

# Unit 42: Provide Customer Care within Land-based Engineering Operations

**Unit code:** Y/600/3435

**QCF Level 2:** BTEC First

**Credit value:** 5

**Guided learning hours:** 30

## ● Aim and purpose

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to provide customer care to customers using Land-based engineering services. This unit aims to introduce learners to customer care skills and knowledge in land-based engineering and how these can be applied in practice. It is designed for learners in centre-based settings looking to progress into the sector or onto further/higher education.

## ● Unit introduction

Customer service is the most visible part of any company and, subsequently, is the most vital and integral to a successful business. To many organisations however customer service is one of the most challenging and neglected areas of management, including those with modern call centres. For customers the quality of customer service determines whether to buy and, particularly, whether to remain a customer.

This unit looks at how customer service fits into the workplace and how, as employees, customer service is important in daily dealings with members of the public and customers.

Learners will develop the knowledge and skills needed to understand and apply of the foundations on which appropriate customer service in land-based engineering businesses are built. Throughout the unit it will be stressed that it is the responsibility of employees and employers to keep up-to-date with changes in the relevant legislation.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Be able to apply customer care principles
- 2 Know how to apply customer care principles.

# Unit content

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## 1 Be able to apply customer care principles

*Customer service:* customer needs and customer expectations eg meeting timescales, customer experience, customer feedback, customer loyalty, customer satisfaction, customer rights, customer relationship, personal appearance, business image

## 2 Know how to apply customer care principles

*Customer service legislation:* current relevant statutes and regulations eg Sale of Goods Act 1979, Supply of Goods and Services Act 1982, Trade Descriptions Act 1968, Consumer Credit Act 1974, Consumer Protection Act 1987, Consumer Protection (Distance Selling) Regulations 2000, Data Protection Act 1998, Disability Discrimination Act 1995, Sex Discrimination Act 1975, Race Relations Act 1976 (as amended) Health and Safety at Work Act 1974

*Customer/Staff behaviour:* positive and negative behaviour, both customer and business eg aggressiveness, politeness, why customer care is important and the components that contribute to customer satisfaction and dissatisfaction; written or verbal updating, taking and passing on messages, supplying information, confirmation of actions, being assertive or compliant

## 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:
<p><b>P1</b> project the appropriate level of professionalism, personal appearance, conduct and behaviour [TW]</p>	<p><b>M1</b> evaluate own performance in customer service recommending appropriate areas for improvement</p>	<p><b>D1</b> explain the customer service policies in place for a selected business, and make recommendations for improvement.</p>
<p><b>P2</b> communicate information to customers using appropriate methods [TW, IE, EP]</p>		
<p><b>P3</b> describe the importance of meeting customers' expectations</p>		
<p><b>P4</b> respect the customer and corporate confidentiality</p>		
<p><b>P5</b> describe how to promote a positive image of yourself, colleagues, the organisation and its products and/or services [CT, RL]</p>	<p><b>M2</b> describe how legislation, policies and procedures support the customer service process.</p>	
<p><b>P6</b> describe how to communicate with the customer politely, respectfully and effectively</p>		
<p><b>P7</b> describe how to recognise different behaviours in customers</p>		
<p><b>P8</b> state the limits of your authority and responsibility when dealing with customers</p>		
<p><b>P9</b> state the reasons why customer and corporate confidentiality must be respected.</p>		

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

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

# Essential guidance for tutors

## Delivery

Delivery of this unit will involve practical assessments, written assessment, visits to suitable collections and will link to industrial experience placements.

Tutors have the opportunity to use as wide a range of techniques as possible. Lectures, discussions, seminar presentations, site visits, supervised tractor and/or land-based machinery operation practicals, internet and library-based research and the use of personal and/or industrial experience would all be suitable. Delivery should stimulate, motivate, educate and enthuse learners.

Work placements should be monitored regularly in order to ensure the quality of the learning experience. It would be beneficial if learners and supervisors were made aware of the requirements of this unit before any work-related activities, so that naturally occurring evidence can be collected at the time. For example, learners may have the opportunity to demonstrate customer care and they should be encouraged to ask for observation records and/or witness statements to be provided as evidence. Guidance on the use of observation records and witness statements is provided on the Edexcel website.

Tutors should consider integrating the delivery, private study and assessment relating to this unit with any other relevant units and assessment instruments the learner may also be taking as part of their programme of study.

Learning outcome 1 is likely to be delivered through a series of formal lectures, presentations, role play and customer service practicals. Visiting expert speakers could add to the relevance of the subject for learners. For example, a customer service representative from a land-based machine manufacturer could talk about the company's procedures and how they apply customer service principles.

Learning outcome 2 is likely to be delivered through a series of formal lectures, role play, and customer service practicals. Learners should know about legislation relating to customer service and how and when to apply it, their roles and responsibilities, and why customer care is so important to a company's image.

## 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 gives **an indication of the volume of learning it would take the average learner to achieve the learning outcomes**. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment
Introduction and overview of the unit.
<b>Assignment 1: Customer Service</b> (P1, P2, P4, M1)
Tutor introduces the assignment brief.
Customers service needs, customer expectations.
Customer experience, customer feedback, customer loyalty, customer satisfaction, customer rights, note taking.
Customer relationship.
Personal appearance.

## Topic and suggested assignments/activities and/assessment

Business image.

### **Assignment 2: Customer Services Application** (P3, P5, P6, P7, P8, P9, M2, D1)

Tutor introduces the assignment brief.

Legislation.

Customer/staff behaviour.

Importance of customer care.

Message retrieval and submission.

Components that contribute to customer satisfaction and dissatisfaction.

Unit review.

## Assessment

For P1, P2, P3 and P4, learners must communicate effectively with customers and provide information on this. Learners are required to dress and look professional and respectable. This could best be assessed in a role-play scenario or workplace environment. Learners need to undertake these two tasks in a scenario setting or whilst on work placement. Where possible, to ensure fairness of assessment the size and the complexity of the tasks should be the same for all learners.

For P5, learners will describe what promotes a positive image, and what does not including the individual, colleagues, the organisation and its products and/or services. The business may be the same as that used to provide evidence for other assessment and grading criteria. Where possible, to ensure fairness of assessment the size and complexity of the tasks should be the same for all learners.

P6 requires learners to describe how to communicate effectively with the customer. Learner will be able to describe how important it is to be polite and respectful.

For P7, learners need to describe both positive and negative behaviour exhibited by customers. Learners must describe aggressiveness, sarcasm and politeness, and how these behaviours affect the customer and the image of the business.

For P8, learners need to describe the limit of their responsibilities and authority when dealing with customers within a chosen Land-based business. Learners will explain what they are authorised to do, and when they must pass a customer over to their line manager. The business may be the same as that used to provide evidence for other assessment and grading criteria. Where possible, to ensure fairness of assessment the size and complexity of the tasks should be the same for all learners.

For P9, learners must state why customer and corporate confidentiality must be respected. Evidence could be in the form of a leaflet or recorded question and answer session.

For M1, requires learners to evaluate their own performance in providing customer service and make recommendations for improvement where necessary. Where possible, the size and complexity of the task should be the same for each learner to ensure fairness of assessment. Evidence may be in the form of a project assignment or through recorded questioning and answering and linked to evidence produced for P1, P2, P3 and/or P4.

M2 requires learners to explain how selected regulations affect customer service working practices in a given land-based engineering business. Tutors should identify the workplace and the regulations, or agree them through discussions with learners. The workplace may be the same as that used for other assessment and grading criteria. Where possible, to ensure fairness of assessment the size and the complexity of the tasks should be the same for all learners.

For DI, learners explain the customer service policies of a selected land-based engineering business and make recommendations for improvements. Tutors should identify the business or agree it through discussion with learners. The business may be the same as that used to provide evidence for other assessment and grading criteria. Where possible, to ensure fairness of assessment the size and the complexity of the tasks should be the same for all learners

### Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P4, M1	Customer Service	<p>You currently work on the customer service desk of a Land-based technology company. Three customers are going to approach you. The first will be polite and want advice on who to contact regarding a demonstration of equipment on his farm. The second will be aggressive and annoyed and want a refund for a piece of equipment he has been sold.</p> <p>The third will be indecisive and want a part for his tractor, but is not sure what part he wants, or how to go about ordering one.</p> <p>Prepare a report showing how you performed in these three scenarios, and explain where you could improve.</p>	<p>Practical assessment.</p> <p>Observation.</p> <p>Witness statement.</p> <p>Evaluation report</p>
P3, P5, P6, P7, P8, P9, M2, DI	Customer Services Application	<p>Describe how important it is for the company to meet customer expectations and how enquires should be dealt with confidentially. You must also describe the limit of your responsibilities and authority when dealing with customers.</p> <p>You must describe what is a positive personal image and why appropriate communication is important. You must describe positive and negative behaviour, and how you would recognise these.</p> <p>You must describe how legislation, policies and procedures affect the customer service process, and explain what policies are in place for a selected business, making recommendations for improvement.</p>	<p>Written report.</p> <p>Presentation.</p>

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC land-based sector suite. This unit has particular links with:

Level 2	Level 3
LEO3 Customer care in land-based engineering	Undertake and Review Work-related Experience in the Land-based Industries

### Employer engagement and vocational contexts

This unit focuses on the customer service skills learners will need when undertaking work whilst in work placement and also when in full-time or part-time work. The unit will enable learners to identify and understand their own legal obligations regarding customer service in the workplace. Centres are encouraged to develop links with their own customer service department. When learning about customer service, learners should be encouraged to work in groups and discuss the implications of good and bad customer service for their image of the company. Learners could develop and apply their knowledge by undertaking nationally recognised qualifications in customer service.

### Indicative reading for learners

#### Textbooks

Gober M – *The Art of Giving Quality Service* (Mary Gober International) ISBN 0 9624563 0 6

#### Websites

[www.bbc.co.uk](http://www.bbc.co.uk)

The BBC is the largest broadcasting organisation in the world. Its mission is to enrich people's lives with programmes that inform, educate and entertain.

[www.equalityhumanrights.com](http://www.equalityhumanrights.com)

Equality and Human Rights Commission

[www.ico.gov.uk](http://www.ico.gov.uk)

The Information Commissioner's Office is the UK's independent authority set up to uphold information rights in the public interest, promoting openness by public bodies and data privacy for individuals

[www.instituteofcustomerservice.com](http://www.instituteofcustomerservice.com)

The Institute of Customer Service is the professional body for customer service.

[www.offt.gov.uk](http://www.offt.gov.uk)

The Office of Fair Trading is the UK's consumer and competition authority.

## Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

Skill	When learners are ...
<b>Independent enquirers</b>	communicating information to customers using appropriate methods
<b>Creative thinkers</b>	evaluating own performance in customer service recommending appropriate areas for improvement
<b>Reflective learners</b>	evaluating own performance in customer service recommending appropriate areas for improvement
<b>Team workers</b>	communicating information to customers using appropriate methods, projecting the appropriate level of professionalism, personal appearance and conduct
<b>Effective participators</b>	communicating information to customers using appropriate methods, evaluating own performance in customer service recommending appropriate areas of improvement.

Although PLTS opportunities 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 ...
<b>Independent enquirers</b>	asking questions and identifying solutions to problems when undertaking customer service duties.
<b>Creative thinkers</b>	exploring possible answers to customer problems
<b>Reflective learners</b>	reflecting on own customer service experiences
<b>Team workers</b>	undertaking role play
<b>Self-managers</b>	managing own time in completing assignments and meeting deadlines
<b>Effective participators</b>	discussing customer service and personal and customer behaviour.

## Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	presenting information on own performance
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	handling customers' personal data and personal details
Follow and understand the need for safety and security practices	
Troubleshoot	
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	taking part in group discussions and role play
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	understanding the customer service policies and procedures of land-based engineering businesses.
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	