Unit 7: Customer Service in the Aviation Industry

Unit code: A/504/2282

QCF Level 3: BTEC Nationals

Credit value: 7

Guided learning hours: 42

● Aim and purpose

The aim of this unit is to give learners the understanding and skills to provide, measure and improve customer service in the aviation industry.

● Unit introduction

Customer service is a key factor in the operation of aviation organisations as competition within the industry increases. Overall, this unit seeks to emphasise how the importance and application of good customer service throughout an organisation can be the driving force in enabling aviation organisations to gain a competitive advantage.

The unit begins by introducing learners to the key elements of customer service provision, aviation organisations and customer types. They will learn to recognise the different levels of customer service provided and expected by different aviation organisations. Learners will identify different models and methods aviation organisations use to better understand how to satisfy different types of customers and meet their specific needs. Learners will be introduced to a variety of models, methods and strategies used to provide effective customer service.

The ability to measure the effectiveness of its customer service provision is important to any aviation organisation. Learners will explore the methods used to measure, monitor and analyse customer service within the aviation industry. They will be encouraged to recommend how customer service provision may be improved. Learners will have an opportunity to demonstrate customer service skills and an ability to overcome barriers to communication.

● Learning outcomes

On completion of this unit a learner should:

1   Understand the importance of delivering effective customer service in the aviation industry

2   Understand different customer service models and strategies in the aviation industry

3   Understand how to measure and improve customer service in the aviation industry

4   Be able to provide effective customer service within the aviation industry.

Unit content

1 Understand the importance of delivering effective customer service in the aviation industry

Key elements of customer service provision:

- first impressions

- company image

- speed of service, e.g. relating to queues

- consistency, e.g. service, information

- adhering to data protection legislation, e.g keeping the passenger manifest in a safe place, only disclosing special requirements of the customer, such as dietary needs to those authorised to have this information

- products and services offered (tangible, intangible)

- meeting customer needs

- anticipating customer needs

- availability and accuracy of information and advice, e.g. signage, screens

- dealing with complaints and problems

- meeting and exceeding customer expectations

- environment, e.g. safe, good passenger flows

Aviation organisations:

- airports

- airlines, e.g. full service scheduled, low cost, charter, executive

- within airports, e.g. ground handlers, retail organisations, security

Customer types:

- passengers (business and leisure)

- non-passengers, e.g. friends/family of passengers, suppliers

- internal customers, e.g. employees, colleagues, internal suppliers

Levels of customer service, for example:

- on full service flights

- on low-cost flights

- within airports

Forming expectations, for example:

- subjective

- media influences, e.g. reviews on social media sites such as Trip Advisor

- perceived standards

- previous experience

Meeting customer needs, for example:

- specific needs, e.g. demographic, cultural, special
- needs based on expectations, e.g. perceived needs

Importance of meeting customer needs:

- to the organisation, e.g. customer loyalty, promotes positive image, attracts new customers, gains competitive advantage, improves staff morale, attracts new customers
- to the customer, e.g. satisfaction, loyalty, informs others

Consequences of providing ineffective customer service:

- decline in strength of business, e.g. decreased sales, fewer customers, poor public image, demoralised workforce, dissatisfied customers, lack of customer loyalty, poor on-line reviews.
- legal consequences, e.g. litigation, compensation payments, court costs, negative press coverage
- financial consequences, e.g. retraining staff, rebuilding brand and reputation, new marketing process, loss of jobs

2 Understand different customer service models and strategies in the aviation industry

Customer service methods, for example:

- face to face
- written, e.g. letter, email
- telephone
- web based

Customer service models, for example:

- Customer Relationship Management (CRM)
- Institute of Customer Service – world-class customer service
- RATER model
- RESPECT model
- Moments of Truth
- company-developed models

A customer service strategy covers, for example:

- new and existing customers
- different customer interfaces
- training requirements for staff at different levels
- links to organisational business model

3   Understand how to measure and improve customer service in the aviation industry

Methods of measuring customer service:

- customer feedback and contact programmes, e.g. questionnaires, loyalty programmes, focus groups

- key performance indicators, e.g. on-time departures and arrival, facilities at the airport, in-flight service, customer experience, e.g. the organisation's own customer service questionnaires, reviews on social media websites such as Trip Advisor

- monitor competitor activity, e.g. track progress, know their products and services, image, competitive advantage

- analysing published survey reports, e.g. data published by the CAA, IATA, Skytrax, mystery shopper reports (comfort, service, catering, value, satisfaction, loyalty, quality, support, convenience, availability, price, trends, goodwill, product)

Improvements to customer service through:

- staff training, e.g. providing customer service, product knowledge, selling skills

- review of existing products, e.g. network of routes, standard and class of service, targeted market segment, facilities available, customer service/business model

- monitoring and adapting to changes, e.g. in electronic capabilities for bookings and passenger processing, security, aircraft capabilities

4   Be able to provide effective customer service within the aviation industry

Customer service routine situations, for example:

- giving advice, e.g. transfer information, access information

- selling, e.g. product knowledge for on-board sales

- providing information, e.g. flight arrival and departure times, onward travel

- administrative tasks, e.g. at the gate, at the sales desk

Customer service non-routine situations, for example:

- emergencies, e.g. accident, security incident

- problem solving, e.g. airport congestion, overbooking, missed flights, lost luggage

- dealing with conflict, e.g. flight delays, cancelled flights

Customer service skills, for example:

- personal presentation, e.g. hygiene, dress, appearance, personality, manner, organised and tidy working environment

- verbal communication, e.g. public address system, face to face, telephone, tone, open and closed questions, developing dialogue

- non-verbal communication including open and closed body language, e.g. facial expressions, mannerisms, gestures, eye contact

- selling skills, e.g. establishing a rapport, questioning techniques, presenting products and services, provide accurate information and advice, added value, up selling, closing the sale

- product knowledge

- problem solving and handling awkward situations, e.g. taking ownership of situations, resolving problems (overbookings, cancelled flights, delays, airport congestion)

- dealing with complaints, e.g. empathising, listening, resolving

- dealing with conflict, e.g. pre-empting conflict situations, calming

- general skills, e.g. listening, patience, attitude, empathy, courtesy, professionalism

- teamwork, e.g. motivation of self and team, adhering to systems, recognising lines of authority, communication and roles

- cultural awareness

- anticipating customer needs, e.g. building customer profiles, appropriate questioning

Barriers to communication, for example:

- language, e.g. non-English speaker, accent, jargon

- environmental, e.g. noisy, congested, outside

- interpersonal, e.g. negative body language, closed gestures, poor listening skills, no eye contact

- emotional, e.g. upset, angry

Methods used to overcome barriers, for example:

- standard terminology recognised globally, e.g. IATA codes, phonetic alphabet

- accurate verbal and non-verbal skills, e.g. choosing the correct form of communication, language used, record keeping

- effective interpersonal skills, e.g. good non-verbal skills, good listening skills, eye contact

- knowledge, e.g. gained through training

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 Outline the key elements that contribute to effective customer service in the aviation industry	**M1** Analyse how customer service provision is implemented in aviation organisations	**D1** Evaluate how customer service models and strategies contribute to the delivery of effective customer service
P2 Explain how customers form their expectations of customer service in the aviation industry		
P3 Explain the importance of meeting aviation customer needs		
P4 Discuss the consequences on commercial aviation organisations of providing ineffective customer service		
P5 Review different customer service models appropriate for use in the aviation industry [IE]		
P6 Compare customer service strategies developed by aviation organisations [IE]		
P7 Describe methods aviation organisations use to measure customer service	**M2** Discuss how measuring provision contributes to improving customer service	
P8 Explain how aviation organisations make improvements to customer service		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P9 Demonstrate effective customer service skills in routine and non-routine situations [TW]	**M3** Demonstrate a high level of customer service skills when dealing with challenging situations	**D2** Evaluate own customer service skills in different situations, identifying areas for development

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

This unit highlights the importance of delivering effective customer service in the aviation industry in order to remain successful and competitive. The unit will start by introducing learners to the key elements of customer service provision.

Discussion and drawing from learners' own experiences and perceptions will help them to recognise that a high standard of customer service will not always be regarded as effective customer service. Ryanair will deliver their perceived customer service of cheap seats, safe, secure and on-time flights but anything else the passenger may require will be offered at a cost. In comparison, British Airways would be expected to deliver a high standard of customer service at various degrees throughout their different classes.

Learners should be encouraged to research, differentiate and compare the levels of customer service offered by different aviation organisations. A group discussion on learners' own experiences of flying with different airlines, in different classes and through different airports would enable comparisons and recommendations to be made.

Guest speakers from aviation organisations would enhance delivery of this unit and give learners an opportunity to discuss the levels of customer service offered. The use of videos would develop learner understanding of the difference in provision between low-cost airlines through to the first class service offered by the full service scheduled airlines.

There is an abundance of management thinking and literature on customer service models and strategies. The challenge will be to refer learners to those applying sound principles rather than short-lived fashionable approaches. The Institute of Customer Service is a valuable source of information. Speakers in managing customer service in the aviation industry would be useful, as they will be able to give examples of those that are used in specific organisations. Learners would benefit from group discussion to explore the key areas addressed by an organisation's customer service strategy.

A brainstorming activity may be useful to consider the different methods of measuring customer service that are available and how these are used by different organisations in the aviation industry, with the tutor broadening or endorsing examples as appropriate. Tangible examples brought to the classroom would add to the experience. A tutor-led debate would be a useful method of establishing which methods are suitable for which situations.

Learners could then apply their learning to designing a customer feedback method. They could undertake this in pairs. Tutors will need to ensure that learners approach this in a logical, detailed manner. For example, if the decision is to design a business lounge questionnaire, there needs to be clear understanding of what is important to the passenger before designing it. This will determine the questions to ask. Questions need to be clear and sufficiently detailed, for example 'Did you like the lounge?' is not, but questions about size, décor, facilities, cleanliness etc would be. A rating method needs to be established to enable analysis and, in addition to this quantitative approach, there should be a facility for qualitative comment (i.e. any other comments). Guest speakers will also be able to give learners a first-hand account of how improvements to customer service are made as a result of measuring activity.

Tutors should introduce learners to the customer skills required to deliver effective customer service. Drawing from their own experiences and analysing the skills used will help learners to develop an understanding of the skills used. There are many videos which can be used to demonstrate effective and non-effective skills, from dealing with the initial enquiry through to policies on dealing with customer complaints.

Role play will be a key method in assessing learner understanding of, and ability to, deliver the skills required. The learner would be expected to demonstrate their ability to deal with a range of customer types and aviation organisations. The scenarios set should give learners the opportunity to deal with a range of situations from providing information and selling skills, through to complex situations and problem solving using a variety of methods such as face to face, telephone and written.

It may be useful to video the role play activities and use this to assist in the evaluation of the learner's own performance and peer feedback, as well as enabling recommendations to be made. Role play should enable the learner to demonstrate the knowledge and understanding gained from all the learning outcomes in this unit including customer service provision, anticipating different types of customer need, adopting appropriate methods of delivering effective customer service and being able to deal with barriers to communication.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to the unit including an explanation of the unit content.   Discussion on the different aviation organisations and customer types addressed within this unit.   Activity to match customer types with the services offered by different aviation organisations.
Introduction to Assignment 1.   Use of case studies on comparable aviation organisations and levels of customer service would enhance learner understanding of the key elements of effective customer service.   Group discussion on how customers form their expectations of customer service which will lead to customer satisfaction. Use of news articles or short videos would be a good starting point to trigger an informed discussion.   Tutor presentation on the importance of meeting aviation customer needs and the consequences for commercial aviation organisations of providing ineffective customer service. Learners should be invited to provide examples throughout.
Introduction to meeting the needs of customers.   Tutor presentation informing learners of varying demographic needs; cultural diversity and customers with disabilities.   DVDs – special needs and cultural awareness.   Guest speaker from a disability association to inform learners of disability etiquette.   Team research activity on cultural awareness looking at different behaviours in different cultures.   Quiz on disability etiquette.
Discussion of learner's real-life experiences (different classes and different airlines).   Tutor presentation to discuss differences between the classes available and business and leisure travellers.   Use of short airline videos to show features of various classes.

Topic and suggested assignments/activities and/assessment
Tutor outlines methods of delivering customer service through discussion, short videos and impromptu role play.   Tutor prepared handouts on the different customer service models used in the aviation industry as listed in the unit content.   Through discussion, compare customer service strategies developed by aviation organisations.   Case studies to demonstrate how models and strategies are used to suit the different aviation organisations (might be useful to incorporate/use case studies on two different types of airline).   Q&A session to recap on how customer service provision is implemented in aviation organisations – equipping learners with the knowledge to prepare for the assessment of M1.
Preparation for assignment   **Assignment 1: Effective Customer Service in the Aviation Industry** (P1, P2, P3, P4, P5, P6, M1)   In groups of two or three, learners should collate information to prepare a customer service presentation. Individual evidence should be submitted.   **Feedback on assignment**
Introduce Assignment 2 – on measuring and improving customer service.   Tutor-led discussion recapping customer expectations of customer service.   Tutor presentation on the methods aviation organisations use to measure customer service.   Debate – using handouts of sample questionnaires, key performance indicators and published industry survey reports, debate the advantages and disadvantages of various methods of measuring customer service.   Activity – in groups of two or three produce a questionnaire for a specific aviation organisation and carry out research with a small sample of colleagues, friends and family. Learners should analyse and discuss the findings and suggest what improvements could be made.
Tutor-led discussion on the measurements aviation organisations use to improve customer service.   Case study on an aviation organisation who improved their reputation of customer service.   Guest speaker from an aviation organisation to discuss the methods of measuring and improving customer service they use.   Tutor-led discussion on how the choice of methods used to measure customer service can contribute to the success of the improvements made.   Recap on all the learning achieved so far to prepare for the assessment of D1. Learners should evaluate how customer service models and strategies, including measurements and improvements, contribute to the delivery of effective customer service.
Preparation for assignment   **Assignment 2:**   **Part A: Measuring and Improving Customer Service in the Aviation Industry** (P7, P8, M2)   **Part B: How Models and Strategies Contribute to Effective Customer Service** (D1)   **Feedback on assignment**

Topic and suggested assignments/activities and/assessment
Introduction to Assignment 3.
Tutor presentation on how to provide effective customer service in routine situations such as providing information to the customer, selling skills, giving advice and carrying out administrative, operational tasks.
Tutor presentation on how to provide effective customer service in non-routine situations such as emergencies, problem solving and dealing with conflict.
Aviation organisation DVDs or short videos demonstrating good and bad practice.
Guest speaker from an aviation organisation to discuss customer service skills.
Recap on learning achieved so far and apply to skills to develop understanding.
Discussion on barriers to communication and how to overcome barriers.
Quiz – short, sharp scenarios and how to deal with them. Results discussed in small groups.
Discussion – on what is expected from high level customer service skills when dealing with challenging situations.
Short video demonstrating good practice.
Tutor to produce a variety of scenarios to incorporate the unit content covered so far and discuss how each should be performed to a high standard.
Short video and discussion on dealing with the complexities of the situations including contribution of the learner's own performance.
An evaluation form would help learners prepare for the role play. It may be useful for a small group of peers to assess the learner's performance.
Preparation for the assignment
Assignment 3: Providing Effective Customer Service (P9, M3, D2)
Feedback on assignment

Assessment

The assessment criteria may be grouped together as laid out in the outline learning plan to enable learners to expand on the criteria to attempt the higher grades. Where possible, learners should be encouraged, and given the opportunity, to meet higher grades at the same time as attempting the relevant pass criteria.

Assessment strategies should be designed in a way that meets a range of individual needs and learning styles. Learners should be encouraged to apply the knowledge gained from this unit whilst demonstrating an understanding gained from other units.

P1 – P2 – P3 – P4 – P5 – P6 – M1

Learners should provide examples of different aviation organisations, types of customer, levels of customer service and customer needs throughout the assignment.

To achieve P1, learners must provide an outline of the key elements that contribute to effective customer service in the aviation industry, covering all items listed in the unit content. Learners should support their evidence with aviation-related examples. Each example provided can cover a number of key elements. Evidence can be presented verbally or in written format.

To achieve P2, learners should explain how customers form their expectations of customer service in the aviation industry. Examples of preconceived expectations from different aviation organisations across the three types listed in the unit content should be provided using images or short videos. Evidence can be presented verbally, in written format or both.

To achieve P3, learners should explain the importance of meeting customer needs both to the aviation organisation and to the customer. Learners should cover the three different customer types as listed in the unit content, their needs and the levels of customer service. Learners should support their evidence with aviation-related examples that can be presented verbally or in written format.

To achieve P4, learners should discuss the consequences for commercial aviation organisations of providing ineffective customer service. Evidence could be provided from a case study or statistics, for instance to illustrate how the consequences have resulted in a drop in customer numbers or legal action taken against an aviation organisation.

To achieve P5, learners should review different customer service models appropriate for use in the aviation industry. At least two models should be reviewed and evidence presented verbally or in written format. Where possible, learners should select those actually used by aviation organisations.

To achieve P6, learners will be compare customer service strategies developed by aviation organisations. Learners should select two different aviation organisations and compare their customer service strategies. An example could be comparing a low-cost scheduled airline strategy as opposed to that for a full service scheduled airline.

To achieve M1, learners must examine the provision of customer service in at least two aviation organisations and analyse how it is implemented. The same organisations used to address P6 could be used to demonstrate how although the provision of customer service may vary, it can be delivered effectively in both organisations to suit customer expectations and needs.

P7 – P8 – M2 – D1

To achieve P7, learners should describe the methods used to measure customer service covering all items listed in the unit content. Learners should support their evidence with aviation examples which could include questionnaires, data on key performance indicators and samples of reports comparing similar aviation organisations.

To achieve P8, learners should explain how the results of customer service measures can be used to implement improvements within aviation organisations. Evidence in the form of case studies or statistics should be provided of research to support explanations.

To achieve M2, learners should demonstrate an understanding of how measuring customer service provision can contribute to improving customer service by providing examples of how aviation organisations have used the results of surveys and other measuring methods to change and improve customer service. Learners can provide real or case study examples and should, where appropriate, present statistics.

To achieve D1, learners should evaluate how customer service models and strategies contribute to the delivery of effective customer service. An analysis of models and strategies should be discussed in general with examples used throughout to demonstrate their contribution to delivering effective customer service. The analysis should cover all key areas of the unit content including customer expectations, meeting customer needs, measuring and improving customer service. Evidence for D1, is a progression from all pass criteria from P1 to P8 and from M1 and M2. Evidence can be developed at the same time as for the other criteria or can be undertaken as a separate piece of work that can be presented verbally or in written format.

P9 – M3 – D2

Learners can be given a selection of scenarios from different aviation organisations and customer profiles to address the unit content for learning outcomes 1 and 4. Learners must attempt to demonstrate effective customer service skills through real or role-play situations.

To achieve P9, learners will need to demonstrate effective skills in routine situations such as giving advice, selling, providing information and carrying out administrative tasks. Skills must also be demonstrated in non-routine situations such as emergencies, problem solving or dealing with complaints. A minimum of three routine and two non-routine situations should be undertaken and these can be combined within one or two

scenarios. Learners will need to demonstrate that they can use appropriate methods to overcome barriers to communication within at least one of the scenarios.

To achieve M2, learners must demonstrate the ability to independently provide a high standard of customer service skills in all situations. The learner must demonstrate the ability to deal with challenging situations, such as non-routine tasks, to a high standard.

Assessors, or other appropriate observers, will need to complete detailed records that clearly indicate the type of scenario, the types of situation covered, how the learner performed and the range and level of customer service skills demonstrated. Justification of the criteria achieved will need to be clearly evident for P9 and M3. Observation records will need to be signed and dated by the assessor and the learner.

To achieve D2, learners must evaluate their own customer service skills in different situations. Feedback from assessors and peers should be used as a basis for the evaluation. For the evaluation, learners should identify examples of good practice as well as areas for development to enable them to improve. The evaluation can be in the form of a verbal discussion between the tutor and learner and, in this situation, observation records must be provided.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, M1	Assignment 1: Effective Customer Service in the Aviation Industry	Working in the aviation industry, present information on the importance of delivering effective customer service incorporating the different customer service models used.	Presentation
P7, P8, M2, D1	Assignment 2: Part A: Measuring and Improving Customer Service in the Aviation Industry Part B: How Models and Strategies Contribute to Effective Customer Service	An aviation organisation has asked for information on the various methods used to measure customer service and how improvements can be made.	Part A: Group discussion with supporting notes and tutor observation record Part B: Verbal or written evaluation
P9, M3, D2	Assignment 3: Providing Effective Customer Service	Practical role-play scenarios to be set in aviation contexts, including routine and non-routine situations.	Observation of role-play scenarios Evaluation

Links to other BTEC units

This unit forms part of the BTEC aviation sector suite. This unit has particular links with the following unit titles in the aviation suite.

Level 2	Level 3	Level 4
n/a	Unit 6: Aviation Geography and Terminology Unit 19: Handling Air Passengers Unit 22: Onboard Passenger Operations	n/a

Essential resources

Learners will need access to the internet in order to research customer service provision. It will be useful to provide links to the various models used as well as the results of surveys and policies set out by different aviation organisations.

Employer engagement and vocational contexts

The use of guest speakers and relevant videos and training materials will be invaluable in enhancing delivery of this unit.

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are …
Independent enquirers	reviewing customer service models and comparing customer service strategies developed by different aviation organisations
Team workers	working in small groups to produce a presentation, group discussion work and peer evaluation all contribute to developing teamwork.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are …
Independent enquirers	taking part in a group discussion, demonstrating the ability to comprehend and analyse research carried out
Reflective learners	evaluating customer service models and strategies and own performance in role-play scenarios as well as the performance of peers
Team workers	working in small groups analysing customer service provision
Self-managers	preparing for role-play scenarios to ensure they perform to a high standard
Effective participators	demonstrating a consistently high level performance throughout role-play scenarios.

Functional Skills — Level 2

Skill	When learners are …
ICT — Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	preparing a presentation on customer service skills and using data
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	delivering the presentation on customer skills without problems
Manage information storage to enable efficient retrieval	writing assignments and storing research notes
Follow and understand the need for safety and security practices	signing in and out of systems, working as a group using the internet
Troubleshoot	as required
ICT — Find and select information	
Select and use a variety of sources of information independently for a complex task	working on all assignments to research information and data in preparation for the presentation, group discussion and role play
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	working on all assignments to research information and data in preparation for the presentation, group discussion and role play
ICT — Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: • text and tables • images • numbers • records	collecting statistics, researching reports, using images and short videos for presentations and group discussion
Bring together information to suit content and purpose	working on all assignments to research information and data in preparation for the presentation, group discussion and role plays
Present information in ways that are fit for purpose and audience	preparing for the presentation and producing research notes
Evaluate the selection and use of ICT tools and facilities used to present information	working on all assignments to research information and data in preparation for the presentation, group discussion and role plays
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	working on all assignments to research information and data in preparation for the presentation, group discussion, role play and paying attention to issues of confidentiality

Skill	When learners are ...
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	researching statistics and data which may be transferred to another format such as graphs or pie charts
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	presenting information on customer skills, discussing the methods of measuring and improving customer service
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching for all assignments through a range of media, in particular for the group discussion
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	making notes in preparation for the group discussion, writing reviews and comparisons for assignments.