

Level 3 Certificate in Customer Service



International
Qualifications from EDI

Syllabus

Effective from 1 November 2006

INTRODUCTION

Education Development International (EDI) is a leading international awarding body that was formed through the merger of the London Chamber of Commerce and Industry Examinations Board (LCCIEB) and a leading online assessment provider GOAL. EDI now delivers LCCI International Qualifications (LCCI IQ) through a network of over 4000 registered centres in more than 100 countries worldwide. Our range of business-related qualifications are trusted and valued by employers worldwide and recognised by universities and professional bodies.

Level 3 Certificate in Customer Service

Aims

The aims of this syllabus are to enable candidates to develop:

- knowledge and understanding of the advanced concepts in developing and delivering Good Customer Service
- an appreciation of systems and procedures that enhance delivery of reliable and effective service
- an understanding of personal behaviours and processes that enhance and influence service delivery
- the ability to apply these behaviours and processes within the job role, in realistic situations

Assessment Objectives

The examination will assess the candidate's ability to demonstrate:

- an up to date knowledge and understanding of advanced Customer Service concepts and their role in developing and delivering good customer service
- the application of recognised customer service principles in realistic situations
- an understanding of personal behaviours that enhance service delivery
- an understanding of the contribution made to the customer service function by technical and administrative systems and human resources
- an understanding of the importance of effective teamwork and supervision
- how communication can be used effectively to enhance customer service
- the importance of effective problem solving and handling of customer complaints
- knowledge and application of activities and approaches used to influence and implement change and improvement to customer service within an organisational setting

Target Audience and Candidate Progression

This qualification is intended for those who are working, or intend to work, in a customer service role where they have to take some degree of responsibility for supervising or leading staff at lower levels. It is suitable for those who wish to gain knowledge and understanding of the concept of customer service at a more advanced level.

There are no formal entry requirements for this qualification. However, candidates should have achieved a level of practical skill, knowledge and understanding appropriate to preparation for a Level 3 qualification in Customer Service, either through previous learning or experience.

Possible vocational opportunities include:

Librarians	Administrators	Receptionists	Cashiers
Car-Hire Staff	Sales Assistants	Hospital Staff	Airline Cabin Crew
Tourism Staff	Couriers	Hotel/Catering	Customer Relations Staff

The syllabus for Level 3 Certificate in Customer Service covers many of the knowledge and understanding requirements of the most recent (2006) National Occupational Standards (NOS) developed by the Institute of Customer Services (ICS) in the UK.

Level of English Required

Candidates should have a standard of business English equivalent to LCCI IQ Level 2 English for Business.

Syllabus Topics

- 1 The Developing Role of Customer Service
- 2 Delivering Reliable Service
- 3 Communicating with Internal and External Customers
- 4 Handling and Solving Customer Problems and Complaints
- 5 Influencing Improvement and Effective Change

Coverage of Syllabus Topics in Examinations

The compulsory question will require candidates to draw upon knowledge from all syllabus topics.

In addition, each optional question will not be based on more than two syllabus topics.

Examination Format

Candidates will be assessed by means of a 3 hour examination:

- **Question 1** is a compulsory question worth 25 marks. This should be attempted by all candidates
- Candidates should then attempt **3** other questions from a choice of 5. Each of these questions is worth 25 marks.

Guided Learning Hours

EDI recommends that 140-160 Guided Learning Hours (GLHs) provide a suitable course duration for an 'average' candidate at this level. This figure includes direct contact hours as well as other time when candidates' work is being supervised by teachers. Ultimately, however, it is the responsibility of training centres to determine the appropriate course duration based on their candidates' ability and level of existing knowledge. EDI experience indicates that the number of GLHs can vary significantly from one training centre to another.

Candidate Answer Guidance

The compulsory question will be based on a structured case study that will require candidates to apply their knowledge and understanding of customer service. Candidates will be asked to respond to a series of issues as indicated and are expected to provide responses in sufficient detail as required by the issues.

For the non-compulsory questions, candidates should use a concise essay style or bullet points, as required by the questions.

Candidates may be required to compose a letter using appropriate letter layout, an email communication using email etiquette or a report using standard report format. Marks will be awarded for appropriate formats.

When answering questions, candidates should include in their answers appropriate examples drawn from their knowledge and experience of customer service. Examples could be drawn from:

- candidates' experiences at work
- candidates' own experiences of customer service
- examples provided by teachers
- examples obtained from other sources, including published texts and media coverage.

Candidate Performance Measurement

Pass Mark Information

Pass	50%
Credit	60%
Distinction	75%

Mark Allocation

A positive marking approach is used. Marks are not deducted for spelling, grammatical errors or punctuation.

In each examination, candidates will be allocated marks as follows:

- marks are allocated in line with the instructions given with each question
- setting out answers in a clear manner
- marks are not deducted for syntax errors, except where these cause a failure to communicate.

Recommended Reading List and Support Material

Reading List

Title	Authors(s)	Publisher	ISBN Code
How to Pass Customer Service Third Level*	T Johnson	LCCIEB	1 86247 0901
Best Practice Guide for Customer Service Professionals (2 nd Edition)	Customer 1 st International	Customer 1 st International Ltd	0 9548744 1 2

*As the syllabus has been revised, this How To Pass Book no longer maps specifically or entirely to the learning outcomes of the syllabus. However, the How To Pass Book still covers many concepts and principles required by the syllabus, and as such is very valuable resource in the delivery of the qualification.

Support Material

A sample exam paper with model answers is available on the qualification page of the LCCI IQ website (www.lcci.org.uk). As time progresses, past papers will be made available on the website.

Additionally, to support the delivery of the new syllabus Teaching and Learning Handouts have also been made available on the qualification page of the website. These Handouts cover key new concepts in the revised syllabus. Centres can download these to use as student handouts or as teacher resource. Where necessary, teachers will need to expand on the information presented to meet the specific learning objectives of the syllabus.

A Glossary of customer service terms, prepared by the Institute of Customer Service (ICS) in the UK, is also available on the website. This glossary provides an interpretation of related customer service terms and words as they are used in the learning objectives in the syllabus.

Syllabus Topic

Items Covered

1 The Developing Role of Customer Service

Candidates must be able to:

- 1.1 Give an acceptable definition of Customer Service and distinguish between an internal and external customer.
- 1.2 Describe the different types of organisational structures and their effect on customer service delivery:
 - hierarchical
 - power
 - achievement
 - support
- 1.3 Describe how services may be classified:
 - End-user
 - Service tangibility
 - People based / equipment based
 - Expertise
 - Profit orientation
- 1.4 Discuss the following customer service concepts and issues:
 - Why an organisation must limit its level of customer service to balance its goals with customer satisfaction.
 - How customer service can provide a 'competitive advantage' for an organisation.
 - How the 'service offer' is affected by financial and other resource limitations and its effects on the service chain.
 - Added value service as a competitive tool – the cost implications and its contribution to an organisation's customer service targets.
- 1.5 Explain how a competitors' service offer affects an organisation's level of service.
- 1.6 Explain how organisations that are in a non- competitive environment benchmark for effective service, and how good customer service can provide added value to such organisations.
- 1.7 Describe the similarities and differences in planning the customer offer for commercial, public sector and private sector not for profit organisations.

- 1.8 Explain how the features and benefits of an organisation's services and products influence customer service delivery and customer satisfaction.
- 1.9 Explain how the ethics and values of an organisation influences its approach to customer service.

2 Delivering Reliable Service

Candidates must be able to:

- 2.1 Identify the difference between routine service standards and going the extra mile.
- 2.2 Describe a range of methods of record keeping and their importance in maintaining good customer service.
- 2.3 Explain the benefits to an organisation and its customers of having fast and reliable information.
- 2.4 Identify ways in which effective teams and service partnerships can improve the reliability and quality of customer service.
- 2.5 Explain why personal confidence in own abilities and setting a good example to others is an essential aspect of customer service delivery.
- 2.6 Discuss the resource implications of staff sickness and holidays on service delivery and how these may be dealt with to maintain good customer service.
- 2.7 Explain the importance of relevant regulations and legislation relating to the following:
 - (a) consumer protection
 - (b) data protection
 - (c) disability discrimination, equal opportunities, diversity and inclusion
 - (d) health and safety
- 2.8 Explain why consideration of diversity and inclusion issues is important in customer service and how the different needs of diverse groups may be identified.

- 2.9 Describe how the promotion of additional products and services may be organised and monitored and explain why this is important for an organisation and its customers.
- 2.10 Describe and explain how organisations try to maximise the demand for, and the supply of the service offering:
 - strategies to increase supply
 - strategies to increase demand
- 2.11 Describe methods or systems for measuring an organisation's effectiveness in delivering customer service.

3 Communicating with Internal and External Customers

Candidates must be able to:

- 3.1 Describe a range of communication methods that can be used to effectively communicate with customers and identify the most appropriate for differing situations including: face to face , electronic, telephone and written.
- 3.2 Outline and apply the principles and procedures relating to written communication and the use of ICT to communicate.
- 3.3 Explain the importance of ensuring that the style and tone of written or ICT communication matches the organisation's service offer.
- 3.4 Explain the importance of adapting language to meet the needs of different customers who may find the communication hard to understand.
- 3.5 Identify ways in which staff can contribute to communicating the service vision or promise to customers.
- 3.6 Identify potential barriers to effective communication between client and organisation and ways of dealing with them.
- 3.7 Describe the causes and effects of stress to both customers and service providers and demonstrate ways of managing this.

- 3.8 Demonstrate how to balance the communication needs of customers and the organisation.
- 3.9 Explain the importance of establishing a good rapport with customers and identify the ways in which customer service can be made more personal.

4 Handling and Solving Customer Problems and Complaints

Candidates must be able to:

- 4.1 Describe and appropriately apply recognised procedures for handling and solving a customer's problem.
- 4.2 Explain why it is important to monitor and prioritise the resolution of customer problems and identify ways in which this may be done.
- 4.3 Give an acceptable definition of a 'complaint' and outline recognised procedures for dealing with complaints effectively.
- 4.4 Identify the main techniques for handling conflict and negotiating with customers.
- 4.5 Discuss the importance of dealing with a customer complaint promptly.
- 4.6 Recognise limits of own authority and identify when to escalate a complaint by involving more senior members of the organisation or an independent third party.
- 4.7 Explain how the successful handling of a complaint can be used to impress a customer and contribute to customer satisfaction.
- 4.8 Describe actions that can be taken to avoid the repetition of customer problems and complaints.
- 4.9 Explain the need to provide feedback about complaints to relevant others.
- 4.10 Identify different ways of dealing with different customers' behaviours and personalities when managing problems and complaints.

- 4.11 Explain why it is necessary to monitor the level of complaints and describe how this may be done.

5 Influencing Improvement and Effective Change

Candidates must be able to:

- 5.1 Explain the importance of Continuous Improvement and Change in developing customer service.
- 5.2 Explain how customer feedback can be used to propose changes in the way service is delivered.
- 5.3 Describe how to collect, analyse and interpret customer feedback to inform customer service improvements.
- 5.4 Identify recognised procedures/steps that should be taken into account when proposing and implementing changes in customer service.
- 5.5 Explain the importance, when changing customer service practices, of:
- (a) obtaining authorisation
 - (b) own and others limits of authority
 - (c) involving others – colleagues or service partners
- 5.6 Outline the actions and activities that may be used to develop and support your team to implement customer service improvements and developments.
- 5.7 Outline the factors that prevent change in organisations and identify ways of overcoming them.
- 5.8 Describe how to put together a Personal Development Plan and explain how such a plan can help in improving the customer service skills of yourself or your team members.
- 5.9 Identify the key guidelines to follow when coaching team members.
- 5.10 Explain how improvements and developments in customer service can be monitored and evaluated

Appendix

Below is a list of **Action Verbs** that are likely to be used in exam questions.

Action Verbs provide guidance and information on what the examiner is asking of candidates and also on what approach candidates need to take in answering the questions. It would be beneficial to candidates if tutors spend time discussing these Action Verbs and the approach to take for each when answering questions. The aim of this is not to ensure that candidates know the meaning of the verbs but more how to answer questions where the verbs are used.

Analyse	Break into parts and discuss each part separately
Apply	To put to practical use
Assess	To judge the worth, importance, value, etc; evaluate
Classify	To arrange or put into groups or classes
Compare	Explaining similarities and differences
Contrast	Distinguish between items being compared by focusing on differences
Define	Give the specific meaning of words, terms, etc.
Demonstrate	To show or prove especially by reasoning, evidence etc.
Describe	Visualize and give information that paints a complete picture
Discuss	Examine in a complete and detailed way, usually by connecting ideas to examples
Enumerate / List / Identify	Recall and specify items in the form of a list
Evaluate	Give your opinion about the value or worth of something, usually by weighing positive and negative effects, and justify your conclusion.
Examine	Inspect carefully or look at in detail; investigate
Explain	Make the meaning of something clear, often by making comparison or giving examples
Give	To present or outline briefly
Illustrate	To clarify or explain by use of examples
Interpret	Explain your view of facts and ideas and how they relate to one another
Outline	To give the main features or general idea of
Review	Give an overview of ideas and establish their merits and features
Show	To explain or make clear; prove
Suggest	To put forward (a plan, idea etc.) for consideration
State	Explain clearly, simply and concisely, being sure that each word gives the image you want
Summarise	Give the important ideas in brief

EDI

International House
Siskin Parkway East
Middlemarch Business Park
Coventry CV3 4PE
UK

Tel. +44 (0) 8707 202909

Fax. +44 (0) 2476 516505

Email. enquiries@ediplc.com

www.ediplc.com



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and performance

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