Level 2 Diploma in Public Services and Operational Delivery

Qualification Aim

Level 2 programme specially designed to render a specialist vocational qualification with pertinent awarding organisational requirements and National Occupational Standards where ever possible. This qualification covers work based learning and will provide a concrete, sector-based emphasis on practical skills development alongside the enhancement of knowledge and understanding in public sector. It also provides sector and their national recognition for public to deal with this required for employment.

Programme Objective

- Providing public sector experience to our learners to develop their professions to deal with public services
- Assist the learners to enhance their skills at intermediate levels.
- Assist our learners to get employed or entering employment in the business and administrative sector
- Rendering opportunities for our learners to engage on the -level skills enhancement in a business context

Combination Rules for Level 2 Diploma in Public Services and Operational Delivery

Level 2 Diploma in Public Services and Operational delivery

1. Qualification credit value must be a minimum of 37 credits. (A maximum of 20 credits may be at level 3.)
2. Mandatory core unit credit: 20 credits.
3. Specialist unit credit: 17 credits.
4. Level 2 qualifications will meet local and national needs.

Assessment and Grading

This qualification designed to be assessed in classroom and work place. The learner needs to achieve all the core units and required optional units within the specified qualification structure. In order to pass a unit, the learner needs to

- Achieve all the specified learning outcomes
- Meet all the assessment criteria by providing sufficient evidence to prove its valid and it's the learner's own work
- Achieve the outcomes in the work place

In meet the required standards of this qualification, the learner needs to acquire evidences which they can acquire different forms. The following list of evidence can be accepted by . This list is not exhaustive.

- Controlled Assessments
- Professional Discussion (PD)
- Reflective Accounts / Personal Statement
- e- Assessment
- Assignments
- Witness Testimony /Authentic statements
- Evidence of recognition of prior learning
- Q and A Session Outcome (written)
- Case Studies

Progression

Potential Job positions for the learners for those working towards this qualification

- Army officer
- Royal Air Force (RAF) Airman /Woman
- RAF Officer
- Staff dealing with Public Carriage Office
- Royal Navy Marines Officer

Level 2 Diploma in Public Services Operational Delivery

Unit Title	Level	Credit	GLH
Mandatory Units			
Maintain data security in own area of responsibility	2	2	10
Work safely in public service	2	2	15
Maintain competence, knowledge and standards of conduct in public service	2	7	40
Work as a team member to deliver public service	2	4	30
Recognise diversity when delivering customer service	2	5	33
Optional Units (Choose any units to make minimum 17 Credits from the following Units)			
Manage information	2	6	50
Process information about customers	2	5	33
Deal with gaps, errors and irregularities in information	2	3	15
Deal with customers using bespoke software	2	5	33
Use questioning techniques when delivering customer service	2	4	27
Deal with customers face to face	2	5	33
Deliver customer service to difficult customers	2	6	40
Resolve customer service problems	2	6	40
Promote additional services or products to customers	2	6	40
Calculate correct amount of liabilities or entitlements	2	5	35
Inform the customer of the debt or entitlement	2	5	35
Support customers using self-service technology	2	5	33
Carry out follow up activities for public service customers	2	2	6

Processing customers' financial transactions	2	4	8
Deal with customers in writing or electronically	3	6	40
Provide technical advice and guidance to customers	2	3	20
Provide interpretative technical advice and guidance in complex public service cases	3	6	30
Plan public service visits	2	2	8
Carry out public service visits	3	5	40
Maintain personal security and safety, and be alert to the security of others	3	7	25
Deal with disorderly and aggressive behaviour	2	2	11
Support customer service improvements	2	5	33
Deal with customers by telephone	2	7	70
Operating credit control procedures	3	4	10

Unit Structure

Unit Title

The unit title reflects the content of the unit. The title of each unit completed will appear on a learner's statement of results.

Unit Aims

The unit aims section summaries the content of the unit. All units and courses have a level assigned to them which represents the level of achievement. The level of each unit is informed by the level descriptors.

Credit Value

The credit value is the number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit.

Guided Learning Hours (GLH)

Guided learning hours are an indicative guide to the amount of input that a tutor will provide to a learner, to enable them to complete the unit. This includes lectures, tutorials and workshops and time spent by staff assessing learners' achievement when they are present.

Learning Outcomes

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

Assessment Criteria

The assessment criteria describe the requirements a learner is expected to meet in order to demonstrate that the learning outcome has been achieved. Command verbs reflect the level of the course.

Maintain data security in own area of responsibility

Unit Title: Maintain data security in own area of responsibility

Guided Learning Hours: 10

Level: 2

Credits: 2

Unit grading system: Pass

Learning Outcome The learner can:	Assessment Criteria

1. Understand the organisation's data	**1.1** Describe the legal and organizational policies and procedures in place to maintain the security of data
	1.2 Outline the organisational policies and guidelines for:
	  • retention of data
	  • protection of data
	  • disposal of data
	1.3 State the different forms in which information exists and the sensitivity of this
	1.4 Describe sources of guidance on maintaining data security

2. Understand how and why data is protected in the organisation	**2.1** State the purpose of the protective marking system and how it indicates the value and sensitivity of the information **2.2** Explain why protecting the information is important to self, to the organisation and those external to the organisation **2.3** Describe the potential implications of an information security incident to self, the organisation and those external to the organisation **2.4** Describe the circumstances when it may be necessary to take sensitive information out of the workplace and how to protect this securely **2.5** Explain how to protect information held on a computer including the use of passwords and the action to take if security is breached
3. Understand how to share information securely	**3.1** State what permission is needed before information sharing can take place and when this is required **3.2** Explain when and how documents or records are edited to remove sensitive information before sharing with others

4. Be able to critically evaluate and discuss technology and e-distribution within an organizational context	**4.1** Identify and assess routes to market for promotional activities and marketing **4.2** Critically evaluate the role of technology within an operational and marketing context **4.3** Provide a critical analysis of e-distribution within a marketing and operational context, focusing on product and service development
5. Understand how to dispose of documents and ICT securely	**5.1** Describe how to dispose of documents **5.2** Outline the organisation's procedures to dispose of ICT equipment and computer media
6. Be able to comply with data security policies and procedures	**6.1** Maintain the security of equipment and information in own area of responsibility **6.2** Access and amend data in line with organisational procedures **6.3** Follow organisational processes for checking the identity of the

Work safely in public service

Unit Title:	Work safely in public service
Guided Learning Hours:	15
Levels:	2
Credits:	2
Unit grading system:	Pass

Learning Outcomes The learner can:	Assessment Criteria
1. Be able to carry out working practices in accordance with legal and organizational requirements	**1.1** Make sure their personal conduct and presentation in the workplace does not endanger the health and safety of themselves or others **1.2** Take action to deal with health and safety hazards within the limits of their responsibility
2. Be able to maintain a healthy and safe working environment	**2.1** Follow organizational procedures for the safe use of equipment and consumables **2.2** Keep the working environment free from hazards **2.3** Use and store equipment in the prescribed manner **2.4** Dispose of or recycle waste in accordance with organisational procedures
3. Understand the policies and requirements of safe working	**3.1** Explain what to do in the event of an emergency **3.2** Explain their personal responsibility for health and safety **3.3** Explain the action to take in respect of health and safety hazards **3.4** Explain the relevance of personal protective equipment (ppe) **3.5** Explain the importance of alerting others to possible health and safety hazards and risks **3.6** Explain waste disposal and recycling procedures in their own organisation

Maintain competence, knowledge and standards of conduct in public service

Unit Title: Maintain competence, knowledge and standards of conduct in public service
Guided Learning Hours: 40
Levels: 2
Credits: 7
Unit grading system: Pass

Learning Outcomes The learner can:	Assessment Criteria
1 Be able to comply with the professional development programme	**1.1** Identify development needs which are consistent with meeting professional needs **1.2** Carry out development activities which are consistent with meeting professional needs **1.3** Use feedback to enhance performance **1.4** Keep technical knowledge and competence up to date
2 Understand the principles of professional development	**2.1** Explain their personal work objectives and the organisation's priorities and expectations **2.2** Explain the importance of feedback to enhance performance **2.3** Explain the requirements of their role and level of responsibility
3 Be able to meet the organisation's required standards of conduct	**3.1** Treat others with courtesy and respect **3.2** Conduct themselves in a way that contributes to the good name of the organisation **3.3** Adhere to organisational procedures and requirements in communicating with others **3.4** Meet the organisation's requirements for personal presentation, personal effectiveness and time management
4 Understand the organisation's policies, principles and procedures for standards of conduct in public service	**4.1** Describe the requirements of codes of practice affecting the job role **4.2** Describe the penalties of breaching the organisation's regulations and codes of practice **4.3** Describe the organisation's complaints/grievance procedure **4.4** Explain to whom to go for advice and guidance **4.5** Explain the importance of respecting the needs, values and beliefs of others **4.6** Explain the importance of maintaining confidentiality and the possible consequences of not doing so
5 Adhere to the organisation's procedures	**5.1** Work within the limits of their own authority **5.2** Maintain their own personal safety **5.3** Work in a way that contributes to the safety of others

Work as a team member to deliver public services

Unit Title: Work as a team member to deliver public service
Guided Learning Hours: 30
Level: 2
Number of Credits: 4
Unit grading system: Pass

Learning Outcomes The learner can:	Assessment Criteria
1 Be able to carry out responsibilities within the team according to procedures and the requirements of tasks	**1.1** Work within agreed time schedules to meet team objectives **1.2** Use the most appropriate methods of communication
2. Understand the principles of team working	**2.1** Explain the team's objectives **2.2** Explain the communication channels within the organisation and within the team **2.3** Explain the communication procedures within the organisation and within the team **2.4** Explain the importance of clear communication within the team **2.5** Explain the importance of listening to and respecting all views **2.6** Describe the problems that may arise within the team and how to overcome them **2.7** Explain how, when and to whom to report problems beyond their level of responsibility **2.8** Explain the importance of keeping to the agreed time schedules
3 Be able to support colleagues within the team to complete tasks	**2.9** Treat other team members with courtesy and respect **2.10** Offer help to colleagues within the limits of their own responsibility **2.11** Ask for help from colleagues within the limits of their responsibility **2.12** Use feedback to make improvements to individual or team performance

Recognise diversity when delivering customer service

Unit Title:	Recognise diversity when delivering customer service
Guided Learning Hours:	33
Levels:	2
Number of Credits:	5
Unit grading system:	Pass

Learning Outcomes The learner can:	Assessment Criteria
1. Respect customers as individuals and promote equality in customer service	1.1 Observe verbal and non-verbal clue that provide information about their customer's expectations and needs 1.2 Identify and avoid features of stereotypes that might be applied to their customer that could carry the risk of causing offence. 1.3 Identify aspects of their customer's appearance or communication which risk leading them to treat the customer differently. 1.4 Consider aspects of their customer's appearance or communication in the light of their own beliefs about various groups of people that include their customer. 1.5 Question their customer to ensure that the impressions they are forming about their expectations and wishes are based on sound evidence. 1.6 Adjust their interpretation of the customer's expectations and wishes as a result of further evidence they have collected by talking to their customer.
2. Adapt customer service to recognize the different needs and expectations of diverse groups of customers	2.1 Follow organizational procedures and guidelines that seek to make customer service inclusive for diverse groups of customers 2.2 Show respect for their customer's individual beliefs, expectations and needs that may result from membership of a particular group. 2.3 Vary their approach to their customer to take account of beliefs, expectations and needs that result from membership of a particular group 2.4 Work with colleagues to identify consistent approaches that team members should adopt when dealing with a particular group.

3. Understand how to recognise diversity when delivering customer service.	3.1 Explain the importance of recognising diversity in relation to age, disability, national origin, religion, sexual orientation, values, ethnic culture, education, lifestyle, beliefs, physical appearance, social class and economic status. 3.2 Explain reasons why considerations of diversity and inclusion issues affect customer service. 3.3 Describe organisational guidelines to make customer service inclusive for diverse groups of customers. 3.4 Explain how to observe and interpret non- verbal clues. 3.5 Describe how to listen actively for clues about their customer's expectations and needs. 3.6 Identify techniques for obtaining additional information from customers through tactful and respectful questions. 3.7 Describe behavior that might cause offence to specific groups of people to whom they regularly provide customer service. 3.8 Explain how to impress specific groups of people to whom they regularly provide customer service.

Manage information

Unit Title:	Manage information
Guided Learning Hours:	50
Levels:	2
Number of Credits:	6
Unit grading system:	Pass

Learning Outcomes The learner can:	Assessment Criteria

1. Understand the principles of accessing, validating and disclosing information	**1.1** Describe sources of information appropriate to given tasks
	1.2 Give reasons for the choice of research technique to access the information
	1.3 Explain the relevance of the information
	1.4 Identify who may be affected by the information
	1.5 Give reasons why individuals or organisations may be affected by the information
	1.6 Explain the requirements of:
	    ● legislation
	    ● organisational procedures relating to accessing, validating and disclosing information

2. Be able to access, validate and disclose information	**2.1** Identify information required
	2.2 Identify sources of information appropriate for tasks
	2.3 Select the research technique appropriate for the information source
	2.4 Access, validate and disclose information in accordance with:
	    ● legislation
	    ● organisational standards and procedures

3. Be able to record and report information	**3.1** Report to relevant parties' information that may affect tasks
	3.2 Record and report information in accordance with:
	    ● organisational requirements
	    ● required timescales

Process information about customers

Unit Title:	Process information about customers
Guided Learning Hours:	33
Levels:	2
Credits:	5
Unit grading system:	Pass

Learning Outcomes The learner can:	Assessment Criteria
1 Collect information about customers	**1.1** Collect and record new information about customers following the organisation's guidelines **1.2** Update existing information about customers. **1.3** Record and store information about customers that is accurate, sufficient and relevant following organisational guidelines.
2 Select and retrieve information about customers	**2.1** Respond promptly to authorized requests for information about customers. **2.2** Select and retrieve relevant information for customers or colleagues following the organisation's guidelines
3 Supply information about customers	**3.1** Supply accurate and sufficient information about customers to meet their customers' of colleagues' expectations. **3.2** Choose the most appropriate way to supply information to their customers or colleagues. **3.3** Confirm that their customers or colleagues have received and understood the customer information.
4 Understand how to process customer service information.	**4.1** Describe their organisation's procedures and guidelines for collecting, retrieving and supplying information about customers. **4.2** Identify types of personal information about customers that should and should not be kept on record. **4.3** Explain how to collect information about customers efficiently and effectively. **4.4** Explain how to operate the customer information storage system. **4.5** Explain why processing information about customers correctly makes an important contribution to effective customer service. **4.6** Explain the importance of attention to detail when processing information about customers. **4.7** Describe legal and regulatory restrictions on the storage and use of customer data.

Deal with gaps, errors and irregularities in information

Unit Title:	Deal with gaps, errors and irregularities in information
Guided Learning Hours:	15
Levels:	2
Credits:	3
Unit grading system:	Pass

Learning Outcomes The learner can:	Assessment Criteria
1 Understand how to deal with gaps, errors and irregularities in information	**1.1** Describe the data security and information sharing legislation, organizational policy and guidelines in own area of responsibility **1.2** Explain when and why it is important to take ownership of an issue **1.3** Describe the factors that may indicate actual or potential non-compliance **1.4** List the specialists and agencies which are able to conduct further investigation of non-compliance **1.5** Explain when and how to refer cases for specialist investigation **1.6** Describe how improper conduct when dealing with information can impact on the organisation's reputation **1.7** Describe how to communicate clearly and check understanding **1.8** Explain why it is important to progress cases within organisational timescales
2 Be able to review, identify and take action on information issues	**2.1** Review the accuracy and completeness of the information provided **2.2** Identify any gaps, errors or irregularities **2.3** Correct or complete information in line with own organisation's procedures **2.4** Share information with colleagues and other agencies in accordance with organisational policies and procedures **2.5** Identify cases of actual or potential non- compliance
3 Be able to refer cases with gaps, errors or irregularities to the relevant authority	**3.1** Refer cases of actual or potential non- compliance to the relevant authority **3.2** Process cases with gaps, errors or irregularities in line with organisational timescales **3.3** Record own actions in accordance with organisational procedures

Deal with customers using bespoke software

Unit Title:		Maintain competence, knowledge and standards of conduct in public service
Guided Learning Hours:		33
Levels:		2
Credits:		5
Unit grading system:		Pass

Learning Outcomes The learner can:	Assessment Criteria
1 Prepare to deliver customer service using bespoke software	**1.1** Sign on and open access to appropriate functions in the IT system **1.2** Navigate the architecture and geography of the customer service site to ensure they can access all appropriate areas. **1.3** Explore screen or menu routes that are most appropriate for the customer service they are seeking to deliver. **1.4** Ensure that they are familiar with the software manual, help screens or help lines to know where to locate technical support when needed. **1.5** Prepare their work area to deliver customer service using bespoke software.
2 Deliver customer service using bespoke software	**2.1** Identify their customer or the services or products they wish to access **2.2** Follow organisational procedures to step through the system in a way that responds to their customer's needs. **2.3** Use search or other specialist functions within the software to respond to customer requests. **2.4** Enter new records using the bespoke software system. **2.5** Amend customer service records in the bespoke software system. **2.6** Communicate with their customers in terms they can understand relating to the software system. **2.7** Follow organisational procedures to lead the conversation in a way that makes it easy to follow the paths and sequences of the bespoke software. **2.8** Interpret error messages and act on them to support their customer service. **2.9** Refer their customer to a colleague following organisational procedures if they are unable to complete the transaction.

3	Understand how to deal with customers using bespoke software.	**3.1** Describe access and sign-on routines for the bespoke software system.
		3.2 Describe the architecture and geography of the bespoke software system.
		3.3 Identify different screen or menu routes that can be followed to meet customer requirements.
		3.4 Identify sources of support and help for the bespoke software including manuals, help screens and help lines.
		3.5 Explain the importance of preparing a work area before delivering customer service.
		3.6 Explain search or other enquiry facilities within the bespoke software system.
		3.7 State the importance of avoiding jargon and system terminology when communicating with customers.
		3.8 Describe ways to respond to error messages when using a bespoke software system.
		3.9 Identify referral points and sources of information when they are unable to meet customer needs using the bespoke software system.

Unit Title: Use questioning techniques when delivering customer service

Guided Learning Hours: 27

Levels: 2

Credits: 4

Unit grading system: Pass

Learning Outcomes The learner can:	Assessment Criteria
1 Establish rapport and identify customer concerns	**1.1** Greet their customer sincerely and invite a full and open response. **1.2** Use planned or spontaneous lines to indicate to their customer that they empathise with their initial enquiry. **1.3** Invite more detailed explanation from their customer. **1.4** Listen closely to their customer's responses to strengthen their understanding of customer concerns. **1.5** Use both open and closed questions to make appropriate connection with their customer and open the door to more detailed investigation. **1.6** Identify and note their customer's feelings and mood in relation to the information they are seeking.
2 Seek detailed information from customers using questioning techniques	**2.1** Follow a planned trail of questions to explore in detail customer concerns they have already identified **2.2** Hold a spontaneous conversation with their customer to explore in detail customer concerns they have already identified. **2.3** Explain to their customer why they need the information they are asking for. **2.4** Use probing and searching questions that draw on comments or words used by their customer. **2.5** Thank their customer for the information in a way that encourages further open responses. **2.6** Use pre-planned, routing and trigger questions that lead their customer to respond in new areas. **2.7** Follow organisational procedures to record customer responses to inform future actions.

3 Understand how to use questioning techniques when delivering customer service.	**3.1** Explain why establishing rapport makes it easier to draw information from customers.
	3.2 Describe ways to greet customers that immediately build rapport.
	3.3 Explain reasons for using planned question patterns to draw out particular information.
	3.4 Explain reasons for using spontaneous conversation to draw out particular information.
	3.5 Explain the importance of active listening when seeking detailed information from customers.
	3.6 Identify the differences between and uses of closed and open questions.
	3.7 Describe the importance of explaining to customers why information is needed.
	3.8 Explain why particular trigger questions are effective in gaining specific information.

Deal with customers face to face

Unit Title:	**Maintain competence, knowledge and standards of conduct in public service**	
Guided Learning Hours:	**33**	
Levels:	**2**	
Credits:	**5**	
Unit grading system:	**Pass**	

Learning Outcomes The learner can:	Assessment Criteria
1 Communicate effectively with their customer	**1.1** Plan a conversation with their customer that has structure and clear direction. **1.2** Hold a conversation with their customer that establishes rapport. **1.3** Focus on their customer and listen carefully to ensure that they collect all possible information they need from the conversation. **1.4** Explain their services or products and their organisation's service offer to their customer clearly and concisely. **1.5** Adapt their communication to meet the individual needs of their customer. **1.6** Anticipate their customer's requests and needs for information. **1.7** Balance conflicting demands for their attention whilst maintaining rapport with their current customer. **1.8** Calm down situations when one customer is adversely affecting the customer service enjoyed by other customers.
2 Improve rapport with their customer through body language	**2.1** Present a professional and respectful image when dealing with their customer **2.2** Show an awareness of their customer's needs for personal space. **2.3** Focus their attention on their customer so that non-verbal signs do not betray disinterest, boredom or irritation. **2.4** Ensure that their customer focus is not disrupted by colleagues. **2.5** Observe all customers and the total customer service situation whilst maintaining rapport with their current customer. **2.6** Observe their customer to read non-verbal clues about the customer's wishes and expectations.

3	Understand how to deal with customers face to face.	**3.1** Explain the importance of speaking clearly and slowly when dealing with a customer face to face.
		3.2 State the importance of taking the time to listen carefully to what the customer is saying.
		3.3 Identify the organisation's procedures that impact on the way they are able to deal with their customers face to face.
		3.4 Describe the features and benefits of the organisation's services or products.
		3.5 Explain the organisation's service offer and how it affects the way they deal with customers face to face.
		3.6 Explain the principles of body language that enables them to interpret customer feelings without verbal communication.
		3.7 Explain the difference between behaving assertively, aggressively and passively.
		3.8 Explain why the expectations and behavior of individual customers will demand different responses to create rapport and achieve customer satisfaction.
		3.9 Describe the agreed and recognised signs in customer behavior in their organisation that indicates that their customer expects a particular action by them.

Deliver customer service to difficult customers

Unit Title: Maintain competence, knowledge and standards of conduct in public service

Guided Learning Hours: 40

Levels: 2

Credits: 6

Unit grading system: Pass

Learning Outcomes The learner can:	Assessment Criteria
1 Recognise when customers may be difficult to deal with	**1.1** Recognise types of customer behavior that are difficult to deal with. **1.2** Identify aspects of their organisation's services or products that make it difficult to deal with customers. **1.3** Identify the signs and signals that indicate a customer may be difficult to deal with. **1.4** Put themself in their customer's position and see the situation from the customer's point of view. **1.5** Identify reasons why their customers may be behaving in a way that is difficult to deal with. **1.6** Recognise the limits of difficult customer behavior that their organisation will tolerate. **1.7** Identify things that they may do or say that will provoke difficult responses from their customer.
2 Deal with difficult customers.	**2.1** Listen patiently to what their customer wants to tell them. **2.2** Use direct and factual questions about their customer's feelings and what has happened to identify what might satisfy the customer. **2.3** Check their understanding of their customer's concerns by describing their view of the situation and options that might be available. **2.4** Express empathy with their customer without necessarily admitting fault on the part of their organisation. **2.5** Give clear statements or explanations of their organisation's position. **2.6** Agree a way forward that balances customer satisfaction with the needs of their organisation. **2.7** Enlist help from colleagues if options for action are outside of their authority. **2.8** Summarise clearly actions to be taken and reasons for those actions to complete the customer transaction. **2.9** Advise their manager or the appropriate colleagues if the customer is likely to re- open the matter with them. **2.10** Take any necessary action to protect their own safety or that of other customers or colleagues from a difficult customer.

3	Understand how to deliver customer service to difficult customers.	**3.1** Describe the types of customer behavior that they personally find difficult to deal with.
		3.2 Identify reasons why some aspect of their organisation's services or products may provoke difficult behavior from customers.
		3.3 Identify reasons why their customer's own actions may cause them to behave in a way that is difficult to deal with.
		3.4 Explain the meaning of having empathy for a customer's feelings.
		3.5 Identify who can be asked for help when dealing with a difficult customer.
		3.6 Explain the difference between assertive, aggressive and passive behavior.
		3.7 Describe the importance of not simply quoting their organisation's rules and procedures to counter their customer's difficult behavior.
		3.8 State their organisation's limits of what will be tolerated from difficult customers before the transaction or relationship is closed.
		3.9 Explain the importance of giving their manager or the appropriate colleagues' notice of any further approaches from a difficult customer.
		3.10 Identify when it might be necessary to take action to protect their own safety or that of other customers or colleagues from a difficult customer.

Resolve customer service problems

Unit Title:	Resolve customer service problems
Guided Learning Hours:	40
Levels:	2
Credits:	6
Unit grading system:	Pass

Learning Outcomes The learner can:	Assessment Criteria
1 Spot customer service problems	**1.1** Listen carefully to customers about any problem they have raised. **1.2** Ask customers about the problem to check their understanding. **1.3** Recognise repeated problems and alert the appropriate authority. **1.4** Share customer feedback with others to identify potential problems before they happen. **1.5** Identify problems with systems and procedures before they begin to affect customers.
2 Pick the best solution to resolve customer service problems	**2.1** Identify the options for resolving a customer service problem. **2.2** Work with others to identify and confirm the options to resolve a customer service problem. **2.3** Work out the advantages and disadvantages of each option for their customer and the organisation. **2.4** Pick the best option for their customer and the organisation. **2.5** Identify for their customer other ways that problems may be resolved if they are unable to help.
3 Take action to resolve customer service problems	**3.1** Discuss and agree the options for solving the problem with their customer **3.2** Take action to implement the option agreed with their customer. **3.3** Work with others and their customer to make sure that any promises related to solving the problem are kept. **3.4** Keep their customer fully informed about what is happening to resolve the problem. **3.5** Check with their customer to make sure the problem has been resolved to the customer's satisfaction. **3.6** Give clear reasons to their customer when the problem has not been resolved to the customer's satisfaction.
4 Know how to resolve customer service problems.	**4.1** Describe organisational procedures and systems for dealing with customer service problems. **4.2** Explain how to defuse potentially stressful situations. **4.3** Describe how to negotiate. **4.4** Identify the limitations of what they can offer their customer. **4.5** Describe types of action that may make a customer problem worse and should be avoided.

Promote additional services or products to customers

Unit Title: Promote additional services or products to customers
Guided Learning Hours: 40
Levels: 2
Credits: 6
Unit grading system: Pass

Learning Outcomes The learner can:	Assessment Criteria
1 Identify additional services or products that are available	**1.1** Update and develop their knowledge of their organisation's services or products **1.2** Check with others when they are unsure about new service or product details. **1.3** Identify appropriate services or products that may interest their customer. **1.4** Spot opportunities for offering their customer additional services or products that will improve the customer experience.
2 Inform customers about additional services or products	**2.1** Choose the best time to inform their customer about additional services or products **2.2** Choose the best methods of communication to introduce their customer to additional services or products. **2.3** Give their customer accurate and sufficient information to enable them to make a decision about the additional services or products. **2.4** Give their customer time to ask questions about the additional services or products.
3 Gain customer commitment to using services or products	**3.1** Close the conversation if the customer shows no interest **3.2** Give information to move the situation forward when their customer shows interest. **3.3** Secure customer agreement and check customer understanding of the delivery of the service or product. **3.4** Take action to ensure prompt delivery of the additional services or products to their customer. **3.5** Refer their customer to others or to alternative sources of information if the additional services or products are not their responsibility.

4 Understand how to promote additional services or products to customers	**4.1** Describe the organisation's procedures and systems for encouraging the use of additional services or products.
	4.2 Explain how additional services or products will benefit their customers.
	4.3 Explain how their customer's use of additional services or products will benefit their organisation.
	4.4 Identify the main factors that influence customers to use their services or products.
	4.5 Explain how to introduce additional services or products to customers outlining their benefits, overcoming reservations and agreeing to provide the additional services or products.
	4.6 State how to give appropriate, balanced information to customers about services or products.

Calculate correct amount of liabilities Or entitlements

Unit Title: **Calculate correct amount of liabilities or entitlements**

Guided Learning Hours: **35**

Levels: 2

Credits: 5

Unit grading system: Pass

Learning Outcomes The learner can:	Assessment Criteria
1 Understand the processes of calculating liabilities, entitlements and amounts payable	**1.1** Describe how to operate information systems for calculating: • Liabilities • Entitlements • Amounts payable **1.2** Describe the processes and timescales for the issue of: • Penalty notices • Suspension notices • sanctions
2 Be able to calculate liabilities	**2.1** Obtain the information required for calculations **2.2** Calculate: • Liabilities • Entitlements • Amounts payable **2.3** Confirm the accuracy of calculations **2.4** Obtain confirmation of the accuracy of decisions from the designated authority **2.5** Refer cases beyond own authority or competence to the designated authority
3 Be able to maintain records of calculations	**3.1** Complete records to required standards **3.2** Store records in accordance with: • Organizational procedures • Legislative requirements

Unit Title:	Inform the customer of the debt or entitlement
Guided Learning Hours:	35
Levels:	2
Credits:	5
Unit grading system:	Pass

Learning Outcomes **The learner can:**	**Assessment Criteria**
1 Understand how to inform customers of liabilities, entitlements and amounts payable in accordance with organizational procedures	**1.1** Describe the process for communicating information about liabilities, entitlements and amounts payable to customers **1.2** Describe when it is appropriate to inform customers about decisions on liabilities, entitlements and amounts payable **1.3** Describe methods and conventions for communicating information to customers
2 Be able to inform customers of liabilities, entitlements and amounts payable in accordance with organizational procedures	**2.1** Confirm identity of customers **2.2** Inform customers of liabilities, entitlements and amounts payable **2.3** Communicate with customers: • using methods and conventions required by the organisation • within required timescales
3 Be able to maintain records of communications	**3.1** Complete records of communications in line with agreed standards **3.2** Store records in accordance with: • Organizational procedures • Legislative requirements

Support customers using self-service technology

Unit Title:	Support customers using self-service technology
Guided Learning Hours:	33
Levels:	2
Credits:	5
Unit grading system:	Pass

Learning Outcomes The learner can:	Assessment Criteria
1 Identify the type of help needed by a customer using self-service technology	**1.1** Prepare a standard demonstration of using the self-service equipment **1.2** Prepare to answer frequently asked questions about the operation of the self- service equipment. **1.3** Identify signs of when a customer is having difficulty with the self-service equipment. **1.4** Choose an appropriate style and level of intervention to help a customer who is having trouble using the self-service equipment.
2 Assist the customer using self-service technology	**2.1** Maintain a professional, polite and approachable manner while they observe customers using self-help technology **2.2** Demonstrate use of the self-service equipment to a customer. **2.3** Respond to a request for help from a customer using self-help equipment. **2.4** Make use of staff override options to clear self-service equipment for use by customers. **2.5** Talk a customer through use of the self- service equipment whilst allowing them to operate it. **2.6** Invite a customer to repeat the operation of the self-service equipment if that helps them to learn. **2.7** Make positive and encouraging comments to a customer who is learning to use the self-service equipment. **2.8** Explain to their customer why certain actions and steps are needed to operate self-service equipment. **2.9** Troubleshoot problems with self-service equipment and report errors and issues to appropriate people.

3	Understand how to support customers using self-service technology.	**3.1** Explain why their organisation chooses to offer customers self-service equipment.
		3.2 Explain all aspects of normal operation of the customer self-service equipment.
		3.3 State frequently asked questions about operation of the self-service equipment and effective answers to those questions.
		3.4 Describe techniques for giving an effective demonstration of self-service equipment.
		3.5 Identify signals and signs that a customer needs help with self-service equipment.
		3.6 Describe organisational procedures for using staff intervention to clear self- service equipment.
		3.7 Explain the importance of building customer confidence in using self-service equipment.
		3.8 Describe organisational procedures for dealing with self-service equipment problems.

Unit Title:	Carry out follow up activities for public service customers
Guided Learning Hours:	6
Levels:	2
Credits:	2
Unit grading system:	Pass

Learning Outcomes The learner can:	Assessment Criteria
1 Understand how to carry out follow up activities	**1.1** Describe the organisational policies and procedures when carrying out follow up activities including: • health & safety • security • data protection **1.2** Explain the importance of working in line with organisational timescales and allocated resource to meet the outcomes agreed with the public service customer **1.3** State the different information sources used when carrying out follow up activities **1.4** Explain why it is important to record, store and share information in line with organisational policy **1.5** Describe the limits of own role/authority and those of the organisation and how to deal with requests beyond these
2 Be able to carry out follow up activities	**2.1** Establish if follow up activity is needed by the public service customer **2.2** Access information regarding the additional needs of the public service customer **2.3** Update the system to record the activity and/or issue organisational materials when required **2.4** Record completion of follow up activities **2.5** Be able to refer customer to other services
3 Be able to refer customer to other services	**3.1** Identify when a request is beyond their role **3.2** Refer the customer to other products and/or services

Processing customers' financial transactions

Unit Title:	Processing customers' financial transactions
Guided Learning Hours:	8
Levels:	2
Credits:	4
Unit grading system:	Pass

Learning Outcomes The learner can:	Assessment Criteria
1 Be able to deal with customer transactions and documentation	**1.1** Receive payments from and/or make payments to customers **1.2** Confirm that amounts and balances are accurate **1.3** Process payments accurately in accordance with the organisation's procedures **1.4** Recognise discrepancies in documentation and take appropriate action **1.5** Make sure that all documentation, entries and records are accurate and legible
2 Be able to comply with all codes, laws and regulatory requirements	**2.1** Follow the organisation's systems, procedures and organizational timescales **2.2** Explain the organisation's customer service and complaints procedure **2.3** Act within personal authority limits and recognising when to refer to others **2.4** Explain the sources of information and advice within the organisation **2.5** Identify the different methods of receiving financial information **2.6** Comply with legal requirements, industry regulations, organisational policies and professional codes **2.7** Explain the organisation's requirements relating to the application of codes, laws and regulatory requirements and their impact on the job role

Deal with customers in writing or electronically

Unit Title:	Deal with customers in writing or electronically
Guided Learning Hours:	40
Levels:	3
Credits:	6
Unit grading system:	Pass

Learning Outcomes The learner can:	Assessment Criteria
1 Use written or electronic communication effectively	**1.1** Operate equipment used to communicate in writing or electronically efficiently and effectively. **1.2** Ensure that the period of time between exchanges in writing or electronically represents excellent customer service. **1.3** Use language that is clear and concise. **1.4** Adapt their use of language to meet the individual needs of their customer. **1.5** Ensure that the style and tone of their written or electronic communication follows their organisation's guidelines and matches the service offer
2 Plan and send an effective written or electronic communication	**2.1** Anticipate their customer's expectations taking account of any previous exchanges they may have had. **2.2** Assemble all the information they need to construct the communication. **2.3** Plan the objective of their communication. **2.4** Format their communication following their organisation's guidelines. **2.5** Open the communication positively to establish a rapport with their customer. **2.6** Ensure that their customer is aware of the purpose of the communication as early as possible. **2.7** Summarise the key point of the communication and any actions that they or their customer will take as a result.
3 Handle incoming written or electronic communications effectively.	**3.1** Read their customer's communication carefully to identify their precise reason for contacting you. **3.2** Identify what they are seeking as the outcome of the contact. **3.3** Identify all the options they have for responding to their customer and weigh up the benefits and drawbacks of each. **3.4** Choose the option that is most likely to lead to customer satisfaction within the service offer. **3.5** Summarise the outcome of the communication and any actions that they or their customer will take as a result.

4 Know how to deal with customers in writing or electronically.	**4.1** Explain the importance of using clear and concise language.
	4.2 Explain the additional significance and potential risks involved in committing a communication to a permanent record format.
	4.3 Describe the effects of style and tone on the reader of a written or electronic communication.
	4.4 Explain the importance of adapting their language to meet the needs of customers who may find the communication hard to understand.
	4.5 Describe their organisation's guidelines and procedures relating to written and electronic communications.
	4.6 Explain how to operate equipment used for producing and sending written or electronic communications.
	4.7 Explain the importance of keeping their customer informed if there is likely to be any delay in responding to a communication.
	4.8 Explain the risks associated with the confidentiality of written or electronic communications.

Provide technical advice and guidance to customers

Unit Title: Provide technical advice and guidance to customers

Guided Learning Hours: 20

Levels: 2

Credits: 3

Unit grading system: Pass

Learning Outcomes The learner can:	Assessment Criteria
1 Be able to communicate with others verbally and in writing	**1.1** Identify and confirm the customer's needs **1.2** Communicate in a way that the customer can understand **1.3** Obtain and provide complete and up to date information to the customer in a timely manner **1.4** Confirm that the customer's information needs have been met **1.5** Direct the customer to other sources of help if their needs have not been met **1.6** Maintain confidentiality
2 Understand the principles to be applied to providing technical advice and guidance	**2.1** Explain the services for which the advice and guidance is required **2.2** Explain how to find out what information the customer needs **2.3** 2Explain how to give clear and accurate information **2.4** Explain how to check the customer's understanding **2.5** Explain where to get guidance and assistance if they cannot provide the information themselves **2.6** Describe the resource and time constraints that could affect the outcome **2.7** Explain the importance of maintaining confidentiality

Provide interpretive technical advice and guidance in complex public service cases

Unit Title: Provide interpretive technical advice and guidance in complex public service cases

Guided Learning Hours: 30

 Levels: 3

Credits: 6

Unit grading system: Pass

Learning Outcomes The learner can:	Assessment Criteria
1 Understand how to research and interpret technical information for recipients in line with organizational policies	**1.1** Describe the organizational policies for providing advice and guidance **1.2** Outline where and how to find information sources for recipients **1.3** Explain how legislation affects subject specialism **1.4** Explain how policy can impact on information or advice given **1.5** Explain the potential impact of advice given **1.6** Explain how to give information and check understanding with recipient **1.7** Explain how to direct the enquirer to other sources of help if needs are not within own role or authority **1.8** Explain who to report information back to and why they need to know
2 Be able to provide advice and guidance in complex cases	**2.1** Identify and confirm the recipient's enquiry **2.2** Use the communication channel that best meets the recipients needs in line with organisational procedures **2.3** Provide advice and guidance in complex cases within organisational timescales **2.4** Check communication is understood and recipient's and business needs are met **2.5** Refer the customer to other products and/or services if needs are not met **2.6** Report back information to benefit others in line with organisational requirements

Plan public service visits

Unit Title:	Plan public service visits
Guided Learning Hours:	8
Levels:	2
Credits:	2
Unit grading system:	Pass

Learning Outcomes The learner can:	Assessment Criteria
1 Understand the requirements of the public service visit	**1.1** Explain the purpose of the visit **1.2** Explain when it is appropriate to give notification of the proposed visit **1.3** Describe the information to be included in a background brief **1.4** Describe how to make best use of the resources available and constraints for the visit **1.5** Describe the organisational and legislative policies that apply when planning visits **1.6** Explain who might be affected and why and how to contact them
2 Be able to develop public service visit plans	**2.1** Develop a visit plan that reflects the time and resources available **2.2** Produce a background brief in the visit plan with aims and objectives to be achieved **2.3** Check the plan meets with organisational and legislative standards for health & safety, communication, conduct and customer service **2.4** Plan for contingencies to address changing circumstances **2.5** Report information that might affect the visit to relevant parties

Unit Title: Carry out public service visits

Guided Learning Hours: 40

Levels: 3

Credits: 6

Unit grading system: Pass

Learning Outcomes The learner can:	Assessment Criteria
1 Understand the requirement of public service visits	**1.1** Explain the purpose of a visit **1.2** Describe how to make best use of the resources available and constraints for a visit **1.3** Explain why people might be affected by the visit **1.4** Describe how to contact people who might be affected **1.5** Outline organisational procedures for undertaking visits **1.6** Describe organisational policies that apply to visiting for: • health and safety • personal safety • data security
2 Be able to carry out public service visits	**2.1** Conform with organisational standards for communication, conduct and customer service **2.2** Follow organisational policies for health and safety, personal safety and data security **2.3** Carry out a visit in line with agreed requirements **2.4** Respond to changing circumstances within the limits of own authority **2.5** Use interviewing techniques to achieve the visit objectives **2.6** Refer cases beyond level of authority or competence to the designated authority
3 Be able to report public service visit outcomes	**3.1** Record the outcomes of the visit in line with organisational and legislative requirements **3.2** Report back information that may affect the case **3.3** Report back information that may affect organisational processes for health and safety and/or personal safety and/or data security

Maintain personal security and safety, and be alert to the security of others

Unit Title: Maintain personal security and safety, and be alert to the security of others

Guided Learning Hours: 25

Levels: 3

Credits: 7

Unit grading system: Pass

Learning Outcomes The learner can:	Assessment Criteria
1 Understand the requirements for maintaining personal safety and security and being alert to the security of others	**1.1** Describe relevant legal organizational requirements, and actions to take when: • Dealing with adverse behavior • Monitoring security and responding to breaches in security or safety **1.2** Give examples of the main types of risk likely to be found within your area of responsibility and the principals involved when assessing such risks **1.3** Give examples of when and how to use reasonable force effectively when needed **1.4** Identify who to call for help in different situations and how to contact them **1.5** Identify examples of safe working practices relating to own job role **1.6** Identify the types of help available towards dealing with incidents of security, and how to access these **1.7** Describe record keeping requirements relating to dealing with adverse behavior and reporting incidents of breaches of security
2 Be able to manage personal security and safety	**2.1** Identify signs of aggressive, anti-social or criminal behavior promptly and correctly amongst those people with whom they are dealing **2.2** Respond promptly to adverse behavior in a polite, professional and calm manner **2.3** Use non-threatening language and gestures to diffuse potential aggressive or abusive behavior **2.4** Take appropriate, prompt and permitted action to prevent further adverse behavior **2.5** Obtain immediate help from other people, including the relevant authority, when needed, particularly if situations escalate **2.6** Report details of adverse behavior to the appropriate authorities **2.7** Maintain own health and safety when dealing with others

3 Be able to contribute to maintaining the security of colleagues and premises	**3.1** Monitor property and premises and respond appropriately to any situation that increases security or safety risks to self or others
	3.2 Take appropriate action in circumstances where anyone attempts to gain entry without appropriate identification, when this is required
	3.3 Report faults, malfunctions or unacceptable performance in security equipment promptly to an appropriate person
	3.4 Take prompt and appropriate action to respond to alarms, indications or other signals from security and protection systems
	3.5 Record accurately the details of risks to security or safety, or other suspicious situations, within required timescales
	3.6 Maintain own health, safety and welfare while responding to breaches of security

Deal with disorderly and aggressive behaviour

Unit Title:	Deal with disorderly and aggressive behaviour
Guided Learning Hours:	11
Levels:	**2**
Credits:	**2**
Unit grading system:	**Pass**

Learning Outcomes The learner can:	Assessment Criteria
1 Be able to deter adverse behavior through visible security presence	**1.1** State the organisation's instructions for discouraging and dealing with adverse behavior **1.2** Provide a visible presence in designated areas that deters adverse behavior **1.3** Comply with the required company and customer standards for appearance and behavior **1.4** Recognise adverse behavior promptly **1.5** Discourage adverse behavior before it escalates, using professional judgement and skills to defuse conflict situations **1.6** Take appropriate action to reduce risks to security or safety whilst maintaining own health safety and welfare, and that of others **1.7** Describe how to recognise criminal activity, including drug handling **1.8** Describe the layout and geography of the locations where security services are provided in line with assignment instructions
2 Be able to deal with adverse behavior	**2.1** Respond promptly to adverse behavior in a polite, professional and calming manner **2.2** Demonstrate how to recognise and defuse aggressive or abusive behavior, using both verbal and non-verbal communication **2.3** Demonstrate how to politely encourage people involved to refrain from adverse behavior **2.4** Segregate individuals involved in adverse behavior to minimise the effect on others **2.5** Describe how to get immediate help from other people when it is needed **2.6** Take appropriate, prompt and permitted action to prevent further adverse behavior, in line with legal constraints and instructions **2.7** Record the details of situations of adverse behavior, in line with legal requirements and within required timescales **2.8** Explain how and when reasonable and necessary force can be used

Support customer service improvements

Unit Title:	Support customer service improvements
Guided Learning Hours:	33
Levels:	2
Credits:	5
Unit grading system:	Pass

Learning Outcomes The learner can:	Assessment Criteria
1 Use feedback to identify potential customer service improvements	**1.1** Gather informal feedback from their customers **1.2** Use their organisation's procedures to collect feedback from their customers. **1.3** Use the information from their customers to develop a better understanding of their customer service experience. **1.4** Identify ways the service they give could be improved based on information they have gathered. **1.5** Share their ideas for improving customer service with colleagues.
2 Implement changes in customer service	**2.1** Identify a possible change that could be made to improve customer service. **2.2** Present their idea for improving customer service to a colleague with the appropriate authority to approve the change. **2.3** Carry out changes to customer service procedures based on their own idea or proposed by their organisation. **2.4** Keep their customers informed of changes to customer service. **2.5** Give customers a positive impression of changes that have been made. **2.6** Work positively with others to support customer service changes.
3 Assist with the evaluation of changes in customer service	**3.1** Discuss with others how changes to customer service are working **3.2** Work with others to identify any negative effects of changes and how these can be avoided.
4 Know how to support customer service improvements.	**4.1** Explain how customer experience is influenced by the way service is delivered. **4.2** Identify how customer feedback is obtained. **4.3** Explain how to work with others to identify and support change in the way service is delivered. **4.4** Describe why it is important to give a positive impression to their customer about the changes made by the organisation even if the learner disagrees with them.

Unit Title:	Deal with customers by telephone
Guided Learning Hours:	70
Levels:	2
Credits:	7
Unit grading system:	Pass

Learning Outcomes The learner can:	Assessment Criteria
1 Use the telephone system effectively	1.1 Operate the telephone equipment 1.2 Efficiently and effectively 1.3 Keep their customer regularly informed about their actions when accessing information to provide responses or if they are going to be on hold for a period of time 1.4 Speak clearly and slowly to allow for the possibility that reception on the telephone line may not be perfect 1.5 Adapt their speech to meet the individual needs of their customer 1.6 Control the length of the conversation if the call is costing their customer money 1.7 Ensure that promises to call back are kept
2 Plan and make focused telephone calls to their customer	2.1 Anticipate their customer's expectations and assemble all the information they might need before their conversation with the customer 2.2 Plan the opening part of their conversation with their customer and anticipate their possible responses 2.3 Plan the objective of their call and the way in which they expect the call to end 2.4 Open the conversation positively and establish a rapport with their customer 2.5 Ensure that their customer is aware of the purpose of their call as early as possible 2.6 Respond positively to queries and objections from their customer 2.7 Summarise the outcome of the call and any actions that they or their customer will take as a result 2.8 Listen carefully when collecting information from their customer so that they do not make mistakes or have to keep repeating the question

3 Handle incoming calls effectively	**3.1** Greet their customer following their organisation's guidelines **3.2** Listen closely to their customer to identify their precise reason for calling and what they are seeking as the outcome of the call **3.3** Identify all the options they have for responding to their customer, weigh up the benefits and drawbacks of each **3.4** Choose the option that is most likely to lead to customer satisfaction within the service offer **3.5** Summarise the outcome of the call and any actions that they or their customer will take as a result **3.6** Select the appropriate information they need to record and store following their organisation's guidelines **3.7** Take a clear message for a colleague if they are unable to deal with some aspect of their customer's expectations **3.8** Put their customer on hold and ensure they cannot be heard if they are discussing action with others or calling a colleague	
4 Know and understand how to competently deal with customers by telephone	**4.1** Show that they know and understand the importance of speaking clearly and slowly when dealing with customers by telephone **4.2** Show that they know and understand the effects of smiling and other facial expressions that can be detected by somebody listening to you on the telephone **4.3** Show that they know and understand the importance of adapting their speech to meet the needs of customers who may find their language or accent hard to understand **4.4** Show that they know and understand their organisation's guidelines and procedures for the use of telephone equipment **4.5** Show that they know and understand their organisation's guidelines and procedures for what should be said during telephone conversations with customers **4.6** Show that they know and understand what details should be included if taking a message for a colleague **4.7** Show that they know and understand how to operate the organisation's telephone equipment **4.8** Show that they know and understand the importance of keeping their customer informed if they are on hold during a call **4.9** Show that they know and understand the importance of not talking over an open telephone **4.10** How that they know and understand their organisation's guidelines for handling abusive calls	

Operating credit control procedures

Unit Title: Operating credit control procedures

Guided Learning Hours: 10

Levels: 3

Credits: 4

Unit grading system: Pass

Learning Outcomes The learner can:	Assessment Criteria
1 Be able to identify non payment	**1.1** Identify the different methods of receiving financial information **1.2** Identify instances of non-payment **1.3** Identify bad and potentially bad debts accurately **1.4** Establish the reasons for non-payment
2 Be able to take appropriate action with non-payment	**2.1** Explain the organisation's policy and procedure for communicating with customers **2.2** Take action to recover monies due by clarifying discrepancies and requesting any outstanding amounts **2.3** Explain why and how respect should be shown to customers **2.4** Obtain the customer's agreement to pay the amount owed **2.5** Agree appropriate methods of payment with the customer and monitor their compliance with these **2.6** Identify continued non-payment and take appropriate action **2.7** Take the nature and circumstances of the account holder into account when deciding what action to take **2.8** Explain the organisation's customer service and complaints procedure **2.9** Explain the sources of information and advice within the organisation
3 Be able to comply with all codes, laws and regulatory requirements	**3.1** Follow the organisation's systems, procedures and time limits for dealing with late payments **3.2** Act within the personal authority limits, recognising when to refer to others **3.3** Keep accurate and up-to-date records of all actions taken **3.4** Comply with legal requirements, industry regulations, organisational policies and professional codes **3.5** Explain the organisation's requirements relating to the application of codes, laws and regulatory requirements and their impact on the job role

PROGRESSION

Potential Job positions for the learners for those working towards this Potential job role for those working towards this qualification? Potential job roles that learners working towards this qualification could consider include:

- Royal Navy/Marines Officer
- Royal Navy/Marines Rating
- Army Officer
- Army Soldier
- Royal Air Force (RAF) Airman/Woman
- Royal Air Force (RAF) Officer