

# **Customer Service**

**Level 1 Award in Principles of Customer Service**

**Entry code 10334**

**Centre Handbook**

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# 1 Introduction

This centre handbook provides information for centre staff involved in the planning, delivery and assessment of the following qualification which has been accredited onto the Qualifications and Credit Framework (QCF):

## **OCR Level 1 Award in Principles of Customer Service**

**The OCR scheme code for this qualification is 10334**

It is important that centre staff involved in the delivery of the above qualification understand the requirements laid down in this handbook. Centres should therefore ensure that all staff involved in the delivery of this qualification have access to this document.

## 1.1 The OCR Principles of Customer Service suite of qualifications

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The OCR Principles of Customer Service suite of qualifications provides candidates with high quality, nationally recognised qualifications. They are vocationally-related, credit-based qualifications that provide valuable opportunities for individuals to gain underpinning knowledge and understanding in the customer service sector. They support achievement of Functional Skills and relate to national occupational standards (NOS).

The awarding body for these qualifications is Oxford Cambridge and RSA Examinations (OCR) and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual).

These qualifications have been accredited onto the Qualifications and Credit Framework (QCF). The Level 2 and 3 qualifications are endorsed as the technical element in the Level 2 and Level 3 Customer Service Apprenticeship Frameworks by the Skills CfA, the sector body for customer service.

## 1.2 Administration arrangements for this qualification

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A separate publication, the *Admin guide: Vocational Qualifications (A850)*, provides details of the administration arrangements for this qualification. The Admin Guide is available to download from our website: [www.ocr.org.uk](http://www.ocr.org.uk).

## 1.3 What is the Qualifications and Credit Framework (QCF)?

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The QCF is a unit and credit-based regulatory framework which replaced the National Qualifications Framework (NQF). It is a way of recognising skills and qualifications by awarding credit for qualifications and units achieved.

## 1.4 If centre staff have queries

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This Centre Handbook and the Admin Guide contain all the information needed to deliver and administer this qualification. If centre staff have any queries about this qualification that are not answered in these publications, they should refer to the section [Further support and information](#) for details of who to contact. Support is also available on the OCR website for this qualification.

## 1.5 Documentation updates

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The information provided in this handbook was correct at the time of production. Occasionally OCR may update this information. Please refer to the qualification website at [www.ocr.org.uk](http://www.ocr.org.uk) for details regarding updates to this qualification. The latest version of this handbook is available to download from the OCR website.

## 2 General Information

### 2.1 Qualification profile

<b>Title</b>	OCR Level 1 Award in Principles of Customer Service			
<b>OCR code</b>	10334			
<b>QAN</b>	600/7885/6			
<b>Level</b>	This qualification has been accredited on to the Qualifications and Credit Framework (QCF) at Level 1			
<b>Qualification structure</b>	The credit required for this qualification is 4. To achieve this qualification, candidates must complete a total of 4 credits from 2 mandatory units.			
<b>Age group approved</b>	Pre-16	16-18	18+	19+
	ü	ü	ü	ü
<b>This qualification is suitable for</b>	<p>This qualification is suitable for those who are:</p> <ul style="list-style-type: none"> <li>wanting to gain the basic knowledge and understanding for a job that involves customer service</li> <li>starting work in a job that involves customer service and wishing to learn essential knowledge, understanding and skills at the same time as learning the job</li> <li>returning to work or changing their job role to one which involves customer service</li> </ul>			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification.			
<b>Assessment</b>	<p>This qualification is pass/fail. It is internally assessed by centre staff (e.g. teachers/tutors, support workers, carers, assessors) and externally moderated by OCR.</p> <p>Assessment is through the production of evidence which satisfies the assessment criteria. This may be via the completion of OCR-produced Candidate Evidence Sheets. However, these are not mandatory and alternative evidence can be provided if this is more suitable for the candidates.</p>			
<b>Funding</b>	<p>For details on eligibility for public funding please refer to the following websites:</p> <p><a href="http://www.dcsf.gov.uk/section96/">http://www.dcsf.gov.uk/section96/</a></p> <p><a href="http://skillsfundingagency.bis.gov.uk/">http://skillsfundingagency.bis.gov.uk/</a></p>			
<b>Performance figures</b>	For information on this qualification's contribution to performance measurement please see Ofqual's <a href="#">Register of Regulated Qualifications</a> .			
<b>Last entry date*</b>	31/12/2016			
<b>Last certification date*</b>	31/12/2017			

\*OCR will inform centres of changes to these dates. Please refer to our website [www.ocr.org.uk](http://www.ocr.org.uk) for current dates. All centre records must be updated accordingly.

## 2.2 Target market

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The **OCR Level 1 Award in Principles of Customer Service** will be appropriate for those who are:

- wanting to gain the basic knowledge and understanding for a job that involves customer service
- starting work in a job that involves customer service and wishing to learn essential knowledge, understanding and skills at the same time as learning the job
- already experienced in a job involving customer service and wishing to update their knowledge, understanding and skills in order to improve their customer service performance
- returning to work or changing their job role to one which involves customer service

## 2.3 Qualification aims

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The **OCR Level 1 Award in Principles of Customer Service** qualification underpins some of the basic knowledge and understanding that would be needed by an employee preparing to work in a customer service role. It also provides accreditation for the interpersonal skills necessary for anyone working, or intending to work, within a customer service environment where their work involves direct or indirect contact with external or internal customers.

## 2.4 Entry requirements

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This qualification is available to anyone who is capable of reaching the required standards. It has been developed free from any barriers that restrict access or progression thereby promoting equal opportunities.

All centre staff involved in the assessment or delivery of this qualification should understand the requirements of the qualification and match them to the needs and capabilities of individual candidates before entering them as candidates for this qualification.

There are no formal requirements for entry to this qualification. Candidates will be expected to have a standard of literacy and numeracy and a level of industry knowledge appropriate for a person working at Level 1.

## 2.5 Unique Learner Number (ULN)

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It is an Ofqual requirement that Awarding Bodies must capture the Unique Learner Number (ULN) for all candidates who have claimed certification for any of these qualifications. It is also a condition

of funding that all candidates that claim certification for publically funded qualifications must have a valid ULN.

Where a candidate has a ULN, you should enter their ten digit number in the ULN field of the entry form. For candidates who do not have a ULN, a claim will still be accepted if you leave this field blank, but OCR will not be able to send these achievements to the Diploma Aggregation Service (DAS) or to the Personal Learning Record (PLR).

The PLR is a permanent, online record of candidate's qualifications and achievements and also supports Credit Accumulation and Transfer (CAT). Each unit and qualification in the Qualifications and Credit Framework (QCF) has a credit value. The PLR enables learners to accumulate a record of their achievements within one place and so supports the transfer of credit for these units between learning providers and awarding organisations, thus supporting learners to gain full qualifications.

Learners over the age of 14 participating in UK education or training can access the PLR using their ULN. Learners retain the same ULN to access their PLR throughout their lives and whatever their level of learning.

Further information about this can be found in the Admin guide: Vocational Qualifications (A850) and at the Learner Records Service.

## 2.6 Recognition of Prior Learning

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Within the QCF, recognition of prior learning (RPL) is defined as 'A method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.' (Regulatory arrangements for the Qualifications and Credit Framework Ofqual/08/3726). OCR encourages the use of RPL and centres should advise their learners that they can bring forward any relevant learning (gained either informally or formally) so that, it can be assessed against the assessment criteria specified in the unit, or units, the learner aims to complete. It is important that centres make it clear to their learners that the RPL process is concerned with how the learner has acquired the knowledge, understanding or skills; it does not mean the learner is exempt from the assessment.

The currency of knowledge and ability is often important when recognising skills and competences. Where assessment is devolved to centres through assignments or portfolio-building, centre staff must judge the relevance of prior learning in all its aspects (including currency) to the qualification being assessed, before OCR will quality assure and authorise certification.

## 2.7 Progression opportunities

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This qualification will act as a stepping stone towards the Technical element of Skills CfA's Customer Service Apprenticeship Frameworks.

It will also provide a way into a recognised customer service occupational qualification for those not in full-time employment.

Candidates achieving the Level 1 Award can progress vertically onto the Level 2 Certificate in Principles of Customer Service, or horizontally onto the Level 1 NVQ Certificate in Customer Service.

## 2.8 Supporting OCR candidates

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Centres should ensure that candidates are informed of the title and level of the qualification they have been entered for and that Oxford Cambridge and RSA Examinations (OCR) is the awarding body for their chosen qualification.

Centre staff should provide guidance to candidates on the assessment process and help candidates prepare for assessment. Full details on how the units are assessed are in sections 3 and 6 of this centre handbook.

## 2.9 Wider issues

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This qualification provides potential for centres to develop candidates' understanding of spiritual, moral, ethical, social and cultural issues and heighten candidates' awareness of environmental issues, health and safety considerations and European developments.

### Spiritual, moral, ethical, social and cultural issues

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Centre staff delivering a course that supports this qualification would have opportunities to address ethical, social, cultural and moral issues in some of the units, for example:

- candidates will need to understand issues such as individual responsibility, group/team responsibility, business and social responsibilities
- explore the individual's responsibility towards the customer, courtesy and protocols when dealing with colleagues and customers
- confidentiality of information (employer and customers).

### Environmental issues, health and safety considerations and European developments

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Centre staff delivering a course that supports this qualification may have opportunities to address environmental issues, health and safety considerations and European developments depending on the method of delivery/choice of teaching materials.

## 2.10 Guided learning hours

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Each of the units in this qualification are allocated a number of guided learning hours (glh) which indicates the approximate number of hours for teacher supervised or directed study time and assessment. Information on unit glh for this qualification is given in section 6.

## 2.11 Funding

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This qualification is accredited at Level 1 of the Qualifications and Credit Framework and is eligible for funding under Section 96 and/or Skills Funding Agency. For details on eligibility for public funding please refer to the following websites:

<http://www.dcsf.gov.uk/section96/>

<http://skillsfundingagency.bis.gov.uk/>

## 2.12 Mode of delivery

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OCR does not specify the mode of study or specify a time limit for the achievement of this qualification other than the expiry dates for entry and certification laid down by the regulatory authorities detailed in the qualification profile.

Centres are free to deliver this qualification using any mode of delivery that meets the needs of their candidates. Whatever mode of delivery is used, centres must ensure that candidates have appropriate access to the resources identified below.

Centres should consider the candidates' complete learning experience when designing learning programmes. This is particularly important in relation to candidates studying part time alongside real work commitments where candidates may bring with them a wealth of experience that should be utilised to maximum effect by centre staff.

## 2.13 Resources

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OCR strongly advises that teaching and development of subject content and associated skills be referenced to real vocational situations, through the utilisation of appropriate work-based contact, vocationally experienced delivery personnel, and real life case studies.

Candidates should be encouraged to read around the subject and have an appropriate knowledge of the application of the appropriate legislation (e.g. Equality and Diversity).

In addition, each unit will contain guidance on the resources required. Staff conducting assessment must understand fully the requirements of this qualification. Centres should ensure that appropriate physical resources are made available to candidates.

Centres will need to provide appropriate assessment facilities for candidates that comply with the regulations laid down by OCR in the *Admin guide: Vocational Qualifications (A850)* and the *JCQ Instructions for Conducting Examinations*, available on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).

Centres will need to meet the above requirements when they seek centre approval from OCR.

## 2.14 Delivery in Wales and Northern Ireland

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The specification for this qualification has only been approved by Ofqual for delivery in England/Wales/Northern Ireland during the life of the qualifications.

The specification for this qualification has been approved by the Department for Children, Education, Lifelong Learning and Skills (DCELLS) for use by centres in Wales and/or by the Council for the Curriculum Examinations and Assessment (CCEA) for use by centres in Northern Ireland.

Candidates in Wales or Northern Ireland should not be disadvantaged by terms, legislation or aspects of government that are different from those in England. Where such situations might occur, including in the external assessment, the terms used have been selected as neutral so that candidates may apply whatever is appropriate to their own situation.

We will provide specifications, assessments and supporting documentation in English.

Further information concerning the provision of assessment materials in Welsh and Irish may be obtained from the OCR Customer Contact Centre: 024 76 851509.

## 2.15 Access arrangements and special consideration

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Adjustments to standard assessment arrangements are made on the basis of the individual needs of candidates.

It is important, therefore, that centres identify as early as possible whether candidates have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and select an appropriate qualification or adjustment that will allow them to demonstrate attainment.

The responsibility for providing adjustments to assessment is one which is shared between OCR and the centre. Centre staff should consult the Joint Council of Qualifications' (JCQ) booklet *Access Arrangements, Reasonable Adjustments and Special Consideration* [www.jcq.org.uk](http://www.jcq.org.uk).

For further guidance on access arrangements please refer to OCR's *Admin guide: Vocational Qualifications (A850)* on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).

## 2.16 Results enquiries and appeals

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Please refer to the *Admin guide: Vocational Qualifications (A850)* which can be downloaded from the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).

## 2.17 Centre malpractice guidance

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It is the responsibility of the Head of Centre\* to report (in writing) all cases of suspected malpractice involving centre staff or candidates, to the OCR Standards Division.

When asked to do so by OCR, Heads of Centres are required to investigate instances of malpractice promptly, and report the outcomes to the OCR Standards Division.

## 2.18 Further information is contained in the JCQ publication:

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*Suspected Malpractice in Examinations and Assessments* which is available from [www.jcq.org.uk](http://www.jcq.org.uk) together with OCR's *Malpractice Procedures – A Guide for Centres*.

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\* The Head of Centre is defined as the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, eg the Principal of a College, the Head Teacher of a school, the Managing Director of a Private Training Provider or the Group Training Manager of a major company.

# 3 Assessment

## 3.1 Assessment: How it works

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Each unit within this qualification is designed around the principle that candidates will produce evidence that meets all of the assessment criteria for that unit.

The unit assessment criteria reflect the demands of the learning outcomes for the unit.

In order for candidates to be able to effectively progress towards meeting the requirements of each assessment criterion, teachers/tutors must make sure that the supporting knowledge, understanding and skills requirements for each learning outcome and assessment criteria are fully addressed. The identified knowledge, understanding and skills in the unit are not exhaustive and may be expanded upon or tailored to particular contexts to which the unit is being taught and the assessment criteria applied.

We recommend that teaching and development of subject content and associated skills be referenced to real life situations, through the utilisation of appropriate work-based contact, vocationally experienced delivery personnel, and real life case situations.

To help centres with assessment, OCR has produced Candidate Evidence Sheets and Candidate Evidence Checklists. However, completion of the OCR-produced Candidate Evidence Sheets is not mandatory. Evidence for this qualification can be provided by completing any **one** of the following:

- the OCR Candidate Evidence Sheets
- a centre-produced workbook
- a portfolio of evidence

The OCR Candidate Evidence Sheets have been designed to cover all assessment criteria and evidence requirements contained within the units. As such, if these are fully completed no further evidence is required.

The Candidate Evidence Sheets can be found on the Principles of Customer Service Level 1 web page, under the heading *Assessment Materials*.

If centre-devised workbooks are developed, it is the centre's responsibility to ensure that they allow candidates to meet all assessment criteria contained within the units. Tasks within the workbooks must be clearly referenced to assessment criteria to show where each criterion has been included.

Centre-devised workbooks must also contain a signatory area for the candidate, assessor and Interval Verifier to sign, in line with the OCR-produced documents. (An area for a scribe must also be included where a scribe may be used).

If a portfolio of evidence is produced, this must meet all evidence requirements and assessment criteria contained within the unit(s). A portfolio of evidence must be accompanied by a Candidate

Evidence Checklist detailing where the appropriate evidence can be found and the requirements have been met.

The Candidate Evidence Checklists can be found on the Principles of Customer Service Level 1 web page.

## Centre assessed units

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All units for this qualification are centre-assessed and OCR-moderated. Centres will need to ensure that candidate evidence meets all of the assessment criteria within the units.

Key features of the assessment of this qualification are:

- Assessment of all units is by evidence, internally assessed in the centre and externally moderated by OCR Moderators
- Performance at unit level is graded as Pass or Fail based on whether the evidence submitted is sufficient to meet all the assessment criteria.

Assessment of this qualification will be conducted in accordance with the appropriate codes of practice approved and published by the regulatory authorities.

When candidates complete their evidence, the centre assessor (usually the teacher/tutor) assesses their work. Centres will need to identify staff who will act as assessors. Assessors will need to have experience in making judgments about candidates' progress.

Assessors must:

- judge candidate work against the assessment criteria identified in the units and the Evidence Requirements identified in the Candidate Evidence Sheets/Checklists
- identify valid and sufficient evidence (by adding a tick or comment)
- identify gaps in evidence and ensure these are filled before the unit is sent to the OCR moderator
- give feedback to candidates
- liaise with other assessors in the centre to ensure standards
- verify candidate achievement by completing and signing the required OCR documentation (ie the witness statement area of the Candidate Evidence Sheets, the Candidate Evidence Checklists, Submission Cover Sheets).
- ensure that copies of candidates' work are taken before submission as work is not returned by OCR
- maintain records of candidates' achievements.

Full details of the administration arrangements associated with this qualification are included in the *Admin guide: Vocational Qualifications (A850)* which can be downloaded from the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).

**Please note that it is not a requirement of the Level 1 Award in Principles of Customer Service that evidence be gained in the workplace. However, evidence collected for this qualification may also be used to prove that the knowledge and understanding sections of related NVQ units have been achieved. If centres do wish to use evidence in this way, they must then ensure that the evidence is produced within the workplace, in line with the assessment strategy for the NVQs in Customer Service. Please see the centre handbook for the NVQs in Customer Service for full details of the requirements for evidence used in this context.**

## Internal standardisation

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Internal standardisation is an important part of the local assessment process. Centres are required to demonstrate that a system is in place which ensures that all assessment is being carried out in a similar way and to an equivalent standard across all teachers/tutors acting as assessors. OCR will require evidence of this process. Centres are required to keep evidence of standardisation and records of any decisions/issues for a minimum of one year.

In order to maintain a consistent approach to internal standardisation, an internal moderator should be nominated. The internal moderator will be responsible for:

- maintaining a list of current centre assessors
- ensuring that all current centre assessors are working to the same standard
- arranging regular standardisation meetings
- ensuring cross-moderation of work between centre assessors
- maintaining records of the outcome of cross-moderation activities
- regularly sampling the assessment of all centre assessors and documenting the outcome
- advising centre assessors of any discrepancies in assessment and suggesting ways in which assessment may be brought into line with the work of other centre assessors
- completing the relevant centre standardisation document and signing the front covers of those Evidence Sheets sampled.

## External moderation

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External moderation ensures centres' internal assessments meet the national requirements of this qualification.

OCR Examiner-moderators are allocated by OCR to moderate centre assessment decisions.

OCR requires centres to submit only the appropriate documentation for specific units for moderation. OCR does not require centres to submit for moderation additional evidence produced by the candidate in the course of an activity. OCR, however, anticipates that centres will wish to create programmes of learning for candidates towards the completion of these units that will

generate additional items of evidence. Centres are free to do this, but OCR does not require these items for certification of unit achievement.

OCR requires that all Candidate Evidence Sheets and Candidate Evidence Checklists submitted in support of achievement are signed by the candidate and teachers/tutor prior to submission for moderation (the IV and scribe should also sign where appropriate).

Teachers/tutors must check that each criterion has been successfully met by the candidate before work is signed and sent for external moderation.

Submissions of work may be sent to the OCR-appointed Examiner-moderator by post or email. Further guidance regarding submitting work via email can be found in the document titled *E-submissions Guidance* which can be found on the Principles of Customer Service web pages of the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)).

External moderation of a centre's assessment decisions is achieved through systematic sampling. The assessment decisions of each centre assessor submitting work will be sampled. The outcomes of moderation will apply to all work submitted in each batch for moderation. No substitution of candidates' work will be allowed unless prior agreement of the OCR Examiner-moderator has been obtained.

The Examiner-moderator will complete a Centre Feedback Report Form (eNQF6) for the batch; this will be available to view on Interchange. If the centre assessment is satisfactory, arrangements will be made for certification.

If an Examiner-moderator disagrees with an assessor's assessment decision, the claims from that assessor will be rejected. The Examiner-moderator will record the information on the Centre Feedback Report Form (eNQF6).

**Examiner-moderators are not empowered to enter into direct contact with centres. In no circumstances must centres attempt to contact their Examiner-moderator in any way other than through posting candidate work to the address provided to them by OCR. Any queries concerning the units or assessment must be directed to OCR, Coventry. A contacts list is available on the Principles of Customer Service web pages.**

Full details of the administration arrangements associated with this qualification are included in the *Admin guide: Vocational Qualifications (A850)* which can be downloaded from the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).

## 3.2 Media that may be used

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Evidence can take many forms, for example, photographs, videos, audio tapes, CD-ROMs and paper-based or digitally formatted documents.

# 4 Assessor Requirements

## 4.1 Assessment Centre Requirements

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The occupational expertise of those undertaking the roles of assessment and internal quality assurance is one of the key factors underpinning valid, fair and reliable assessment. The integrity of assessments and quality assurance is of paramount importance.

The assessment centre must:

- ensure there are sufficient trained or qualified personnel to assess the number of candidates they anticipate enrolling for the course/qualification
- ensure there are sufficient trained or qualified personnel to internally quality assure for the number of candidates and assessors
- put systems and internal quality assurance personnel in place to ensure that all assessments are valid, reliable, authentic and sufficient and provide quality assured training for centre personnel taking part in assessment
- ensure there is a system of standardisation in place to ensure that all assessments are consistent and fair
- ensure those undertaking the roles of quality assurance and assessment maintain their skills, knowledge and understanding regarding assessment and quality assurance and the associated qualification
- ensure that there is sufficient time to conduct effective assessment and internal quality assurance.

## 4.2 Assessor Requirements

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Assessment is an activity that can be performed by a dedicated individual or as part of an individual's wider role e.g. teacher, tutor, supervisor, manager.

The assessment centre must ensure that those making assessment decisions have the necessary expertise to do so, which may include assessors having, or be working towards, appropriate qualifications, these would include:

- Award in Assessing Competence in the Work Environment
- Award in Assessing Vocationally Related Achievement
- Certificate in Assessing Vocational Achievement.
- experience of assessing vocational qualifications

## 5 Certification

Candidates who achieve the full qualification will receive:

- a certificate listing the unit achieved with their related credit value, and
- a certificate giving the full qualification title

### OCR Level 1 Award in Principles of Customer Service

Candidates achieving one or more units but who do not meet the credit requirements for a full certificate will receive a certificate listing the units they have achieved along with their credit value.

#### 5.1 Claiming certificates

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Certificates will be issued directly to the centre for successful candidates. In order to ensure that these are automatically issued, centres must ensure that the OCR candidate number is always used where a candidate has already achieved one or more units. See the [Admin guide: Vocational Qualifications](#) (A850) for full details.

For details on how to make online claims for QCF qualifications see the step-by-step guide for centres [Making online claims for vocational qualifications](#).

#### 5.2 Replacement certificates

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If a replacement certificate is required a request must be made to the OCR Operations Division on 024 76 470033, or in writing to the Coventry office, and an application form with further instructions will be sent. A charge will be made for a replacement certificate.

# 6 Qualification Structure and Units

## 6.1 Qualification structure

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Candidates do not have to achieve units in any particular order and teachers/tutors should tailor learning programmes to meet individual candidate needs. It is recommended that, wherever possible, centres adopt a holistic approach to the delivery of this qualification and identify opportunities to link the units/different subjects and levels.

If a candidate is not able to complete the full qualification, their achievements will be recognised through the issue of a unit certificate listing the units achieved.

### OCR Level 1 Award in Principles of Customer Service

#### Qualification Accreditation Number 600/7885/6

To achieve this qualification, candidates must achieve a total of 4 credits from 2 Mandatory units as follows:

Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
1	Customer expectations of customer service	R/504/6242	2	1	15
2	Organisational procedures for delivering customer service	Y/504/6243	2	1	15

Units can be downloaded from the [OCR website](#).

## 6.2 Unit format

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The format of OCR's units is detailed below.

### A unit title

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This is a summary of the content of the unit.

### Level

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This advises the QCF level on which the unit is accredited.

### Credit value

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This advises how many credits the candidate will achieve for successful achievement of the unit.

### Guided learning hours (glh)

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This specifies the amount of time that the average candidate would be expected to take to complete all requirements of the unit.

### Unit expiry date

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This section specifies the end accreditation date of the unit.

### Unit purpose and aim

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This section specifies the overall purpose and aim of the unit.

### Learning outcomes

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These set out what the candidate is expected to know, understand or be able to do as a result of the learning process.

### Assessment criteria

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These detail the requirements that the candidate will be assessed against in order to evidence the learning outcomes.

## Knowledge, understanding and skills

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This details the underpinning knowledge, understanding and skills which candidates will need in order to be able to undertake the assessment for the unit and to meet the requirements of the assessment criteria.

## Assessment

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This section details how the assessment criteria will be assessed.

## Evidence requirements

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These provide specific detail to amplify the knowledge or understanding required to meet the assessment criteria.

## Guidance on assessment and evidence requirements

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This provides guidance on how the assessment could be carried out and how the evidence requirements could be met.

## National Occupational Standards (NOS) mapping/signposting

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This section provides mapping/signposting to the relevant National Occupational Standards.

## Functional skills signposting

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This section provides signposting to functional skills.

## Resources

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This section contains details of any specific resources that must be available to the candidate or suggested resource material that will support learning.

# 7 Administration Arrangements

This section provides an overview of the administration arrangements operating for this qualification. Please refer to the *Admin guide: Vocational Qualifications (A850)* for further information.

## 7.1 Overview of full process

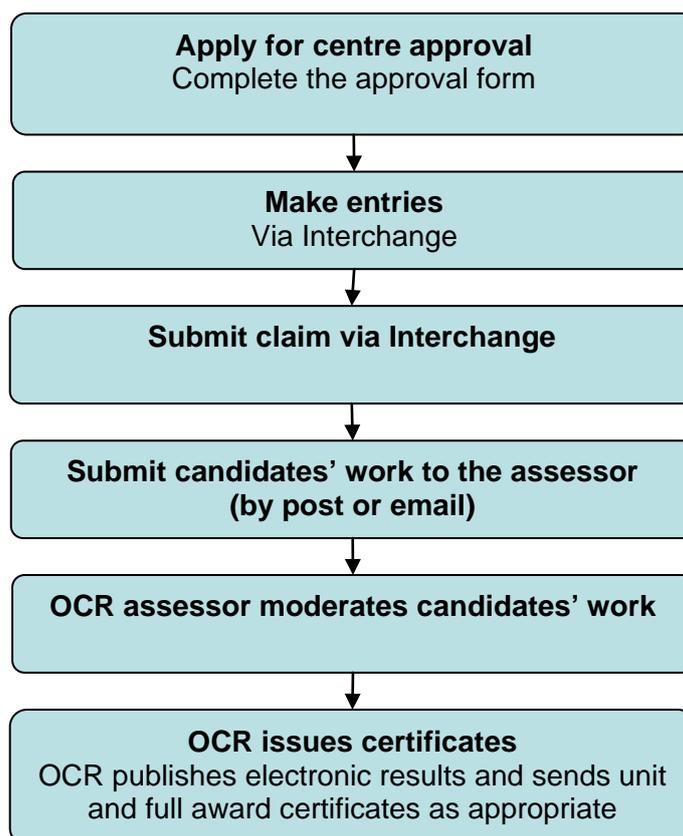
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For detailed information on this qualification centres must refer to OCR's Admin guide: Vocational Qualifications (A850).

The following flow chart provides a brief summary of how this qualification is delivered.

### Administration flowchart for on demand/postal moderation

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# 8 Recording Documentation

## 8.1 OCR Candidate Evidence Sheets and Checklists

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Candidate Evidence Sheets and Candidate Evidence Checklists have been produced to support candidates in producing appropriate evidence for this qualification.

The Candidate Evidence Sheets act as workbooks for candidates to complete. A Candidate Evidence Sheet is available for each unit within the qualification and can be found on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)). These have been designed to allow candidates to sufficiently meet all assessment criteria and evidence requirements contained within each unit.

Centre-devised workbooks may be produced as an alternative. However, these must ensure that candidates are able to sufficiently meet all of the assessment criteria and evidence requirements of the unit. They must also contain a witness statement section for completion. Each assessment criteria should be referenced within the workbook so that it is absolutely clear where it has been met.

If portfolios of evidence are produced, centres should use and complete the OCR Candidate Evidence Checklists to ensure sufficiency of coverage for each assessment criteria, and to signpost where evidence can be found within the portfolio.

When candidates have completed their work, evidence sheets, workbooks or checklists must be signed in the witness statement area **by both the candidate and assessor before submission**, to confirm that the work has been individually produced by the candidate and that the assessor is satisfied that all criteria have been sufficiently met. (The IV and scribe should also sign when appropriate).

Candidate Evidence Sheets and Candidate Evidence Checklists can be found under the forms area of the Principles of Customer Service Level 1 web pages.

## 9 Guidance For Candidates

### 9.1 What is the OCR Level 1 Award in Principles of Customer Service?

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The **OCR Level 1 Award in Principles of Customer Service** qualification is suitable for those who are:

- wanting to gain the basic knowledge and understanding for a job that involves customer service
- starting work in a job that involves customer service and wishing to learn essential knowledge, understanding and skills at the same time as learning the job
- already experienced in a job involving customer service and wishing to update their knowledge, understanding and skills in order to improve their customer service performance
- returning to work or changing their job role to one which involves customer service

### 9.2 What do I have to do to achieve this qualification?

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To achieve this qualification you must achieve the 2 mandatory units detailed below:

Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level
1	Customer expectations of customer service	R/504/6242	2	1
2	Organisational procedures for delivering customer service	Y/504/6243	2	1

### 9.3 What if I cannot gain enough credits for a full qualification?

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This qualification is very flexible and allows you to achieve recognition for what you have already achieved even if you do not finish the full qualification. OCR has systems in place which allow you to be awarded a certificate listing the unit achieved even if you are unable to complete the full qualification.

## 9.4 How do I know that this qualification is right for me?

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This qualification is designed for candidates wishing to gain an appropriate qualification for the purposes of working in the customer service sector.

## 9.5 How are the units assessed?

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The units are assessed by centre based assessment and external moderation.

## 9.6 Do I need to pass all of the units?

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The units that need to be passed in order to achieve a full Level 1 Award in Principles of Customer Service are detailed in section 9.2. However, each unit represents a worthwhile achievement in its own right, and certification is also available at unit level.

## 9.7 Can my work for this qualification prepare me for my Functional Skills?

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The work that you do for this qualification may help to prepare you for functional skills assessment.

**OCR wishes you every success in your achievement of this qualification.**

# 10 Mapping and Signposting

## 10.1 National Occupational Standards (NOS) Mapping

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This qualification provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to National Occupational Standards (NOS).

Each unit contains details of the signposting to the NOS.

## 10.2 Functional skills signposting

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Training provided for customer service may help to prepare candidates for the functional skills assessment (e.g. report writing may be good preparation for English). It is likely however that further training would be needed to fully prepare candidates for functional skills assessment.

# 11 Further Support and Information

## 11.1 Enquiries

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For enquiries relating to any of OCR's vocational qualifications, please contact the OCR Customer Contact Centre on:

Telephone: 024 76 851509  
Fax: 024 76 851633  
Email: vocational.qualifications@ocr.org.uk

Alternatively, you could visit OCR's website at [www.ocr.org.uk](http://www.ocr.org.uk) for further information on OCR qualifications.

## 11.2 Results enquiries

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For information about result enquiries please refer to the OCR website at [www.ocr.org.uk](http://www.ocr.org.uk).

## 11.3 Customer feedback

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We welcome feedback from customers on all aspects of our provision. Comments relating to this documentation should be sent to:

The OCR Qualifications Manager  
Principles of Customer Service  
Skills and Employment  
OCR  
Coventry Office  
Westwood Way  
Coventry  
CV4 8JQ

## 11.4 OCR Training Events

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We are constantly looking for ways in which we can improve the support we offer to teachers/tutors. From September 2012 our new programme will include:

- Self- managed learning - FREE online professional development units available when and where you want them.

- Live Broadcast - FREE live web broadcasts of professional development events.
- Premier professional development - A series of “not to be missed” events.
- Face-to-face - FREE training sessions to help you understand and manage Controlled Assessment and to support some vocational courses.

To find out more about our new Professional Development Programme visit our website at [ocr.org.uk/training](http://ocr.org.uk/training):

## 11.5 Documents related to this qualification

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OCR's *Admin guide: Vocational Qualifications (A850)*

JCQ publications:

- *Access Arrangements, Reasonable Adjustments and Special Consideration;*
- *Instructions for Conducting Examinations;*
- *Suspected Malpractice in Examinations and Assessments*

# 12 Glossary

<b>Analyse</b>	to examine in detail in order to discover meaning, essential features, etc
<b>Apply</b>	to devote oneself with diligence to bring into operation or use to put to practical use; utilise; employ
<b>Assess</b>	to judge the worth, importance, etc, of; evaluate
<b>Calculate</b>	to solve (one or more problems) by a mathematical procedure; compute
<b>Carry out</b>	to perform or cause to be implemented
<b>Chart</b>	to plot or outline the course of to make a detailed plan of to make a chart of
<b>Classify</b>	to arrange or order by classes; categorise
<b>Collect</b>	to gather together or be gathered together
<b>Communicate</b>	to impart (knowledge) or exchange (thoughts, feelings, or ideas) by speech, writing, gestures, etc
<b>Compare</b>	to regard or represent as analogous or similar; liken
<b>Compile</b>	to make or compose from other materials or sources
<b>Complete</b>	to make whole or perfect to end; finish
<b>Conduct</b>	to do or carry out
<b>Contrast</b>	to distinguish by comparison of unlike or opposite qualities
<b>Contribute</b>	to give (support, money, etc) for a common purpose or fund to supply (ideas, opinions, etc) as part of a debate or discussion
<b>Cook</b>	to prepare (food) by the action of heat, as by boiling, baking, etc, or (of food) to become ready for eating through such a process
<b>Define</b>	to state precisely the meaning of (words, terms, etc)
<b>Deliver</b>	to carry (goods, etc) to a destination, esp. to carry and distribute (goods, mail, etc) to several places to hand over, transfer, or surrender to produce or perform something promised or expected
<b>Demonstrate</b>	to show, manifest, or prove, esp. by reasoning, evidence, etc
<b>Describe</b>	to give an account or representation of in words
<b>Design</b>	to work out the structure or form of (something)
<b>Detail</b>	to list or relate fully to include all or most particulars
<b>Develop</b>	to come or bring to a later or more advanced or expanded stage; grow or cause to grow gradually
<b>Devise</b>	to work out, contrive, or plan (something) in one's mind
<b>Discuss</b>	to have a conversation about; consider by talking over; debate to treat (a subject) in speech or writing
<b>Estimate</b>	to form an approximate idea of (distance, size, cost, etc); calculate roughly; gauge

<b>Evaluate</b>	to ascertain or set the amount or value of to judge or assess the worth of; appraise
<b>Examine</b>	to look at, inspect, or scrutinise carefully, or in detail; investigate
<b>Explain</b>	to make (something) comprehensible, esp. by giving a clear and detailed account of the relevant structure, operation, surrounding circumstances, etc
<b>Explore</b>	to examine or investigate, esp. systematically
<b>Generate</b>	to produce or bring into being; create
<b>Give</b>	to present or deliver voluntarily (something that is one's own) to the permanent possession of another or others to impart or communicate
<b>Identify</b>	to prove or recognise as being a certain person or thing; determine the identity of
<b>Illustrate</b>	to clarify or explain by use of examples, analogy, etc
<b>Implement</b>	to carry out; put into action; perform
<b>Interact</b>	to act on or in close relation with each other
<b>Interpret</b>	to clarify or explain the meaning of; elucidate
<b>Investigate</b>	to inquire into (a situation or problem) thoroughly; examine systematically, especially in order to discover the truth
<b>Justify</b>	to prove or see to be just or valid; vindicate to show to be reasonable; warrant or substantiate
<b>Keep</b>	to have or retain possession of
<b>Lead</b>	to show the way to (an individual or a group) by going with or ahead to guide or be guided by holding, pulling, etc to phrase a question to (a witness) that tends to suggest the desired answer
<b>Measure</b>	to determine the size, amount, etc, of by measurement
<b>Monitor</b>	to observe or record (the activity or performance) of (an engine or other device)
<b>Organise</b>	to form (parts or elements of something) into a structured whole; co ordinate
<b>Outline</b>	to give the main features or general idea of
<b>Participate</b>	to take part, be or become actively involved, or share (in)
<b>Perform</b>	to carry out or do (an action)
<b>Plan</b>	to have in mind as a purpose to make a plan of (a building)
<b>Prepare</b>	to make ready or suitable in advance for a particular purpose or for some use, event etc to put together using parts or ingredients; compose or construct to equip or outfit
<b>Present</b>	to show, exhibit to put forward; submit to bring or suggest to the mind
<b>Produce</b>	to bring (something) into existence; yield to bring forth (a product) by physical or mental effort; make
<b>Profile</b>	to draw, write or make a profile of

<b>Promote</b>	to further or encourage the progress or existence of to raise to a higher rank, status degree etc to urge the adoption of; work for to encourage the sale of (a product) by advertising or securing financial support
<b>Propose</b>	<b>to put forward (a plan, motion, etc) for consideration or action</b>
<b>Provide</b>	to put at the disposal of; furnish or supply
<b>Recognise</b>	to perceive (a person, creature, or thing) to be the same as or belong to the same class as something previously seen or known; know again
<b>Recommend</b>	to advise as the best course or choice; counsel
<b>Research</b>	to carry out investigations into (a subject, problem etc)
<b>Review</b>	to look at or examine again to look back upon
<b>Select</b>	to choose (someone or something) in preference to another or others
<b>Serve</b>	to render or be of service to (a person, cause, etc); help to distribute or provide
<b>Show</b>	to make, be, or become visible or noticeable to indicate or explain; prove
<b>Suggest</b>	to put forward (a plan, idea, etc) for consideration
<b>Summarise</b>	to make or be a summary of; express concisely
<b>Understand</b>	to know and comprehend the nature or meaning of
<b>Undertake</b>	to contract to or commit oneself to (something) or to do (something)
<b>Use</b>	to put into service or action; employ for a given purpose