



Chief Coordinator Report

Principles of Customer Service

2012-2013

04522, 04523, 09628, 09629, 10334

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REPORT FOR PUBLICATION

Please identify under each section a summary of the key issues which have arisen during the year within each of these categories.

1. The qualifications and standards

- Structure and content

Centre Assessment:	Findings: The majority of assessment is accurate with assessors ensuring that learners provide the depth of detail required to confirm knowledge and understanding. There is clear evidence of assessment with feedback provided to the learners. Where appropriate, some assessors are annotating the learner evidence to confirm if they have observed a particular situation that the learner is referring to. Where there are weaknesses in the evidence, this tends to be due to learners incorrectly identifying internal and external customers and in particular characteristics of customers. Other areas where issues have been identified include the lack of understanding of legislation, in particular consumer protection. The correct identification of features of hearing and listening, examples of summarising conversations and the use of body language have all caused problems resulting in units being withdrawn. At level 3, the learners should be encouraged to carry out in depth research into their own organisation as well as other organisations of different types. Where this has been encouraged by the assessors, the resulting evidence has been very good. Where this has not been encouraged, learners have had units withdrawn.
Internal Moderation:	Findings:

	<p>Where centres have a robust internal moderation process in place, any weaknesses in assessment have been identified early and addressed effectively. Issues have arisen where the internal moderation process is not so robust and units have been submitted which have not been sampled for entire cohorts. This has resulted in the units being withdrawn.</p> <p>Centres should refer to pages 15-16 of the centre handbook which clearly identifies OCR's requirements for internal standardisation. Although documentary evidence is not required to be submitted to the OCR moderator, OCR can request evidence of this process and all documentary evidence should be retained for a minimum of one year.</p>
<p>Administration/ Documentation:</p>	<p>Findings:</p> <p>The OCR Moderators have reported a number of issues with the administration/documentation of the submissions by centres. Centres are therefore reminded of the following:</p> <ul style="list-style-type: none"> • The evidence for the units must be sent to the OCR Moderator within 24 hours of the claim being uploaded onto Interchange. There have been a number of occasions where the moderators have been notified of a claim and then had to chase for the work to moderate, or have the work and no claim has been uploaded onto OCR Interchange. Centres who do not adhere to the correct procedures are at risk of having the work returned without being moderated. • All submissions must include a Candidate Submission Sheet. • If evidence is being used from the learner's NVQ qualification, it is important that a) the assessor assesses the evidence against the individual unit specifications for the Principles of Customer Service and b) that the evidence checklist is completed accurately. • All signatures must be presented where required and all assessment documentation must include the learner's name and the centre number. • OCR Interchange claims must include the initials of the assessor who assessed the learner and not just the initials of one person (or the exams officer). The OCR Moderator has to base their sampling strategy on this information. • e-submissions must be in a format that is

	<p>easily accessible to the OCR moderator.</p> <p>There have also been issues with centres submitting numerous additional partly completed Candidate Evidence Sheets (especially if the unit had previously been withdrawn). This has resulted in the OCR Moderators having to spend a lot of time on attempting to identify what the final evidence is. If a centre deems it necessary for a learner to re-do part of their evidence, they should put a neat line through the work they do not want the moderator to moderate.</p> <p>The centre feedback reports are uploaded via OCR Interchange and the centre can access the report at any time. It is important that the assessment personnel within a centre review the feedback from the OCR Moderator. Where this has been carried out, the results within centres have improved as has the overall quality of learner evidence.</p> <p>If learners have a literacy issue, a scribe can be used but all signatures must be in place.</p>
<p>OCR Support and Resources:</p>	<p>Findings:</p> <p>Centres are advised to access the Principles of Customer Service web pages on the OCR website for support materials. There is a plethora of material available under the Support Materials section including:</p> <ul style="list-style-type: none"> • worked examples for levels 2 and 3 • a useful skills guide for learners • a useful document about customer types and characteristics as well as customer service roles • a progress checker • mapping to the NVQs

<p>Assessment Summary:</p>	<p>Findings:</p> <p>Overall, the assessment of the qualifications has improved with assessors having more confidence in their understanding of what is required as evidence from their learners. Assessors are now providing more annotation confirming the assessment decisions and in some instances supporting the learners' statements. Weaknesses in assessment are mainly due to a lack of understanding of the depth of detail required for learners' answers and/or the interpretation of the unit specifications.</p>
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2. Developments

There has been a change of funding within England for traineeships/apprenticeships which could have an effect on the number of registrations for Customer Service as a qualification. The Traineeships Framework for Delivery document, states that “for 19-24 year olds, the programme will be available only for those who have not yet achieved their first full level two qualification”. “For 16-19 year olds, providers will have flexibility to work with young people who have a level two qualification but not a level three”. The Principles of Customer Service can be used as a standalone qualification or as the knowledge component for apprenticeships.

The National Occupational Standards are due to be revised this year and it is important that the Principles of Customer Service continue to reflect the strong links with the NVQs as this has been one of the main attractions to centres. Originally a large number of centres expressed preference for a multi-choice question paper type qualification. However, this culture now seems to have changed as centres have noted the development potential with OCR’s knowledge qualifications.