



**Davidson Training UK Ltd**  
Training for Growing Businesses

# **CUSTOMER SERVICE PRACTITIONER APPRENTICESHIP STANDARD LEVEL 2**

**HANDBOOK Version 4 April 2022**

## **HANDBOOK**

This Handbook has been produced for learners and employers for the Customer Service Practitioner Apprenticeship Standard Level 2

Davidson Training UK Limited

# Customer Service Practitioner Apprenticeship Standard Level 2

## Qualification aim

The role of a customer service practitioner is to deliver high quality products and services to the customers of their organisation. Your core responsibility will be to provide a high quality service to customers which will be delivered from the workplace, digitally, or through going out into the customer's own locality.

These may be one-off or routine contacts and include dealing with orders, payments, offering advice, guidance and support, meet-and-greet, sales, fixing problems, after care, service recovery or gaining insight through measuring customer satisfaction. You may be the first point of contact and work in any sector or organisation type.

Your actions will influence the customer experience and their satisfaction with your organisation. You will demonstrate excellent customer service skills and behaviours as well as product and/or service knowledge when delivering to your customers. You provide service in line with the organisation's customer service standards and strategy and within appropriate regulatory requirements. Your customer interactions may cover a wide range of situations and can include; face-to-face, telephone, post, email, text and social media.

When taken as part of the customer service practitioner apprenticeship standard the aim of this qualification is to support preparation for the end point assessment.

This apprentice handbook describes your 'learner journey' through the programme and provides everything you need to know about the programme and the associated City and Guilds qualification. Please make sure that you keep a copy of this handy for reference throughout the course.

## Benefits/Results for Apprentices

- Continuous development of personal effectiveness and impact as a Customer Service Practitioner
- Increased knowledge and confidence to influence behaviours
- Consideration of Employment Rights and Responsibilities
- Gain the key skills to aid career progression
- Receive support from a dedicated team of qualified assessors/training consultants.
- Targeted learning and development is delivered in alignment with the latest apprenticeship standards – ensuring all learning is relevant, with no gaps in knowledge.
- It will maximise confidence and readiness for End Point Assessment.
- Apprentices gain a range of skills
- Put new skills into practice in own role
- Develop skills using own knowledge, values and motivation

## Impact for employers

- Targeted learning and development in complete alignment with the latest apprenticeship standards – ensuring that all learning is relevant, with no gaps in knowledge.
- Maximises Apprentice's confidence and readiness for End Point Assessment.
- Customer Service Practitioner with relevant Skills, Knowledge and Behaviours to positively promote the organisation
- Training tailored to organisational goals and values  
Collaboration between in-house training teams and experienced Davidson Training UK Ltd staff
- Flexible delivery options
- Rewards Apprentice's engagement and drives completion with ILM digital credentials.

## What opportunities for progression are there?

The qualification will allow you to progress in your career or onto further Management qualifications:

- Customer Service Specialist Apprenticeship Standard Level 3
- The Level 3 qualification which will support the Customer Service Specialist Apprenticeship standard.
- Qualifications in other work-related areas (for example Contact Centres, Sales, Social Media, Team Leading, Administration, Retail and other related areas.)

## Entry requirements

There are no entry requirements for this qualification however you must be in a position to meet the assessment demands of the qualification, which are work- based and reflective in nature. As this qualification is work-based, Apprentices must be employed in an appropriate role.

Apprentices will be required to have or achieve level 1 English and Maths and to have taken level 2 English and Maths tests prior to completion of their Apprenticeship.

## Age restrictions

This qualification is not approved for under 16s.

## Link to professional registration

Completion of this apprenticeship will lead to eligibility to join the Institute of Customer Service as an Individual member at Professional level.

## Duration

The apprenticeship will take a minimum of 12 months to complete

## Evidence requirements

Units may be assessed through a number of different sources and forms, which must meet the requirements of assessment criteria, which may include:

- **Naturalistic observation of workplace activities:** Assessors must provide information about the context of the assessment.
- **Products:** Such as reports, letters, e-mails, memos, printouts, etc, are also valuable items of performance evidence. Assessors are encouraged to assess work products in situ and record the location of evidence within their assessment records.
- **Expert witness:** Can be used to address any gaps in the technical and occupational competence of assessors, and also for confidential or sensitive activities that are not appropriate for assessor observation. Expert witnesses are identified and trained by the centre.
- **Witness testimony:** Can provide valuable evidence of candidate competence. In line with established principles, witness testimony must be:
  - a clear, authentic statement indicating how the learner carries out their job
  - dated, signed and include the job title of the witness.
- **Candidate reports (feedback):** Oral or written reports from the candidate which involve descriptions of activities and processes and some self-assessment, e.g. a work diary.
- **Reflective accounts:** A reflective account is usually a write up of how a candidate has carried out part of their job, recording events that actually happened. Where possible, the account should state why the candidate took the actions they did.
- **Professional discussion:** Professional discussion is a single, or series of, structured, planned and in-depth discussion(s) which can be recorded electronically or manually in paper, computer, audio or video files. Professional discussions can be used to support observation reports, examination of work products and knowledge questionnaires. The CfA supports the use of professional discussion in holistic assessment.

- **Verbal / written questions:** Also includes questionnaires; work based tasks; reflective accounts; case studies; professional discussion; and, feedback reports. As assessment by observation and examination of work products usually results in inferred knowledge. Questions should only be asked to fill gaps where knowledge is not explicit. This style of assessment still requires the assessor to confirm how knowledge and understanding has been addressed but avoids over assessment of the candidate.
- **Projects:** An extended piece of practical and / or written work involving planning and research, generally presented as a report.
- **Assignments:** May be practical or written tasks given to learners which test skills, knowledge or understanding, or combinations of all three.
- **Case studies:** An effective case study report should:
  - clearly identify the core problem(s)
  - analyse the issues underlying the problem
  - discuss and justify alternative solutions using theory / experience
  - present feasible recommendations
  - be presented in an appropriate format
- **Audio / video recordings:** May be used to support observation reports, examination of work products and knowledge questionnaires.
- **Simulation / role play:** A task-based function where there are clear goals which need to be achieved and the outcomes are evaluated in a 'real-work environment'.

### **English and Maths Functional Skills**

Apprentices will be required to have or achieve level 1 English and Maths and to have taken level 2 English and Maths tests prior to completion of their Apprenticeship unless you already hold the required qualifications or equivalents.

### **On Programme learning**

The period of learning, development and continuous assessment is managed by the employer, in most cases with the support of the training provider. The on-programme pace will be driven by individuals as well as by the breadth of experience an employer can offer prior to the minimum of 12 months after which end-point assessment will take place.

Employers will work closely with the training provider to plan and deliver support and training appropriately. This working closely will add value to the employer as it centres on real work competencies demonstrated in a real work environment

## The Customer Service Practitioner Apprenticeship Standard

<b>Knowing your customers</b>		
<b>Professional discussion</b>		
<b>The apprentice will</b>	<b>Assessment criteria</b>	<b>Distinction criteria</b>
Understand who customers are Understand the difference between internal and external customers	K1.1 Explain the difference between internal and external customers in the context of their organisation	<i>K1.4 Explain the importance of building good customer relationships to the organisation</i>  <i>K1.5 Explain the difference in the way internal and external customer relationships are managed</i>
Understand the different needs and priorities of your customers and the best way to manage their expectations, recognising and knowing how to adapt style to be highly effective	K1.2 Describe the specific needs of different customers, including those protected under current equality law. K1.3 Explain when and how to adapt their service approach to meet the needs and expectations of customers	<i>K1.6 Explain the importance of balancing the needs of both the organisation and its customers</i>

<b>Understanding the organisation</b>		
<b>Apprentice showcase</b>		
<b>The apprentice will</b>	<b>Assessment criteria</b>	<b>Distinction criteria</b>
Know the purpose of the business and what 'brand promise' means	K2.1 State the aims of the organisation in relation to its <b>sector</b> K2.2 State what is meant by the organisation's ' <b>brand promise</b> '	<i>K2.6 Explain the importance of balancing the needs of both the organisation and its customers</i>
Know your organisation's core values and how they link to the service culture	K2.3 Explain how the organisation's <b>core values</b> relate to its service culture	
Know the internal policies and procedures, including any complaints processes and digital media policies that are relevant to you and your organisation	K2.4 State the purpose of different organisational policies and procedures that affect their customer service role K2.5 Describe the type of guidelines in a digital media policy that affect the use of social and digital media in the work environment	
<b>Amplification and guidance</b>		
<p><b>Sector</b></p> <ul style="list-style-type: none"> <li>• public, private or third sector (charity)</li> </ul> <p><b>'Brand promise'</b></p> <ul style="list-style-type: none"> <li>• a commitment or promise made between a company and its customers</li> </ul> <p><b>Core values</b></p> <ul style="list-style-type: none"> <li>• principles that guide an organisation's internal and external behaviour and conduct</li> </ul> <p><b>Organisational policies and procedures</b></p> <ul style="list-style-type: none"> <li>• an organisation's policies and procedures that are used internally</li> </ul>		

<b>Meeting regulations and legislation</b>		
<b>Apprentice showcase</b>		
<b>The apprentice will</b>	<b>Assessment criteria</b>	<b>Distinction criteria</b>
Know the appropriate legislation and regulatory requirements that affect your business	K3.1 Explain how the relevant legislation and regulations affect the organisation's customer service provision	<i>K3.4 Explain the potential impact on the organisation if it fails to adhere to each of the relevant legislation and regulations</i> <i>K3.5 Explain how a code of practice or ethical standards affects customer service</i>
Know your responsibility in relation to this and how to apply it when delivering service	K3.2 State their responsibilities for keeping information confidential in the organisation K3.3 State the responsibilities of <b>employees and employers</b> under the Health and Safety at Work Act	

<b>Systems and resources</b>		
<b>Apprentice showcase</b>		
<b>The apprentice will</b>	<b>Assessment criteria</b>	<b>Distinction criteria</b>
Know how to use systems, equipment and technology to meet the needs of your customers	K4.1 Explain the use of the different systems, equipment and/or technology available in the organisation to meet customer needs effectively	<i>There are no distinction criteria for this component</i>
Understand types of measurement and evaluation tools available to monitor customer service levels	K4.2 Describe the <b>measures and evaluation tools</b> used in the organisation to monitor customer service levels	
<b>Amplification and guidance</b>		
<b>Measures and evaluation tools</b>		
<ul style="list-style-type: none"> <li>• methods or tools used to evaluate, measure and document</li> </ul>		

<b>Your role and responsibility</b>		
<b>Professional discussion</b>		
<b>The apprentice will</b>	<b>Assessment criteria</b>	<b>Distinction criteria</b>
Understand your roles and responsibilities within your organisation and the impact of your actions on others	K5.1 Explain how the actions taken in the context of their job role and responsibilities impact on others in the organisation	<i>There are no distinction criteria for this component</i>
Know the targets and goals you need to deliver against	K5.2 Describe how to achieve their agreed targets and goals	

<b>Customer experience</b>		
<b>Professional discussion</b>		
<b>The apprentice will</b>	<b>Assessment criteria</b>	<b>Distinction criteria</b>
Understand how establishing the facts enables you to create a customer focused experience and appropriate response	K6.1 Explain how an understanding of the facts can be used to create a customer focused experience	<i>K6.3 Explain how to respond to customer needs and requirements positively</i>
Understand how to build trust with a customer and why this is important	K6.2 Explain how to build trust with customers and the importance of doing so	

<b>Product and service knowledge</b>		
<b>Apprentice showcase</b>		
<b>The apprentice will</b>	<b>Assessment criteria</b>	<b>Distinction criteria</b>
Understand the products or services that are available from your organisation and keep up to date	K7.1 Explain the difference between the <b>features and benefits</b> of products and/or services in relation to the organisation	<i>K7.3 Explain why it is important to update their knowledge on the organisation's products and/or services</i>
	K7.2 Describe how to maintain their knowledge of the organisation's products and/or services	
<b>Amplification and guidance</b>		
<b>Features and benefits</b> <ul style="list-style-type: none"> <li>• features - facts about products or services that add credibility and substance to your sales pitch</li> <li>• benefits - give customers a reason to buy because they explain how the product or service improves a customer's life</li> </ul>		

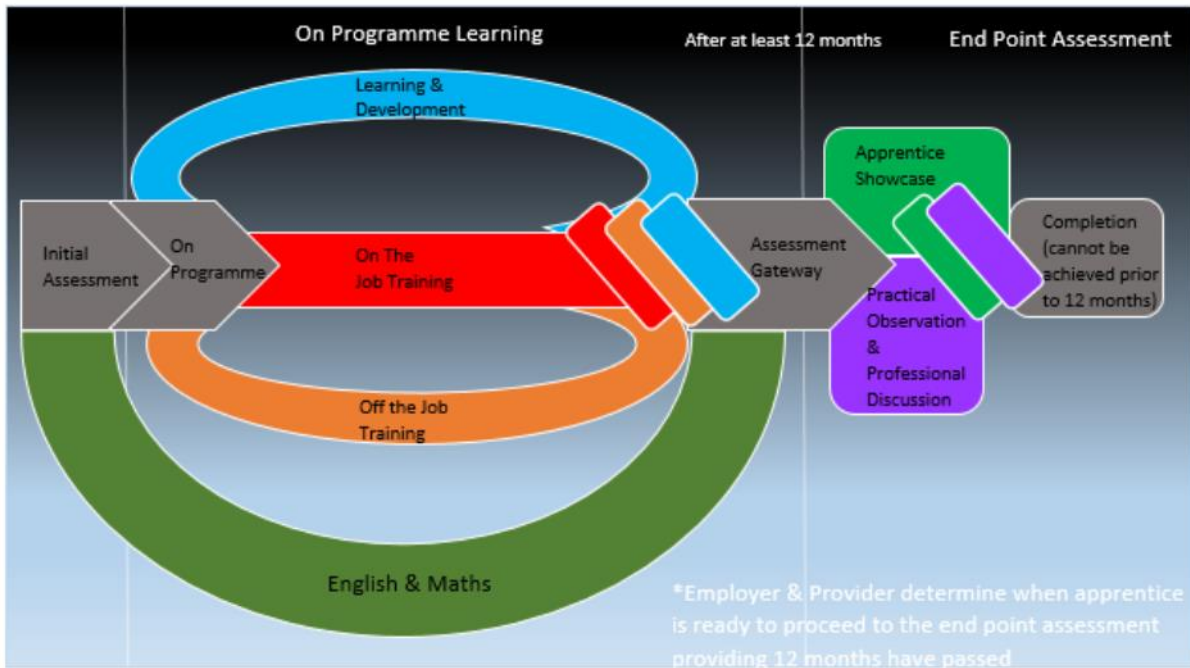
<b>Interpersonal skills</b>		
<b>Practical observation</b>		
<b>The apprentice will</b>	<b>Assessment criteria</b>	<b>Distinction criteria</b>
Use a range of questioning skills, including listening and responding in a way that builds rapport, determines customer needs and expectations and achieves positive engagement and delivery	S8.1 Demonstrate willingness and ability to engage with customers in a positive manner using relevant interpersonal skills	<i>S8.4 Demonstrate ability to adapt interpersonal skills when working on meeting the needs and expectations of different customers, showing knowledge of the application of the Equality Act when communicating <b>(verbally or non-verbally)</b></i>
	S8.2 Work with customers to build a rapport, recognising and where possible meeting their needs and expectations	<i>S8.5 Demonstrate ability to balance the needs and expectations of the customer with that of the organisation</i>
	S8.3 Show willingness to work with others and share ideas where appropriate	<i>S8.6 Proactively work with others to ensure efficient customer service delivery</i>

Communication		
Practical observation		
The apprentice will	Assessment criteria	Distinction criteria
<p><b>(Depending on your job role and work environment)</b> Use appropriate verbal and non-verbal communication skills, along with summarising language during face-to-face communications <b>and/or</b> Use appropriate communication skills, along with reinforcement techniques (to confirm understanding) during non-facing customer interactions Use an appropriate 'tone of voice' in all communications, including written and digital, that reflect the organisation's brand</p>	<p><b>Face to face:</b> S9.1 Demonstrate ability to make initial customer contact and use appropriate verbal and non-verbal communication skills S9.2 Adapt tone, behaviour and body language when necessary, recognising and confirming understanding of needs and expectations S9.3 Demonstrate ability to recognise when to summarise and the techniques to use <b>Non- facing:</b> S9.4 Demonstrate ability to make initial customer contact and make use of appropriate communication skills S9.5 Adapts tone and behaviour when necessary, recognising and confirming understanding of needs and expectations S9.6 Demonstrates ability to recognise and use <b>reinforcement techniques</b> during customer interactions</p>	<p><b>Both face to face and non-facing:</b> <i>S9.7 Demonstrate ability to adapt communication - tone, behaviour and language - to different customers and their interactions, showing clear knowledge of the application of the Equality Act in all customer handling.</i> <i>S9.8 Demonstrate ability to flex to various <b>customer personalities</b>, while remaining calm and in control where necessary. They will also demonstrate they know the organisational procedures to be followed in all communication and the importance to the brand/organisation of this requirement.</i></p>
<b>Amplification and guidance</b>		
<p><b>Reinforcement techniques</b></p> <ul style="list-style-type: none"> <li>something used to clear up customer confusion and help them understand</li> </ul> <p><b>Customer personalities</b></p> <ul style="list-style-type: none"> <li>e.g. an angry or an easy-going, relaxed customer</li> </ul>		

Influencing skills		
Apprentice showcase		
The apprentice will	Assessment criteria	Distinction criteria
<p>Provide clear explanations and offer options in order to help customers make choices that are mutually beneficial to both the customer and your organisation</p>	<p>S10.1 Offer appropriate product and/or service options to meet the identified needs of customers and the needs of the organisation S10.2 Communicate to customers in a <b>clear and coherent manner</b> how the products and/or services offered meet their needs S10.3 Handle customer objections in a positive and professional manner</p>	<p><i>S10.4 Provide appropriate explanations to customers in situations where a mutually beneficial outcome cannot be reached</i></p>
<b>Amplification and guidance</b>		
<p><b>Clear and coherent manner</b></p> <ul style="list-style-type: none"> <li>i.e. without the use of jargon</li> </ul>		



## The Assessment Model



### End-point assessment – What is this?

End-point assessment is a new way of assuring quality in the apprenticeship system. It replaces the existing model of continuous assessment resulting in qualifications.

The decision on readiness to progress to the End Point Assessment will be taken by the line manager and apprentice with input from the Training Provider.

For each of the three assessment methods, all pass criteria (100%) must be achieved to progress and complete the apprenticeship programme.

For a distinction to be awarded, apprentices must also achieve a distinction in each assessment method

The End Point Assessment will test the entire Standard, and be undertaken as follows:

- Apprentice showcase.
- Practical observation.
- Professional discussion.

### Customer Service Practitioner Apprenticeship Standard End Point Assessment consists of:

Assessment Method	Weighting	Duration	To achieve a pass	To achieve a Distinction
Apprentice Showcase	65%	After a minimum of 12 months on-programme learning	100%	You must meet all of the pass criteria <b>AND</b> 70% of the distinction criteria
Practical Observation	20%	Minimum of 1 hour	100%	You must meet all of the pass criteria <b>AND</b> 80% of the distinction criteria
Professional Discussion	15%	1 hour	100%	You must meet all of the pass criteria <b>AND</b> 75% of the distinction criteria

The table below identifies the different types of Assessment Method that will be used for the End Point Assessment

<b>Module Title</b>	<b>Type</b>	<b>Assessment Method</b>
Knowing your customers	Knowledge	Professional Discussion
Understanding the organisation	Knowledge	Apprenticeship Showcase
Meeting regulations and legislation	Knowledge	Apprenticeship Showcase
Systems and resources	Knowledge	Apprenticeship Showcase
Your role and responsibility	Knowledge	Professional Discussion
Customer experience	Knowledge	Professional Discussion
Product and service knowledge	Knowledge	Apprenticeship Showcase
Interpersonal skills	Skills	Observation
Communication	Skills	Professional Discussion
Influencing skills	Skills	Apprenticeship Showcase
Personal organisation	Skills	Apprenticeship Showcase
Dealing with customer conflict and challenge	Skills	Apprenticeship Showcase
Developing self	Behaviours/Attitude	Apprenticeship Showcase
Being open to feedback	Behaviours/Attitude	Apprenticeship Showcase
Team working	Behaviours/Attitude	Apprenticeship Showcase
Equality – Treating all customers as individuals	Behaviours/Attitude	Observation
Presentation – Dress code, professional language	Behaviours/Attitude	Observation
'Right first time'	Behaviours/Attitude	Observation

## **Apprentice Showcase**

The apprentice showcase is compiled after 12 months of on-programme learning. The Apprentice Showcase enables apprentices to reflect and present examples of their development over the whole on-programme period. With guidance from the employer and/or training provider the apprentice will select appropriate evidence from the on programme portfolio to demonstrate the minimum requirements of the standard at the final stage of the programme as an 'Apprentice Showcase'. This will attest to professional competence at the level.

The apprentice showcase will be reviewed and assessed by the independent assessor. The evidence contained in the apprentice showcase will be assessed against the following areas of the standard:

- Understanding the organisation
- Meeting regulations and legislation
- Systems and resources
- Product and service knowledge
- Influencing skills
- Personal organisation
- Dealing with customer conflict and challenge
- Developing self
- Being open to feedback
- Team working

The apprentice showcase, as agreed by the employer and apprentice with the assessment organisation, can therefore be assessed face to face or remotely. It can be showcased by the learner through the delivery of a presentation or by a virtual form of assessment such as submission of a report, storyboard, journal etc. to the assessment organisation.

## **Practical Observation & Professional Discussion**

The practical observation and professional discussion provides the opportunity for substantial synoptic assessment across the standard and must include customer interaction.

### ***Practical Observation***

The practical observation will be pre-planned and scheduled to when the apprentice will be in their normal place of work and will be carried out by the Independent Assessor. The observation will enable the apprentice to evidence their skills, knowledge and behaviour from across the standard to demonstrate genuine and demanding work objectives. Each situation within the observation will be different, and examples are, handling a general enquiry, dealing with a customer complaint or a need for further information or detail, but it is mandatory that the observation covers as a minimum: presentation, equality, interpersonal skills, communication and personal organisation. Those areas of the standard which are not able to be evidenced during the observation will be discussed subsequently as part of the professional discussion with the Independent Assessor.

### ***Professional Discussion***

The professional discussion will be a structured discussion between the apprentice and the Independent Assessor, following the observation, to establish the apprentice's understanding and application of knowledge, skills and behaviours. The professional discussion will need to take place in a suitable environment and should last for a maximum of one hour. The discussion will be against set criteria.

The purpose of the professional discussion is to:

- clarify any questions the Independent Assessor has from their assessment of the learner journey and practical observation;
- confirm and validate judgements about the quality of work;
- explore aspects of the work, including how it was carried out, in more detail;
- discuss how the apprentice would behave in specific scenarios, should they not have occurred within the practical observation;
- ask questions in relation to personal development and reflection;
- provide a basis for the Independent Assessor to make a decision about the grade to be awarded.

The Independent Assessor will plan the professional discussion in advance and in conjunction with the apprentice and employer.

Final judgement and the overall grade for the apprenticeship will be made by the Independent Assessor following completion of both the practical observation and professional discussion.

**On-programme assessment includes:**

- Completion and achievement of a relevant Level 2 Diploma for Customer Service Practitioner. This ensures the development and assessment of the knowledge areas required by the standard in a consistent manner, and is valued by employers and individuals.
- Regular performance reviews.
- Development of a portfolio of evidence including reports, evidence of tasks undertaken, demonstrations, presentations, assignments, emails, observations\*.
- Feedback from line manager.

\*It is recommended that wherever possible the evidence collected makes use of video or audio technologies.

Towards the end of the programme, the apprentice will undertake a synoptic work-based project, which will bring together elements of their learning from different parts of the programme and show their accumulated knowledge and understanding and its application in their organisation.

The portfolio of evidence will demonstrate the skills and behaviours. Assessment will monitor ongoing performance of the apprentice, and the training provider and employer must support the apprentice and provide guidance as required.

There will be regular reviews (at least quarterly) between employer and training provider with a formal assessment of progress.

The Independent Assessment Organisation will be responsible for the End Point Assessment. They will have had no involvement in the delivery of the on-programme activities, and no previous contact with the apprentice, and will be fully independent and impartial.

**End Point Assessment – Summary of roles and responsibilities.**

Employer	Brings a view of the apprentice working with them in the workplace through the apprenticeship Works with the training provider to carry out a continuous review of the evidence generated by the apprentice as part of the on-programme assessment process Supports ‘on the job’ training and offers relevant experience Decides on the timing of final assessment with the support of the Training Provider
Training Provider (This function could be undertaken by the Employer)	Brings a view of the apprentice from supporting them through the apprenticeship Works collaboratively with the employer on the behaviours of the apprentice Delivers ‘off the job’ training Works with the employer and undertakes assessment of the apprentice against the standards as part of the on-programme assessment process Supports the employer on deciding the timing of final assessment
Independent Assessor	Provides an independent view as they will not have had any prior involvement with the apprentice Brings added rigor and consistency to the assessment through their wider industry perspective, knowledge and experience Assesses all components of the final end assessment independently using externally set marking/grading criteria <ul style="list-style-type: none"> <li>• Participates in regular standardisation events</li> </ul>

## **Grading**

The apprenticeship includes Pass and Distinction grades which are applied at the end point assessment with the final grade based on the performance in the apprentice showcase, the practical observation and a professional discussion.

A pass apprentice will competently perform their role demonstrating application of the knowledge, skills and behaviours against the whole standard in line with organisation and regulatory requirements and ensuring customer satisfaction.

A distinction apprentice, in addition to meeting the pass criteria, will consistently perform above the required level for the role.

If any part of the assessment is not sufficient when first submitted, there will be an opportunity for resubmission, or observation or professional discussion to be repeated.

The final grade will be based on the final end assessment. The apprentice must achieve the minimum pass threshold in each of the end assessment components and will be awarded a final grade based on the weighted average of these end assessment components.

## **Initial assessment**

An initial assessment will be made before the start of the programme to identify:

- If you have any specific training needs.
- Support and guidance you may need when working towards your qualification.
- Any previous, relevant qualifications or learning where Recognition of Prior Learning can be applied.

We are required to demonstrate commitment to equal opportunities and can give guidance in making arrangements if you require reasonable adjustments or special considerations in respect of assessment. This will be done as early as possible in the programme and needs to be approved by the EPOA before implementation.

## **Induction**

You will receive an induction of at least 1.5 hours and will include written information covering:

- An outline of the qualification and the related support available.
- This will include the regulated qualification and the full Apprenticeship Standard Customer Service Practitioner Level 2.
- The aim of the Apprenticeship Standard Customer Service Practitioner Level 2.
- Expectations of, and benefits to, the individual and where relevant, their employer.
- Format of the programme – content, hours, attendance, delivery methods, etc.
- The assessment requirements, including assessment criteria.
- Roles and responsibilities of Centre staff, Apprentices and EPOA.
- Learning and study skills, including reference to use of library, internet and any open or online learning to be used.
- Information on tutorial support, advice and guidance, equal opportunities, appeals procedures, authenticity and plagiarism.

## **The First Step**

We aim for you to complete your Apprenticeship with the use and ease of eLearning, encouraging you to prepare and submit evidence and email it to your Trainer/Tutor. They will assess and upload evidence into an ePortfolio.

## **Your Individual Learner Development Plan**

We will set you targets that are specific to your needs, training you as we go on what you need to know. The qualification will be adapted to suit your exact job description and your organisation's needs, however it is flexible and easily fits in with your normal every day work.

You must complete 20% off-the-job training and this will be discussed and planned with your employer. This could be in the way of mentoring, job shadowing, spending time on set tasks and assignments or researching.

## **Reviews**

Every 12 weeks your trainer and employer will check that you are on target. If you are not then your plan will be amended and any additional training and development needs will be addressed.

## **Functional Skills explained**

### **Functional skills are a part of the Apprenticeship.**

You will be required to complete a Functional Skills initial assessment test. These are completed on-line to enable us to assess your level of literacy and numeracy. They are not there as a test to decide whether you can complete the qualification, but to give a clear indication of the where we may need to give you additional support and training.

### **English**

The English functional skill is there to encourage you to demonstrate speaking and listening, reading and writing skills in a range of contexts for various purposes. You will complete a speaking and listening task which involves doing a short presentation. You will also do 2 online tests to assess how well you can read different text in different situations and obtain and relay information from the text and answers questions. One test is to assess your writing skills and the other to assess your reading skills.

### **Mathematics**

In whatever area of training, numbers feature significantly. You will find a wealth of examples in the workplace as well as outside of work. It could be calculating a customer's bill, measuring ingredients for a recipe, working out the amount of stock that was used for a particular day, counting stock. Each and every day numbers feature heavily in our working life. Math's functional skills will allow you to demonstrate your knowledge when working with numbers in different situations.

### **Data Security**

All work we receive is dealt with as confidential. It is only seen by the designated trainer/assessors and internal/external verifiers for the programme. A sample of assignments are required by the external verifier for quality assurance purposes.

All work and assignments are stored by Davidson Training on a secure computer whilst you are an 'active' ILM candidate.

### **Plagiarism**

Plagiarism is passing off someone else's work as your own. Access to the internet and the ease of copy and paste has made it easier than ever to plagiarise, sometimes people don't even know that what they are doing is plagiarism. Quoting someone else or referencing their work is not plagiarism as long as you credit the original source of the information. Ensure that you do your own work and do not plagiarise work from others. If you are not sure what is meant by plagiarism speak to one of the trainers who will clarify.

Finally we do have an appeals process if you feel that we have not treated you correctly with regard to assessment. Full details of this can be found at the end of this booklet.