



Technical and Vocational Education and Training (TVET) Council



**Occupational Standards
of Competence**

Service Desk Operations Level 2

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Qualification Overview
NVQB
in
Service Desk Operations
Level 2

NVQB Qualification Service Desk Operations Level 2

Qualification Overview

This qualification is designed to provide training, assessment, and recognised certification for persons within Customer Service and Information Communication Technology/Information Technology (ICT/IT) Help Desk functions within organisations and workplaces.

The term ‘Help Desk’ is now an aged term and initially was centered within ICT/IT) departments. The more currently used term is the ‘Service Desk’ which allows for the functions to be extended across other departments outside of ICT/IT area. The service desk is a single focal point within an organisation where the core principle is assisting customers with requests or resolving issues of a technical or non-technical nature including identifying and confirming the type of support required, confirming and satisfying customer needs and working continuously to improve customer service delivery. Candidates must be able to provide the full range of service desk support according to workplace guidelines and contribute to diagnosing and resolving issues as means of being proactive in the delivery of service. Candidates must also be able to work effectively and efficiently as the first line of contact for external and internal customers exhibiting all types of behaviours and attitudes.

This qualification is competence based, which means that it is linked to the candidate’s ability to competently perform a range of tasks laid out in the qualification. Candidates must plan a programme of development and assessment with their assessors and compile a portfolio of evidence to prove that they are competent in their work role.

Who is the Qualification for?

The NVQB in Service Desk Operations Level 2 is aimed at persons who work within a variety of contexts and carry out some complex and non-routine tasks. The worker has responsibility and limited autonomy, reports to a senior officer/team leader/supervisor but is responsible enough to perform tasks independently and as a part of a team. Individuals must have some knowledge of service desk operations and these skills can be stacked to higher levels within the customer service area. Competencies are for persons who are likely to be in roles where for example their duties may include:

- Working at customer service desk/providing customer service
- Operating a service desk line

Jobs within the occupational area

- Service Desk Representatives
- Customer Service Desk Assistants
- Front Office Personnel/Receptionists
- Sales Assistants

This list is not exhaustive and only serves to illustrate the breadth of the qualification.

Where can it be used:

This qualification can be used in organisations that have a Customer Service/Help/Receptionist Desk where persons make initial contact with the organisation for support and guidance.

A011902 - APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE
SERVICE DESK OPERATIONS LEVEL 2

To achieve the full qualification, candidates must complete all **NINE (9)** mandatory units.

<u>MANDATORY UNITS (ALL MUST BE COMPLETED)</u>	<u>CODE</u>
1. Respond to health and safety risks in the workplace	UA54302
1.1 Contribute to maintaining a safe workplace	
1.2 Identify and respond to risk in the workplace	
2. Collaborate with others	UA49502
2.1 Communicate with individuals from diverse backgrounds	
2.2 Deal with cultural misunderstandings	
2.3 Work with others	
3. Manage self within the service desk environment	UA54402
3.1 Develop knowledge and skills for self and work role	
3.2 Develop time management skills	
3.3 Identify stress control techniques	
3.4 Review performance	
4. Provide service desk support	UA54502
4.1 Verify agreed operational procedures	
4.2 Record requests and complaints	
4.3 Respond to requests and complaints	
4.4 Contribute to the evaluation of service desk support functions	
5. Resolve service requests and incidents	UA54602
5.1 Diagnose complaints	
5.2 Rectify identified problems	
5.3 Review resolved requests and incidents	
6. Manage customer service relationships	UA54702
6.1 Confirm customer needs	
6.2 Handle customer relationships	
6.3 Monitor customer service relationships	

MANDATORY UNITS (ALL MUST BE COMPLETED)

CODE

7. Contribute to diagnosing and resolving issues

UA54802

- 7.1 Troubleshoot issues
- 7.2 Resolve issues
- 7.3 Improve knowledge management content

8. Provide technical support

UA54902

- 8.1 Confirm required support
- 8.2 Deliver technical support

9. Contribute to the protection of the environment

U68402

- 9.1 Work in an environmentally conscious way
- 9.2 Contribute to continuous improvements in protecting environment

UA54302**Respond to health and safety risks in the workplace**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to minimise and respond to health and safety risks in the workplace. It will assist in getting to know and meeting own responsibilities for health and safety.

The unit will also assist in identifying actual and potential risks from hazards and taking effective action to minimise potential harm from these hazards in the workplace.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | | | |
|----|--|-----|--|
| 1. | Contribute to maintaining a safe workplace | 1.1 | Perform work activities in line with relevant health and safety legislation, codes of practice and guidelines. |
| | | 1.2 | Identify and use personal protective equipment and clothing in accordance with organisational guidelines and task requirements. |
| | | 1.3 | Conduct work in a manner which would not endanger self or others in accordance with organisational safety and health policies and procedures. |
| | | 1.4 | Maintain work areas under own responsibility, free from unnecessary hazards and risks. |
| | | 1.5 | Keep emergency and escape routes free from obstructions and maintain signage according to legislative requirements. |
| | | 1.6 | Report hazards that could endanger the safety of the personnel in workplace to relevant persons giving full and accurate details according to organisational requirements. |

- 1.7 Report challenges with respect to health and safety policies, instructions, or guidelines to relevant persons, providing full and accurate details.
2. Identify and respond to risks in the workplace
 - 2.1 Identify actual and potential risks to health and safety in the work area and report to relevant persons according to organisational procedures.
 - 2.2 Take immediate and effective action within the limits of own authority to manage the effects of risk without causing danger to self or others according to organisational procedures.
 - 2.3 Provide clear information or instructions to relevant persons which would allow them to take appropriate action to assist according to organisational and legislative requirements.
 - 2.4 Report details of risks to appropriate persons including the action taken to manage it according to organisational procedure.

RANGE STATEMENT

All range statements must be assessed:

1. **Hazards** may include but are not limited to:
 - Physical
 - Environmental
 - Materials
2. **Risks** may include but are not limited to:
 - Life
 - Property
3. **Report** may include but is not limited to:
 - Verbally
 - In writing
4. **Relevant persons** may include but are not limited to:
 - Colleagues
 - Emergency services
5. **Manage** may include but is not limited to:
 - Control
 - Eliminate
 - Minimise

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the current legislation, codes of practice and guidelines relating to health and safety in the workplace.
2. What are your own health and safety responsibilities and how to comply with these requirements.
3. Why it is important to maintain a safe workplace and what can be done to help.
4. What personal protective safety equipment and clothing should be used, when and how to use it.
5. How the way work is carried out and personal conduct affect the health and safety of the workplace.
6. Where and how to get help if required to maintain safety in workplace.
7. What are the typical risks and hazards to health and safety which are likely to occur in the workplace.
8. What are the limits of own responsibility and the ability to take immediate action to reduce the effects of risks.
9. How to use appropriate equipment and alarm systems to limit hazards and risks.
10. How and from where to obtain help to deal with hazardous and risky situations.
11. What details should be recorded and reported relating to risks, hazards and action taken.
12. What are the different types of hazards, for example physical, environmental and materials.
13. How to work safely and why it is important to know how to handle hazardous substances.
14. How to manage hazards to control, eliminate or minimise them.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA49502**Collaborate with others**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to work collaboratively with others. It covers communicating with individuals from diverse backgrounds and dealing with cultural misunderstandings.

ELEMENT**PERFORMANCE CRITERIA***Candidates must be able to:*

- | | |
|--|--|
| 1. Communicate with individuals from diverse backgrounds | <ul style="list-style-type: none"> 1.1 Confirm approved methods of communication according to organisational procedures. 1.2 Use effective listening skills, ask questions to gain additional information and clarify understanding. 1.3 Follow rules of ethics and protocols established by the organisation. 1.4 Treat individuals and groups from different backgrounds, cultures and languages with respect and sensitivity. 1.5 Communicate and cooperate with individuals from different backgrounds while carrying out organisational tasks and activities. 1.6 Respond to organisational situations in a manner that considers different traditions and ways of communicating and values and respects differences in cultures, language and backgrounds. |
| 2. Deal with cultural misunderstandings | <ul style="list-style-type: none"> 2.1 Identify issues which may cause conflict or misunderstandings in the organisation and communicate to relevant persons. 2.2 Address difficulties with those involved within the limits of own authority and seek assistance from relevant persons where required. 2.3 Work with others to resolve cultural misunderstandings and refer those outside the limits of own authority to appropriate persons. |

- 3. Work with others
 - 3.1 Confirm that others know and understand the approved organisational methods of communication, ethics and protocols to be used.
 - 3.2 Conduct work in accordance with the role and responsibilities of assigned tasks.
 - 3.3 Contribute to the achievement of required outcomes, consult with others and participate in activities.
 - 3.4 Collaborate with relevant others to resolve problems through agreed and accepted processes of the organisation.
 - 3.5 Make suggestions for improvements to processes for the achievement of tasks according to organisational procedures.
 - 3.6 Conduct work maintaining personal health, safety and environmental regulations according to organisational procedures and established regulations.

RANGE STATEMENT

All range statements must be assessed:

1. Background, cultures may include but are not limited to:

- Race/ethnic origin
- Language
- Special needs
- Family structure
- Gender
- Age
- Sexual preference

2. Different traditions and ways of communicating may include but are not limited to:

- Appropriate ways of greeting and parting
- Levels of formality
- Work ethics
- Family obligations
- Customs
- Social values
- Dress and grooming
- Non-verbal behaviour, understanding and interpretations
- Observance of special religious feasts or other celebratory days
- Product preference

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the approved methods of communication for the organisation
2. How to demonstrate effective listening skills and the importance of effective listening.
3. Why it is important to ask questions to gain additional information and clarify understanding.
4. What are the rules of ethics and protocols established by organisation that must be followed.
5. How and why it is important to treat individuals and groups from different backgrounds, cultures and languages with respect and sensitivity.
6. Which methods and techniques to use to communicate and cooperate effectively with individuals from different backgrounds when carrying out organisational tasks and activities.
7. How to value and respect differences in cultures and backgrounds while communicating organisational situations.
8. How to work with others to resolve misunderstandings whilst considering cultural differences account and refer those outsidess of limits of own authority to appropriate persons.
9. Why and when to confirm that others know and understand methods of communication, ethics and protocols approved by the organisation.
10. What are own role and responsibilities in assigned tasks according to organisational procedures.
11. What methods to use and how to contribute to the achievement of required outcomes for assigned tasks.
12. How to collaborate with others to resolve problems.
13. What are the agreed and accepted processes of the organisation for resolving problems.
14. What suggestions to make for improvements to processes
15. Why it is important to make suggestions to improve the achievement of tasks
16. How to work safely.
17. What are the personal health, safety and environmental regulations that must be maintained for safe work.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA54402**Manage self within the service desk environment**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to manage self and deal with stress within the workplace. It details how to develop knowledge and skills for self and the work role and how to manage own time. The unit also includes dealing with stress and reviewing own performance to improve on areas identified for growth.

ELEMENT**PERFORMANCE CRITERIA***Candidates must be able to:*

- | | | | |
|----|---|-----|--|
| 1. | Develop knowledge and skills for self and work role | 1.1 | Monitor and evaluate trends, impact and developments in own area of expertise. |
| | | 1.2 | Identify gaps in knowledge, skills and attitudes of the current and future requirements of the work role using agreed methods. |
| | | 1.3 | Agree with relevant persons on a development plan to address gaps identified and seek support for personal and work goals. |
| | | 1.4 | Review the knowledge, skills and requirements of the work role according to established frequency. |
| | | 1.5 | Maintain currency in the work role by implementing corrective strategies according to organisational procedures. |
| | | 1.6 | Exhibit core knowledge and skills in own area of expertise and in the work role. |
| 2. | Develop time management skills | 2.1 | Plan and prepare for work activities according to prioritised objectives and organisational guidelines. |
| | | 2.2 | Manage work hours to achieve prioritised objectives according to organisational procedures. |

- 2.3 Use technology as approved by the workplace to assist in achieving objectives.
 - 2.4 Create an efficient workflow using agreed organisational productivity tools to identify activities that do not support objectives.
 - 2.5 Collaborate with others in ways that assist in achieving objectives.
 - 2.6 Consult with relevant persons as agreed to review personal behaviours according to organisational expectations.
 - 2.7 Examine the management of work hours to confirm that objectives are being achieved and identify areas for improvement.
- 3. Identify stress control techniques
 - 3.1 Analyse self and confirm signs and sources of stress using agreed methods.
 - 3.2 Investigate and implement techniques to manage signs and sources of stress using established industry best practices.
 - 3.3 Adopt work routines and behaviours to minimise own stress and fatigue and the impact on others in keeping with organisational policy and procedures.
 - 3.4 Communicate with others about signs and sources of stress and invite feedback and comments using organisational procedures as agreed.
 - 3.5 Work with others to reduce and control signs and sources of stress and promote positive behaviours and practices which support a healthy work environment according to organisational policy.
- 4. Review performance
 - 4.1 Scrutinise developmental plans against own performance and update developmental activities in a timely manner according to organisational policy.
 - 4.2 Obtain specific and valid feedback on performance from relevant persons.

- 4.3 Adjust own performance based on feedback from relevant persons in keeping with organisational policies.
- 4.4 Adhere to recording and reporting procedures of the organisation.

RANGE STATEMENT

All range statements must be assessed:

1. **Objectives** may include but are not limited to:
 - Workplace/organisational
 - Personal
2. **Signs and sources of stress** may include but are not limited to:
 - Internally (within the individual)
 - Externally (outside the individual)
3. **Feedback** may include but is not limited to:
 - Oral
 - Written
4. **Productivity tools** may include but are not limited to:
 - Scheduling
 - Task management and calendaring assignments
 - Communication and collaboration teams
 - Use of technology e.g. software systems

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the core knowledge and skill requirements of self and the work role and why it is important to develop these competencies.
2. How to and why it is important to monitor and evaluate trends and developments in own area of expertise and their impact on own work role.
3. Why it is important to identify gaps in knowledge, skills and attitudes of current and future requirements of own work role.
4. When and how to consult and agree with relevant persons on development plan to address gaps identified.
5. Why support should be sought for personal and work goals.
6. How to plan and prepare for work activities according to prioritised objectives and organisational guidelines.
7. Why it is important to manage work hours effectively to achieve prioritised objectives according to organisational guidelines.
8. When to use technology approved by the organisation to assist in achieving objectives.
9. What are the productivity tools that can be used to create an efficient workflow.
10. How to identify activities that do not support achievement of organisational objectives.
11. How to collaborate respectfully with others in ways that assist in achieving objectives.
12. When and how to review personal emotions and behaviours within the organisation.
13. How and when to consult with relevant persons.
14. What methods to use to examine management of work hours to confirm that objectives are being achieved.
15. How to identify areas for improvement within the management of work hours
16. What techniques are used in self-analysis to identify signs and sources of stress
17. Why it is important to know and understand signs and sources of stress and how to do so.
18. When and which strategies to implement to manage and reduce own signs and sources of stress.
19. Which work routines and behaviours should be adopted to minimise stress and fatigue for self and impact on others.
20. How to communicate with others about signs and sources of stress and invite feedback and comments.
21. How to work with others to reduce and eliminate sources of stress
What are the positive behaviours and practices that promote and support a healthy work environment.

22. Why it is important to obtain specific and valid feedback on performance from relevant persons.
23. How to adjust own performance based on feedback obtained.
24. What are the recording and reporting procedures of the organisation.
25. Why it is important to adhere to organisational recording and reporting procedures.
26. How to develop the core knowledge and skills required for the work role.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA54502**Provide service desk support**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to provide service desk support. It details the main functions of the service desk which is the first point of contact; confirming and recording information and providing guidance to resolve customer requests.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

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|----|--------------------------------------|---|
| 1 | Verify agreed operational procedures | 1.1 Consult with relevant persons to identify the service desk operation procedures to be used according to organisational standards. |
| | | 1.2 Review the operation procedures and seek guidance on any areas of uncertainty in keeping with organisational guidelines. |
| | | 1.3 Communicate with relevant persons and obtain agreement on the operational procedures to be followed. |
| | | 1.4 Sign off and document agreed operation procedures according to organisational policy. |
| 2 | Record requests and complaints | 2.1 Receive and acknowledge requests and complaints following agreed operational procedures. |
| | | 2.2 Log requests and complaints and maintain records according to organisational procedures. |
| | | 2.3 Catalogue requests and complaints according to agreed criteria within service desk operational procedures. |
| | | 2.4 Analyse requests and complaints and prepare response according to the limits of own authority and organisational policy. |
| 3. | Respond to requests and complaints | 3.1 Follow standard service desk procedures to confirm the support to be provided to the client according to operational procedures. |

- 3.2 Respond to requests and complaints using the agreed service desk operational procedures of the organisation.
 - 3.3 Maintain professional behaviour and protocol in communications according to industry and organisational best practices.
 - 3.4 Document responses to requests and complaints according to organisational procedures.
 - 3.5 Confirm that requests and complaints have been resolved in a satisfactory manner and obtain sign off that no further actions are required.
 - 3.6 Follow organisational procedures to archive requests and complaints that have been resolved in a satisfactory manner
4. Contribute to the evaluation of service desk support functions
- 4.1 Review the requests and complaints received and identify major repeated issues and trends according to organisational procedures.
 - 4.2 Communicate observations and findings from the review process to relevant persons according to organisational procedures.
 - 4.3 Garner feedback and suggestions from relevant persons and evaluate the contributions for implementation to improve the process.
 - 4.4 Implement corrective actions to improve the process and document and sign off in accordance with organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. Help desk operation procedures may include but are not limited to:

- Written
- Verbal
- Service Level Agreement (SLA)
- Escalation process

2. Criteria may include but are not limited to:

- Level of importance
- Type of intervention required
- Service Level Agreement (SLA)

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the service desk operational procedures of the organisation and the importance of adhering to them.
2. Why it is important to and how to consult with relevant persons to confirm the procedures for adherence.
3. How to examine operational procedures and why this is important.
4. When and how to ask questions and seek guidance on areas of uncertainty.
5. How to communicate with relevant persons and obtain agreement on the operational procedures to be followed.
6. How to sign off on agreed operation procedures.
7. What are the documentation procedures for signing off on agreed operation procedures.
8. What are the organisational methods used to receive and acknowledge requests and complaints.
9. How to log requests and complaints and maintain records.
10. What are the criteria used to catalog requests and complaints
11. Which standard help desk procedures are to be used to provide support.
12. Why it is important to follow the agreed service desk procedures.
13. How to respond to requests and complaints using agreed service desk operation procedures of the organisation.
14. How to communicate in a way that maintains professional behaviour and protocol in all situations.
15. What are the organisational documentation procedures for recording responses to requests and complaints.
16. Why it is important to confirm that requests and complaints have been resolved satisfactorily.
17. Which organisational procedures can be used for archiving resolved requests and complaints.
18. How to review the requests and complaints received and identify major repeated issues and trends.
19. When and why it is important to communicate observations and findings from the review process to relevant others.
20. Why feedback and suggestions are important and how these are obtained.
21. Which methods can be used in the evaluation of contributions for implementation to improve the process.
22. Which corrective actions can be used to implement and/or improve the process.
23. What are the procedures for documenting measures implemented and how to obtain agreement.
24. How often should a review of requests and complaints resolution log take place.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA54602**Resolve service requests and incidents**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to resolve customer service requests and incidents. The service desk is the first point of contact for customers, where the candidate is responsible for receiving, diagnosing, and resolving service requests and incidents.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | |
|--------------------------------|--|
| 1. Diagnose complaints | <ul style="list-style-type: none"> 1.1 Acknowledge service requests and complaints from customers according to agreed organisational service standards. 1.2 Confirm that information is accurate and clarify uncertainties with customers using approved organisational communication methods. 1.3 Document service requests and complaints from customers using approved organisational procedures. 1.4 Identify problems from information provided from the customers' point of view according to the job expected. 1.5 Verify details of problems to customers using approved communication methods. 1.6 Inform customers of next steps and actions to be taken to resolve their problems according to service level agreements. 1.7 Treat customers in a professional manner and follow organisational communication protocols. |
| 2. Rectify identified problems | <ul style="list-style-type: none"> 2.1 Verify sources of information used by the organisation to analyse problems against established criteria. |

- 2.2 Gather details from colleagues, customer service records and relevant products and services specifications using research criteria.
 - 2.3 Investigate service requests and incidents using organisational policies to assess validity and establish required actions to resolve the matter.
 - 2.4 Collaborate with others to identify the options to use to resolve problems raised by customers.
 - 2.5 Select the best options to resolve problems and issues according to organisational guidelines.
 - 2.6 Agree with customers on selected options for resolving problems and document according to organisational procedures.
 - 2.7 Implement options as agreed with customers according to organisational guidelines.
 - 2.8 Document requests and incidents and their resolution according to organisational procedures.
3. Review resolved requests and incidents
 - 3.1 Review documented requests and incidents received and resolved according to agreed organisational frequency and timelines.
 - 3.2 Identify trends from documented information and record according to organisational procedures.
 - 3.3 Communicate with appropriate persons on identified trends and collaborate with others to resolve these matters.
 - 3.4 Use results from the review to improve customer service within the limits of own authority.

RANGE STATEMENT

All range statements must be assessed:

1. Customers may include but are not limited to:

- External
- Internal

2. Operational guidelines may include but are not limited to:

- Service Level Agreements (SLA)
- Limits of authority
- Complaints policies and procedures

3. Trends may include are not limited to:

- Recurring problems
- Potential/new problems

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the organisational procedures for acknowledging service requests and incidents from customers.
2. What are the approved organisational methods of communication for customers.
3. How to confirm that information is accurate and why this is important.
4. Why it is important to clarify uncertainties with customers.
5. What are the approved documentation procedures for customer requests and incidents.
6. How to identify problems and issues from information provided according to customers' point of view.
7. What techniques to use in verifying details of problems and issues with customers according to approved communication methods.
8. Which next steps and actions are to be taken to resolve customers' problems and issues.
9. What are service level agreements and the importance of adhering to them.
10. When and how to inform customers of the next steps and actions to be taken.
11. What are the advantages and disadvantages of each option according to customers and the organisation.
12. Which options to select for resolving the problems and issues.
13. Why it is important to keep customers informed about the progress of the actions taken to resolve requests and incidents.
14. What is the importance of reviewing documented requests and complaints received and resolved according to agreed organisational frequency and timelines.
15. How to use the results from the review process to improve customer service within the limits of own authority.
16. What are the escalation procedures and processes for dealing with requests and incidents.
17. What are the different types of incidents and how to deal with each within the limits of own authority.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA54702**Manage customer service relationships**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to manage customer service relationships. It deals with effective communication, establishing rapport with customers and using customer information to support service delivery. It also includes monitoring and analysing customer service performance to make continuous improvements.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | | | |
|----|------------------------|-----|---|
| 1. | Confirm customer needs | 1.1 | Communicate with customers and establish rapport according to organisational communication policies and procedures. |
| | | 1.2 | Use established methods of effective communication to identify customers' queries and requests. |
| | | 1.3 | Confirm customer requests or queries through established communication methods. |
| | | 1.4 | Provide customers with information about products and services in response to their queries and requests using approved reference materials. |
| | | 1.5 | Use approved reference materials to give guidance to customers regarding the features and benefits of products and services. |
| | | 1.6 | Maintain professional behaviour when advising customers about their queries and requests. |
| | | 1.7 | Identify options and actions within the limits of own authority to solve queries and requests and refer those outside to appropriate persons. |
| | | 1.8 | Check customer's understanding of the information given and document using established communication techniques. |

- 1.9 Close customer contact according to good communication practices and organisational procedures.
2. Handle customer relationships
 - 2.1 Follow regulatory and organisational guidelines during contact with customers.
 - 2.2 Demarcate limits of own authority and disseminate information to customers on organisational and regulatory restraints when they affect customer service being offered.
 - 2.3 Provide customers with current information on products and services according to organisational guidelines.
 - 2.4 Support customers in making decisions about products and services and offer options and recommendations within the limits of own authority.
 - 2.5 Respond to customers' queries and requests about products and services according to organisational procedures and service level agreements.
 - 2.6 Resolve customers' queries and requests within the limits of own authority and refer those outside to appropriate persons.
 - 2.7 Confirm that customers are satisfied with information provided using approved organisational guidelines.
 - 2.8 Maintain currency in professional skills, knowledge of the work role and products and services.
3. Monitor customer service relationships
 - 3.1 Collect information from customers on products, services and customer service delivery using approved methods.
 - 3.2 Analyse information collected from customers and document according to organisational procedures.

- 3.3 Collaborate with relevant others on the information collected and analysed and contribute to recommendations and corrective actions.
- 3.4 Identify actions for improvement from the analysis of collected information and confer with relevant persons on the next steps.
- 3.5 Contribute to the implementation of actions for improvement within the limits of own authority and organisational procedures.
- 3.6 Maintain documentation and records according to organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. Customers may include but are not limited to:

- Internal
- External

2. Information may include but is not limited to:

- Oral
- Written
-

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the organisational communication policies and procedures.
2. How to communicate effectively to establish rapport with customers.
3. Which methods of effective communication should be used to identify customers' queries and requests.
4. Why it is important to summarise information shared back to customers to confirm that understanding of their queries and requests is correct.
5. What products and services information to provide to customers in response to their queries and requests.
6. Why it is important and how to explain the benefits of products and services to customers using approved reference materials and organisational guidelines
7. Why professional behaviour and protocols should be maintained during all customer communications and interactions.
8. Why it is important discuss queries and requests with customers and how to do so.
9. How to identify various options and actions to resolve queries and requests.
10. What are the limits of your authority and how to refer queries and requests outside the of limits of your authority.
11. When to refer queries and requests outside of limits of authority to appropriate persons.
12. Which techniques to use to check customer's understanding of information given.
13. What are the documentation procedures of the organisation.
14. Why it is important to explain limits of authority to customers and when to do so.
15. Which organisational and regulatory restraints affect customer service on offer.
16. How to support customers in making decisions about products and services.
17. Which regulatory and organisational guidelines to follow during contact with customers.
18. How to collect and analyse information from customers on all aspects of customer service delivery.
19. Why it is important to analyse information collected and how to use the results of the analysis.
20. How to identify areas for improvement from customer information analysed.
21. Who are the appropriate persons to collaborate and confer with on collected information.
22. How to contribute to improvements on customer service delivery within the limits of authority and organisational procedures.
23. What are the organisational documentation procedures.
24. How to deal with internal and external customers according to their behaviours and attitudes.

25. What are different types of customers, and which organisational procedures apply to them respectively.
26. Who are the relevant persons and why it is important to know them.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA54802**Contribute to diagnosing and resolving issues**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required for contributing to the diagnosis and resolution of issues presented. The unit speaks to knowing content that can be added to knowledge management databases. It also speaks to having analytical and problem-solving skills and attitudes.

ELEMENT**PERFORMANCE CRITERIA***Candidates must be able to:*

- | | | |
|----|---------------------|--|
| 1 | Troubleshoot issues | <ul style="list-style-type: none"> 1.1 Consult with relevant persons and agree on the scope and limits of own authority for assigned job tasks according to organisational procedures. 1.2 Agree on troubleshooting techniques and adhere to organisational procedures for troubleshooting. 1.3 Use an appropriate knowledge management database as a resource in troubleshooting activities as agreed upon with relevant persons. 1.4 Analyse issues and document outcomes according to organisational procedures. 1.5 Communicate outcomes to relevant persons and confirm next steps according to organisational procedures. |
| 2. | Resolve issues | <ul style="list-style-type: none"> 2.1 Implement outcomes within the limits of own authority as agreed according to organisational guidelines. 2.2 Monitor and implement solutions and record required information according to organisational procedures. 2.3 Encourage feedback from relevant persons on the performance of solutions and implement and amend as needed. |

- 3. Improve knowledge management content
 - 3.1 Verify what information can be added to the knowledge management database according to organisational procedures.
 - 3.2 Add information to the knowledge management database as agreed with relevant persons.
 - 3.3 Update the knowledge management database and use information to be proactive in dealing with issues according to organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. Knowledge management database
may include but is not limited to:

- Customer information
- Products and service information
- Problem solving information

2. Analyse may include but is not limited to:

- Troubleshoot
- Research
- Brainstorm

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. Who are the relevant persons with whom to consult to agree on the limits of your authority and what information should be given or placed in the knowledge management database.
2. Why it is important to know the scope and limits of your authority for assigned tasks.
3. What are the appropriate troubleshooting techniques to use for various scenarios.
4. What are the organisational procedures for documenting issues and resolutions.
5. Why it is important to analyse issues
6. What are the processes to follow to analyse issues..
7. What are the effective methods of communication approved for use by your organisation.
8. How to implement identified solutions.
9. What is appropriate content for the knowledge management database.
10. How to verify what information is allowed for addition to the knowledge management database.
11. Why it is important to add and update content on the knowledge management database.
12. How to use the content from the knowledge management database to be proactive in responding to customers' issues.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA54902**Provide technical support**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to provide technical support for customers. The unit speaks to knowing the limits of own authority and using approved information and resources to provide technical support to customers.

ELEMENT**PERFORMANCE CRITERIA***Candidates must be able to:*

- | | |
|------------------------------|--|
| 1. Confirm required support | <ul style="list-style-type: none"> 1.1 Agree with relevant persons on the information and resources approved for use in the delivery of service to customers. 1.2 Follow approved communication methods and exhibit professional behaviour during interactions with customers. 1.3 Document details of customer requirements according to organisational procedures. 1.4 Use established communication techniques to verify accurate interpretation of requested support. 1.5 Establish timelines to provide required support according to organisational guidelines. |
| 2. Deliver technical support | <ul style="list-style-type: none"> 2.1 Confirm required technical support to meet customer needs according to organisational procedures. 2.2 Confirm that support to be provided complies with relevant legislation, industry regulations and organisational guidelines. 2.3 Provide technical support to customers within agreed timelines of service level agreements and job specifications. 2.4 Confirm that customers understand the support provided using approved organisational communication methods. |

- 2.5 Follow up with customers where required and provide additional support according to task requirements.
- 2.6 Maintain current records of technical support provided and make them accessible to relevant persons according to the organisational policies.

RANGE STATEMENT

All range statements must be assessed:

1. Customers may include but are not limited to:

- Internal
- External

2. Communication methods may include but are not limited to:

- Verbal
- Non-verbal

3. Document may include but is not limited to:

- Electronically
- Manually

4. Support may include but is not limited to:

- In person
- Virtually

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. Who are the relevant persons with whom to consult to confirm information and resources approved for organisational use.
2. What information and resources are approved for use when providing technical support.
3. Which methods of communication are approved for use by the organisation.
4. How to and why it is important to exhibit professional behaviour with customers during all interactions.
5. What are the requirements and procedures for recording customer information.
6. Why it is important to verify that you understand the details of the technical support requested.
7. How to communicate effectively and what are the different techniques used for effective communication.
8. What are the organisational timelines for providing technical support.
9. How to identify the technical support required to satisfy customer needs.
10. Why it is important to confirm with relevant persons that the technical support identified is satisfactory.
11. How to check that support to be provided complies with relevant legislation, industry regulations and organisational guidelines.
12. When and why it is important to confirm that customers understand the technical support to be provided.
13. How to follow up with customers and when to give additional support.
14. How to maintain current records of technical support provided.
15. Why it is important to allow accessibility of records to relevant persons.
16. Who are the different types of customers and how to respond to various behaviours and attitudes exhibited.
17. What are the differences when providing support in-person or virtually and why it is important to know how to work accordingly.
18. What are the various types of support which can be offered and under what circumstance are they provided.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U68402**Contribute to the protection of the environment**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to conduct work activities in a manner that protects the environment. Candidates should take steps to minimise any negative impact on the environment by completing tasks and activities in a way which causes as little damage or disturbance as possible to the environment while following organisational procedures.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | |
|--|---|
| 1. Work in an environmentally conscious way | <ul style="list-style-type: none"> 1.1 Perform duties in accordance with relevant policies and legislation. 1.2 Execute duties in a manner which minimises environmental damage. 1.3 Operate and handle equipment and materials in a manner that minimises environmental damage. |
| 2. Contribute to continuous improvements in protecting the environment | <ul style="list-style-type: none"> 2.1 Identify instances of likely or actual environmental damage and take appropriate action. 2.2 Identify improvements to procedures and practices in terms of good environmental practice and report to relevant persons. 2.3 Dispose of hazardous and non-hazardous waste safely according to approved legislative procedures and practices. 2.4 Contribute to sustainable development particularly in the conservation of energy, water, use of resources and equipment to minimize environmental damage. |

RANGE STATEMENT

All range statements must be assessed:

1. **Relevant policies and legislation** may include but are not limited to:
 - Organisational policies
 - Health and safety at work
 - Environmental legislation
 - Solid waste management policies
 - Recyclable policies
2. **Manner which minimises environmental damage** may include but is not limited to:
 - Using recycled/reused items and materials where appropriate
 - Disposing of polluting substances safely
 - Reducing the volume of waste
 - Using biodegradable and eco-friendly chemicals
 - Planning tasks to reduce the use of fuel and electricity
3. **Equipment and materials** may include but are not limited to:
 - Hand tools
 - Power tools
 - Personal protective equipment
 - Cleaning chemicals
 - Soaps and sanitisers
 - Paper towels
 - Garbage disposal bags
 - Cloths and towels
 - Containers
 - Access equipment
4. **Hazardous waste** may include but is not not limited to:
 - Oils
 - Chemicals and solutions
 - Harmful materials (asbestos, fibreglass)
 - Electronic equipment
 - Organic hazards (pest excrement, pest carcasses)
5. **Non-hazardous waste** may include but is not limited to:
 - Food
 - Plant matter
 - Paper

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the relevant policies and legislation governing environmental protection.
2. How to recognize any likely or actual environmental damage
3. What are the appropriate actions to take in the discovery of likely or actual environmental damage.
4. What are the ways in which tools and materials should be used in order to minimise environmental damage.
5. What are the different types of pollution.
6. What are the consequences of pollution.
7. How to recognise wastage of energy, water, equipment and materials.
8. What are the methods of working that will minimise pollution and wastage of resources.
9. What are the types of damage which may occur, the impact these can have on the environment and corrective actions to be taken.
10. What are the methods of waste disposal which will minimise the risk to the environment.
11. What are the organisational requirements to prevent wastage.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

Assessment methods

The methods which can be used to determine competence in performance and underpinning knowledge.

Assessors

The Assessor guides and assesses the candidate. His/her role is to determine whether evidence presented by a candidate for assessment within the programme, meets the required standard of competence in the relevant unit or element. The Assessor needs to be competent to assess to national standards in the area under assessment.

Approved Centre

Organization/Centre approved by the TVET Council to offer full National Vocational Qualifications.

Case Studies

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the qualification, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge they can generate and the specific nature of the evidence produced.

Competence

In the context of vocational qualifications, competence means: the ability to carry out prescribed activities to nationally pre-determined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding and the ability to react appropriately in contingency situations.

Element

An element is a description of an activity which a person should be able to do. It is a description of an action, behaviour or outcome which a person should be able to demonstrate.

Explanation of NVQ Levels

NVQs cover five (5) levels of competence, from entry level staff at Level 1 through to senior management at Level 5.

Level 1 - Entry Level

Recognises competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

Level 2 - Skilled Occupations

Recognises competence in a broad range of diverse work activities performed in a variety of contexts. Some of these may be complex and non-routine and involve some responsibility and autonomy. Collaboration with others through work groups or teams and guidance of others may be required.

Level 3 - Technician and Supervisory Occupations

Recognises competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

Level 4 - Technical Specialist and Middle Management Occupations

Recognises competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Requires very substantial personal autonomy and often significant responsibility for the work of others, the allocation of resources, as well as personal accountability for analysis, diagnosis, design, planning, execution and evaluation.

Level 5 - Chartered, Professional and Senior Management Occupations

Recognises the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognises technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contribution to the promotion and practice of their occupation.

External Verifier

The External Verifier is trained and appointed by the TVET Council and is competent to approve and ensure an approved Centre's quality of provision.

Internal Verifier

The Internal Verifier acts in a supporting role for Assessors to ensure consistent quality of assessment and competence. They need to be competent to assess to national standards in the area under assessment.

NVQ

National Vocational Qualifications (NVQs) are work-based qualifications that assess an individual's competence in a work situation and certify that the individual can perform the work role to the standards expected in employment.

NVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector which the NVQ covers.

NVQ Coordinator

The NVQ Coordinator is the centre contact within each approved Centre offering NVQs. He/she has overall responsibility for the operation and administration of the NVQ system

Observation

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

Performance Criteria

Performance criteria indicate what is required for the successful achievement of an element. They are descriptions of what you would expect to see in competent performance.

Product of Work

This could be items produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

Questioning

Questioning is one of the most appropriate ways to collect evidence to assess a candidate's underpinning knowledge and understanding.

Questioning can also be used to assess a candidate in those areas of work listed in the range which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

As an assessment method, questioning ensures the Assessor has all of the evidence about a candidate's performance. It also allows the Assessor to clarify situations.

The range puts the element of competence into context. A range statement is a description of the range of situations to which an element and its performance criteria is intended to apply.

Range statements are prescriptive therefore each category must be assessed.

Role-plays

Role-plays are simulations where the candidate is asked to act out a situation in the way he/she considers "real" people would behave. By using role-play situations to assess a candidate you are able to collect evidence and make a judgment about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself in the normal course of their work, or where the candidate needs to develop competence, before being judged competently, for example, in a disciplinary situation,

Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance**, however, can be used where specified to collect evidence about an aspect of the candidate's work which occurs infrequently or is potentially hazardous; for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, you will be able to elicit evidence which will help you judge how a candidate is **most likely** to perform in real life.

Supplementary evidence

Supplementary evidence can be used to confirm and support performance evidence. Types of supplementary evidence include witness testimonies, reports, journals or diaries, records of activities, personal statements, simulation (see note in glossary).

Underpinning knowledge

Underpinning knowledge indicates what knowledge is essential for a person to possess in order to successfully achieve an element and prove total competence.

Units

A unit of competence describes one or more activities which form a significant part of an individual's work. Units are accredited separately but in combination can make up a vocational qualification. There are three categories of units:

Mandatory units - are core to a qualification and must be completed.

Optional units - candidates must choose the required number of individual units, specified in the qualification structure, to achieve the qualification.

Work-based projects

Work-based projects are a useful way for you to collect evidence to support any decision you make about a candidate's performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning observation.

A project often involves the identification of a solution to a specific problem identified by you and/or the candidate (such as looking at ways to redress a recent drop in sales), or may be a structured programme of work built around a central situation or idea (such as the introduction of a new job rostering process)