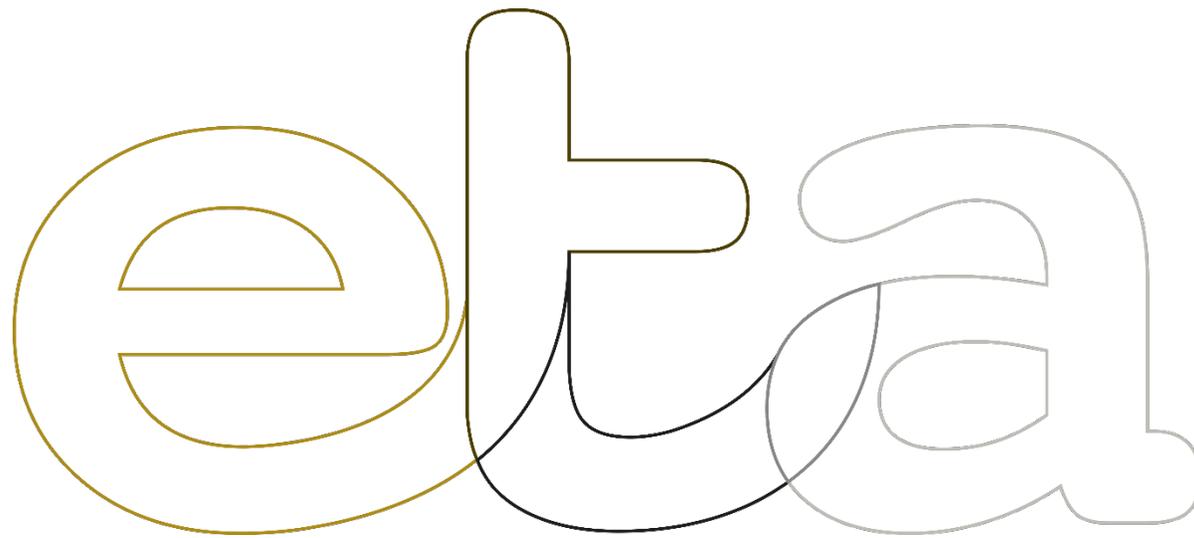
Assessment

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		Y/617/6596
Qualification Framework		RQF
Title		Digital presence , awareness and safety
Unit Level		Level 1
Guided Learning Hours		35 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
Understand the importance of secure data access, maintenance and storage	1.1	Understand how to appropriately select online and local data	
	1.2	List the possible security risks while accessing data from: <ul style="list-style-type: none"> • Email • Local storage • Web browsing • Online banking • Online shopping • Social networking 	
	1.3	Explain the why it is important to develop and maintain safe digital habits	
Understand the methods for connecting technology in the home	2.1	Identify different methods of connecting digital technology in the home	This could include data cable, Ethernet cable, wi-fi, Bluetooth, cellular, near field communication

	2.2	Outline the different types of digital technology found in the home	List a minimum of three for each for the different categories appliances, communications and entertainment
Know how to use and control digital devices	3.1	Identify methods of interacting with digital technology in the home	
	3.2	Explain the benefits of interacting with digital technology in the home	
	3.3	Explain the potential risks in connecting and using digital devices in the home	
Connect and use digital devices	4.1	Identify examples of a device interaction that can be used within the home	This must be at least three devices
	4.2	Demonstrate establishing connection between digital devices	
	4.3	Demonstrate the control of connected devices to user specification	



Level 1 Unit – Digital technology in the workplace

Unit aim

This unit introduces learners to the basic use of the keyboard and mouse to improve efficiency.

Unit introduction

Learners will demonstrate how to connect smart devices in the workplace to organisational networks and how to interact with the devices to perform particular functions.

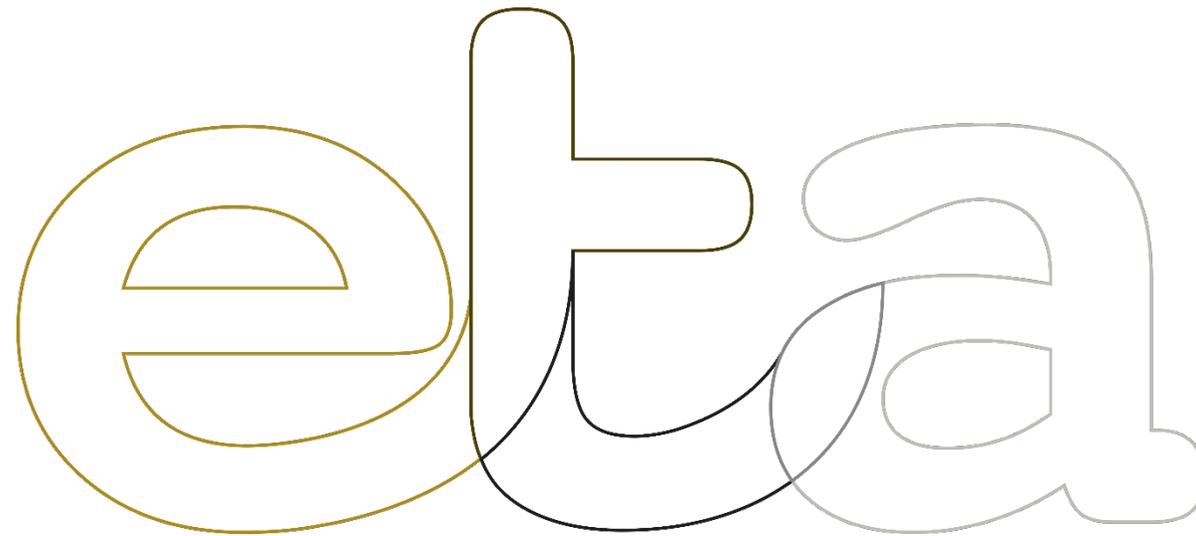
Assessment

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/617/6598
Qualification Framework		RQF
Title		Digital technology in the workplace
Unit Level		Level 1
Guided Learning Hours		35 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
Understand the difference between technology and smart technology in the workplace	1.1	Define what is meant by smart technology in the workplace	
	1.2	Identify different types of smart devices in the workplace	This should include service, manufacturing and delivery
	1.3	Explain the benefits of digital technology in the workplace	
Understand the methods for connecting technology in the workplace	2.1	Identify different methods of connecting digital technology in the workplace	This could include usb, Wi-Fi, Bluetooth, Ethernet cable
	2.2	Understand the range of methods for digital identification	This should include people, equipment and material

	2.3	Explain the benefits of using digital identification	This should include people, equipment and material
	2.4	Explain the potential risks of using digital identification	This should include people, equipment and material
Know how to interact with digital devices within the workplace	3.1	Identify methods of interacting with digital technology in the workplace	
	3.2	Explain the benefits of digital technology at the workplace	Include employers, employees and customers
	3.3	Demonstrate an example of a device interaction that can be used within the workplace	
Understand how organisational policy and procedures affect the use of digital devices	4.1	Outline examples of relevant organisational policies and procedures	
	4.2	Understand the importance and impact of compliance with these policies and procedures	

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Level 1 Unit – Introduction to using Word Processing software

Unit aim

This unit introduces learners about the skills and knowledge required to use a basic range of word processing tools and techniques to produce appropriate and straightforward or documents.

Unit introduction

This unit introduces learners to the use of a word processor and how it is used for text entry, manipulation and output.

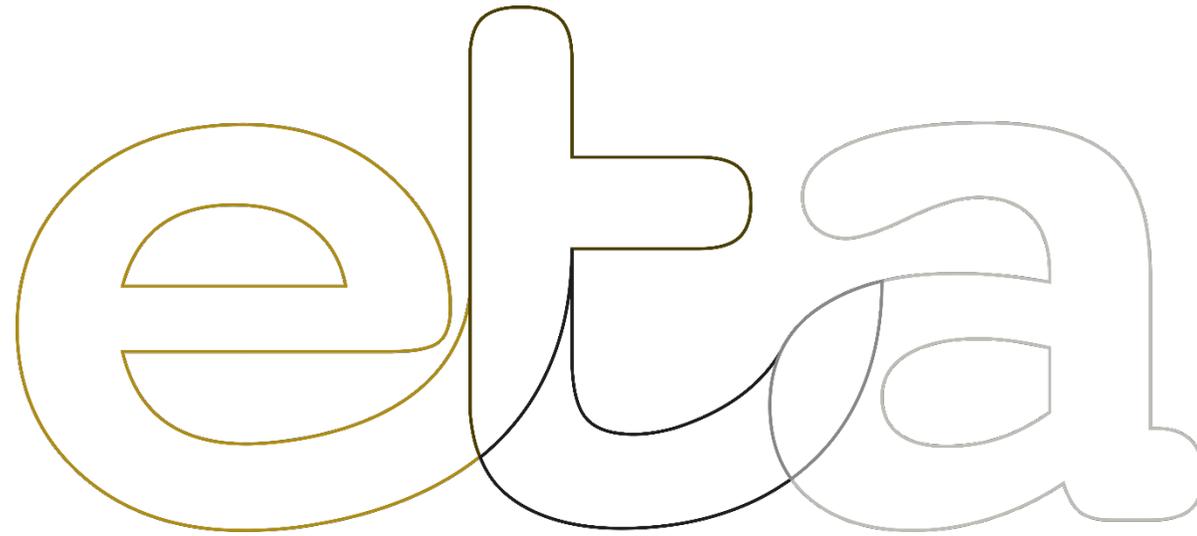
Assessment

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/617/6604
Qualification Framework		RQF
Title		Introduction to using Word Processing software
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
Identify appropriate word processing applications	1.1	Select an appropriate application to create a new document	
	1.2	Create or retrieve a document	
	1.3	Identify and apply the required document format and layout	This may include the use of a template or adjusting font, text size, changing page size/orientation
Demonstrate how to input the required information into the document	2.1	Identify the different types of information that can be held within a document	This may include text, images, tables
	2.2	Use a keyboard or other input method to enter or insert text and other relevant information	
	2.3	Demonstrate how to combine information retrieved from alternative Source	This should include data copied/pasted from an appropriate website

	2.4	Demonstrate how to use editing tools to amend document content	
Know how to use word processing software tools to format and present documents	3.1	Identify how to amend the formatting of an existing document	
	3.2	Identify and use appropriate techniques to format text and paragraph layout	
	3.3	Demonstrate how to print the document	This should include selecting appropriate range, page size and number of copies

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Level 1 Unit – Introduction to using the Internet

Unit aim

This unit introduces learners to the basic use of the internet so they can identify different types of connection and the advantages and disadvantages of the technologies available.

Unit introduction

Learners will be able to demonstrate methods of internet connection using appropriate browsers, whilst ensuring safety and security throughout.

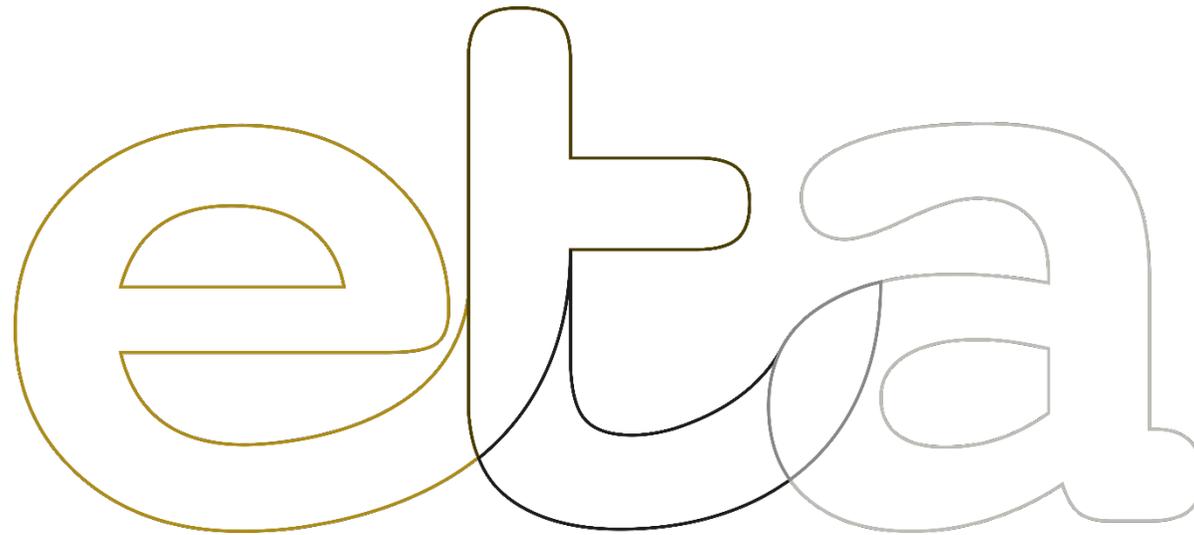
Assessment

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/617/6599
Qualification Framework		RQF
Title		Introduction to using the Internet
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
Understand how to connect to the internet	1.1	Identify the different methods of connection that may be used to access the Internet	Must identify 3 different types of connection
Understand how to use browser software to navigate the internet	2.1	Select an appropriate internet browser	
	2.2	Understand how to navigate within an internet browser	Use of basic functions such as: back, forward, favourite/bookmark
	2.3	Outline the use the browser help facility to solve straight forward problems	
Know how to use browser tools to search for information from the internet	3.1	Demonstrate how to successfully search for information	
	3.2	Demonstrate how to download data safely and securely	

Know how to use browser software to communicate information	4.1	State how to select and use tools and techniques to communicate information online	
	4.2	Demonstrate how to fill in an online form or questionnaire	
	4.3	Define the term 'netiquette'	
	4.4	Identify appropriate locations to post or publish material	
Understand the need for safety and security when working online	5.1	Identify the most likely causes of compromised personal data	Minimum of two causes
	5.2	Identify ways to secure personal information	



Level 1 Unit – Introduction to using E-Mail

Unit aim

This unit introduces learners to the use of e-mail when communicating to people internal and external to your organisation, therefore it is important that everyone knows how to use it effectively.

Unit introduction

Learners will develop an understanding of the skills required to use e-mail. They will demonstrate how to compose, send and sort messages to fulfil a given task.

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/617/6600
Qualification Framework		RQF
Title		Introduction to using E-Mail
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
Understand how to select and use appropriate e-mail applications to compose, send, receive and manage messages	1.1	Select and use the relevant e-mail software tools to compose and format e-mail messages, including attachments	
	1.2	Demonstrate the ability to send and receive emails to and from selected contacts	One message to an individual and one message to a group
	1.3	Explain how to stay safe when using e-mail	
	1.4	Use an address book to organise contacts	Include types of information that would be useful
Understand how to manage incoming e-mail communications	2.1	Read and respond to e-mail messages in an appropriate manner	
	2.2	Identify which messages to delete and when to do so	

	2.3	Explain how to archive e-mail messages, including attachments	
	2.4	Explain how to organise the storing of e-mail messages effectively	
	2.5	Explain how to respond appropriately to e-mail communication	Using the reply, reply all, forward and cc: functions



Level 1 Unit – Supporting Customers by Working with Others in a Contact Centre

Unit aim

This unit introduces learners to the skills required in dealing with customers in conjunction with their colleagues in a contact centre environment.

Unit introduction

Learners will develop an understanding of the techniques to be used to extract relevant information for a customer and to provide them with the most suitable product or service.

Assessment

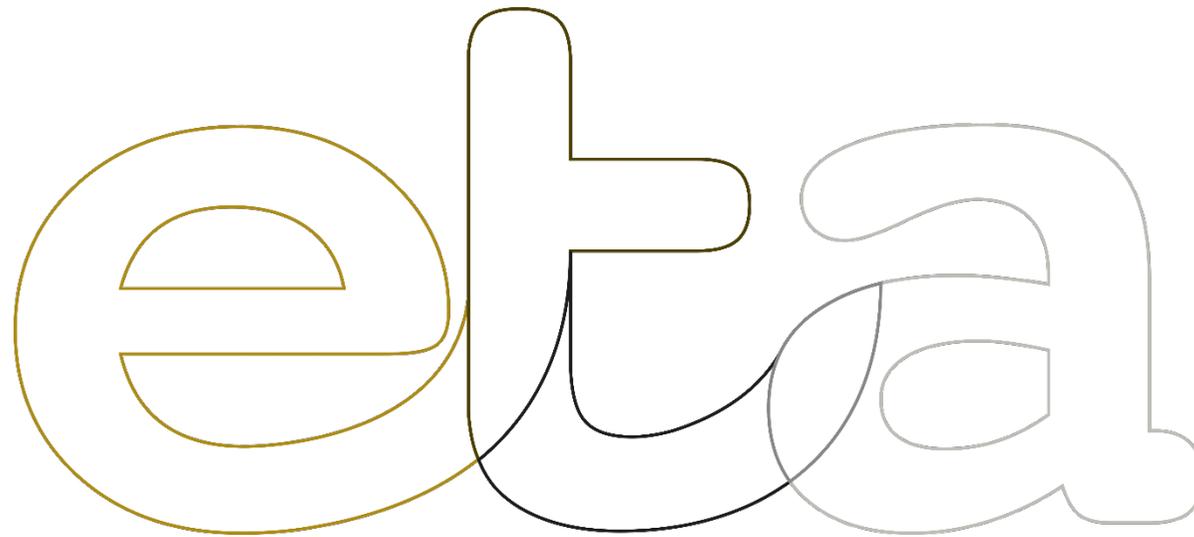
To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment.

Unit Reference Number		D/618/3288
Qualification Framework		RQF
Title		Supporting customers by working with others in a contact centre
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
Know how to verify a customer's identity in a contact centre environment	1.1	Explain the standard greetings and terminology required when opening communications with a customer	
	1.2	Describe the process used when matching a customers' identity to their organisational records	
	1.3	Outline the organisational procedure for confirming a customers' identity	
	1.4	Explain what can or cannot be accepted as forms of customer identity	

Be able to communicate information about specified products and/or services in a contact centre	2.1	Identify the appropriate products and services a customers might need information about	
	2.2	List the aspects that must be included when introducing customers to their requested products and services	
	2.3	Explain what the organisational time limit is for handling customer enquiries is	
	2.4	Describe the process for concluding a customer contact in line with organisational procedures	
Be able to hand over customer contacts to others in a contact centre	3.1	Explain how to refer customers to other team members if they require information beyond own knowledge and experience	
	3.2	Outline the key points to explain to customers why and they will be passed to someone else	
	3.3	Describe the information to be recorded about the customer with regard to the particular contact incident	
Understand how support for customers in a contact centre is provided	4.1	List what products and services are offered or by the contact centre	
	4.2	Outline and regulations that may impact the customer in a contact centre environment	

	4.3	Explain how you might use equipment for communication with customers in a contact centre environment	
	4.4	Describe the process for escalating a customer enquiry in a contact centre environment	
	4.5	Explain how you might use specific techniques when listening and questions a customer with regard to what they require	



Level 1 Unit – Provide Contact Centre Customer Service

Unit aim

This unit introduces learners to the requirements, regulations and other influences that impact the customer satisfaction in a contact centre environment.

Unit introduction

Learners will develop an understanding of how to address the customer appropriately, deal with their requirements professionally and where appropriate, pass them to another team member to resolve a problem.

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/618/3289
Qualification Framework		RQF
Title		Provide contact centre customer service
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
Know how to meet customer expectations in a contact centre environment	1.1	Explain how to greet a customer in a contact centre environment	
	1.2	Explain how to provide information about products and services	
	1.3	Explain how to ensure a customer has understood the information they have been given	
	1.4	Describe the process for ending the customer contact	
Understand how to work to organisation and any relevant regulatory requirements during customer contact	2.1	Explain the process for dealing with customers while observing the organisation and relevant regulatory requirements	

	2.2	Describe how customers are informed about the limit of information that can be given	
	2.3	Explain how to work with customers in a polite, relevant and professional manner	
Know how to gain customer satisfaction information in a contact centre environment	3.1	List customer satisfaction questions that could be asked	
	3.2	Explain how to ask specific questions throughout the contact that would provide an indication of customer satisfaction	
	3.3	Describe the process for recording an customer satisfaction feedback	
Understand why customer service is so important in a contact centre environment	4.1	List the products and services offered by the contact centre	
	4.2	Outline why own behaviour can influence a customers satisfaction	
	4.3	Explain what regulations and requirements might influence and limit the service that can be provided to a customer	
	4.4	Describe the process for escalating a dissatisfied customer	



Level 1 Unit – Outgoing Telephone Communication and Sales

Unit aim

This unit introduces learners to the skills required to successfully manage an outgoing sales telephone contact to achieve a sale

Unit introduction

Learners will develop an understanding of how to plan for making the contact, engage with the customer and secure a sale, as well as develop questioning and listening techniques.

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.

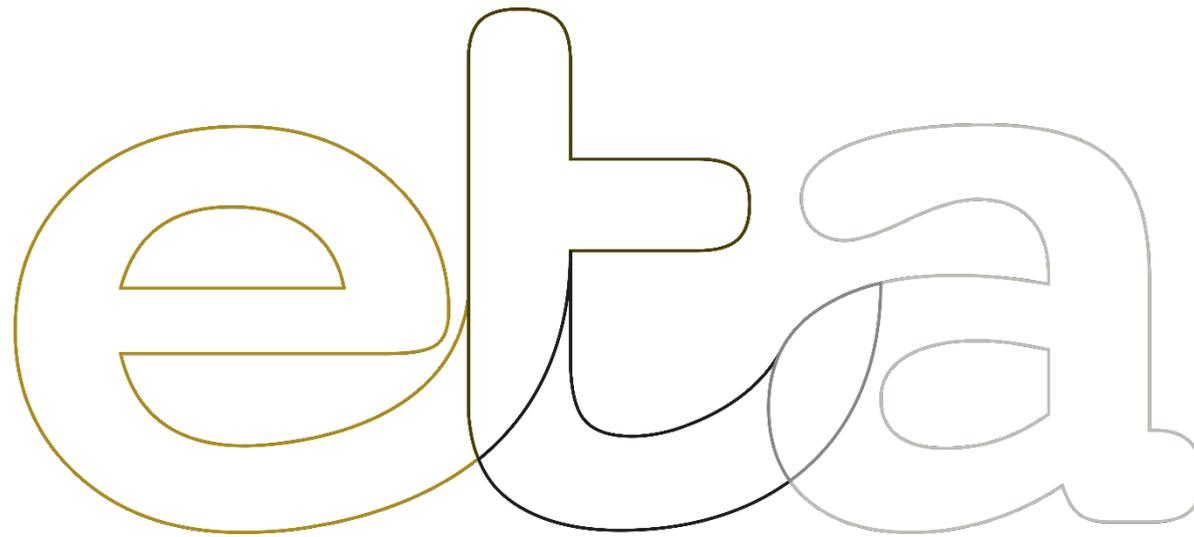
Unit Reference Number		Y/618/3290
Qualification Framework		RQF
Title		Outgoing telephone communication and sales
Unit Level		Level 1
Guided Learning Hours		20 GLH
Total Qualification Time		20 TQT
Unit Credit Value		2 credits
Unit Grading Structure		Pass / Fail

Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
Know how to make outgoing telephone contacts as a selling technique in a contact centre environment	1.1	Explain why there are both advantages and disadvantages of making outgoing contacts when selling	
	1.2	List the techniques that can be used when making outgoing contacts to sell	This should include: <ul style="list-style-type: none"> • cross-selling • up-selling • selling add-ons
	1.3	Outline the techniques to be used when selling via an outgoing contact	Should include listening and questioning
	1.4	Describe the benefits to selling, during outgoing telephone contacts, by using different methods of communication	
Understand how to use an outgoing sales contact to secure a deal	2.1	Outline the approach required to manage customer behaviour when making a telephone sales contact	

	2.2	Explain the methods used when closing a sale during a telephone sales contact	
	2.3	Describe the process used for evaluating the success of an outgoing sales contact	
	2.4	Explain what ICT support options there might be when making a telephone sales contact	
Know how to prepare for making an outgoing telephone sales contact	3.1	Outline the objectives and targets you aim to achieve by making a telephone sales contact	
	3.2	Explain how you will use any agreed lists to plan and make contacts	
	3.3	Describe how you will organise your workspace for making a telephone sales contact	
Know how to identify a customer's requirements during an outgoing telephone sales contact	4.1	Explain how you might prioritise contacts depending on the values and likelihood of the customer business	
	4.2	Describe what techniques you would use to gain information for the customer about their requirements	
	4.3	Explain how you might identify the appropriate products and services for the customer	

	4.4	Describe the process used to explore any further opportunities for selling products or services to the customer	
Know how to use an outgoing sales telephone contact to present products and services to a customer	5.1	Explain how the benefits of products and services should be outlined to the customer	
	5.2	Describe how you would confirm which option the customer required and how it would be progressed to sale	
Understand how to identify and deal with objections during an outgoing sales telephone contact	6.1	Explain how you might plan ahead to understand what the objections might be	
	6.2	Explain how it can be possible to turn objections into opportunities	
	6.3	Describe the process for dealing with objections in polite and professional manner	
	6.4	Explain the procedure for dealing with customer objections	
	6.5	Outline how you will summarise the actions taken regarding the objection in order to reassure the customer	
	6.6	Describe how you will develop a positive working relationship with the customer to support future activity with them	

Know how to use the outgoing sales telephone contact to close a sale	7.1	Explain why it would be useful to practice the close and rehearse any objections beforehand	
	7.2	Describe the organisational procedure for closing a sale during an outgoing sales telephone contact	
	7.3	Explain the organisational procedure for providing customer feedback internally	



Level 1 Unit – Incoming Telephone Communication and Sales

Unit aim

This unit introduces learners to the skills required to successfully manage an incoming sales telephone contact to achieve a sale

Unit introduction

Learners will develop an understanding of how to plan for receiving the contact, engage with the customer and secure a sale, as well as develop questioning and listening techniques.

Assessment

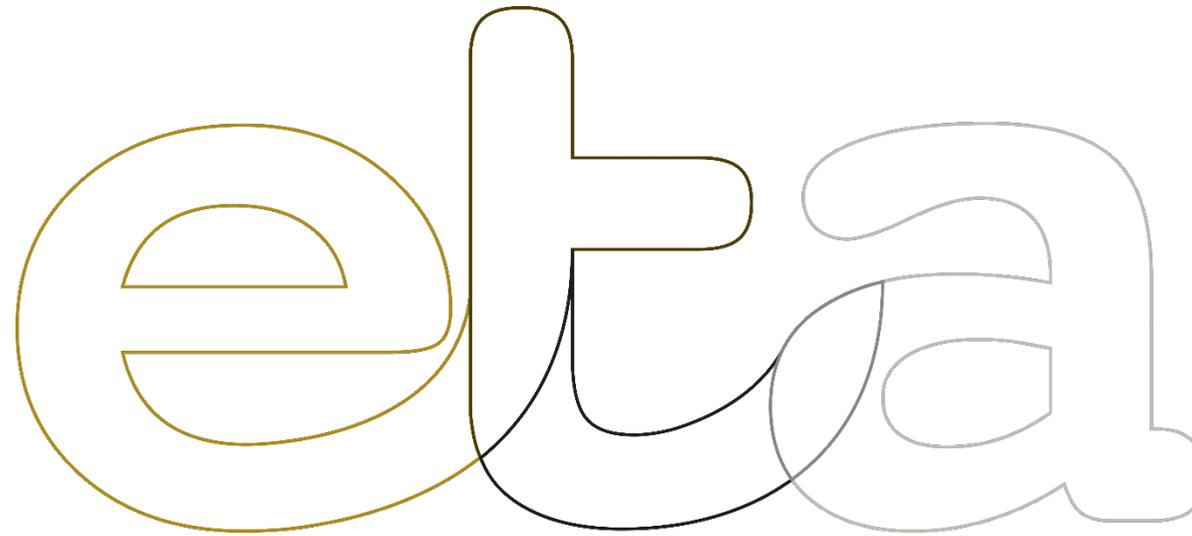
To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment.

Unit Reference Number		D/618/3291
Qualification Framework		RQF
Title		Incoming telephone communication and sales
Unit Level		Level 1
Guided Learning Hours		10 GLH
Total Qualification Time		10 TQT
Unit Credit Value		1 credits
Unit Grading Structure		Pass / Fail

Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
Know how to receive incoming telephone contacts as a selling technique in a contact centre environment	1.1	Explain why there are both advantages and disadvantages of receiving incoming contacts when selling	
	1.2	List the techniques that can be used when receiving incoming contacts to sell	This should include: <ul style="list-style-type: none"> • cross-selling • up-selling selling add-ons
	1.3	Outline the techniques to be used when selling via an incoming contact	Should include listening and questioning
	1.4	Describe the benefits to selling, during incoming telephone contacts, by using different methods of communication	
Understand how to use an incoming sales contact to secure a deal	2.1	Outline the approach required to manage customer behaviour when receiving a telephone sales contact	

	2.2	Explain the methods used when closing a sale during a telephone sales contact	
	2.3	Describe the process used for evaluating the success of an incoming sales contact	
	2.4	Explain what ICT support options there might be when receiving a telephone sales contact	
Know how to prepare for receiving an incoming telephone sales contact	3.1	Outline the objectives and targets you aim to achieve when receiving a telephone sales contact	
	3.3	Describe how you will organise your workspace for receiving a telephone sales contact	
Know how to identify a customer's requirements during an incoming telephone sales contact	4.1	Describe the greetings you might use when answering an incoming sales contact and how these might have to change depending on the customer	
	4.2	Describe what techniques you would use to gain information for the customer about their requirements	
	4.3	Explain how you might identify the appropriate products and services for the customer	

	4.4	Describe the process used to explore any further opportunities for selling products or services to the customer	
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Level 1 Unit – Portray a Customer-Friendly and Positive Attitude in a Contact Centre Environment

Unit aim

This unit introduces learners to personal skills required to be able to maintain and project a positive attitude towards customers at all times.

Unit introduction

Learners will develop an understanding of how to read customer body language, tone and personality to enable them to engage and interact appropriately.

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/618/3292
Qualification Framework		RQF
Title		Portray a customer-friendly and positive attitude in a contact centre 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
Understand what the right attitude is for customer service	1.1	Explain how you would put customers at ease and ensure they understood what you were saying	
	1.2	Describe how you build a relationship with them to understand how they are feeling	
	1.3	Outline how you might demonstrate you are enthusiastic to help	
	1.4	Explain how you acknowledge all customers are different and need to be treated differently	
	1.5	Explain how you will demonstrate customer respect	

	1.6	Outline the steps you will take to reassure customers you will deliver what they require	
	1.7	Explain how you will demonstrate colleague respect	
	1.8	Outline the steps you will take to reassure colleagues you can be relied on	
Know how to demonstrate positive behaviour to customers	2.1	Explain how you might understand when a customer needs attention and how you might respond to it	
	2.2	List the appropriate greetings of customers	
	2.3	Explain what techniques you might use to ignore distractions in order to focus on the customer	
	2.4	Describe a situation where it might be important to interrupt your interaction with the customer in order to deal with it	
	2.5	Explain how you might provide positive feedback to the customer	
	2.6	Describe how you would support a colleague in providing appropriate customer service	

Understand how to portray a positive and friendly attitude with customers	3.1	Explain the signs from a customer when they require attention	
	3.2	Outline the key characteristics of rapport	
	3.3	Explain what an unimportant or inappropriate distraction might be when dealing with a customer	
	3.4	Explain what an appropriate or important distraction might be	
	3.5	List the key characteristics of negative body language	
	3.6	Describe how customers are all different and what makes them so	This could include: <ul style="list-style-type: none">• Age• Culture• Personality