



## **ASSESSMENT GUIDE**

# **Providing Customer Service RW/C/SERVE/4 16 Credits @ NQF Level4**

Revised: \_\_\_\_\_  
Date

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## OVERVIEW OF ASSESSMENT PROCEDURES

This guide is for the use of Assessors who are assessing on behalf of:

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The Assessor should be registered with the relevant SETA  
and  
should have the necessary expertise  
in the  
relevant Unit Standard being assessed

All assessments will be moderated in accordance with \_\_\_\_\_  
assessment policies and procedures. The Wholesale and Retail SETA will in turn  
conduct verification from time to time or when requested to do so.

**The following steps must be followed when assessing a candidate:**

1. Plan and prepare for the assessment
2. Prepare the candidate for assessment
3. Conduct assessment and document evidence
4. Evaluate evidence and make a judgement
5. Provide feedback to the relevant parties
6. Review the assessment practices

Further queries should be directed to \_\_\_\_\_

## **FORMATIVE ASSESSMENT**

Assessment which is used to support learners developmentally and to feed back into the teaching/learning process is called formative assessment. The formative assessment should take place continuously while the learning programme is proceeding. Several means of assessing at this stage are required such as:

- self assessment
- peer assessment
- activity based assessment
- specific activities followed by reflection

Feedback should be given according to the situation and all evidence should be documented, with the learner co-signing all documents.

## **SUMMATIVE ASSESSMENT**

Summative assessment takes place after the learning has been completed and the learners are ready to be assessed in terms of the assessment criteria of the relevant Unit Standard.

At least two methods of assessment should be used:

*(Preferably No's 1 + 2, with No's 3, 4 + 5 being used as backup methods when required)*

1. Portfolio of Evidence provided by learners
2. Knowledge test
3. Behavioural observation
4. Documentary evidence provided by learners.
5. Authenticated testimonials from third parties.

Feedback should be given as soon as possible and all evidence should be recorded and documented in accordance with organisational policy.

All written feedback should be signed and dated by the assessor.

## DETAILS OF ASSESSMENT PROCEDURES

### STEP ONE PLAN FOR ASSESSMENT

The following issues need to be addressed in your planning. This checklist will assist.

DETAILS	✓	X
Identify the Unit Standard in question		
Identify the Specific Outcomes relevant to the Unit Standard		
Identify the Critical Cross field Outcomes to be incorporated		
Assessment Guides available for perusal		
Assessment Instruments prepared		
Assessment principles have been addressed		
Venue for assessment is confirmed		
Physical resources for assessment to take place are confirmed		
Duration of assessment finalized		
Assessment schedule finalized		
Relevant policies given to the candidate		
Appeal Procedure explained to candidate		
Pre-assessment briefing held with candidate		
Explanatory letter handed to candidate		
Relevant role players informed: <ul style="list-style-type: none"> <li>• line managers</li> <li>• training supervisor</li> <li>• candidate</li> <li>• administrative personnel</li> <li>• moderator</li> <li>• _____</li> <li>• _____</li> </ul>		
Special needs of candidate addressed		
All relevant documentation ready for use		
Problems regarding the assessment process identified and addressed		
Feedback sessions identified		
Issues of RPL addressed		
Relevant organisational policies and procedures available		

**ASSESSOR SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

Comments (if necessary): \_\_\_\_\_

DATE: \_\_\_\_\_

The Line Manager

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dear \_\_\_\_\_

**ASSESSMENT: MR/MRS/MS** \_\_\_\_\_

As arranged and discussed with you I intend to assess the abovementioned candidate on the outcomes of the following registered unit standard:

***Providing Customer Service (NQF 4)***

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Venue: \_\_\_\_\_

I can be contacted on telephone number \_\_\_\_\_ should you need any further information.

Feedback will be provided to you after the assessment. I trust you find the arrangements in order.

Yours sincerely

\_\_\_\_\_  
ASSESSOR: NAME

\_\_\_\_\_  
ASSESSOR: SIGNATURE

**STEP 2  
PREPARE FOR ASSESSMENT**

The following documents should be utilised during step 2:

**Assessment Agreement and Details**

<b>DATE:</b>	
<b>TIME:</b>	
<b>ASSESSOR:</b>	
<b>CANDIDATE:</b>	
<b>ID NUMBER:</b>	
<b>ADDRESS:</b>	
<b>TELEPHONE NUMBER:</b>	
<b>FAX NUMBER:</b>	
<b>E-MAIL:</b>	
<b>OCCUPATIONAL QUALIFICATION</b>	
<b>UNIT STANDARDS (to be assessed)</b>	Providing Customer Service (NQF4)
<b>EMPLOYMENT ORGANISATION</b>	
<b>DEPARTMENT</b>	
<b>CONTACT PERSON</b>	
<b>TELEPHONE NUMBER</b>	
<b>SPECIAL ARRANGEMENTS/NEEDS TO BE ADDRESSED</b>	

We, the undersigned, agree that the above information is correct and that the said assessment/s will take place at the agreed time, date and place.

**SIGNED:**

\_\_\_\_\_  
**ASSESSOR**

\_\_\_\_\_  
**CANDIDATE**

DATE: \_\_\_\_\_

NAME AND ADDRESS:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dear \_\_\_\_\_

**ASSESSMENT:**

I hereby confirm your forthcoming assessment on the outcomes of the following registered unit standard:

***Providing Customer Service  
NQF Level 4  
16 Credits***

The assessment will take place on:

**Date:** \_\_\_\_\_

**Time:** \_\_\_\_\_

**Venue:** \_\_\_\_\_

**Language:** \_\_\_\_\_

**Special Needs:** \_\_\_\_\_  
\_\_\_\_\_

## **Assessment Methods to be utilised**

1. Knowledge test
2. Portfolio of Evidence

## **Assessment Criteria to be used:**

- Describe organisational policy on customer service for retail/wholesale outlet
- Describe organisational procedures for handling customer complaints/queries
- Demonstrate techniques for updating and maintaining customer information records in retail/wholesale outlets
- Demonstrate techniques for providing customer service using internal and external communication channels to resolve customer queries/complaints
- Demonstrate techniques for alerting co-workers to short-falls in product and service delivery retail/wholesale outlet

## **You will need to prepare yourself in the following ways**

- Prepare all material, equipment and other logistics for the process observation
- Familiarise yourself with the store's typical customer profile and the way its client base is built
- Familiarise yourself with the full range of merchandise kept by your store
- Familiarise yourself with your store's report writing hardware and software
- Identify internal and external complaints resolution channels
- Make contact with your assessor to discuss the schedule and process for your assessments.

## **You will need to bring the following items with you**

- A working black pen (and a spare!)
- Pencil and ruler
- All materials, equipment and other logistics for the process observation
- The results of any formative assessments, where available, which might assist the assessor to make appropriate decisions about your level of competence.

You are invited to provide me with any extra evidence to support your competencies, such as your CV, letters of recommendation from your supervisor or any other evidence that will support your competence.

You are expected to be prompt. Should you not be clear as to what is expected from you, you may ask questions during the assessment. I will assess you as the candidate, however you may bring along a third party to observe the assessment process should you wish. The observer will have no responsibilities relating to the assessment process and may not take part in the assessment.

There will be a process of moderation to ensure that the assessment was fair, valid and reliable.

If you are found “not yet competent” you may appeal to the internal moderator. This must be based on one or more of the following:

- Unfair assessments
- Invalid assessments
- Unreliable assessments
- The assessor’s judgement, if considered biased
- Inadequate expertise and experience of the assessor if it influenced the assessment
- Unethical practices

Every candidate will be allowed two re-assessments after initial assessment, if declared “not yet competent”.

If you have any questions relating to the above, please do not hesitate to contact me on telephone number: \_\_\_\_\_.

Yours sincerely

\_\_\_\_\_  
ASSESSOR : NAME

\_\_\_\_\_  
ASSESSOR: SIGNATURE

NAME OF LEAD PROVIDER: \_\_\_\_\_

# Assessment plan

*(Learner to please sign and include in Portfolio of Evidence under Indirect Evidence)*

<b>DATE:</b>	
<b>TIME:</b>	
<b>ASSESSOR:</b>	
<b>CANDIDATE:</b>	
<b>ID NUMBER:</b>	
<b>ADDRESS:</b>	
<b>TELEPHONE NUMBER:</b>	
<b>FAX NUMBER:</b>	
<b>E-MAIL:</b>	
<b>OCCUPATIONAL QUALIFICATION (TO BE ASSESSED)</b>	
<b>UNIT STANDARDS (TO BE ASSESSED)</b>	Providing customer service (NQF 4)
<b>EMPLOYMENT ORGANISATION</b>	
<b>DEPARTMENT</b>	
<b>CONTACT PERSON</b>	
<b>TELEPHONE NUMBER</b>	
<b>SPECIAL ARRANGEMENTS:</b>	

## ASSESSMENT AGREEMENT

We, the undersigned, agree that the above information is correct and that the said assessment/s will take place at the agreed time, date and place.

**SIGNED:**

\_\_\_\_\_  
**ASSESSOR**

\_\_\_\_\_  
**CANDIDATE**

# Assessment Plan

<b><u>Title:</u></b>	Providing customer service
<b><u>Description:</u></b>	A comprehensive assessment of the salesperson's ability to increase customer satisfaction by improving the way that customer complaints are dealt with and includes simulated customer interventions, practical process assessments and knowledge based assessments.
<b><u>Outcomes:</u></b>	<p><i>Specific outcomes:</i></p> <p>The demonstrated ability to make decisions and consider options when:</p> <ul style="list-style-type: none"> <li>• Responding to customer queries and complaints by offering a range of solutions for resolving customer dissatisfaction in retail/wholesale outlets</li> <li>• Recording telephonic queries and complaints to initiate future actions for customer dissatisfaction in retail/wholesale outlets</li> <li>• Negotiating with internal and external resources for providing effective solutions to customer queries/complaints in retail/wholesale outlets</li> <li>• Identifying and alerting co-workers to short-falls in product and services in retail/wholesale outlets</li> <li>• Updating and maintaining customer information using a range of data capturing processes for recording customer details in retail/wholesale outlets</li> </ul> <p><i>Embedded knowledge:</i></p> <p>The demonstrated understanding of:</p> <ul style="list-style-type: none"> <li>• Verbal communication and negotiating techniques for dealing with internal and external customers</li> <li>• Organisational procedures/processes for recording and dealing with customer complaint/query details</li> <li>• Knowledge of ranges of merchandise, pricing structures and delivery procedures for merchandise stocked by associated retail/wholesale outlets</li> <li>• Organisational structure and internal/external resources/communication channels for resolving customer queries/complaints</li> </ul> <p><i>Critical cross field outcomes:</i></p> <p>The ability to:</p> <ul style="list-style-type: none"> <li>• Organise oneself and one's activities when resolving complaints so that internal stress is controlled when handling customer conflict situations</li> <li>• Collect and critically evaluate information when responding to telephonic queries and complaints so that appropriate solutions are offered to dissatisfied customers.</li> <li>• Communicate effectively when negotiating with internal and external resources so that customer requirements are clearly understood and effective actions are initiated to resolve customer dissatisfaction.</li> <li>• Work with others as a team when informing co-workers of shortfalls in product and service delivery so that all co-workers are committed towards rectifying customer dissatisfaction.</li> <li>• Use science and technology effectively so that customer information is accurately recorded and regularly updated.</li> <li>• Understand the world as a set of related systems where a clear understanding of customer expectations leads to providing the correct solutions to resolving customer</li> </ul>

	dissatisfaction
<b><u>Assessment:</u></b>	The ability to produce the following types of evidence: <ul style="list-style-type: none"> <li>• Describe organisational policy on customer service for retail/wholesale outlet</li> <li>• Describe organisational procedures for handling customer complaints/queries</li> <li>• Demonstrate techniques for updating and maintaining customer information records in retail/wholesale outlets</li> <li>• Demonstrate techniques for providing customer service using internal and external communication channels to resolve customer queries/complaints</li> <li>• Demonstrate techniques for alerting co-workers to short-falls in product and service delivery retail/wholesale outlet</li> </ul>
<b><u>Range:</u></b>	<ul style="list-style-type: none"> <li>• Solutions for resolving customer dissatisfaction including offering merchandise replacements, money-back guarantees, discounted prices, alternative ranges of similar merchandise, no-cost repairs, merchandise replacement at an associated retail/wholesale outlet</li> <li>• A range of data capturing processes for recording customer details in retail/wholesale outlets including manual/electronic data capturing systems</li> </ul>
<b><u>Instruments:</u></b>	<ol style="list-style-type: none"> <li>1. Knowledge test</li> <li>2. Portfolio of evidence</li> </ol>
<b><u>Period of assessment:</u></b>	The knowledge test will take 60 minutes.
<b><u>Location:</u></b>	<p style="text-align: center;"><b>(as per schedule)</b></p> <p>The knowledge test will take place on _____ at ____ h ____ at _____</p> <p>The portfolio of evidence will represent evidence collected from the workplace.</p>
<b><u>Credits:</u></b>	This assessment is worth 16 SAQA credits indicating a notional learning time of 160 hours.
<b><u>Steps of assessment</u></b>	<ol style="list-style-type: none"> <li>1. Knowledge test</li> <li>2. Portfolio of evidence</li> </ol>
<b><u>Level</u></b>	The level of customer service skills is pegged at NQF 4, equivalent to grade 12 (Matric) in the schooling system or a technician level in the technical training system.
<b><u>Results</u></b>	Results and feedback will be given within 14 days of assessment
<b><u>Policy and appeals:</u></b>	This assessment, including the recording of results and any possible appeal to these, is governed by _____ official assessment policy. Appeals should be dealt with according with _____ policies and procedures.

# Appendix A

## PLANNING ASSESSMENT

METHODS	Knowledge test	Portfolio of Evidence
<b>PERIOD</b>	Time: _____ Date: _____ <b>(as per schedule)</b>	To be submitted to _____ when candidate is ready
<b>PEOPLE</b>	ASSESSOR	ASSESSOR
<b>FACILITIES/ LOCATION</b>	To be advised at an _____ examination centre	_____ office
<b>EQUIPMENT/ MATERIALS</b>	Table, chair, black pen	Computer with necessary software, black pen

## PRE-ASSESSMENT MEETING

DATE	TIME	VENUE
------	------	-------

<b>PRESENT</b>	
	(Assessor)
	(Candidate)
	(Witness)

<b>Agenda</b>	<b>Outcomes of Meeting</b>
<b>Assessment plan</b>	
<b>Assessment process</b>	
<b>General</b>	
<b>Specific Needs</b>	

<b>Candidate's declaration of understanding</b>
I hereby declare that I am ready for the assessment, that we have reviewed the assessment plan; I understand the assessment process and am satisfied that the assessment will be conducted in a fair and valid manner.

Signature of Candidate		Date	
------------------------	--	------	--

Signature of Assessor		Date	
-----------------------	--	------	--

### STEP 3

## CONDUCT SUMMATIVE ASSESSMENT AND DOCUMENT EVIDENCE

Assessment instruments required for the assessment process.

	Required	Submitted
Knowledge Test		
Portfolio of Evidence		
Structured Interview		
Behavioural Observation Checklist		
Authenticated Testimonials		
Other documentary evidence		
Knowledge Test for Re-assessment		

Please submit all originals of the assessment process, which includes instruments and evidence, to \_\_\_\_\_ within 7 days of assessment taking place.

## **INSTRUMENTS**

- 1. Knowledge Test**
- 2. Portfolio of Evidence**







## PORTFOLIO OF EVIDENCE

### Providing Customer Service NQF 4 (16 Credits)

#### Instructions to Learner:

- Refer to the Instructions to Build a Portfolio (3-column grid attached). Take cognizance of the specific outcomes, assessment criteria and the types of evidence required.
- Evidence must be in the form of a **portfolio** where documented proof exists for all research done by the learner.
- The evidence must be placed in a file containing the following divisions:
  - Index
  - Candidates details
  - Candidates curriculum vitae
  - Indirect evidence (Indirect evidence is evidence produced about the learner from another source. This is usually in the form of reports of third party sources, i.e. sources other than the assessor. Indirect evidence can be used to verify the authenticity of other forms of evidence. In addition, it may be necessary to corroborate these forms of evidence. Sources of indirect evidence include:
    - Team outputs
    - Work completed at an earlier stage
    - Performance appraisals
    - Training records
    - Testimonials
    - Reviews and commendations
    - Certificates and qualifications
    - Medals, prizes and trophies
    - Customer/client ratings
- **NB: Please include a copy of your Identity Document at the beginning of this section.**
- Different pockets containing the evidence that was gathered by the learner corresponding with the specific outcomes.
- All evidence must be authenticated and signed by the Supervisor and Line/Store Manager, who will follow the steps with the learner and sign each document after being satisfied that it was the learner's work and effort.
- Portfolio must be handed in for assessment on agreed time, date and venue.

## PROVIDING CUSTOMER SERVICE NQF 4

### INSTRUCTIONS TO LEARNER TO COMPILE A PORTFOLIO OF EVIDENCE

Specific Outcomes	Assessment Criteria	Type of Evidence Required
<p>1. Responding to customer queries and complaints by offering a range of solutions for resolving customer dissatisfaction in retail/wholesale outlets</p>	<ul style="list-style-type: none"> <li>• Describe organisational policy on customer service for retail/wholesale outlet</li> <li>• Describe organisational procedures for handling customer complaints/queries</li> <li>• Demonstrate techniques for updating and maintaining customer information records in retail/wholesale outlets</li> <li>• Demonstrate techniques for providing customer service using internal and external communication channels to resolve customer queries/complaints</li> <li>• Demonstrate techniques for alerting co-workers to short-falls in product and service delivery retail/wholesale outlet</li> <li>• Solutions for resolving customer dissatisfaction including offering merchandise replacements, money-back guarantees, discounted prices, alternative ranges of similar merchandise, no-cost repairs, merchandise replacement at an associated retail/wholesale outlet</li> <li>• A range of data capturing processes for recording customer details in retail/wholesale outlets including manual/electronic data capturing systems</li> </ul>	<ol style="list-style-type: none"> <li>1. Provide a list of the possible solutions to customer complaints in your organisation</li> <li>2. Provide a flow diagram that shows the steps to be taken when receiving and resolving a customer complaint</li> <li>3. Provide a copy of your organisation's Policy or philosophy in respect of customer complaints</li> </ol> <p><b><i>(All evidence must authenticated and signed by Supervisor and Line Manager – full details of people authenticating evidence to be provided)</i></b></p>
<p>2. Recording telephonic queries and complaints to initiate future actions for customer dissatisfaction in retail/wholesale outlets</p>	<ul style="list-style-type: none"> <li>• Describe organisational policy on customer service for retail/wholesale outlet</li> <li>• Describe organisational procedures for handling customer complaints/queries</li> <li>• Demonstrate techniques for updating and maintaining customer information records in retail/wholesale outlets</li> <li>• Demonstrate techniques for providing customer service</li> </ul>	<ol style="list-style-type: none"> <li>1. An authenticated observation of you handling a telephonic query or complaint from a dissatisfied customer, including future actions to be taken to resolve the complaint/query</li> </ol> <p><b>Note:</b> The best evidence would be a letter from a satisfied customer.</p>

	<p>using internal and external communication channels to resolve customer queries/complaints</p> <ul style="list-style-type: none"> <li>• Demonstrate techniques for alerting co-workers to short-falls in product and service delivery retail/wholesale outlet</li> <li>• Solutions for resolving customer dissatisfaction including offering merchandise replacements, money-back guarantees, discounted prices, alternative ranges of similar merchandise, no-cost repairs, merchandise replacement at an associated retail/wholesale outlet</li> <li>• A range of data capturing processes for recording customer details in retail/wholesale outlets including manual/electronic data capturing systems</li> </ul>	<p><b>(All evidence must authenticated and signed by Supervisor and Line Manager – full details of people authenticating evidence to be provided)</b></p>
<p>3 Negotiating with internal and external resources for providing effective solutions to customer queries/complaints in retail/wholesale outlets</p>	<ul style="list-style-type: none"> <li>• Describe organisational policy on customer service for retail/wholesale outlet</li> <li>• Describe organisational procedures for handling customer complaints/queries</li> <li>• Demonstrate techniques for updating and maintaining customer information records in retail/wholesale outlets</li> <li>• Demonstrate techniques for providing customer service using internal and external communication channels to resolve customer queries/complaints</li> <li>• Demonstrate techniques for alerting co-workers to short-falls in product and service delivery retail/wholesale outlet</li> <li>• Solutions for resolving customer dissatisfaction including offering merchandise replacements, money-back guarantees, discounted prices, alternative ranges of similar merchandise, no-cost repairs, merchandise replacement at an associated retail/wholesale outlet</li> </ul>	<p>1. List the internal and external resources that are available for handling customer complaints and queries. Identify each resource and the assistance available from that source. Provide one example of when the resource was useful in resolving a customer query or complaint</p> <p><b>(All evidence must authenticated and signed by Supervisor and Line Manager – full details of people authenticating evidence to be provided)</b></p>

	<ul style="list-style-type: none"> <li>• A range of data capturing processes for recording customer details in retail/wholesale outlets including manual/electronic data capturing systems</li> </ul>	
4. Identifying and alerting co-workers to short-falls in products and services in retail/wholesale outlets	<ul style="list-style-type: none"> <li>• Describe organisational policy on customer service for retail/wholesale outlet</li> <li>• Describe organisational procedures for handling customer complaints/queries</li> <li>• Demonstrate techniques for updating and maintaining customer information records in retail/wholesale outlets</li> <li>• Demonstrate techniques for providing customer service using internal and external communication channels to resolve customer queries/complaints</li> <li>• Demonstrate techniques for alerting co-workers to short-falls in product and service delivery retail/wholesale outlet</li> <li>• Solutions for resolving customer dissatisfaction including offering merchandise replacements, money-back guarantees, discounted prices, alternative ranges of similar merchandise, no-cost repairs, merchandise replacement at an associated retail/wholesale outlet</li> <li>• A range of data capturing processes for recording customer details in retail/wholesale outlets including manual/electronic data capturing systems</li> </ul>	<ol style="list-style-type: none"> <li>1. Prepare and provide an outline of a talk you will give to your co-workers about a specific breakdown in the customer service chain</li> <li>2. Give the talk, and provide feedback from your fellow workers on how well you did and whether they feel the breakdown will be corrected</li> </ol> <p><b><i>(All evidence must authenticated and signed by Supervisor and Line Manager – full details of people authenticating evidence to be provided)</i></b></p>
5. Updating and maintaining customer information using a range of data capturing processes for recording customer details in retail/wholesale outlets	<ul style="list-style-type: none"> <li>• Describe organisational policy on customer service for retail/wholesale outlet</li> <li>• Describe organisational procedures for handling customer complaints/queries</li> <li>• Demonstrate techniques for updating and maintaining customer information records in retail/wholesale outlets</li> <li>• Demonstrate techniques for providing customer service using internal and external</li> </ul>	<ol style="list-style-type: none"> <li>1. Collect information for customer updating a customer record relating to – <ul style="list-style-type: none"> <li>• Physical address</li> <li>• Contact details</li> <li>• Current status of account</li> <li>• Purchasing profile</li> <li>• Specific preferences</li> </ul> </li> <li>2. Check completeness and accuracy of information.</li> <li>3. Process information using store specific data capture system</li> </ol>

	<p>communication channels to resolve customer queries/complaints</p> <ul style="list-style-type: none"> <li>• Demonstrate techniques for alerting co-workers to short-falls in product and service delivery retail/wholesale outlet</li> <li>• Solutions for resolving customer dissatisfaction including offering merchandise replacements, money-back guarantees, discounted prices, alternative ranges of similar merchandise, no-cost repairs, merchandise replacement at an associated retail/wholesale outlet</li> <li>• A range of data capturing processes for recording customer details in retail/wholesale outlets including manual/electronic data capturing systems</li> </ul>	<p>(manual / electronic).</p> <ol style="list-style-type: none"> <li>4. Perform range of functions with data, including – <ul style="list-style-type: none"> <li>• Manipulation</li> <li>• Updating</li> <li>• Deleting</li> </ul> </li> <li>5. Compile reports based on customer data.</li> <li>6. Develop plan for future action to resolve customer dissatisfaction.</li> <li>7. File customer data.</li> </ol> <p><b>Note:</b> The above should be authenticated as the result of an actual phone call. If this is not possible, then it should reflect the result of a realistic role play between yourself and another person (acting as customer)  <b><i>(All evidence must authenticated and signed by Supervisor and Line Manager – full details of people authenticating evidence to be provided)</i></b></p>
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## **MODEL ANSWERS**

- 1. Knowledge Test**
- 2. Evaluation Report - Portfolio of Evidence**

## KNOWLEDGE TEST

### Providing Customer Service NQF 4 RW/C/SERVE/4 (16 Credits)

#### Question 1 (10)

What is your store's policy on replacement/repairs/exchange of goods and explain:

- How you will handle the Customer, and
- How it can lead to Customer satisfaction

Apply it to at least four types of merchandise, eg perishables/expired stock; appliances; damaged/soiled goods (tins); batteries, etc.

The Learner should describe the specific store's Policy eg:

- Cash Slip must be produced
- Goods must be checked for faults / breakages
- Confirm if it was bought at the same store

**Batteries** : can not be returned if used and not in original sealed packet

**Perishables** : can't be returned

**Appliances** : Check for user damage. Apply Company & Supplier policies with regards to Returns / Replacements / Refunds

**Damaged Goods / Tins** : Check at specific rack for more soiled goods

#### 1. How will you handle the customer

- Greet friendly
- Listen to complaint
- Show empathy Identify the Cause / Problem
- Apply Company Policies
- Record the complaint
- Provide a satisfactory solution
- Follow up with client & check for more damaged / perished goods in store

#### 2. How can it lead to Customer satisfaction

If the client is handled as above he/she will come back to your store

#### Question 2 (10)

Sketch the structure of your organisation with specific reference to both the internal and external channels that are used for resolving customer queries/complaints.

Neatness of sketch (2)

Portrayal of information (3)

Labelling complaints resolutions channels (5)

#### Question 3 (10)

List at least five different solutions used in your store/organisation for resolving customer dissatisfaction.

Any 5 of the following (2 marks each) –

- merchandise replacements
- cash / credit refunds
- discounts
- alternative merchandise
- no cost repairs
- credit notes

# EVALUATION REPORT

UNIT STANDARD NAME: PROVIDING CUSTOMER SERVICE  
UNIT STANDARD NUMBER: RW/C/SERVE/4  
UNIT STANDARD LEVEL: 4  
CREDITS: 16  
FIELD: SERVICES  
SUB-FIELD: RETAIL AND WHOLESALE  
ISSUE DATE: 1 JUNE 1999  
REVIEW DATE: 31 MAY 2001

LEARNER'S FULL NAMES: \_\_\_\_\_

CONTACT NUMBER: \_\_\_\_\_

ASSESSOR'S NAME: \_\_\_\_\_

DATE OF ASSESSMENT: \_\_\_\_\_

ASSESSMENT METHODOLOGY: \_\_\_\_\_

LEARNER'S COMPANY: \_\_\_\_\_

LEARNER MODERATOR DEPT: \_\_\_\_\_

ID NUMBER OF LEARNER: \_\_\_\_\_

MODERATOR'S NAME: \_\_\_\_\_

DATE OF MODERATION: \_\_\_\_\_

\_\_\_\_\_  
**ASSESSOR**

\_\_\_\_\_  
**MODERATOR**

**EVIDENCE OF LEARNING SHOULD BE IN PLACE (WHAT SHOULD THE CANDIDATE KNOW AND BE ABLE TO DO BEFORE STARTING THE UNIT STANDARD)**

<b>CRITERIA</b>	<b>ASSESSMENT RESULTS</b>
<ul style="list-style-type: none"> <li>• English communication at NQF 3 equivalent.</li> <li>• Computer literacy in terms of basic database and spreadsheet programmes.</li> </ul>	

**FEEDBACK:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**RANGE STATEMENT:**

- Solutions for resolving customer dissatisfaction including offering merchandise replacements, money-back guarantees, discounted prices, alternative ranges of similar merchandise, no-cost repairs, merchandise replacement at an associated retail/wholesale outlet
- A range of data capturing processes for recording customer details in retail/wholesale outlets including manual/electronic data capturing systems

**UNIT STANDARD : PROVIDING CUSTOMER SERVICE NQF 4**

	<b>ASSESSMENT CRITERIA</b>	<b>COMPETENT</b>
1	<p><b>Responding to customer queries and complaints by offering a range of solutions for resolving customer dissatisfaction in retail/wholesale outlets</b></p> <p><i>Evidence must show:</i></p>	
	1.1 Describe organisational policy on customer service for retail/wholesale outlet	
	1.2 Describe organisational procedures for handling customer complaints/queries	
	1.3 Demonstrate techniques for updating and maintaining customer information records in retail/wholesale outlets	
	1.4 Demonstrate techniques for providing customer service using internal and external communication channels to resolve customer queries/complaints	
	1.5 Demonstrate techniques for alerting co-workers to short-falls in product and service delivery retail/wholesale outlet	
	1.6 Solutions for resolving customer dissatisfaction including offering merchandise replacements, money-back guarantees, discounted prices, alternative ranges of similar merchandise, no-cost repairs, merchandise replacement at an associated retail/wholesale outlet	
	1.7 A range of data capturing processes for recording customer details in retail/wholesale outlets including manual/electronic data capturing systems	

2	<b>Recording telephonic queries and complaints to initiate future actions for customer dissatisfaction in retail/wholesale outlets</b> <i>Evidence must show:</i>	
	2.1 Describe organisational policy on customer service for retail/wholesale outlet	
	2.2 Describe organisational procedures for handling customer complaints/queries	
	2.3 Demonstrate techniques for updating and maintaining customer information records in retail/wholesale outlets	
	2.4 Demonstrate techniques for providing customer service using internal and external communication channels to resolve customer queries/complaints	
	2.5 Demonstrate techniques for alerting co-workers to short-falls in product and service delivery retail/wholesale outlet	
	2.6 Solutions for resolving customer dissatisfaction including offering merchandise replacements, money-back guarantees, discounted prices, alternative ranges of similar merchandise, no-cost repairs, merchandise replacement at an associated retail/wholesale outlet	
	2.7 A range of data capturing processes for recording customer details in retail/wholesale outlets including manual/electronic data capturing systems	
3	<b>Negotiating with internal and external resources for providing effective solutions to customer queries/complaints in retail/wholesale outlets</b> <i>Evidence must show:</i>	
	3.1 Describe organisational policy on customer service for retail/wholesale outlet	
	3.2 Describe organisational procedures for handling customer complaints/queries	
	3.3 Demonstrate techniques for updating and maintaining customer information records in retail/wholesale outlets	
	3.4 Demonstrate techniques for providing customer service using internal and external communication channels to resolve customer queries/complaints	
	3.5 Demonstrate techniques for alerting co-workers to short-falls in product and service delivery retail/wholesale outlet	
	3.6 Solutions for resolving customer dissatisfaction including offering merchandise replacements, money-back guarantees, discounted prices, alternative ranges of similar merchandise, no-cost repairs, merchandise replacement at an associated retail/wholesale outlet	
	3.7 A range of data capturing processes for recording customer details in retail/wholesale outlets including manual/electronic data capturing systems	
4	<b>Identifying and alerting co-workers to short-falls in products and services in retail/wholesale outlets</b> <i>Evidence must show:</i>	
	4.1 Describe organisational policy on customer service for retail/wholesale outlet	
	4.2 Describe organisational procedures for handling customer complaints/queries	
	4.3 Demonstrate techniques for updating and maintaining customer information records in retail/wholesale outlets	
	4.4 Demonstrate techniques for providing customer service using internal and external communication channels to resolve customer queries/complaints	
	4.5 Demonstrate techniques for alerting co-workers to short-falls in product and service delivery retail/wholesale outlet	
	4.6 Solutions for resolving customer dissatisfaction including offering merchandise replacements, money-back guarantees, discounted prices, alternative ranges of similar merchandise, no-cost repairs, merchandise replacement at an associated retail/wholesale outlet	
	4.7 A range of data capturing processes for recording customer details in retail/wholesale outlets including manual/electronic data capturing systems	

5	<b>Updating and maintaining customer information using a range of data capturing processes for recording customer details in retail/wholesale outlets</b> <i>Evidence must show:</i>	
	5.1 Describe organisational policy on customer service for retail/wholesale outlet	
	5.2 Describe organisational procedures for handling customer complaints/queries	
	5.3 Demonstrate techniques for updating and maintaining customer information records in retail/wholesale outlets	
	5.4 Demonstrate techniques for providing customer service using internal and external communication channels to resolve customer queries/complaints	
	5.5 Demonstrate techniques for alerting co-workers to short-falls in product and service delivery retail/wholesale outlet	
	5.6 Solutions for resolving customer dissatisfaction including offering merchandise replacements, money-back guarantees, discounted prices, alternative ranges of similar merchandise, no-cost repairs, merchandise replacement at an associated retail/wholesale outlet	
	5.7 A range of data capturing processes for recording customer details in retail/wholesale outlets including manual/electronic data capturing systems	

**FEEDBACK:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
**ASSESSOR**

\_\_\_\_\_  
**MODERATOR**

**SIGNATURE OF LEARNER:** \_\_\_\_\_

## ASSESSMENT OF THE ABILITY TO USE RELEVANT CRITICAL CROSS-FIELD OUTCOMES

	ASSESSMENT CRITERIA	COMPETENT
1	Organise oneself and one's activities when resolving complaints so that internal stress is controlled when handling customer conflict situations	
2	Collect and critically evaluate information when responding to telephonic queries and complaints so that appropriate solutions are offered to dissatisfied customers	
3	Communicate effectively when negotiating with internal and external resources so that customer requirements are clearly understood and effective actions are initiated to resolve customer dissatisfaction	
4	Work with others as a team when informing co-workers of shortfalls in product and service delivery so that all co-workers are committed towards rectifying customer dissatisfaction	
5	Use science and technology effectively so that customer information is accurately recorded and regularly updated	
6	Understanding the world as a set of related systems where a clear understanding of customer expectations leads to providing the correct solutions to resolving customer dissatisfaction	

FEEDBACK: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**ASSESSOR**

\_\_\_\_\_

**MODERATOR**

SIGNATURE OF LEARNER: \_\_\_\_\_

### EVIDENCE OF ESSENTIAL EMBEDDED KNOWLEDGE

KNOWLEDGE COMPONENT	EVIDENT IN SUBMISSION
Verbal communication and negotiating techniques for dealing with internal and external customers	
Organizational procedures/processes for recording and dealing with customer complaint/query details	
Knowledge of ranges of merchandise, pricing structures and delivery procedures for merchandise stocked by associated retail/wholesale outlets	
Organizational structure and internal/external resources/ communication channels for resolving customer queries/complaints	

FEEDBACK: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**ASSESSOR**

\_\_\_\_\_

**MODERATOR**

SIGNATURE OF LEARNER: \_\_\_\_\_

**SUPPLEMENTARY INFORMATION**

Was the assessment conducted true to all the principles of assessment stated before? \_\_\_\_\_

1.	Appropriate	The method of assessment is suited to the performance being assessed.
2.	Fair	The method of assessment does not present any barriers to achievements related to the evidence.
3.	Manageable	The methods used make for easily arranged, cost effective assessments.
4.	Integrated	Evidence collection is integrated into the work or learning process where this is appropriate and feasible.
5.	Valid	The assessment focuses on the requirements laid down in the Standard i.e. is fit for purpose.
6.	Direct	The activities in the assessment mirror the conditions of actual performance as closely as possible.
7.	Authentic	The assessor is satisfied that the work being assessed is attributable to the person being assessed.
8.	Sufficient	The evidence establishes that all criteria are met and that performance can be repeated consistently
9.	Systematic	Planning and recording is sufficiently rigorous to ensure that assessment is fair.
10.	Open	Learners can contribute to the planning and accumulation of evidence. Assessment candidates understand the assessment process and the criteria that is applicable.
11.	Consistent	The same assessor would make the same judgment again in similar circumstances. The judgment made is similar to the judgment that would be made by other assessors.

If no, state how the neglected principle can be achieved in future.

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\_\_\_\_\_  
**ASSESSOR**

\_\_\_\_\_  
**MODERATOR**

**SIGNATURE OF LEARNER:** \_\_\_\_\_

**ASSESSMENT REPORT**

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\_\_\_\_\_  
**ASSESSOR**

\_\_\_\_\_  
**MODERATOR**

**SIGNATURE OF LEARNER:** \_\_\_\_\_

**FEEDBACK FROM LEARNER**

		<b>YES</b>	<b>NO</b>
<b>1</b>	Was the assessment process made clear to you before assessment started?		
<b>2</b>	Did the assessor or representative explain what would be expected from you according to the unit standard?		
<b>3</b>	Was the assessment done in a fair and equitable way?		
<b>4</b>	If any of the above questions were answered NO, please note your concerns below.		
	<b>CONCERNS:</b>		

\_\_\_\_\_  
**ASSESSOR**

\_\_\_\_\_  
**MODERATOR**

**SIGNATURE OF LEARNER:** \_\_\_\_\_

## STEP 4 EVALUATE EVIDENCE AND MAKE JUDGEMENTS

### Competence Judgement

Competence judgements (decisions) should be based on evidence provided by the candidate. The assessor should evaluate all evidence in terms of

- Comparing the evidence against the criteria for assessment
- Making the decision as to whether or not the necessary competence has been achieved.

The following principles of assessment should be addressed with every judgement made:

Principle	Assessment Evidence			
	Method 1		Method 2	
	Competent	Not Yet Competent	Competent	Not Yet Competent
<b>Valid</b> ✓ The assessment focuses on the requirements laid down in the Unit Standard and the Specific Outcomes ✓ The assessment is fit for the purpose ✓ The evidence gathered is valid in terms of the performance being assessed ✓ If the assessment method is appropriate the evidence will be valid				
<b>Authentic</b> ✓ The assessor is satisfied that the work being assessed is attributable to the person being assessed				
<b>Sufficient</b> ✓ The evidence collected establishes that all criteria have been met and that performance to the required standard can be repeated consistently ✓ Evidence gathered is of				

<p>sufficient quantity</p> <ul style="list-style-type: none"> <li>✓ The quality of the evidence gathered is good enough to establish that the candidate is competent</li> </ul>				
<p><b>Reliable</b></p> <ul style="list-style-type: none"> <li>✓ The assessor needs to be sure that the candidate would perform in the same way if reassessed at a later stage</li> </ul>				
<p><b>Current</b></p> <ul style="list-style-type: none"> <li>✓ Evidence collected is related to current competence</li> <li>✓ The candidate must prove that he/she is currently capable of performing an activity</li> </ul>				
<p><b>Direct</b></p> <ul style="list-style-type: none"> <li>✓ The activities in the assessment mirror the conditions of actual performance as closely as possible</li> <li>✓ Activities are as direct as is practical</li> </ul>				
<p><b>Fair</b></p> <ul style="list-style-type: none"> <li>✓ The method of assessment does not present any barriers to achievements, which are not related to the evidence</li> <li>✓ The assessment does not disadvantage the candidate with a special need</li> <li>✓ Assessment is not affected by factors such as race, gender, age background etc.</li> <li>✓ The language barrier should be addressed by means of an interpreter if necessary</li> <li>✓ The assessor should try as far as possible to accommodate the candidate without giving an unfair advantage</li> </ul>				

**It is left completely to the professional judgement of the registered assessor as to how many attempts at each instrument the candidate is allowed.**

## **STEP 5 PROVIDE FEEDBACK**

- Ensure that feedback is given to the relevant parties
- Feedback must be given as soon as possible – and definitely within 15 days of the assessment taking place
- All assessment results must be submitted to \_\_\_\_\_ within 7 days after feedback has taken place
- The relevant correspondence must be handed to the candidate
- The feedback report must be signed by the candidate and assessor and dated clearly

## FEEDBACK CHECKLIST

DETAILS	YES	NO
Feedback session has been planned		
The conversation with the candidate has been considered		
The candidate will be involved in the feedback process		
The candidate will be asked how he/she feels about the performance		
Positive achievements are stressed first		
Focus on the <b>performance</b> of the candidate and not the person		
Avoid judgemental attitudes		
Feedback is concluded with a positive statement		
Feedback reports have been completed		
Candidate and Assessor have signed the summative assessment feedback report		
Special Needs have been addressed		

DATE: \_\_\_\_\_

TO: \_\_\_\_\_  
(Candidate) \_\_\_\_\_

Dear \_\_\_\_\_

## **YOUR ASSESSMENT**

Congratulations!

It gives me great pleasure to confirm that you have been found competent on the outcomes of the following registered unit standard:

### ***Providing Customer Service (NQF 4)***

Yours sincerely

\_\_\_\_\_  
ASSESSOR : NAME

\_\_\_\_\_  
ASSESSOR: SIGNATURE

DATE: \_\_\_\_\_

TO: \_\_\_\_\_  
(Candidate) \_\_\_\_\_

Dear \_\_\_\_\_

## **YOUR ASSESSMENT**

Unfortunately, after your assessment on \_\_\_\_\_ you have been found not yet competent on the outcomes of the following registered unit standard:

### ***Providing Customer Service (NQF 4)***

This means that you will have to undergo assessment once again. In order to do this I request that you please contact me to discuss the way forward.

Yours sincerely

\_\_\_\_\_  
ASSESSOR : NAME

\_\_\_\_\_  
ASSESSOR: SIGNATURE



DATE: \_\_\_\_\_

The Line Manager

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dear \_\_\_\_\_

**ASSESSMENT : MR/MRS/MS** \_\_\_\_\_

It gives me great pleasure to inform you that the above candidate has been found competent on the outcomes of the following registered unit standard:

***Providing Customer Service (NQF 4)***

Please accept our sincere congratulations in this regard.

Yours sincerely

\_\_\_\_\_  
ASSESSOR : NAME

\_\_\_\_\_  
ASSESSOR: SIGNATURE



DATE: \_\_\_\_\_

The Line Manager

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dear \_\_\_\_\_

**ASSESSMENT : MR/MRS/MS** \_\_\_\_\_

Unfortunately, the above candidate has not been found competent on the outcomes of the following registered unit standard:

***Providing Customer Service (NQF 4)***

This implies further assessment of the candidate. This is to be discussed with the candidate and you will be informed of arrangements in due course

Yours sincerely

\_\_\_\_\_  
ASSESSOR : NAME

\_\_\_\_\_  
ASSESSOR: SIGNATURE

## SUMMATIVE ASSESSMENT: FEEDBACK REPORT

<b>CANDIDATE</b>	
<b>ORGANISATION</b>	
<b>OCCUPATION</b>	
<b>UNIT STANDARD NUMBER</b>	
<b>UNIT STANDARD TITLE</b>	
<b>NUMBER OF CREDITS</b>	
<b>NQF LEVEL</b>	
<b>SPECIFIC OUTCOMES TO BE ASSESSED</b>	All
<b>FEEDBACK GIVEN IN THE FOLLOWING MANNER</b> <ul style="list-style-type: none"> <li>• MEETING</li> <li>• WRITTEN</li> <li>• E-MAIL WITH ATTACHMENTS</li> <li>• TELEPHONE</li> <li>•</li> <li>•</li> </ul>	

### ASSESSMENT DECISION

	YES	NO
The candidate has submitted evidence that is valid, relevant, current, sufficient and authentic against the listed specific outcomes and covered all range statements		
The candidate is competent in all the assessment criteria listed		

<p>The candidate is not yet competent in the following criteria</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>The following items require corrective action or improvement</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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**RECOMMENDATIONS**

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**RE-ASSESSMENT SHOULD TAKE PLACE AS FOLLOWS:**

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**DECLARATION BY CANDIDATE**

I, ..... declare that  
I am **SATISFIED / NOT SATISFIED** that the feedback given to me by the Assessor was relevant, sufficient and done in a constructive manner.

I **ACCEPT / DO NOT ACCEPT** the assessment decisions.

I have no further questions relating to this particular assessment process.

<b>Assessor's signature</b>	<b>Date</b>
<b>Candidate's signature</b>	<b>Date</b>
<b>Moderator's signature</b>	<b>Date</b>

## **STEP 6**

### **REVIEW ASSESSMENT PRACTICES**

Please return all forms and checklists to \_\_\_\_\_  
within 7 days after the assessment has taken place

#### **There are three major ways of evaluating assessments:**

- Gathering feedback from learner
- Reflection by the assessor
- Comments from other people such as verifiers and moderators

Please make use of as many means as possible. The following could be of assistance when deciding how to gather feedback for the assessment review:

#### **Methods**

- Evaluation / review of assessment methods, instruments and national, registered standards and qualifications
- Distribution of questionnaires
- Individual and group discussions
- Structured interviews with relevant role players

#### **Information to be gathered**

- Number of assessments requested, number of assessments completed, number of successful achievements, and number of learners not yet competent.
- Locations
- Standards assessed
- Appeals
- Special needs identified
- Reporting aspects – linking to systems
- Feedback from learners and assessors on the process, the tools, the difficulties experienced and suggestions for improvement
- The costs involved

## ASSESSMENT REVIEW: UNIT STANDARD: Providing Customer Service (NQF 4)

DETAILS	YES	NO	REMARKS
Did the assessment reflect the specified performance criteria?			
Were the assessment practices structured?			
Was the candidate consulted during the development of the assessment practices?			
Were all the assessment guides and documents prepared?			
Were the recording systems effective?			
Was the assessment conducted true to all the principles of assessment?			
Was the assessment process free of discrimination of any sort and open to all candidates?			
Has the assessment been planned to make effective use of time and resources in the workplace?			
Did the assessor explain the company's Appeals Procedure to the candidate?			
Did the assessor allow the candidate to demonstrate his competence without interrupting him?			
Did the assessor assess only the specific outcomes as specified in the unit standard?			
Did the assessor check the evidence of the competence across the range as specified in the unit standard?			
Did the assessor ask questions which were clear and which did not lead the candidate?			
Did the assessor ask only questions which were relevant to the knowledge evidence required in the standard?			
Where simulations were used, did the assessor ensure that it was as near to the real working condition as possible?			
Did the assessor arrange for the assessment activity to take place			

in the workplace so that it did not disrupt normal activities?			
Did the assessor inform the candidate of the result of the assessment?			
In the event of unhappiness with the decision of the assessor, was the correct procedure followed?			
Did the assessor complete the assessment document and ensure that all concerned signed it?			

**STRENGTHS OF ASSESSMENT**

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**WEAKNESSES OF ASSESSMENT**

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**RECOMMENDATIONS**

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**ASSESSOR:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**MODERATOR:** \_\_\_\_\_ **DATE:** \_\_\_\_\_