CUSTOMER SERVICE LEVEL 3

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ACCESS

WELCOME

In this guide you will find everything you need to know regarding the Customer Service Level 3 qualification, including the different elements that go together to form the framework, the mandatory and optional units available, the different ways in which you will learn, and the methods of assessment.

Who is this qualification suitable for?

The framework has been designed for a variety of customer service roles and it provides employees with an accredited pathway of qualifications, which are portable as their careers develop.

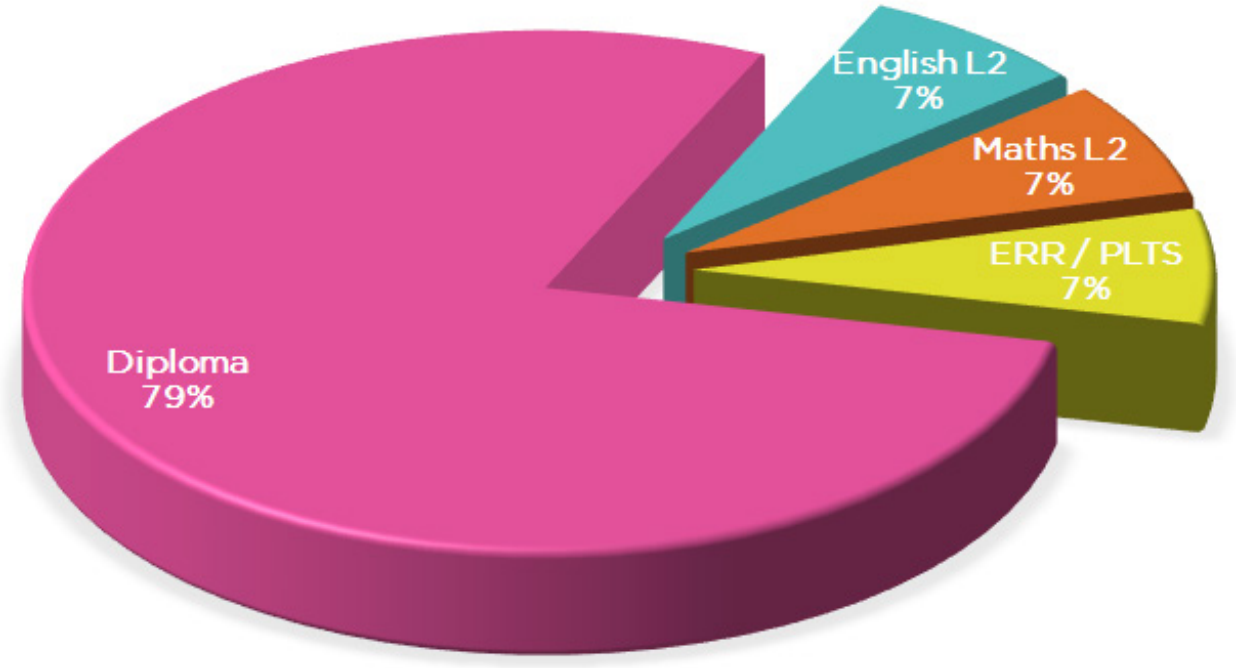
In addition, the framework provides employers with a toolkit from which they can deliver relevant teaching and learning, appropriate to their evolving business needs and/or contractual requirements.

How do I enrol?

1. Visit our website www.atem.co.uk
2. Complete an application form
3. We check your application
4. We set you up with English and/or Maths assessments if required (see exemptions.)
5. We complete enrolment paperwork with you
6. You start your qualification!

FRAMEWORK

This is the breakdown of the Customer Service L3 qualification, which shows the different elements that go together to form the Apprenticeship.



12 months

Minimum duration of programme

Exemptions

If you have any of the following then you may be exempt from English and Maths assessments and the corresponding Functional Skills parts of your qualification.

- GCSE English Language Grade C or higher
- Functional Skills English L2 or higher
- GCSE Mathematics Grade C or higher
- Functional Skills Maths L2 or higher

WHAT'S INCLUDED

Level 3 Diploma in Customer Service

6 mandatory units
(total of 31 credits)

- 12 credits for competence units
- 19 credits for knowledge units

+

Optional units
(total of 24 credits)

- Minimum of 15 credits from **Group A**
- Maximum of 9 credits from **Group B**

Learner Name:

Skill scan completed by:

Mandatory (31 credits)

Level	Unit Title	Credits	Can do? Y/N	Chosen
3	304: Organise and deliver customer service	5		
3	305: Understand the customer service environment	5		
3	306: Understand customers and customer retention	4		
3	307: Principles of business	10		
3	308: Manage personal and professional development	3		
3	323: Resolve customers' problems	4		

Optional Group A (minimum of 15 credits)

Level	Unit Title	Credits	Can do? Y/N	Chosen
2	206: Communicate verbally with customers	3		
2	207: Communicate with customers in writing	3		
2	210: Promote additional products and/or services to customers	2		
2	212: Exceed customer expectations	3		
2	213: Deliver customer service whilst working on customer's premises	4		
2	216: Deliver customer service to challenging customers	3		
2	217: Develop customer relationships	3		
2	218: Support customer service improvements	3		
2	219: Support customers through real-time online customer service	3		
2	220: Support customers using self-service equipment	3		
2	221: Use social media to deliver customer service	3		
2	222: Provide post transaction customer service	5		
3	302: Gather, analyse and interpret customer feedback	5		
3	309: Develop resources to support consistency of customer service delivery	5		
3	310: Use service partnerships to deliver customer service	3		
3	311: Resolve customers' complaints	4		
3	312: Monitor the quality of customer service interactions	5		
4	402: Champion customer service	4		
4	404: Build and maintain effective customer relations	6		
4	406: Manage a customer service award programme	4		
4	407: Manage the use of technology to improve customer service	4		
4	408: Develop a social media strategy for customer service	5		

Optional Group B (maximum of 9 credits)

Level	Unit Title	Credits	Can do? Y/N	Chosen
2	224: Manage diary systems	2		
2	225: Provide reception services	3		
2	226: Contribute to the organisation of an event	3		
2	227: Buddy a colleague to develop their skills	3		
2	228: Employee rights and responsibilities	2		
2	231: Processing sales orders	2		
3	303: Negotiate in a business environment	3		
3	313: Promote equality, diversity and inclusion in the workplace	3		
3	314: Manage team performance	4		
3	315: Manage individuals' performance	4		
3	316: Collaborate with other departments	3		
3	317: Negotiating, handling objections and closing sales	4		
3	318: Obtaining and analysing sales related information	4		
3	319: Buyer behaviours in sales situations	3		
3	320: Manage incidents referred to a contact centre	6		
3	321: Lead direct sales activities in a contact centre	4		
3	322: Bespoke Software	4		

Functional Skills

- **Maths (Level 2)**
- **English (Level 2)**

You will complete Functional Skills in Maths and English. Assessments are designed to measure the competent application of skills within real-life scenarios. Assessments are task based with no portfolio to complete. These can be completed on-screen, offline or paper-based. Completion of Functional Skills may not be required where evidence of a current transferable skills qualification exists e.g. GCSE.

Personal Learning and Thinking Skills

There are six Personal, Learning and Thinking Skills (PLTS) that provide a framework for describing the qualities and skills needed for success in learning and life.
The assessment of these will be embedded within your Apprenticeship.

Employee Rights and Responsibilities

Employee Rights and Responsibilities (ERR) is part of all Apprenticeships. It must be assessed and clearly evidenced. You must understand your rights and responsibilities with regards to equal opportunities and health and safety.
It is important that you receive a thorough induction into your organisation. This induction can contribute evidence and examples towards meeting the requirements for ERR.

How will learning take place?

Off the job learning

Off-the-job refers to the time taken to develop technical skills and knowledge of theoretical concepts across a range of contexts. It can be seen as time away from 'the immediate pressures of the job', and may include all of the following (non-exclusive) activities:

- Individual and Group teaching
- Coaching
- Distance learning
- e-learning
- Feedback and Assessment
- Guided study
- Learning with peers
- Networked or collaborative learning
- Mentoring

You may attend sessions at Access Training during your qualification and you will have an assessor visit you in the workplace. You will need to spend some time at home providing written accounts and research for your portfolio.

On the job learning

On-the-job refers to the time taken to develop the practical skills applied in the context of a job role. It can be seen as the time you spend being guided whilst undertaking normal activities as part of your job role, and which provide opportunities to learn, develop and practice skills.

The Assessment Process

Access Training use a blended learning model which means that training, assessment and support will be delivered in a variety of ways to suit you and your employer. Webinars, e-learning, and Skype will be combined with face-to-face visits and self-study to provide flexible learning that you can access when and where you want - whether that's during an appointment in working hours, taking part in a Skype call at your desk or watching a video on your phone.

Achievement of the qualification is based around the provision of sufficient evidence to show that the job can be done to the national standards. You need to collect a variety of evidence and this collection of evidence is called a 'portfolio'. This will be done electronically via an e-portfolio and your assessor may use any of the following for sources of evidence:

Performance at Work (Observation)
Your assessor will observe your performance in the work place against the national standards.

Work Product
There may be tasks that you routinely carry out which are applicable to your qualification – i.e. send and receive emails. The products of these tasks may be used as evidence, as long as the evidence is sufficiently current and relevant to the standards.

Recognition of Prior Learning
This could be a relevant qualification or achievement, for example, First Aid, Safeguarding etc. This is sometimes referred to as 'Recognition of Prior Learning' and abbreviated to RPL.

Witness Statement
Witnesses can provide evidence of the way the job is done, usually in the form of a witness statement. Your supervisor/ line manager will provide you with the testimony relating to your performance at work.

Questioning
Questioning may be oral or written. Your assessor will ask you questions to make sure you have the necessary knowledge and understanding to carry out your job activities to the national standard. Where suitable, your assessor may electronically record question and answer sessions.

Professional Discussion
Your assessor may use a dictaphone or smartphone to record a professional discussion. These will be based on activities you have taken part in and are a good way for yourself and your assessor to discuss and explore the event.

Reflective Account
Reflective accounts are used to reflect on your working practice. You will be asked to provide a statement on how you have carried out a task e.g. how you dealt with an accident, this will then be assessed and used as evidence of your competence.

Completion of the diploma

When all outcomes have been achieved, your paperwork and portfolio is passed onto the Internal Quality Assurer, who will sample it and apply for your certificate, if it is of the required standard.

20% Off-the-job training

Over the course of the apprenticeship, each learner will be required to spend 20% of their time doing off-the-job training and this will be documented through the assessor.

Off-the-job training is defined as learning which is undertaken outside of the normal day-to-day working environment and leads towards the achievement of the apprenticeship. This can include training that is delivered at the apprentice's normal place of work but must not be delivered as part of their normal working duties.

The off-the-job training must be directly relevant to the apprenticeship framework or standard and could include the following:

- The teaching of theory (for example; lectures, role play, simulation exercises, online learning or job specific training)
- Practical training, such as; shadowing, mentoring, industry visits and attendance at competitions
- Learning support and time spent writing assessments/assignments
- Team meetings

It does not include:

- English and Maths (up to level 2) which is funded separately
- Progress reviews or on-programme assessment needed for an apprenticeship framework or standard
- Training which takes place outside the apprentice's paid working hours
- Access Training Induction

Employer contribution for 19+ learner £200 plus VAT

European Union
European
Social Fund