apprenticeship
FRAMEWORK

Customer Service (England)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 22 AUGUST 2017

Modifications to SASE came into effect on 22 August 2017. Accordingly, SASE publication DFE-00167-2017 applies **both** to new Apprenticeship starts from 22 August 2017 **and** all Apprenticeships commenced before and not completed by 22 August 2017.

For more details of the changes please read the following preface page to the framework document.

Latest framework version?

Please use this link to see if this is the latest issued version of this framework:

afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR04119

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Apprenticeships

CHANGES TO THE ENGLISH AND MATHS REGULAR MINIMUM REQUIREMENTS FOR APPRENTICESHIP STARTS FROM 22 AUGUST 2017 AND APPRENTICESHIPS REMAINING INCOMPLETE ON 22 AUGUST 2017.

Modifications to SASE came into effect on 22 August 2017. Accordingly, SASE publication DFE-00167-2017 applies both to new Apprenticeship starts from 22 August 2017 and all Apprenticeships commenced before and not completed by 22 August 2017.

The modifications allow for an exemption to the English and Maths regular minimum requirements for people with Special Educational Needs, Learning Difficulties or Disabilities. This means that adjusting the minimum requirements to Entry Level 3 in English and Maths can be considered by the provider, on an individual and case-by-case basis, where **all of the conditions** of the updated SASE section 18 (Intermediate level) or section 37 (Advanced level) for have been satisfied and can be evidenced.

Full details relating to the exceptions eligibility criteria are contained in:

Sections 15-23 of SASE for Intermediate Level Apprenticeships
Sections 34-42 of SASE for Advanced Level Apprenticeships

When applying this exemption, providers must **STILL** consider how to enable the Apprentice to access further literacy and numeracy development – including Level 1 and Level 2 courses – as part of their overall training provision.

The modifications to SASE have also extended the list of qualifications that meet the minimum English requirements to allow for a British Sign Language (BSL) qualification, at the appropriate level, to be accepted as an alternative to a qualification in English, where **BSL is the primary language of the Apprentice**.

Full details relating to BSL acceptance are contained in:

Section 5(f) of SASE for Intermediate Level Apprenticeships
Section 28(f) of SASE for Advanced Level Apprenticeships

Furthermore, the SASE modifications have further extended the list of qualifications that meet the minimum English and Maths requirements to allow for the acceptance of a range of UK-wide qualifications, as an alternative to qualifications gained in England.

Full details relating to the list of acceptable qualifications are contained in:

Sections 5(g-j) and 6(f-i) of SASE for Intermediate Level Apprenticeships
Sections 28(g-j) and 29(f-i) of SASE for Advanced Level Apprenticeships

The modifications include reference to the new numerical grades in the reformed GCSE system and the **minimum** grade requirements. A grade 4 (new grading) will be considered equivalent to a grade C (old grading). A grade 2 (new grading) will be considered equivalent to a Grade E (old grading).

Full details relating to the numerically graded GCSEs are contained in:

Sections 5 and 6 of SASE for Intermediate Level Apprenticeships
Sections 28 and 29 of SASE for Advanced Level Apprenticeships

Please note that some frameworks may have English and Maths grade/level requirements that are **above** the SASE **regular** minimum requirements. The exceptions relating to the use of British Sign Language or Entry Level 3 qualifications, detailed above, **do not apply** to **industry-specific** minimum entry requirements. Please check specific framework documents to ascertain where this is the case and/or check directly with the Issuing Authority responsible for the framework.

The updated version of SASE, and guidance documents, can be accessed here:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/630068/Specification_of_Apprenticeship_Standards_for_England_.pdf

Customer Service (England)

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Framework summary

Customer Service

Intermediate Level Apprenticeship in Customer Service

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 2 include:

Pathway 1: Customer Service

Competence qualifications available to this pathway:

N/A

Knowledge qualifications available to this pathway:

N/A

Combined qualifications available to this pathway:

B1 - Level 2 Diploma in Customer Service

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Customer Service

Advanced Level Apprenticeship in Customer Service

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 3 include:

Pathway 1: Customer Service

Competence qualifications available to this pathway:

N/A

Knowledge qualifications available to this pathway:

N/A

Combined qualifications available to this pathway:

B1 - Level 3 Diploma in Customer Service

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Framework information

Information on the Issuing Authority for this framework:

Skills CFA

The Apprenticeship sector for occupations in business and administration, customer service, enterprise and business support, human resources and recruitment, industrial relations, leadership and management, marketing and sales (also includes contact centres and third sector).

Issue number: 23	**This framework includes:**
Framework ID: FR04119	Level 2 Level 3
Date this framework is to be reviewed by: 31/07/2017	This framework is for use in: **England**

Short description

The Customer Service Intermediate and Advanced Apprenticeships in England respond to the employer need for high levels of customer service skills within a wide range of organisations. Customer service skills are transferable across sectors and can be applied to many job roles. The apprenticeships are primarily aimed at individuals whose job role is dedicated to customer service as an occupation, for example intermediate apprentices may be Customer Service Trainees, Assistants and Representatives/Agents, whilst advanced apprentices may be Customer Relationship Managers, Co-ordinators and Team Leaders.

Contact information

Proposer of this framework

This apprenticeship has been proposed and developed by Skills CFA, with employers, training providers, colleges and awarding organisations feeding into the development of the apprenticeship and the qualifications. Employer input was collected through online consultations and steering group meetings which gathered the views of a wide range of individuals and organisations. Employer organisations involved in the development of this framework include, for example, BT and the De Vere Academy.

Developer of this framework

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Revising a framework

Contact details

Who is making this revision:	Marina Popova
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Why this framework is being revised

This framework was revised by Skills CFA in August 2017 in order to make amendments to the framework, as detailed below.

Summary of changes made to this framework

This framework was revised by Skills CFA in August 2017 in order to:

- remove qualification from the framework

Qualifications removed

- Central YMCA Qualifications Level 2 Diploma in Customer Service (QCF) (601/4797/0)

Qualifications added

N/A

Qualifications that have been extended

(no information)

Purpose of this framework

Summary of the purpose of the framework

Defining Apprenticeships

An Apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off-the-job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs.

All apprentices commencing their Apprenticeship must have an **Apprenticeship Agreement** between the employer and the apprentice. This can be used to reinforce the understanding of the requirements of the apprenticeship.

On completion of the apprenticeship the apprentice must be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry.

Profile of the sector

Employers recognise the key role customer-facing staff play in determining the quality of the customer experience and in increasing customer loyalty. In an increasingly service-led economy, customer demand for better and more individualised service is set to continue to increase. Therefore there is a need to raise customer service standards and increase the supply of people with customer service skills. Employers across all sectors, regardless of whether their main business is customer service or if they wish to train staff to undertake customer service as part of their job role, need to up skill their current workforce and recruit new staff. Customer service apprenticeships have a major role to play in this by helping employers address the skills gaps and shortages that they are experiencing, and by providing a vehicle for introducing and raising customer service skills in the workplace.

Employers have estimated that there will be 113,000 new jobs in customer service in England between 2004 and 2014 and have been using Apprenticeships in Customer Service as a recruitment tool since the mid-1990s. Every year since 2010 an average of 50,000 apprentices start their Customer Service Apprenticeship training in England, making it one of the most popular apprenticeship programmes. The need for high levels of customer service skills is evident across all sectors. In particular the Retail, Financial Services, Contact Centre, Hospitality, Sport and Recreation, Health and Social Care, Telecommunications and Travel and

Tourism sectors have the particularly high levels of customer service apprentices, with many other sectors, such as Local Government, Motor Vehicle, Power & Energy, Housing and Manufacturing also showing numbers still in their hundreds.

Due to the varied nature of the customer service industry there are many job roles that apply to customer service intermediate apprentices. These will include job roles which are dedicated to customer service such as Customer Service Trainee, Customer Service Assistant, Customer Service Advisor, Customer Service Representative and Customer Service Agent.

At the advanced apprenticeship level, dedicated customer service job roles will include Customer Relationship Manager, Customer Support Officer, Customer Service Team Leader, Customer Service Supervisory and Customer Service Co-ordinator.

The customer service apprenticeships have been built on the success of their predecessors by including employer led, up to date, flexible qualifications which meet their demand for higher levels of customer service skills, including softer-skills such as communication, team working, interpersonal skills and the ability to improve own learning and performance.

English and mathematics are included in the customer service apprenticeship options offered for Functional Skills. However, there are no IT or ICT Functional Skills in these apprenticeships as, historically, many learners have not been able to attain these skills due to the constraints of their job roles and access to IT equipment. Due to the pan sector nature of customer service and the diversity found in the apprentice job roles outlined above, an introduction of IT and ICT to these frameworks would prohibit a considerable number of learners from attaining this apprenticeship.

Whatever job role or sector a customer service apprentice might work in, they will be learning and understanding the key concepts of customer service and how to apply customer service knowledge and skills in the workplace.

For an intermediate apprentice these skills could involve communicating with customers, building relationships with customers, resolving problems, promoting products and/or services, using appropriate communication channels, keeping records, gathering customer feedback and working in a team.

For an advanced apprentice these skills could involve improving customer satisfaction, team leading, improving customer loyalty, gathering and analysing customer feedback, processing complaints and maintaining reliable customer service.

Aims and objectives of this framework (England)

(no information)

Entry conditions for this framework

There are no mandatory entry requirements for this apprenticeship framework. However, employers are looking to attract applicants who have a keen interest in providing excellent customer service and working as part of a team. They expect applicants to demonstrate a "can do" attitude and have basic numeracy and literacy skills on which to build their customer service skills.

Entrants will come from diverse backgrounds and will come with a range of experience, age, personal achievements and, in some cases, prior qualifications and awards which may count towards the achievement of an apprenticeship programme. The examples below, which are in no particular order of preference, include having:

- held a position of responsibility at school or college; OR
- undertaken work experience or work placement experience; OR
- completed the Duke of Edinburgh Award or similar award; OR
- achieved GCSEs or A levels; OR
- achieved QCF Awards, Certificates or Diplomas; OR
- completed a level 2 apprenticeship from another sector (for advanced apprenticeship applicants); OR
- achieved a Foundation or Higher Diploma, particularly related Diplomas in Business, Administration and Finance, Retail and Hospitality.

Apprentices who are undertaking the Customer Service Advanced Apprenticeship are likely to have some prior experience in a customer service role, although this is not a formal requirement.

Initial Assessment

Initial assessment must be used to ensure that applicants have a fair opportunity to demonstrate their ability. Learning programmes can then be tailored to meet a range of abilities and to recognise prior knowledge and experience.

Level 2

Title for this framework at level 2

Intermediate Level Apprenticeship in Customer Service

Pathways for this framework at level 2

Pathway 1:	Customer Service

Level 2, Pathway 1: Customer Service

Description of this pathway

Intermediate Apprenticeship in Customer Service

Total minimum credit value for this pathway is **55** credits:

- Combined qualification - 45 credits;
- Transferable skills - 10 credits (English and mathematics).

Entry requirements for this pathway in addition to the framework entry requirements

There are no entry requirements for this pathway in addition to the general framework entry requirements.

Job title(s)	Job role(s)
Customer Service Trainee, Assistant, Representative or Agent	Communicating effectively with customers face to face, in writing, or by telephone, resolving problems and improving customer relations, promoting products and services, keeping records, gathering customer feedback, working in a team, developing complementary technical skills according to job role.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - Level 2 Diploma in Customer Service

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	601/3544/X	Active IQ	45	245-305	N/A
B1b	601/3734/4	BIIAB	45	254-305	N/A
B1c	601/3562/1	City and Guilds of London Institute	45	245-305	N/A
B1d	601/3852/X	Future (Awards and Qualifications) Ltd	45	254-305	N/A
B1e	601/4026/4	Highfield Awarding Body for Compliance	45	245-305	N/A
B1f	601/3689/3	i Can Qualifications Limited	45	245-305	N/A
B1g	601/3456/2	IMI Awards Ltd	45	245-305	N/A
B1h	601/3618/2	Industry Qualifications	45	245-305	N/A
B1i	601/3511/6	Lifetime Awarding	45	245-305	N/A
B1j	601/3973/0	NCFE	45	247-304	N/A
B1k	601/3432/X	OCR	45	245-305	N/A
B1l	601/3424/0	Pearson Education Ltd	45	245-305	N/A
B1m	601/3576/1	ProQual Awarding Body	45	245-305	N/A
B1n	601/3520/7	Skillsfirst Awards Ltd	45	245-305	N/A
B1o	601/4213/3	Scottish Qualifications Authority	45	245-305	N/A
B1p	601/4405/1	Open Network College London Region	45	245-305	N/A
B1q	601/4418/X	NOCN	45	245-305	N/A
B1r	601/4310/1	SFJ Awards	45	245-305	N/A

B1s	601/4357/5	ITEC	45	245-305	N/A
B1t	601/4882/2	VTCT	45	245-305	N/A
B1u	601/4936/X	Training Qualifications UK Ltd	45	245-305	N/A
B1v	601/6769/5	Apt Ed	45	245-305	N/A
B1w	601/6718/X	Gateway Qualifications	45	245-305	N/A
B1x	601/8842/X	Focus Awards	45	245-305	N/A

Relationship between competence and knowledge qualifications

The Level 2 Diploma in Customer Service includes both knowledge and competence units. Learners must complete a minimum of 45 credits. 19 credits from mandatory units, a minimum of 3 credits from Group B optional units, a minimum of 16 credits from Group C optional units and a maximum of 7 credits can come from Group D optional units.

The requirement for at least 10 credits on the QCF for the knowledge element and 10 credits for the competence element will be completed through the mandatory units. By completing the following mandatory units the apprentice will achieve 9 credits for competence and 10 credits for knowledge. A further 3 credits for the competence element will be achieved by completing one unit from mandatory competence group B.

Mandatory Group

Competence Units

- A/506/2130 - Deliver customer service (5 credits)
- L/506/1788 - Manage personal performance and development (4 credits)

Knowledge Units

- J/506/2132 - Principles of customer service (4 credits)
- F/506/2131 - Understand customers (2 credits)
- A/506/1964 - Understand employer performance and development (4 units)

Group B

Competence group

- D/506/2119 - Communicate verbally with customers (3 credits)
- T/506/2126 - Communicate with customers in writing (3 credits)

Group C contains 58 credits from competence units, and Group D contains 43 credits from competence units and 4 credits from knowledge units.

As part of the evidence requirements for Apprenticeship Completion certification, a copy of a completed Apprentice Consent Form must be uploaded to ACE (www.acecerts.co.uk).

Please note: those who have already achieved competence and/or knowledge qualifications prior to this Apprenticeship must select options which will equip them with new skills and learning.

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	1	5
GCSE qualification in English (with enhanced functional content)	E	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE Qualification in English*	E	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	C	N/A
A' Level or AS Level qualification in English Language**	E	N/A
A' Level or AS Level qualification in English Literature**	E	N/A
A' Level or AS Level qualification in English Language and Literature**	E	N/A

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	1	5
GCSE qualification (with enhanced functional content) in Mathematics	E	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or... *	1	5
GCSE qualification in Mathematics*	E	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	C	N/A
A' Level or AS Level qualification in Mathematics**	E	N/A
A' Level or AS Level qualification in Pure Mathematics**	E	N/A
A' Level or AS Level qualification in Further Mathematics**	E	N/A

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Inclusion of Information and Communications Technology (ICT)

Only English and mathematics are included as required transferable skills in the Customer Service Intermediate Apprenticeship. ICT has not been included as a transferable skill due to the constraints of many customer service apprentice's job roles and issues surrounding limited access to IT equipment for a high proportion of apprentices. Due to the pan sector nature of customer service and the diversity found in apprentices' job roles, the inclusion of ICT would prohibit a considerable number of learners from attaining this apprenticeship.

Progression routes into and from this pathway

Progression into the Intermediate Apprenticeship in Customer Service

Progression into this intermediate apprenticeship may be from a wide number of routes due to the varying backgrounds and past academic and work related experiences of apprentices. Such routes will include having:

- undertaken learning in the Foundation Learning Curriculum
- achieved QCF Awards, Certificates or Diplomas
- achieved a (14 - 19) Foundation or Higher Diploma in Business, Administration and Finance or Hospitality
- achieved GCSEs or A Levels.

Learners may also progress into the intermediate apprenticeship without prior qualifications.

Progression from the Intermediate Apprenticeship in Customer Service

Intermediate apprentices, with support and opportunities in the workplace, can progress onto:

- the Level 3 Advanced Apprenticeship in Customer Service
- other Level 3 Advanced Apprenticeships – particularly where customer service is an important part of the job such as Business Administration, Retail, Hospitality and Travel & Tourism
- the Advanced (14 – 19) Diplomas in a range of related sectors, including Business, Administration and Finance, Public Services, Hospitality and Retail
- further education to undertake customer service, business related or other qualifications.

With additional training, intermediate apprentices may be able to progress in their careers to roles including Customer Relationship Manager, Customer Service Executive Officer, Customer Service Delivery Co-ordinator, Customer Service Team Leader, Customer Service Supervisors and Managers, Senior Customer Service Advisers or a wide range of other Customer Service related roles.

Employee rights and responsibilities

Delivery and assessment of ERR

The Employee Rights and Responsibilities component of the apprenticeship can be achieved through either:

1. A QCF ERR Qualification/Unit:

- The L/506/1905 Employee rights and responsibilities unit (QCF) - this is an optional unit included within the combined qualification
- The Level 2 Award in Employee Rights and Responsibilities (QCF) - this qualification is offered by a range of organisations
- Any other approved unit or qualification listed in Skills CFA FAQ

2. ERR Workbook

- The Instructus Skills ERR workbook, available from the Instructus Skills E-learning portal (elearning.instructus.org) - the workbook has been designed to enable apprentices to work their way through a series of questions and activities which will bring the ERR to life, making the learning more meaningful and long lasting and enhance the employability skills of the apprentice.

ERR National Outcomes

1. knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law. This should cover the apprentice's rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010, and Health and Safety legislation, together with the responsibilities and duties of employers
2. knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme
3. knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme
4. understands the role played by their occupation within their organisation and industry
5. has an informed view of the types of career pathways that are open to them
6. knows the types of representative bodies and understands their relevance to their skill, trade or occupation, and their main roles and responsibilities
7. knows where and how to get information and advice on their industry, occupation, training and career
8. can describe and work within their organisation's principles of conduct and codes of practice
9. recognises and can form a view on issues of public concern that affect their organisation and industry.

Evidence of achievement of ERR

If the ERR component has been achieved, please mark the relevant tick box on ACE, there is no longer a requirement to evidence ERR completion when applying for apprenticeship certificates. However, we recommend that an internal record of ERR achievement is retained.

Level 3

Title for this framework at level 3

Advanced Level Apprenticeship in Customer Service

Pathways for this framework at level 3

Pathway 1:	Customer Service

Level 3, Pathway 1: Customer Service

Description of this pathway

Advanced Apprenticeship in Customer Service

Total minimum credit value for this pathway is **65** credits:

- Combined qualification - 55 credits;
- Transferable skills - 10 credits (English and mathematics).

Entry requirements for this pathway in addition to the framework entry requirements

There are no entry requirements for this pathway in addition to the general framework entry requirements.

However, it is likely that advanced apprentices will have some prior experience in a customer service role to allow them to complete the advanced apprenticeship, although this is not a formal requirement.

Job title(s)	Job role(s)
Customer Relationship Manager, Customer Service Co-ordinator, Customer Service Team Leader	Communicating effectively with customers face to face, in writing, or by telephone, resolving problems and improving customer relations, promoting products and services, using software/office equipment to communicate, keeping records, gathering and analysing customer feedback and leading a team.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - Level 3 Diploma in Customer Service

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	601/3545/1	Active IQ	55	289-375	N/A
B1b	601/3735/6	BIIAB	55	289-375	N/A
B1c	601/3564/5	City and Guilds of London Institute	55	289-375	N/A
B1d	601/3873/7	Future (Awards and Qualifications) Ltd	55	289-363	N/A
B1e	601/4027/6	Highfield Awarding Body for Compliance	55	289-375	N/A
B1f	601/3687/X	i Can Qualifications Limited	55	289-375	N/A
B1g	601/3457/4	IMI Awards Ltd	55	289-375	N/A
B1h	601/3512/8	Lifetime Awarding	55	289-375	N/A
B1i	601/3974/2	NCFE	55	289-375	N/A
B1j	601/3433/1	OCR	55	289-375	N/A
B1k	601/3478/1	Pearson Education Ltd	55	289-372	N/A
B1l	601/3577/3	Pro Qual Awarding Body	55	289-375	N/A
B1m	601/3521/9	Skillsfirst Awards Ltd	55	289-375	N/A
B1n	601/4214/5	Scottish Qualifications Authority	55	289-375	N/A
B1o	601/4392/7	ITEC	55	289-375	N/A
B1p	601/4419/1	NOCN	55	289-375	N/A
B1q	601/4883/4	VTCT	55	289-375	N/A
B1r	601/4937/1	Training Qualifications UK Ltd	55	289-375	N/A

B1s	601/6780/4	Focus Awards	55	289-375	N/A
B1t	601/6727/0	Gateway Qualifications	55	289-375	N/A
B1u	601/5051/8	Industry Qualifications	55	289-375	N/A
B1v	601/8763/3	Ascentis	55	289	N/A

Relationship between competence and knowledge qualifications

The Level 3 Diploma in Customer Service includes both knowledge and competence units. Learners must complete a minimum of 55 credits. 31 credits from mandatory units, a minimum of 15 credits from Group B optional units, a maximum of 9 credits can come from Group C optional units.

The requirement for at least 10 credits on the QCF for the knowledge element and 10 credits for the competence element will be completed through the mandatory units. By completing the mandatory units the apprentice will achieve 12 credits for competence and 19 credits for knowledge.

The split between knowledge and competence units is shown below:

Mandatory Group

Competence units

- T/506/2952 - Manage personal and professional development (3 credits)
- L/506/2150 - Organise and deliver customer service (5 credits)
- K/506/2169 - Resolve customers' problems (4 credits)

Knowledge units

- D/506/1942 - Principles of business (10 credits)
- J/506/2910 - Understand customers and customer retention (4 credits)
- Y/506/2152 - Understand the customer service environment (5 credits)

As part of the evidence requirements for Apprenticeship Completion certification, a copy of a completed Apprentice Consent Form must be uploaded to ACE (www.acecerts.co.uk).

Please note: those who have already achieved competence and/or knowledge qualifications prior to this Apprenticeship must select options which will equip them with new skills and learning.

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	2	5
GCSE qualification in English (with enhanced functional content)	C	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	C	N/A
A' Level or AS Level qualification in English Language**	E	N/A
A' Level or AS Level qualification in English Literature**	E	N/A
A' Level or AS Level qualification in English Language and Literature**	E	N/A

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	2	5
GCSE qualification (with enhanced functional content) in Mathematics	C	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or... *	2	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	C	N/A
A' Level or AS Level qualification in Mathematics**	E	N/A
A' Level or AS Level qualification in Pure Mathematics**	E	N/A
A' Level or AS Level qualification in Further Mathematics**	E	N/A

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Inclusion of Information and Communications Technology (ICT)

Only English and mathematics are included as required transferrable skills in the Customer Service Advanced Apprenticeship. ICT has not been included as a transferrable skill due to the constraints of many customer service apprentice's job roles and issues surrounding limited access to IT equipment for a high proportion of apprentices. Due to the pan sector nature of customer service and the diversity found in apprentices' job roles, the inclusion of ICT would prohibit a considerable number of learners from attaining this apprenticeship.

Progression routes into and from this pathway

Progression into the Advanced Apprenticeship in Customer Service

Progression into this advanced apprenticeship may be from a wide number of routes due to the varying backgrounds and past academic and work related experiences of apprentices. Such routes will include having:

- achieved a Level 2 Intermediate Apprenticeship in Customer Service
- achieved an Intermediate Apprenticeships from any sector
- achieved QCF Awards, Certificates or Diplomas
- achieved a (14 - 19) Foundation or Higher Diploma, in Business Administration and Finance, Hospitality or Retail Business
- achieved GCSEs or A Levels.

Learners may also progress into the advanced apprenticeship without prior qualifications.

Most learners progressing into the Customer Service Advanced Apprenticeship have some prior experience in a customer service job role, although this is not a formal requirement. Learners who do not have any prior experience in a customer service job role may be better suited to the Customer Service Intermediate Apprenticeship, although all individuals should be judged on their own merits, experiences and capabilities.

Progression routes from the Advanced Apprenticeship in Customer Service

Advanced apprentices, with support and opportunities in the workplace, can progress onto:

- a Higher Level Apprenticeship programme in Contact Centre Management, Business & Professional Administration or Leadership & Management
- further or higher education to undertake customer service, business related or other qualifications, including Foundation Degrees in, for example, Contact Centres, Retail Management, Business Management or Hospitality
- a range of Customer Service, Contact Centres, Sales, Business related and other undergraduate programmes
- a range of Customer Service and other Professional Qualifications, including a Level 4 Diploma in Customer Service Management, a Level 4 Diploma in Contact Centres, or a Foundation Degree in Contact Centre Management.

With additional training, advanced apprentices may be able to progress in their careers to roles including senior customer service supervisor, customer service manager, and a range of other senior customer service related roles.

UCAS points for this pathway: N/A

Employee rights and responsibilities

Delivery and assessment of ERR

The Employee Rights and Responsibilities component of the apprenticeship can be achieved through either:

1. **A QCF ERR Qualification/Unit:**

- The L/506/1905 Employee rights and responsibilities unit (QCF) - this is an optional unit included within the combined qualification
- The Level 2 Award in Employee Rights and Responsibilities (QCF) - this qualification is offered by a range of organisations
- Any other approved unit or qualification listed in Skills CFA FAQ

2. ERR Workbook

- The Instructus Skills ERR workbook, available from the Instructus Skills E-learning portal (elearning.instructus.org) - the workbook has been designed to enable apprentices to work their way through a series of questions and activities which will bring the ERR to life, making the learning more meaningful and long lasting and enhance the employability skills of the apprentice.

ERR National Outcomes

1. knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law. This should cover the apprentice's rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010, and Health and Safety legislation, together with the responsibilities and duties of employers;
2. knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme;
3. knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme;
4. understands the role played by their occupation within their organisation and industry;
5. has an informed view of the types of career pathways that are open to them;
6. knows the types of representative bodies and understands their relevance to their skill, trade or occupation, and their main roles and responsibilities;
7. knows where and how to get information and advice on their industry, occupation, training and career;
8. can describe and work within their organisation's principles of conduct and codes of practice;
9. recognises and can form a view on issues of public concern that affect their organisation and industry.

Evidence of achievement of ERR

If the ERR component has been achieved, please mark the relevant tick box on ACE, there is no longer a requirement to evidence ERR completion when applying for apprenticeship certificates. However, we recommend that an internal record of ERR achievement is retained.

The remaining sections apply to all levels and pathways within this framework.

How equality and diversity will be met

According to national statistics, males represent less than a third (31%) of employees working in customer service in the UK. Those working in customer service occupations are mainly female (69%) and predominantly white (88%). Only 5 per cent of males have part time jobs in customer service whereas 27 per cent of females working in the UK have part time jobs. Although males are under-represented in customer service occupations they are much more likely to have full time positions.

Possible reasons for the imbalance between males and females in the sector include:

- the perception of customer service as a female orientated sector/job-role
- the role part-time staff play in the sector and the relatively high proportion of part-time jobs held by females within the sector
- the perceptions of customer service as not providing high level skills or not leading to professional status
- a perceived lack of a clear, progressive, skill pathway
- a lack of understanding that the generic nature of customer service skills can provide career routes into a wide range of sectors.

As the workforce and the customer base become more diverse, customer service needs to reflect that diversity and manage it effectively. This requires not only sensitivity to issues such as ethnicity, culture, gender and disability, but an awareness of the potential for different and more creative approaches that diversity in general brings to the business.

Apprenticeships are seen as a vital route to encourage and facilitate a diverse set of individuals entering into customer service. Entry conditions to this framework do not discriminate against any individuals, with the framework being open and accessible to all potential apprentices. Mentoring is also promoted within the apprenticeship to provide additional support and increase the chances of apprentices staying. Training providers and employers must also comply with the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to and promotion within, the industry, using the protected characteristics of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- gender

- sexual orientation.

Download the guidance on the Equality Act here.

Recent statistics produced by the Institute for Employment Studies show that Customer Service Apprenticeship starts in England are dominated by women (68.6% of all starts). The number of apprentices from ethnic minority backgrounds is 11.6%, which is roughly in line with the population as a whole. 9.4% of Customer Service Apprenticeship starts are recorded as having a disability (above national representative numbers), whilst 3.9% of apprentices record having a learning difficulty, which shows some under-representation when compared to the population as a whole.

In order to address some of these issues, awareness of customer service as a profession is being raised through:

- the (14-19) Diploma in Business, Administration and Finance, although all Diplomas have underpinning customer service and equality and diversity themes
- teaching resources for schools
- opportunities to engage with ethnic groups and improve occupational opportunities
- various careers websites for the customer service Industry, which include non-stereotypical images.

Skills CFA will monitor take-up and achievement of all apprenticeships and take steps to address any barriers to take-up and achievement.

On and off the job guided learning (England)

Total GLH for each pathway

National Apprenticeship Service (NAS) Statement on Apprenticeship Quality

The minimum hours of employment for an apprentice should be at least 30 hours per week. By exception, where the individual's circumstances or the particular nature of employment in a given sector makes this impossible, then an absolute minimum of 16 hours must be met. In such cases the duration of the Apprenticeship should be extended.

The duration of the Apprenticeship is expected to reflect that set out by employers in the relevant Apprenticeship Framework document, but at the very least must meet the minimum duration requirement announced by NAS. Learners aged 16-18 must spend a minimum of 12 months on the Apprenticeship programme. Learners aged 19 or over must spend at minimum of 12 months on the Apprenticeship unless relevant prior learning is recorded. Where this is the case, the Apprenticeship must not be for less than 6 months. Apprenticeship delivery must be planned to make full and effective use of the duration, including the opportunity for apprentices to embed and extend their learning through repeated workplace practice.

Regardless of how long the apprenticeship takes, the minimum Guided Learning Hours must be met.

Intermediate Level Apprenticeship in Customer Service

Pathway title: Customer Service - the minimum Guided Learning Hours (GLH) for the 12 month programme is **403 hours.**

Advanced Level Apprenticeship in Customer Service

Pathway title: Customer Service - the minimum Guided Learning Hours (GLH) for the 12 month programme is **471 hours**

Please note, to comply with the Apprenticeship, Skills, Children and Learning Act, a minimum of 280 Guided Learning Hours within the first year of the apprenticeship and at least 280 Guided Learning Hours (pro rata) in each subsequent year must be completed. Where an apprentice completes an Apprenticeship part way through a 12 month period (after the minimum regulatory duration requirements have been met), an apprentice must receive a proportion of the annual minimum of 280 GLH, which is at least equal to the proportion of the final 12 month period spent on the Apprenticeship.

Minimum off-the-job guided learning hours

Intermediate Level Apprenticeship in Customer Service

Pathway Title: Customer Service

1. Minimum recommended duration of programme is 12 months
2. Total of 120 minimum GLH for the duration of the programme
3. Breakdown of this pathway as follows:

- 30 hours for Functional Skills (15 hours per skill)
- 66 hours (minimum) associated with the competence and knowledge element of the combined qualification
- 24 hours of off-the-job coaching and mentoring to support the apprentice.

Advanced Level Apprenticeship in Customer Service

Pathway Title: Customer Service

1. Minimum recommended duration of the programme is 12 months
2. Total of 175 minimum GLH for the duration of the programme
3. Breakdown of this pathway as follows:

- 30 hours for Functional Skills (15 hours per Functional Skill)
- 109 hours (minimum) associated with the competence and knowledge element of the combined qualification
- 36 hours of off-the-job coaching and mentoring to support the apprentice.

How this requirement will be met

Off-the-job Guided Learning Hours refers to the time taken to develop the technical skills and to develop knowledge of theoretical concepts across a range of contexts. It can be seen as time away from "the immediate pressures of the job", and may include all of the following (non-exclusive) activities:

- individual and group teaching
- coaching
- distance learning
- e-learning
- feedback and assessment
- guided study
- learning with peers/networked or collaborative learning
- mentoring.

Off-the-job Guided Learning Hours must:

- be planned, reviewed and evaluated jointly between the apprentice and: a tutor, or teacher, their workplace supervisor or manager; or their coach or mentor;
- allow access as and when required by the apprentice either to a tutor, teacher, supervisor, manager, mentor or coach;
- be delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching, mentoring, observation, feedback and assessment, collaborative/networked learning with peers, guided study, and induction;
- be characterised by formal or planned taught sessions delivered predominantly by qualified training staff;
- be delivered during contracted working hours;
- be delivered whilst working under an apprenticeship agreement, or during a qualifying period prior to working under an apprenticeship agreement ending on the date of application for an apprenticeship certificate.

It should be noted that the Guided Learning Hours attached to the Functional Skills qualifications are split between off-the-job and on-the-job learning hours. The expectation is that apprentices will undertake some learning off-the-job to achieve the underpinning knowledge attached to each Functional Skill, supported by on-the-job learning to embed this knowledge and practice its application whilst learning on-the-job.

Evidence of off-the-job Guided Learning Hours will include:

There is no requirement for the achievement of GLH to be evidenced at the point of claiming a completion certificate. However, we recommend that an internal record of GLH achievement is kept for auditing purposes.

Minimum on-the-job guided learning hours

Intermediate Level Apprenticeship in Customer Service

Pathway Title: Customer Service

1. Minimum recommended duration of programme is 12 months
2. Total of 283 minimum GLH for the duration of the programme
3. Breakdown of this pathway as follows:

- 60 hours for Functional Skills (30 hours per Functional Skill)
- 179 hours (minimum) associated with the competence and knowledge element of the combined qualification
- 44 hours of on-the-job coaching and mentoring to support the apprentice, including the development of their Personal Learning and Thinking Skills.

Advanced Level Apprenticeship in Customer Service

Pathway Title: Customer Service

1. Minimum recommended duration of programme is 12 months
2. Total of 296 minimum GLH for the duration of the programme
3. Breakdown of this pathway as follows:

- 60 hours for Functional Skills (30 hours per Functional Skill)
- 180 hours (minimum) associated with the competence and knowledge element of the combined qualification
- 56 hours of on-the-job coaching and mentoring to support the apprentice, including the development of their Personal Learning and Thinking Skills.

How this requirement will be met

On-the-job guided learning hours refers to the time taken to develop the practical skills applied in the context of a job role. It can be seen as the time the apprentice spends being guided whilst undertaking normal activities as part of their job role, and which provide opportunities to learn, develop and practice skills.

On-the-job Guided Learning Hours must:

- be planned, reviewed and evaluated jointly between the apprentice and: a tutor, or teacher, their workplace supervisor or manager; or their coach or mentor;
- allow access as and when required by the apprentice either to a tutor, teacher, supervisor, manager, mentor or coach;
- be delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching, mentoring, observation, feedback and assessment, collaborative/networked learning with peers, guided study, and induction;
- enable the apprentice to demonstrate practical job-related skills and to practice and apply these in the context of the job. This type of learning will be delivered in the workplace;
- be delivered whilst working under an apprenticeship agreement, or during a qualifying period prior to working under an apprenticeship agreement ending on the date of application for an apprenticeship certificate.

It should be noted that the Guided Learning Hours attached to the Functional Skills qualifications are split between off-the-job and on-the-job learning hours. The expectation is that Apprentices will undertake some learning off-the-job to achieve the underpinning knowledge attached to each Functional Skill, supported by on-the-job learning to embed this knowledge and practice its application whilst learning on-the-job.

Evidence of on-the-job Guided Learning Hours will include:

There is no requirement for the achievement of GLH to be evidenced at the point of claiming a completion certificate. However, we recommend that an internal record of GLH achievement is

kept for auditing purposes.

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

All 6 Personal Learning and Thinking Skills (PLTS) must be achieved and evidenced by the apprentice as part of the framework requirements. The PLTS have been mapped to the mandatory units of the combined qualifications to demonstrate where these skills are likely to naturally occur. This mapping can be downloaded from the Skills CFA website (www.skillscfa.org).

As achievement of PLTS can be marked in a tick box when claiming Apprenticeship completion certification, there is no longer a requirement to evidence PLTS completion when applying for apprenticeship certificates. However, we recommend that an internal record of PLTS achievement is retained.

Creative thinking

People think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Creative Thinking skills encompass:

- generating ideas and exploring possibilities
- asking questions to extend thinking
- connecting own and others' ideas and experiences in inventive ways
- questioning own and others' assumptions
- trying out alternatives or new solutions and following ideas through
- adapting ideas as circumstances change.

Independent enquiry

People process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Independent Enquiry skills encompass:

- identifying questions to answer and problems to resolve

- planning and carrying out research, appreciating the consequences of decisions
- exploring issues, events or problems from different perspectives
- analysing and evaluating information, judging its relevance and value
- considering the influence of circumstances, beliefs and feelings on decisions and events
- supporting conclusions, using reasoned arguments and evidence.

Reflective learning

People evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Reflective Learning skills encompass:

- assessing yourself and others, identifying opportunities and achievements
- setting goals with success criteria for your personal development and work
- reviewing progress, acting on the outcomes
- inviting feedback and dealing positively with praise, setbacks and criticism
- evaluating experiences and learning to inform your future progress
- communicating your learning in relevant ways for different audiences.

Team working

People work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Team Working skills encompass:

- collaborating with others to work towards common goals
- reaching agreements, managing discussions to achieve results
- adapting behaviour to suit different roles and situations, including leadership roles
- showing fairness and consideration to others
- taking responsibility, showing confidence in yourself and your contribution
- providing constructive support and feedback to others.

Self management

People organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Self Management skills encompass:

- seeking out challenges or new responsibilities and showing flexibility when priorities change
- working towards goals, showing initiative, commitment and perseverance
- organising time and resources, prioritising actions
- anticipating, taking and managing risks
- dealing with competing pressures, including personal and work-related demands
- responding positively to change, seeking advice and support when needed
- managing your emotions and building and maintaining relationships.

Effective participation

People actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Effective Participation skills encompass:

- discussing issues of concern, seeking resolution where needed
- presenting a persuasive case for action
- proposing practical ways forward, breaking these down into manageable steps
- identifying improvements that would benefit others as well as yourself
- trying to influence others, negotiating and balancing diverse views to reach workable solutions
- acting as an advocate for views and beliefs that may differ from your own.

Additional employer requirements

There are no additional employer requirements.

apprenticeship
FRAMEWORKS ONLINE

For more information visit
www.afo.sscalliance.org