Assignment Feedback Report–Level 2 Credit Control Collections

After each series, we ask our moderators to provide a report on each assignment-based unit to identify:

- any questions which were usually answered particularly well, including main points and qualities that characterised good answers.

- any questions which were usually answered badly and main weaknesses in candidates' answers.

- common errors or misconceptions made by candidates.

We hope that this will be of assistance when completing your Cash Collections assignment.

General feedback to candidates

Candidates who showed a clear level of understanding and an awareness of a range of information relevant to the area of study achieved higher marks.

As a general note, candidates should carefully read each question and answer each question fully. Higher marks may have been gained had the mark scheme and the assignment checklist in the learner guide been considered.

Feedback for each assignment question

Q1.   In the context of credit control and/or debt collections:

a) Describe your organisation's structure and explain your own role and function within it.

Q1a - Higher marks were awarded where a clear understanding of role, function, and organisation and beyond the wider organisation was shown.

b) Explain the products and/or services you support.

Q1b - Candidates who linked the organisation products/services with any services provided by the credit department achieved higher marks.

c) Explain the importance of the credit control/collections function in your organisation.

Q1c - Generally, well answered. Better answers showed awareness of organisational goals relating to the credit function.

d) Describe your main work objectives

Q1d - Candidates who linked the objectives to company goals achieved higher marks. Actual examples of results would add value.

Q2. Using a range of risks related to credit control/collections work, supported with suitable examples, answer the following questions:

a) How does your organisation minimise each of these risks?

Q2a - Overall candidates were able to identify and explain risks associated with their role and organisation. Those who achieved higher marks tended to specify laws, regulations and policies to support the answer further.

b) How do specific organisational policies, laws, regulations and risk compliance frameworks help reduce risk and promote compliance?

Q2b - Better marks were awarded when examples of legislation and regulation were provided.

c) What are the consequences of not following legal and organisational policies or procedures?

Q2c – Again the consequences of legal and regulatory non-compliance were not so well-answered, actual examples would add value.

d) How can you raise concerns if risk and compliance errors are made?

Q2d - Good understanding of internal controls demonstrated.

Q3. In the context of delivering excellent service

a) Explain how your organisation's values and/or standards influence how you carry out your role.

Q3a - There was limited knowledge of sources of organisation values and standards in some answers.

b) Explain the personal knowledge, skills and behaviours you need to display to ensure excellent service delivery.

Q3b - While candidates were able to identify some knowledge, skills and behaviours those who achieved higher marks were able to demonstrate how they promote and influence service delivery.

Q4. Demonstrate how you have undertaken effective credit control and/or collections work over a period of at least one month.

Use a variety of examples in your answer to evidence your practices and explain your approach in each case.

Q4 - There are up to 20 marks available for this question. Candidates who achieved higher marks provided a good range of specific work examples. Answers that merely explained processes without examples did less well.

Q5. Evaluate your performance using the examples you discussed in the previous question and identify:

   a) **The progress you have made in your credit control / collections work.**
   b) **what you can do to improve your performance further.**

Q5 - Overall candidates were able to reflect on work and learning activities to explain improvements on performance. Higher marks were awarded where a candidate worked with another person to identify progress and performance was linked to direct examples and evaluated for effectiveness.

Better answers were linked back to the examples in question 4 as opposed to general work progress and development.