

Curriculum Outline



71490

National Certificate: Contact

Centre Support

Level 2

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Part 1

Programme Overview

Purpose

Any individual who are or wish to be involved in the Contact Centre industry, will have access to this qualification. It also serves as the entry qualification into Contact Centre operations and management. This qualification will be registered at NQF Level 2. Portability across both areas of specialisation is therefore ensured.

Learners working towards this qualification will find that the acquisition of competence in the unit standards, which make up the qualification, will add value to learner`s job. This qualification is intended to enhance the provision of entry level service within the Contact Centre Industry.

Rationale of the qualification:

The National Qualification in Contact Centre Support: Level 2 is designed to meet the needs of those learners who enter the field of Contact Centres. Contact Centres have become key business tools - integral to the way organisations achieve their business objectives.

Contact Centres are a new industry - there is a need to develop career paths in this field, and it is a high growth industry constantly in need of skilled people.

The Contact Centre industry is also fast becoming the next knowledge worker industry. All Contact Centres are currently recruiting, training and performance managing agents. Currently Call Centres sit inside of existing organisations within larger Industries, i.e. Banking, Insurance, PAY-TV.

The Contact Centre National Certificate at NQF Level 2 will provide the broad knowledge and skills needed in the industry and to progress along a career path for learners who:

- Were previously disadvantaged or who were unable to complete their schooling and were therefore denied access to Further Education and Training.
- Have worked in Contact Centres for many years, but have no formal qualification in Contact Centre Support.
- Wish to extend their range of skills and knowledge of the industry so that they can become competent workers in Contact Centres.

The National Certificate in Contact Centre Support: Level 2 allows the learner to work towards a nationally recognised whole qualification. The qualification will allow both those in formal education and those already employed in Contact Centre organisations access, due to its flexibility.

The qualification has building blocks that can be developed further and will lead to a more defined Contact Centre career path at various NQF levels. It also focuses on the skills, knowledge, values and attitudes required to progress further.

The intention is:

- To promote the development of knowledge and skills that are required in Contact Centres.
- To release the potential of people.
- To provide opportunities for people to move up the value chain.

Many different roles and careers are linked to and affected by this qualification. They include, but are not limited to:

- Sales Managers
- Contact Centre Managers
- Sales Representatives
- National Account Managers
- Key Account Managers
- Channel Managers
- Contact Centre/Call Centre Supervisors
- General Managers
- Administration Staff
- Category Managers
- Telesales Clerks
- Sales Directors
- Client Services Clerks
- Quality Assurance Staff
- Contact Centre/Call Centre Agents
- IT Staff

The National Certificate in Contact Centre Support: Level 2, should produce knowledgeable, skilled people who are able to contribute to improved productivity and efficiency within the Contact Centre industry. It should provide the means for current individuals in the Contact Centre field to receive recognition of prior learning and to upgrade their skills and knowledge base.

The qualification is structured in such a way that it exposes individuals to a set of core competences to give a broad understanding of Contact Centre support operations and the electives, which will allow for a specialisation of competence in either a commercial or an emergency environment. It will also promote the notion of life-long learning.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

The learning assumed to be in place is only a guide in order to help the learner cope with the unit standards in the qualification. The following is the learning assumed to be in place:

Numeracy at NQF Level 1 or equivalent.

English (verbal and written communication skills) at NQF Level 1 or equivalent.

A Second Language (verbal and written communication skills) at NQF Level 1 or equivalent.

Computer operating skills at NQF Level 2 or equivalent.

Recognition of prior learning:

The structure of this Unit Standard based Qualification makes the Recognition of Prior Learning possible, if the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this Contact Centre Support Qualification.

This Recognition of Prior Learning may allow:

For accelerated access to further learning.

Gaining of credits towards a unit standard.

All recognition of Prior Learning is subject to quality assurance by the relevant accredited Education, Training, Quality, Assurance Body and is conducted by an accredited workplace assessor.

RECOGNISE PREVIOUS LEARNING?

Yes

QUALIFICATION RULES

To be awarded the Qualification learners are required to obtain a minimum of 128 credits as detailed below.

FUNDAMENTAL COMPONENT

The Fundamental Component consists of Unit Standards in:

Mathematical Literacy at Level 2 to the value of 16 credits

Communication at Level 2 in a First South African Language to the value of 20 credits.

All Unit Standards, to the value of 36 credits, in the Fundamental Component are compulsory.

CORE COMPONENT

The Core Component consists of Unit Standards to the value of 76 credits all of which are compulsory.

ELECTIVE COMPONENT

The Elective Component consists of individual unit standards from which the learner must choose unit standards totalling a minimum of 16 credits.

EXIT LEVEL OUTCOMES

On achieving this qualification, the learner will be able to:

Identify Contact Centre customers and their needs.

Respond to customers with factual and accurate information.

Gather and process data specifically related to Contact Centres.

Operate as a team member in a diverse working environment.

Perform to the required standards and requirements.

Implement and articulate operational activities in a Contact Centre.

ASSOCIATED ASSESSMENT CRITERIA

In particular assessors should check that the learner must demonstrate an ability to consider a range of options and make decisions about:

The identification and response to Contact Centre customer needs and requirements.

Contact Centre specific data gathering processes and procedures.

Team membership responsibilities and the importance of self development.

Performance levels and the meeting of these levels.

Operational activities are implemented and applied.

Integrated Assessment:

Because assessment practices must be open, transparent, fair, valid, and reliable and ensure that no learner is disadvantaged in any way whatsoever, an integrated assessment approach is incorporated into the qualification. As it is a Unit Standard based Qualification, both formative and summative assessment processes are accounted for.

ARTICULATION OPTIONS

On completion of this qualification, besides careers in the formal Contact Centre industry, learners may also be able to enter careers in:

- Contact Centre Agent/Consultant
- Contact Centre Supervisor
- Contact Centre Coach
- Contact Centre Manager
- Customer Service Representatives
- Customer Care Consultants
- Direct Selling
- Sales
- Tele Marketing
- Data Capturing
- Other IT Related Fields
- Administration Clerks
- Receptionists
- Switchboard Operators

Note:

1. The above is an indication rather than an exhaustive listing.
2. In addition learners can specialise in an industry sector e.g. FMCG; Retail, Wholesale, Motor, Insurance, Banking, etc.

Part 2

Programme alignment

ELO	Component	US ID	Title of unit standards	L	C	Mod Cr
1	Module 1 – Business Calculations					
	Fundamental	9009	Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems	2	3	16
	Fundamental	7480	Demonstrate understanding of rational and irrational numbers and number systems	2	3	
	Fundamental	9008	Identify, describe, compare, classify, explore shape and motion in 2-and 3-dimensional shapes in different contexts	2	3	
	Fundamental	7469	Use mathematics to investigate and monitor the financial aspects of personal and community life	2	2	
	Fundamental	9007	Work with a range of patterns and functions and solve problems	2	5	
Date:	Contact / Facilitation Days	6	DAYS	Workplace Application Days 11 DAYS		
	Theory	48	Hours			
	Practical	90	Hours			
	Assessments	22	Hours			

ELO	Component	US ID	Title of unit standards	L	C	Mod Cr
1	Module 2 – Business Communication					
	Fundamental	119463	Access and use information from texts	2	5	20
	Fundamental	119456	Write/present for a defined context	2	5	
	Fundamental	119454	Maintain and adapt oral/signed communication	2	5	
	Fundamental	8967	Use language and communication in occupational learning programmes	2	5	
Date:	Contact / Facilitation Days	8	DAYS	Workplace Application Days 14 DAYS		
	Theory	60	Hours			
	Practical	112	Hours			
	Assessments	28	Hours			

ELO	Component	US ID	Title of unit standards		L	C	Mod Cr
1	Module 3 - Implement and articulate operational activities in a Contact Centre						
	Core	13872	Instill in myself a personal Contact Centre culture		4	4	31
	Core	10353	Meet performance standards within a Contact Centre		2	6	
	Core	13874	Work as a member of a Contact Centre Team		4	5	
	Elective	13884	Apply in-bound and out-bound Contact Centre operations in an emergency context		3	16	
Date:	Contact / Facilitation Days		12	DAYS	Workplace Application Days 22 DAYS		
	Theory		93	Hours			
	Practical		174	Hours			
	Assessments		43	Hours			

ELO	Component	US ID	Title of unit standards		L	C	Mod Cr
1	Module 4 - Contact Centre customers and their needs						
	Core	10348	Identify and respond to customer needs in a Contact Centre		2	12	36
	Core	13885	Provide information to customers in a Contact Centre		2	12	
	Core	13873	Handle a range of customer complaints in Contact Centres		4	4	
	Core	10350	Collect and record information queries and requests from customers		2	8	
Date:	Contact / Facilitation Days		14	DAYS	Workplace Application Days 25 DAYS		
	Theory		108	Hours			
	Practical		202	Hours			
	Assessments		50	Hours			

ELO	Component	US ID	Title of unit standards		L	C	Mod Cr
1	Module 5 - Gather and process data specifically related to Contact Centres						
	Core	13886	Gather and provide relevant information to contribute to contact centre problem solving		3	5	25
	Core	10354	Contribute to a diverse working environment in a Contact Centre		2	8	
	Core	10349	Input data received onto appropriate computer packages within a Contact Centre		2	12	
Date:	Contact / Facilitation Days		9	DAYS	Workplace Application Days 18 DAYS		
	Theory		75	Hours			
	Practical		140	Hours			
	Assessments		35	Hours			

Month 9	FINAL SUMMATIVE ASSESSMENT
Month 10	FINALISING PORTFOLIOS OF EVIDENCE

Part 3

Design Strategy

1 - Learning aims and objectives

Clarity on focus on outcomes and design down:

- Outcomes that focused on what learners should do at the end of a series of significant, meaningful and coherent learning experiences were analysed and identified.
- Outcomes are expressed as a set of broad, comprehensive, assessable and observable indicators of student achievement at each stage of the learning programmes.
- Learning programmes include not only specific outcomes (observable outcomes), but also critical crossfield (adaptive ability such as problem solving).
- Learning programmes are designed back from the outcomes.

2 - Theoretical content

Content relevance:

- Content was designed to include knowledge and skills that are relevant and connected to real-life situations.
- Content and activities present authentic tasks.
- Learning programmes were designed to include theoretical and practical learning components and, wherever possible and appropriate, experiential learning.
- Delivery methodology allows for flexibility, a variety of methods, environments and resources.

3 - Teaching and learning

Learner centered and expanded opportunities:

- Learners are expected to take responsibility for their own learning in order to reach the required standard or outcome.
- The emphasis is on whether the learner reaches the required standard or outcome and not on procedure.
- Learning is value adding: it builds contextually on the learner's existing frames of reference.
- Learners given multiple opportunities to demonstrate if the outcome has been reached.

High participation and co-operative learning:

- Learning activities are inductive and allow learners to construct knowledge for themselves.
- Learning activities allow learners to engage in group/team/pair work, debate, role-play, research, experiment to discover for themselves.
- Learners are encouraged to form own insights and create own solutions based on successful attainment of predetermined performance outcomes.
- Learners are motivated by constant feedback and affirmation of their worth by means of assessment.

Integration

- Learning is designed to integrate a wider social and economic understanding and awareness.
- Learning methodology allows for clear integration between theory, practical / workplace components.
- Learning programmes are designed to focus on learning that integrates critical thinking, reasoning, reflection and action.

4 - Assessment**Principles of assessment**

Assessments meet the following criteria for SAQA's principles of assessment:

- Assessment methods are; appropriate, fair, manageable, integrated into work or learning
- Assessment evidence is; valid, current, authentic, sufficient
- Assessment process is systematic, open and consistent

Clarity of focus on outcomes

- Assessments are focused on what the learner has achieved in relation to learning outcomes.
- Learner achievements are measured solely on whether a learner has reached the required outcomes or not.
- Assessment criteria are clearly defined and are derived from the unit standard.

High expectations

- Assessment tasks are challenging, not simply routine.
- Evidence collected is governed by quality criteria (criterion-referenced).

- Assessments discriminate between low and high levels of achievement.
- Advancement is based on demonstrated achievement.

Expanded opportunity

- Assessments lead toward achievement of qualifications or part qualifications.
- Learners advance through the system when they are able to demonstrate attainment of the desired outcomes.
- Learners' prior knowledge is taken into consideration when organising learning experiences
- Learners are supported to attain these desired outcomes

Continuous integrated assessment

- Formative (during learning, informal and not for credits) and summative (after learning, formal and for credits) assessment are used.
- Learners are assessed on an on-going basis – Assessment is towards life-long learning.
- A variety of assessment techniques are used, for example simulations, portfolios, self-assessment, workplace assessment.
- Assessment is broad, covering a number of assessment standards, which include skills, knowledge, understanding, attitudes and values.
- Assessment is integrative and focuses on the application of competence.

5 – Evaluation

Facilitator

Learners will be required to evaluate the performance of the Facilitator on completion of the learning programme.

Facilitators will be evaluated against the following criteria:

- The learning outcomes were clearly stated.
- Key learning points were illustrated and clarified.
- The learning outcomes were met.
- Key learning points were summarised.
- The principles of adult learning were applied

Programme

Learners will be required to evaluate the value of the learning experience against the following criteria:

- The extent to which the learning programme achieved the learning outcomes.
- The overall reaction of the learner to the programme.
- The relevance of the learning material content.
- The sequence, pace and timing of the lessons

Logistics

Learners will also be required to evaluate the value of:

- The physical classroom environment.
- The seating arrangements.
- Meals and refreshments.
- Room Layout.
- Accommodation (if applicable)

Part 4 Delivery Strategy

1 - Materials

Participant's materials

- Participant's guides – This is a comprehensively structured guide for the learner and includes all theory and activities.
- Workplace / Practical Guide – This is a comprehensively structured workplace guide for the learner to use during practical/workplace/assessment

Facilitator's materials:

- Facilitator Guide – This is the guide for the facilitator on how to manage the learning
- Activities and Handouts – These are the activities that the facilitator will implement to help the learners achieve the lesson outcomes.

Assessor's guide:

- Assessment Strategy – This is the approach and rules which govern company assessments and can also be found in the Assessment Policy documents
- Assessment Plan – This is the plan on what outcomes are being assessed, using relevant criteria and the evidence that the candidate must produce to prove competence
- Assessment Instruments – These are the assessment instruments used to collect evidence from the candidate to display competence in an outcome.

2 – Notional hours of learning

70% practical (80% workplace implementation, 20% assessment) and 30 % theory (workshop).	
Theory / contact time	<ul style="list-style-type: none"> • 384 hours required for formal learning.
Workplace	<ul style="list-style-type: none"> • 717 hours required for workplace practice and transferring the learning. Formative assessment activities are included in the workplace learning time.
Assessment	<ul style="list-style-type: none"> • 179 hours required for assessment preparation, evidence collection and submission.
TOTAL NOTIONAL HOURS	<ul style="list-style-type: none"> • 1280 HOURS = 128 UNIT STANDARD CREDITS

Skills Programs	Credits	Notional Hours	Days	Contact Session 30% (Hours)		Experiential Learning 70% (Hours)		FSA Days (8 hours per day)	Total Notional Hours
				Theory	Practical	WPE	Ass Prep		
1	16	160	20	16	32	78	34	1	160
2	20	200	25	20	40	98	42	1	200
3	31	310	39	31	62	152	65	1	310
4	36	360	45	36	72	176	76	1	360
5	25	250	31	25	50	123	53	1	250
Totals	128	1280	160	128	256	627	269	66	1280

3 – Training media aids and equipment

Classroom set-up and space requirements

- U-shape room layout is preferable in order to facilitate learner interaction.
- Breakaway areas would be helpful for group work.

Training media and equipment

- Flipchart, flipchart markers, pens, laptop with windows media player
- Proxima or overhead projector and screen

Training aids

- Flash cards
- Learner guides
- Handouts

Part 5

Learner support Strategy

1 - Learner roles and responsibilities

The learner is expected to actively participate by:

- Taking part in and completing group activities, practical assignments and discussions.
- Planning and preparing for the training.
- Asking for support when needed.
- Giving meaningful input into and challenging the status quo.
- Finding new and better ways of doing things
- Developing sound and effective practices given the input from the facilitator and the rest of the group
- Complying with assessment requirements

2 – Provider roles and responsibilities

FACILITATOR/ECF/ASSESSOR/COACH/MENTOR:

The facilitator's role is that of; facilitation of learning, facilitation of evidence collection for assessment, preparation of candidates for assessment and assessment of learners. All of these roles require degrees of coaching and mentoring.

The relevant coaches/mentors will provide guidance and support before, during and after the learning intervention.

Before:

- The facilitator will prepare the learner for the learning by ensuring that the purpose and pre-requisites of the course have been understood and met.

During:

- The facilitator will provide all materials and resources necessary for learning to take place.
- The facilitator will guide and support the learner during learning - ensure that learners understand and can practice the necessary skills.
- The facilitator will ensure that learning outcomes are achieved according to the learning and unit standard outcomes
- The facilitator will identify learners who are experiencing difficulties – content or otherwise – and take appropriate action to assist the learner in joining the main stream of learning.
- The facilitator will conduct formative assessments to determine learner level of competence and take corrective action based on the results of formative assessment.

After:

- The facilitator/workplace coach will assist the learner in implementing skills learnt in the workplace in the form of structured on-the-job activities, which are outlined in the Workplace Guide.
- The facilitator/workplace coach will conduct formative assessment for workplace activities to determine the learner's level of competence and take corrective action based on the results of formative assessment.
- The Evidence Collection Facilitator will assist the candidate in identifying and preparing for evidence collection for assessment.
- The Evidence Collection Facilitator will judge the evidence produced by the candidate and advise whether or not it is ready for assessment submission.
- The Assessor will plan and prepare the candidate for assessment as per the Assessment Guide.
- The Assessor will conduct the assessment, provide developmental feedback to the candidate and make an assessment judgment.
- The Assessor will guide and support the candidate for re-assessment purposes and communicate the company's appeals policy.

Part 6

Evaluation Strategy

1 – Evaluation purpose

To judge the value and effectiveness of the learning programme in terms of learner reactions, learning and change in behaviour

2 – Evaluation instruments

Assessment Instruments

Summative assessment conducted to judge the extent to which learners were able to competently perform the activities on – the – job

Moderation strategy

It is clearly indicated in the Moderation Policy and the Moderation Guide of the college

Post Course Learner Evaluations

Evaluation checklists completed by the learner at the end of the workshop to measure the level of learner satisfaction.

Evaluation Strategy

Learner End of Course Evaluation sheet.

End of Course Evaluation

Date: _____ Venue: _____

Please give honest feedback to assist us in future planning.

Question	Happy	Undecided	Unhappy
Were the objectives of the workshop clearly explained to you?			
Was there enough theory?			
Were there enough practical activities?			
Was the language used clear and accessible?			
Was the facilitator well prepared?			
How do you feel about the training methods			
Do you think the training will help you to become an entrepreneur?			
Do you think the training will make any difference to your life / attitude?			
How do you feel about the facilitator/s?			
Did you learn anything from the other participants during the course?			
Did the course meet your expectations?			
REMARKS (Any changes?)			
Name (Optional)			

Post Course Facilitator Evaluations

Evaluation checklists completed by the facilitator at the end of the workshop to indicate the extent to which the programme achieved the learning outcomes and criteria of the programme strategy

Facilitators'/Trainers Report

Course Name	
Client	
Venue	
Facilitator	
Training Dates	
No of registered learners	
No of learners present	
U/S Covered	

NB Kindly attach the following documents to this report:

1. Signed learner attendance register for the period of training being reported
(Register must also be signed by the facilitator)
2. Assignment hand in register

Summary of work covered from day 1 to day 5**Day 1**

Day 2

Day 3

Day 4

Day 5

Use a separate sheet if necessary

Learners

Briefly outline how learners are coping with the programme. Comment on learner's attendance, participation and understanding of material.

Attendance

Participation

Understanding of material

Issues raised by learners that need attention of Training Provider

Overview of training provision process

No	Criteria / Question	Poor	Below Standard	Sufficient	Above Standard	Excellent
		1	2	3	4	5
1	Was communication regarding attendance of the programme efficient and effective?					
2	Was the Programme Coordinator helpful and efficient?					
3	Was the training equipment and material used effective and prepared?					
4	Was the training venue conducive to learning (set-up for convenience of learners, comfortable in terms of temperature, etc.)?					
Additional Comments on Logistics and Support						

No	Criteria / Question	Poor	Below Standard	Sufficient	Above Standard	Excellent
		1	2	3	4	5
B Facilitator Evaluation						
1	Learners were prepared and motivated to attend the programme					
2	Learners participated well and provided constructive input					
3	The programme allows for the use of a variety of methods, exercises, activities and discussions					
4	Learners were punctual and kept to the schedule					
Additional Comments on Facilitation						

No	Criteria / Question	Poor	Below Standard	Sufficient	Above Standard	Excellent
		1	2	3	4	5
C	Learning Programme Evaluation					
1	The learning outcomes of the programme are relevant and suitable.					
2	The content of the programme was relevant and suitable for the target group.					
3	The length of the facilitation was suitable for the programme.					
4	The learning material assisted in learning new knowledge and skills to apply in a practical manner.					
5	The Learning Material was free from spelling and grammar errors					
6	Hand-outs and Exercises are clear, concise and relevant to the outcomes and content.					
7	Learning material is generally of a high standard, and user friendly					
Spelling/ Grammatical Errors						
Trainer/Learner File, etc.		Section/Page		What?		
Additional Comments on Learning Material						

Signature of Facilitator: _____

Date: _____