![OCR Oxford Cambridge and RSA logo]

Unit Title:	**Remote support for products and services**
OCR unit number	37
Unit reference number:	D/500/7217
Level:	3
Credit value:	12
Guided learning hours:	100

Unit aim

To develop the knowledge, understanding and skills to support ICT products and services

Learning Outcomes	**Assessment Criteria**	**Knowledge, understanding and skills**
The Learner will: 1. Understand the organisational requirements for customer care and the supported products and services	**The Learner can:** 1.1 Describe the products and services to be supported including: • benefits of the products and services • frequently used product or service options • advanced features, benefits and options of products and services • how to identify alternative products or services to meet customers needs • how the products or services interact with others commonly available • where to obtain information on infrequently used product or service features or options • the impact of introducing new products and services	• the organisation's customer service offer • the products and services that are supported and the key features and benefits for their customers • the organisational procedures associated with customer care

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	1.2 Describe the organisational requirements for customer care including: • customer service procedures (e.g. how to log customer information, how to initiate service calls, how to complete a sale) • authorisation procedures (e.g. how to confirm caller identity, how to validate requests) • escalation resolution and complaint handling • quality assurance procedures • compliance with relevant legislation and regulations (e.g. data protection, financial services) • maintenance and communication of organisational brand or image • organisational aims and objectives	
2 Support products or services	2.1 Comply with organisational requirements 2.2 Confirm customer identity, validate requests and inform customers when authorisation criteria are not met 2.3 Communicate information on specified products or services: • identifying customers needs • accurately collecting and logging relevant information from the customer • providing product and service features to customers	• the organisational procedures for supporting products and services and be able to follow the procedures competently • use of appropriate communication techniques for providing information to customers and others and how to make recommendations within guidelines

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	• ensuring customer understanding of the information provided • categorising requests and directing customers appropriately • managing customer expectations (e.g. by confirming outcomes, timescales or costs) • discussing advantages and disadvantages of complex products and services • discussing how the service product best fits the customers needs • keeping customer informed on progress • asking effective and appropriate probing questions 2.4 Make recommendations based on customer needs 2.5 Resolve and escalate requests and handle basic complaints • using probing questions • displaying patience and understanding with demanding or emotional customers • diffusing volatile situations using appropriate communication techniques • delivering difficult messages to customers and explaining the reasons behind the decision • assessing priority of complaints • resolving routine complaints	

Assessment

It is the assessor's role to satisfy themselves that evidence is available for all performance, knowledge and evidence requirements before they can decide that a candidate has finished a unit. Where performance and knowledge requirements allow evidence to be generated by other methods, for example by questioning the candidate, assessors must be satisfied that the candidate will be competent under these conditions or in these types of situations in the workplace in the future. Evidence of questions must include a written account of the question and the candidate's response. Observations and/or witness testimonies must be detailed and put the evidence into context i.e. the purpose of the work etc.

In addition to the recognition of other qualifications, candidates may claim accreditation of prior achievement for any of the elements assessment criteria or complete units of competence, as long as the evidence fully meets the criteria and the candidate can prove that it is all their own work. It is important also that assessors are convinced that the competence claimed is still current. If the assessors have some doubts, they should take steps to assess the candidate's competence directly. An initial assessment of candidates is recommended.

All the learning outcomes and assessment criteria must be clearly evidenced in the submitted work, which is externally moderated by OCR.

Results will be Pass or Fail.

Guidance on assessment

Evidence can reflect how the candidate carried out the process or it can be the product of a candidate's work or a product relating to the candidate's competence.

For example: The process that the candidate carries out could be recorded in a detailed personal statement or witness testimony. It is the assessor's responsibility to make sure that the evidence a candidate submits for assessment meets the requirements of the unit.

Questioning the candidate is normally an ongoing part of the assessment process, and is necessary to:

- test a candidate's knowledge of facts and procedures

- check if a candidate understands principles and theories *and*

- collect information on the type and purpose of the processes a candidate has gone through.

- candidate responses must be recorded

It is difficult to give a detailed answer to how much evidence is required as it depends on the type of evidence collected and the judgement of assessors. The main principles, however, are as follows: for a candidate to be judged competent in a unit, the evidence presented must satisfy:

- all the items listed, in the section 'Learning Outcomes'

- all the areas in the section 'Assessment Criteria'

The quality and breadth of evidence provided should determine whether an assessor is confident that a candidate is competent or not. Assessors must be convinced that candidates working on their own can work independently to the required standard.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document 'Admin Guide: Vocational Qualifications' on the OCR website www.ocr.org.uk .