

# **Customer Service NVQ**

OCR Level 4 NVQ Diploma in Customer Service

Scheme code 03457

**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 4 NVQ Diploma in Customer Service**

**The OCR scheme code for this qualification is 03457.**

It is important that centre staff involved in the delivery of the above qualification understand the requirements stated 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 Customer Service suite of qualifications

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The OCR 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 develop skills gain underpinning knowledge and understanding and demonstrate competence in the workplace or provide progression into 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).

This qualification has been accredited onto the Qualifications and Credit Framework (QCF). They are endorsed 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 replaces 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 OCR 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 4 NVQ Diploma in Customer Service			
<b>OCR code</b>	03457			
<b>QAN</b>	500/9203/0 (Qualification Accreditation Number)			
<b>Level</b>	This qualification has been accredited on to the Qualifications and Credit Framework (QCF) at Level 4			
<b>Qualification structure</b>	To achieve this qualification, candidates must complete a total of 67 credits, 20 credits from the mandatory units and 47 credits from the optional units. Candidates must select at least 1 unit from each optional group 1, 2, 3 and 4. A minimum of 15 credits must be achieved at Level 4.			
<b>Age group approved</b>	Pre-16	16-18	18+	19+
			✓	✓
<b>This qualification is suitable for</b>	People who manage customer service functions, who have more general management or technical responsibilities, or who occupy a specialist internal consultancy role within their organisation and hold a position that will allow them to influence decision making and shape how customer service is delivered inside or outside their organisation.			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification.			
<b>Assessment</b>	This qualification is pass/fail.  This qualification is internally assessed by centre staff and externally verified by OCR Assessors.			
<b>Funding</b>	For details on eligibility for public funding please refer to the following websites: <a href="http://www.dcsf.gov.uk/section96/">http://www.dcsf.gov.uk/section96/</a> <a href="http://skillsfundingagency.bis.gov.uk/">http://skillsfundingagency.bis.gov.uk/</a>			
<b>Performance figures</b>	For information on this qualification's contribution to performance measurement please see the Ofqual's National Database of Accredited Qualifications (NDAQ): <a href="http://www.accreditedqualifications.org.uk">http://www.accreditedqualifications.org.uk</a>			
<b>Last date to enter candidates</b>	This is the operational end date for the qualification.  We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual's register of accredited qualifications and our <a href="#">last entry/certification notification</a> .			

## 2.2 Target market

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This qualification is suitable for those who wish to undertake Customer Service activities at Level 4

## 2.3 Qualification aims

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The aim of this qualification is to recognise the skills and competences of candidates in the workplace.

The **OCR Level 4 NVQ Diploma in Customer Service** is aimed at the candidate working in a senior role within an organisation that treats customer service as a priority. The candidate does not have to be a line manager of other people or even have manager as part of the title; however they should hold a position that would allow them to influence decision making and shape how customer service is delivered inside or outside of the organisation.

It is suitable for candidates who:

- have a role that is clearly linked to customer service, for example, customer service managers, customer service team leaders or people who have significant responsibility for operations, staff and other resources
- may have a general management type job that includes some aspects of customer service
- are consultants or specialists who have responsibility for a particular aspect of the business which impacts directly on customer service, such as IT.

## 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.

## 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 NVQ Customer Service. Where a candidate has a ULN, you should enter their 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. Further information about this can be found in the *Admin guide: Vocational Qualifications (A850)* available to download from [www.ocr.org.uk](http://www.ocr.org.uk).

## 2.6 Progression opportunities

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This qualification has been designed to encourage progression to further learning in a related discipline and candidates may also progress to employment in a wide range of customer service roles as this qualification provides evidence of achievement of a range of practical skills, understanding and knowledge in Customer Service.

## 2.7 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.

## 2.8 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.

For example, health and safety issues and their application are an integral part of Unit B12. In this unit candidates will need to understand the legislative requirements and how to maintain and develop a healthy safe and safe customer service environment.



## 2.9 Guided learning hours (glh)

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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.

## 2.10 Funding

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This qualification is accredited at Level 4 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/>

## 2.11 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.

## 2.12 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. Health and Safety).

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.

## 2.13 Delivery in Wales and Northern Ireland

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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 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.

## 2.14 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).

This document should also be referred to for those candidates who may require a post examination adjustment, special consideration (to reflect temporary illness, indisposition or injury), at the time of the examination/assessment.

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

## 2.15 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).

## 2.16 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.

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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.

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.

Further information is contained in the publication: *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*.

## 3 Assessment

### 3.1 Assessment: How it works

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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.

When assessors are satisfied that the candidate has met all of the requirements for a unit, they must confirm this by signing an evidence record sheet for that unit to show that the assessment process is complete.

#### Centre assessed and OCR verified

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### 3.2 Initial assessment of candidates

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It is important for centres to carry out some form of initial assessment that identifies what competence and knowledge a candidate already has and the gaps that they need to look at. This will help plan the assessment because it allows assessors to help candidates understand the best place to start collecting evidence. It will also identify units which candidates might have difficulty finishing. Please note that evidence generated from the optional units can often be cross-referenced to the mandatory units.

It is recommended that, in the majority of cases, it would be beneficial for candidates to start with an optional unit which reflects the work they carry out within their job role.

### 3.3 Assessment planning

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Assessors must take responsibility for assessment planning with candidates. This will involve agreeing a number of issues with candidates including:

- finding the best source of evidence to use for particular units
- finding the best way of assessing the candidate
- confirming the best times, dates and places for the assessments to take place
- agreeing and listing candidate action to be undertaken before the next assessment visit.

Assessors must provide regular opportunities for reviewing assessment plans with candidates and give constructive feedback on each occasion. Assessment plans should provide guidance to the candidate about what evidence they should collect and why.

## 3.4 Making assessment decisions

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Candidates are not required to meet all the criteria every time they carry out an activity, but **it is necessary that all candidates produce evidence to demonstrate they have met all assessment criteria in the unit.**

They must consistently provide sufficient evidence for you to be able to confirm that your candidate is competent in their working environment.

In line with the National Occupational Standards (NOS) for assessors, you should:

- plan with the candidate
- assess candidate performance, knowledge and understanding
- look at the evidence

question and give feedback to the candidate working towards the qualifications being assessed.

They should also be satisfied that the candidate has demonstrated competence when meeting the assessment criteria.

All criteria must be completed before the assessor can sign the unit off as complete.

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).

## 3.5 Methods of assessment

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It is the assessor's responsibility to agree the best method of assessing a candidate in relation to their individual circumstances. The methods agreed must be:

- valid
- reliable
- safe and manageable
- suitable to the needs of the candidate.

### Valid

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A valid assessment method is one that is capable of measuring the knowledge or skills in question. For example, a written test cannot measure a candidate's practical skills or their ability to work well with others.

Validity can also be compromised if a candidate does not understand what is required of them. For example, one valid method of assessing a candidate's knowledge and understanding is to question them. If the questions posed are difficult for the candidate to understand (not in terms of the content but the way they are phrased, for example), the validity of the assessment method is questionable.

As well as assessment methods being valid, the evidence presented must also be valid. For example, it would not be appropriate to present an organisation's policy on "data protection" as evidence towards the requirement of the unit, "the main things you must do and not do in your job under laws covering data protection", unless developed by the candidate, as it would not allow for

valid assessment. It may be more appropriate for the candidate and assessor to have a discussion about the policy and for the candidate to explain how it is relevant, illustrated with examples from their work of their compliance to the requirements. This discussion could then be assessed by the assessor and recorded as evidence.

## Reliable

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A reliable method of assessment will produce consistent results for different assessors on each assessment occasion. Internal verifiers must make sure that all assessors' decisions are consistent.

## Safe and manageable

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Assessors and internal verifiers must make sure that the assessment methods are safe and manageable and do not put unnecessary demands on the candidate and/or the organisation they work for.

## Suitable to the needs of the candidate

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OCR has tried to make sure that the achievement of this qualification is free from constraints outside the requirements of the candidate's job role.

For candidates who have access requirements please see section [2.14 Centre Malpractice](#) of this handbook.

If centre staff think that any aspect of this qualification unfairly restricts access and progression, they should talk to their OCR external verifier about this.

OCR in partnership with the Council for Administration (previously the Institute of Customer Service) and other awarding bodies have identified the following main assessment methods which are suitable for this qualification:

- **direct observation** of practice by a qualified assessor for occupational specific units
- **examining the evidence** by an assessor
- **questioning** the candidate or witness by an assessor
- **inference of knowledge** from direct observation

In some situations, the assessor can speak to the candidate to provide evidence of the candidate's performance and knowledge (see [Professional discussion](#)).

## 3.6 Examining the evidence

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Only approved and qualified assessors (see [Assessor and internal verifier requirements](#)) may examine the evidence for the assessment of this qualification.

Evidence can:

- reflect how the candidate carried out the process
- be the product of a candidate's work
- be a product relating to the candidate's competence.

For example:

The process that the candidate carries out could be recorded in an observation or witness testimony. It is the assessor's responsibility to make sure that the evidence a candidate submits for assessment meets the requirements of the qualification.

The product of a candidate's work could be, for example, email messages to or from colleagues, project reports etc.

After the assessor has examined the evidence, the assessor must record an assessment decision and the justification for the decision. The assessor should also give feedback to the candidate.

## 3.7 Observation

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Only approved and qualified assessors (see [Assessor and internal verifier requirements](#)) may carry out observations for the assessment of this qualification.

The assessor and candidate should plan observations together but it is the assessor's responsibility to record the observation properly.

After the observation has taken place, the assessor needs to record an assessment decision and the justification for the decision. The assessor should also give feedback to the candidate.

## 3.8 Questioning

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Only approved and qualified personnel (see [Assessor and internal verifier requirements](#)) may question a candidate or witness for the assessment of this qualification.

Questioning the candidate is normally an ongoing part of the assessment process, and is necessary to:

- test a candidate's knowledge of facts and procedures
- check if a candidate understands principles and theories *and*
- collect information on the type and purpose of the processes a candidate has gone through.

Assessors should ask open questions; that is questions where the candidate has to give an answer (other than 'yes' or 'no'). Assessors should also be careful to avoid complicated questions which may confuse the candidate.

It is important that assessors record assessment decisions after they have questioned the candidate. They must record enough information to justify the decisions they make. This does not mean that assessors must record, word for word, the questions put to the candidate and the answers the candidate gives. However, assessors must record enough information about what they asked and how the candidate replied to allow the assessment to be verified.

Questioning witnesses is normally an ongoing part of validating written witness statements. However, questioning witnesses should not just be used for this purpose. Assessors should be able to speak to witnesses and record, in whatever way is suitable, the verbal statements of these witnesses. A record of verbal statement is a form of witness statement and could provide valuable evidence to confirm a candidate's competence over a period of time.

## 3.9 Professional discussion

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Professional discussion is a structured, planned and in depth discussion recorded by the assessor. It allows the candidate to present evidence of competence and to demonstrate skills, knowledge and understanding through discussing the evidence and showing how it meets the requirements of the qualification. The assessor should guide the discussion by using open questioning, active listening and knowledge of the standards.

## 3.10 Witness testimonies

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Witness testimonies can be used as evidence of a candidate's performance. Such testimonies could be made verbally to the assessor or could be written in a short note.

If a witness provides a written statement they should include the following:

- the candidate's name
- the date, time and venue of the activity carried out
- a description of the activities performed by the candidate
- the date of writing the testimony
- a description of the witness' relationship to the candidate
- their signature and job title
- their contact details (such as telephone number).

It is not appropriate for witness testimonies to contain a list of the skills to which it relates. Witnesses must direct the information in their testimonies to describing what the candidate did. The assessor will then judge whether the candidate's activities demonstrate competence to the standards. It is not acceptable for candidates to produce written witness testimonies for witnesses to sign, to support a qualification they are working towards.

## 3.11 Personal statements

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This is a candidate's own account of what they did, backed up by reference to evidence or witnesses. Candidates can also produce reflective accounts, but someone who can authenticate them as a true account of what took place must countersign these or alternatively the assessor could question or discuss the evidence with the candidate.

Case studies can be used to generate evidence and can often be cross-referenced and/or used as the basis for discussion to extend evidence on the skills required to for example, handle a situation, or take a different approach to a situation for a different type of customer. The case study could include for example:

- date, time and place
- type of customer/s
- the customer's query/request/problem
- action by the candidate
- outcomes e.g. result/customer comment etc.



### 3.12 Product evidence

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Documents included as product evidence e.g. emails, letters, logs/diaries of how customers have been dealt with/work carried out, forms etc must have been produced by the candidate or used by them in their job. The evidence must be annotated by the candidate or through assessor questioning to demonstrate their relevance to the candidate and the candidate's job role.

### 3.13 Where evidence comes from

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Evidence may come from a number of different sources, for example:

- performance evidence may come from a candidate carrying out workplace activities
- knowledge evidence may come from a candidate carrying out workplace activities or from the candidate answering the assessor's questions.

### 3.14 Real work

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The qualification requires that all assessment of a candidate's performance must take place within the workplace, and that observation should be of naturally occurring practice within the candidate's work role. This will include the demonstration of the application of knowledge. This principle will apply to all units in this qualification.

### 3.15 Simulation

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Simulation is not allowed for any units in this qualification.

### 3.16 Medium that can 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.

### 3.17 Amount of evidence needed

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The amount of evidence per unit cannot be stipulated, as it depends on the type of evidence used and the strength/weight of each item. It is for the assessor, in discussion with the candidate, to judge when all learning outcomes, assessment criteria and evidence requirements have been met for unit sign-off.

The quality and breadth of evidence provided should determine whether an assessor is confident that a candidate is competent or not. Assessors must be convinced that candidates working on their own can work independently to the required standard.

OCR may accept some evidence from candidates who have been assessed in a language other than English, Welsh or Irish as long as there is enough evidence to show that candidates are competent in English, Welsh or Irish to the standard required for competent performance throughout the UK.

### 3.18 Cumulative assessment record (CAR)

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To build a **Cumulative Assessment Record (CAR)**, candidates will need to fill in an evidence record sheet (or equivalent) for each unit. Compiling the CAR is an ongoing process involving discussion and agreement between the candidate and their assessor. The candidate should fill in and keep the CAR while working towards their qualification. An assessor may help the candidate complete the CAR if necessary.

As well as collecting evidence, candidates must record all their assessed evidence in their personal cumulative assessment record (CAR). The CAR is the candidate's record of what evidence has been accepted as proof of competence and where that evidence can be found. It can also be used to record progress towards, and achievement of units.

Centres can design their own recording documents if they want to. You should talk about any document you want to use with your external verifier before you use them. OCR's publication *Admin guide: Vocational Qualifications (A850)* includes information and criteria for designing recording documents.

We have provided other forms and recording documents which assessors and candidates might want to use for this qualification please see the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).

### 3.19 Verification – how it works

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#### Internal verification

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It is the centre's responsibility to appoint an internal verifier to manage the internal verification process. The purpose of internal verification is to make sure and show that assessment is valid and consistent, through monitoring and sampling assessment decisions.

Internal verifiers must agree the use of simulated activities before they take place and must sample all evidence produced through simulated activities (see section **Simulation**).

The role of the internal verifier is more fully explained in the *Administrative Guide to Vocational Qualifications (A850)*.

#### External verification

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OCR will allocate an external verifier who will visit the centre to verify assessments and internal verification.

External verifiers will want to interview candidates, assessors and internal verifiers during their visits. Assessment records and evidence for all candidates must also be available for verifiers to see if they ask to. It is the assessor's (and not the internal or external verifiers') responsibility to 'sign off' each unit of competence.

Centres should have the following available for each external verification visit:

- a list of candidates registered for this qualification, together with their achievements to date plus certification records
- access to evidence (for example, up-to-date portfolios) and CARs
- access to OCR on-line claim system (Interchange)
- relevant assessors and selected candidates as requested by the external verifier (EV), including those whose certificates have been claimed through Direct Claims Status (DCS)
- all portfolios (access to evidence) relating to certificates claimed through DCS
- a copy of the external verifier's last visit report
- a sample signature list for all assessors and internal verifiers
- details of training and curriculum vitae for new members of the assessment team
- all **centre records** (see **Centre records – assessment and verification** for more details)
- evidence of achieving action points since the last external verifier visit
- notes of any action carried out due to particular points mentioned by an external verifier in any correspondence since their last visit
- recommendations to the external verifier
- if recorded evidence is used, ensure all recordings and appropriate playback equipment is available.

## Centre records – assessment and verification

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A centre must make sure that assessment and verification records are available for external verification purposes. Assessment and/or internal verification records must record the following minimum information:

- candidate's name and location
- the title and level of the qualification they are taking
- candidate's start date on the programme and confirmation of registration with OCR
- name of the assessor
- name of the internal verifier
- date and outcome of the initial assessment of the candidate
- dates and details of candidate reviews and feedback sessions
- dates of all assessments and their outcomes (that is, the decision whether the candidate has met the requirements or not) cross-referenced to the unit
- enough detail of the assessment to justify the decision made
- an indication of the use of simulation, if used
- dates and outcomes of internal verification
- action resulting from internal verification
- certification.

Records should show formative assessment decisions (ongoing decision making), summative assessment decisions and feedback to the candidate.

# 4 Assessor and Internal Verifier Requirements

## 4.1 Assessment Centre Requirements

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The Assessment Centre must:

- ensure that there are a sufficient number of people either trained or qualified to assess the number of candidates they anticipate to register
- ensure that there are a sufficient number of people either trained or qualified to internally verify for the number of candidates and assessors
- put verification systems and internal verifiers in place to ensure that all assessments are valid, reliable, authentic and sufficient and provide quality assured training for those people identified as being responsible for verification
- ensure that there is a system of standardisation in place to ensure that all assessments are consistent and fair
- ensure that those undertaking the roles of verification and assessment maintain their skills, knowledge and understanding regarding assessment and verification and the associated qualification.

The occupational expertise of those undertaking the roles of assessment and internal verification is one of the key factors underpinning valid, fair and reliable assessment. The integrity of assessments and verifications is of paramount importance. Centres must ensure that there is sufficient time to conduct effective assessment and internal verification.

## 4.2 Assessor and Internal Verifier 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. Supervisor, manager, tutor. All assessors must have:

- a thorough knowledge of the National Occupational Standards for Customer Service appropriate to the Level they are working at, and the ability to interpret them across a wide variety of Customer Service environments
- experience and working knowledge of the operational and assessment processes of the Customer Service S/NVQ at the Level they are working at
- relevant and credible customer service experience across the level and breadth of the National Occupational Standards and S/NVQs at the Level they are working at
- knowledge of current customer service practice and emerging issues in the customer service arena
- high levels of communication and interpersonal skills.

The tables below show the requirements for the Occupational Competence of Assessors, Internal and External Verifiers for Level 1, 2, 3 and 4. The table suggest ways in which evidence can be gained, however these are not compulsory and are a guide only. The tick boxes on the right show whether the evidence applies to Assessors (A), Internal Verifiers (IV) or External Verifier (EV).

**Appendix A**

**Appendix B**

**Appendix C**

## Appendix

The Assessor, IV and EV working at Level 4 must have:		This can be evidenced by:	A	IV	EV
1.	A thorough understanding of the National Occupational Standards in Customer Service at Level 4 with the ability to interpret them within the environments and sectors they are working in	gathering feedback from a variety of centres			✓
		explaining and putting the National Occupational Standards into the contexts they are working in	✓	✓	✓
2.	Knowledge of current practice and emerging issues and changes in the VQ area across the UK	taking active participation in consultations and briefings with Awarding Organisations/Bodies ,UKCES, Accreditation Bodies and the CfA		✓	✓
		explaining the differences between the 4 UK Countries	✓	✓	✓
3.	Knowledge of current practice and emerging issues and changes in Customer Service across organisations and industries	gathering feedback from a variety of employers and centres			✓
		attending conferences or workshops where trends and developments in Customer Service are on the agenda	✓	✓	✓
		reading Customer Service publications and articles	✓	✓	✓
		regularly looking at the CfA Website for new developments	✓	✓	✓
		keeping up to date with media news regarding Customer Service	✓	✓	✓
		joining the CfA	✓	✓	✓
4.	Experience and working knowledge of the operational, assessment and verification processes specifically for Customer Service S/NVQ Level 4	having a successful track record of assessing or verifying the current Standards across a variety of organisations	✓	✓	✓
		achieving or be working towards the Level 2, 3 or 4 Customer Service S/NVQ	✓	✓	✓
5.	Sufficient relevant and credible Customer Service experience across the level and breadth of the Standards and S/NVQs at Level 4	gathering feedback from a variety of employers and centres	✓	✓	✓
		curriculum vitae and references/testimonies	✓	✓	✓
6.	Appropriate A and V Units according to their role – within 18 months of working with the Standards for Assessors and IVS and within 12 months for EVs. In Scotland all assessors and verifiers should provide evidence of CPD to show that they are working to the A and/or V unit standards where appropriate; those not yet qualified should show that they are working towards achieving the appropriate units.	producing certificates or evidence of working towards these units or by taking part in a Employer Direct Model in partnership with an Awarding Organisation/Body	✓	✓	✓
7.	Demonstrated high levels of communication and interpersonal skills	gathering feedback from candidates, employers or peers	✓	✓	✓

# 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 4 NVQ Diploma in 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.

### 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

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 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 4 NVQ Diploma in Customer Service

#### Qualification Accreditation Number 500/9203/0

To achieve this qualification, candidates must achieve a total of 67 credits made up as follows:

- From mandatory Group A, candidates must achieve 20 credits.
- From the optional groups, candidates must achieve 47 credits by completing a minimum of one unit from each optional group, of which a minimum of 15 credits must be achieved at Level 4.

The following table contains the groups of mandatory and optional units.

Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
<b>Group A - Mandatory Units</b>					
F5	Demonstrate understanding of customer service management	J/601/1630	10	4	65
F6	Follow organisational rules, legislation and external regulations when managing customer service	D/601/1634	10	4	65
<b>Optional Units</b>					
<b>Group B – Impression and Image</b>					
A13	Deal with customers in writing or electronically	R/601/1226	6	3	40
A14	Use customer service as a competitive tool	D/601/1228	8	3	53
A15	Organise the promotion of additional services or products to customers	D/601/1231	7	3	47
A16	Build a customer service knowledge set	K/601/1233	7	3	47
A17	Champion customer service	T/601/1235	10	4	67
A18	Make customer service environmentally friendly and sustainable	F/601/1237	11	4	73
<b>Group C – Delivery</b>					
B9	Deliver customer service using service partnerships	H/601/1229	6	3	40

Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
B10	Organise the delivery of reliable customer service	Y/601/1230	6	3	40
B11	Improve the customer relationship	H/601/1232	7	3	47
B12	Maintain and develop a healthy and safe customer service environment	M/601/1234	8	4	53
B13	Plan, organise and control customer service operations	A/601/1236	10	4	67
B14	Review the quality of customer service	J/601/1238	8	4	53
B15	Build and maintain effective customer relations	L/601/1239	8	4	53
B16	Deliver seamless customer service with a team	F/601/1240	8	4	53
<b>Group D – Handling Problems</b>					
C5	Monitor and solve customer service problems	J/601/1515	6	3	40
C6	Apply risk assessment to customer service	D/601/1519	10	3	67
C7	Process customer service complaints	D/601/1522	6	3	40
C8	Handle referred customer complaints	K/601/1524	10	4	67
<b>Group E – Development and Improvement</b>					
D8	Work with others to improve customer service	D/601/1553	8	3	53
D9	Promote continuous improvement	H/601/1554	7	3	47
D10	Develop your own and others' customer service skills	K/601/1555	8	3	53
D11	Lead a team to improve customer service	H/601/1568	7	3	47
D12	Gather, analyse and interpret customer feedback	H/601/1571	10	3	67
D13	Monitor the quality of customer service transactions	T/601/1574	7	3	47
D14	Implement quality improvements to customer service	L/601/1578	10	4	67
D15	Plan and organise the development of customer service staff	L/601/1581	9	4	60
D16	Develop a customer service strategy for a part of an organisation	M/601/1587	11	4	73
D17	Manage a customer service award programme	A/601/1592	7	4	47
D18	Apply technology or other resources to improve customer service	Y/601/1597	11	4	73
D19	Review and re-engineer customer service processes	R/601/1601	11	4	73
D20	Manage customer service performance	K/601/1605	7	4	47

## 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

---

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

---

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

---

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

### Knowledge, understanding and skills

---

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.

## 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.

## 6.3 Units

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Units can be downloaded from the OCR website <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-customer-service-level-4-diploma-nvq-03457/>

# 7 Administration arrangements

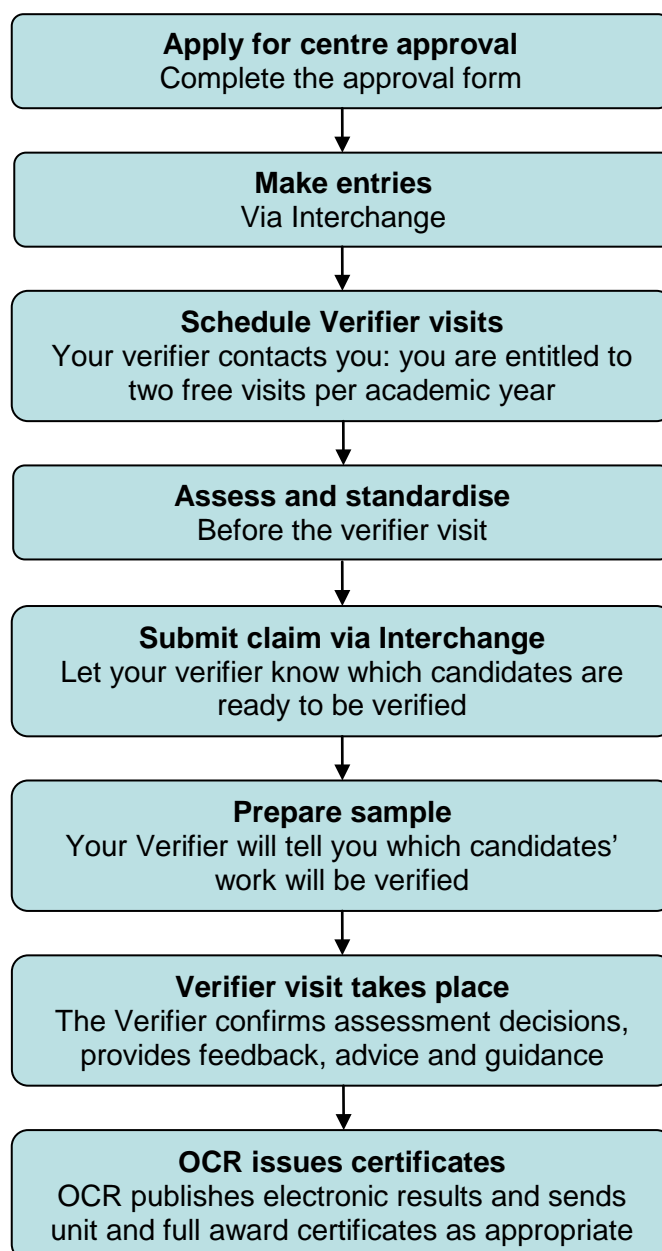
This section provides an overview of the administration arrangements operating for this qualification. Please refer to the *Admin guide: Vocational Qualifications (A850)* for further information.

## 7.1 Overview of full process

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 verification



# 8 Recording Documentation

## 8.1 Recording assessment

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OCR has provided a master evidence record sheet. When evidence is recorded on the evidence record sheet, assessors will be advised to identify the method that has been used to assess the evidence. OCR external verifiers will look for this information when verifying the NVQ.

## 8.2 Recording the method of assessment

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The master evidence record sheet includes a box in which you must record the method of assessment. The following list shows the individual codes you should use when filling in these record sheets:

Method of assessment used	Code to be inserted on evidence reference sheet
Observation of the candidate by the assessor	O
Examination of the evidence by the assessor: Examination of a product Examination of the witness testimony Examination of a case history Examination of a personal statement Examination of written answers to questions	EP EWT ECH EPS EWQ
Questioning of the candidate or witness by the assessor: Questioning of the candidate Questioning of the witness	QC QW
Professional Discussion	PD
Simulated Activities	S

## 8.3 Recording documents

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The following recording documents are included:

- Evidence record sheet
- Witness list
- Record of achievement

## Evidence record sheet

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This form (or a suitable alternative) is **mandatory** for candidates' Cumulative Assessment Record (CAR). It is the vehicle for linking evidence to the 'assessment criteria and evidence requirements'. The evidence for the unit should be listed (as it is collected) down the left-hand side. The assessment method should be indicated and then the relevant 'assessment criteria and evidence requirements' that the candidate is claiming should be selected from the appropriate column. The evidence record sheet, where possible, should be filled in by the candidate with the help of an assessor if necessary.

## Witness List

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This form is designed to capture all the necessary information about witnesses who have contributed to a candidate's evidence of competence. The use of this form is **optional**.

## Record of achievement

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This form is designed to record a candidate's progress through the qualification. It will show, at a glance, which units the assessor considers the candidate to have finished and met all the requirements for.

# 9 Guidance For Candidates

## 9.1 What are NVQs in Customer Service?

This qualification aims to recognise candidates' achievements within customer service environments. For example:

1. provide accreditation for the interpersonal skills identified as critical for those intending to work at a high level in a customer service environment
2. prepare candidates for development and progression in a customer service role
3. improve the essential knowledge, understanding and skills required for employment in a customer service role, whilst employed
4. update the knowledge skills and understanding of those already employed in a customer service role to improve their performance.

This qualification is based on the National Occupational Standards and is designed to certificate occupational competence at level 4. This qualification incorporates a choice of optional units which will enable you to tailor the qualification to your needs.

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

To achieve this qualification you must achieve the required combination of units from those listed below.

### OCR Level 4 NVQ Diploma in Customer Service

#### Qualification Accreditation Number 500/9203/0

To achieve this qualification, you must achieve a total of 67 credits made up as follows:

- from mandatory Group A, you must achieve 20 credits.
- from the optional groups, you must achieve 47 credits by completing a minimum of one unit from each optional group of which 15 credits must be achieved at Level 4.

The following table contains the groups of mandatory and optional units.

Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level
<b>F5</b>	Demonstrate understanding of customer service management	J/601/1630	10	4
<b>F6</b>	Follow organisational rules, legislation and external regulations when managing customer service	D/601/1634	10	4
<b>A13</b>	Deal with customers in writing or electronically	R/601/1226	6	3
<b>A14</b>	Use customer service as a competitive tool	D/601/1228	8	3
<b>A15</b>	Organise the promotion of additional services or products to customers	D/601/1231	7	3
<b>A16</b>	Build a customer service knowledge set	K/601/1233	7	3



Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level
A17	Champion customer service	T/601/1235	10	4
A18	Make customer service environmentally friendly and sustainable	F/601/1237	11	4
B9	Deliver customer service using service partnerships	H/601/1229	6	3
B10	Organise the delivery of reliable customer service	Y/601/1230	6	3
B11	Improve the customer relationship	H/601/1232	7	3
B12	Maintain and develop a healthy and safe customer service environment	M/601/1234	8	4
B13	Plan, organise and control customer service operations	A/601/1236	10	4
B14	Review the quality of customer service	J/601/1238	8	4
B15	Build and maintain effective customer relations	L/601/1239	8	4
B16	Deliver seamless customer service with a team	F/601/1240	8	4
C5	Monitor and solve customer service problems	J/601/1515	6	3
C6	Apply risk assessment to customer service	D/601/1519	10	3
C7	Process customer service complaints	D/601/1522	6	3
C8	Handle referred customer complaints	K/601/1524	10	4
D8	Work with others to improve customer service	D/601/1553	8	3
D9	Promote continuous improvement	H/601/1554	7	3
D10	Develop your own and others' customer service skills	K/601/1555	8	3
D11	Lead a team to improve customer service	H/601/1568	7	3
D12	Gather, analyse and interpret customer feedback	H/601/1571	10	3
D13	Monitor the quality of customer service transactions	T/601/1574	7	3
D14	Implement quality improvements to customer service	L/601/1578	10	4
D15	Plan and organise the development of customer service staff	L/601/1581	9	4
D16	Develop a customer service strategy for a part of an organisation	M/601/1587	11	4
D17	Manage a customer service award programme	A/601/1592	7	4
D18	Apply technology or other resources to improve customer service	Y/601/1597	11	4
D19	Review and re-engineer customer service processes	R/601/1601	11	4
D20	Manage customer service performance	K/601/1605	7	4

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

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 (or units) you have 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.

This qualification may also form a progression route to higher level courses such as Higher National Diploma (HND) or other appropriate higher education qualifications.

## 9.5 How are the units assessed?

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Like all NVQs, this qualification is competence-based which means all of the units are assessed through a best mix of training, assessment and observation to fulfil the requirements of the NVQ. Your assessor will work with you to decide on the most appropriate way to collect evidence during the course of your normal work. There are no exams for this qualification.

## 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 NVQ in 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 How do I keep track of my achievements?

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We have designed a **Record of Achievement** form for you to use to keep track of your achievements. This form is optional (you do not have to use it if you do not want to).

## 9.8 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 the 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) in Customer Service.

# 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](mailto: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:

Customer Contact Centre  
OCR  
Coventry Office  
Westwood Way  
Coventry  
CV4 8JQ

**email:** [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)

**telephone:** 024 76 851509

## 11.4 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