Pearson
BTEC Level 3 Award
in Principles of Customer Service

Pearson
BTEC Level 3 Certificate
in Principles of Customer Service

Specification

BTEC Specialist qualification

First teaching January 2015

Issue 2

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Pearson BTEC Level 3 Award and Certificate in Principles of Customer Service (QCF)

The QN remains the same.

References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this specification is correct at time of publication.

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Summary of Pearson BTEC Level 3 Award and Certificate in Principles of Customer Service specification issue 2 changes

Summary of changes made between previous issue and this current issue	**Section number**
All references to QCF have been removed throughout the specification	
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	Section 2
TQT value added	Section 2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	Section 2
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification’s objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner’s level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing BTEC Specialist qualifications

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

2 Qualification summary and key information

Qualification title	**Pearson BTEC Level 3 Award in Principles of Customer Service**
Qualification Number (QN)	601/5398/2
Accreditation start date	01/01/2015
Approved age ranges	16-18 19+
Credit value	8
Assessment	Centre-devised assessment (internal assessment).
Total Qualification Time (TQT)	80
Guided learning hours	60
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow our access and recruitment policy (see *Section 10 Access and recruitment*).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

Qualification title	Pearson BTEC Level 3 Certificate in Principles of Customer Service
Qualification Number (QN)	601/5399/4
Accreditation start date	01/01/2015
Approved age ranges	16-18 19+
Credit value	19
Assessment	Centre-devised assessment (internal assessment).
Total Qualification Time (TQT)	190
Guided learning hours	134
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow our access and recruitment policy (see *Section 10 Access and recruitment*).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

Qualification Number and qualification title

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. Every unit in a qualification has a unit reference number (URN).

The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual,* available on our website at:
http://qualifications.pearson.com/en/home.html

Qualification objective

The Pearson BTEC Level 3 Award in Principles of Customer Service is for learners who want to develop their knowledge and understanding of the principles and practices of working in a customer service managerial role. The qualification is suitable for learners who may already have some experience in a customer service-related role, and require a short course to introduce them to the concepts that inform the principles and practices of managing customer service delivery.

It gives learners the opportunity to:

- develop an understanding of principles and practices of organising and delivering effective customer service, including the resolution of customer problems, and how concepts such as customer satisfaction measurement and customer retention relate to customer service delivery
- develop an understanding of the need for improvements in customer service and how to plan, implement, monitor and evaluate customer service improvements
- achieve a nationally-recognised Level 3 qualification.

The Pearson BTEC Level 3 Certificate in Principles of Customer Service extends the focus from the Level 3 Award and offers an engaging programme for those who are clear about how they would like to progress in their career. The qualification gives learners the underpinning occupational knowledge and attitudes to support employment in roles such as Customer Service Manager, Customer Service Team Leader and Customer Relationship Manager. It is a flexible qualification that can be tailored to meet the requirements of individual job roles and gives learners an opportunity to:

- develop role-specific knowledge and understanding to support competence in the job roles stated above. This includes the principles and practices involved in organising and delivering effective customer service, leading a customer service team, customer relationship management, improving customer service and complaint handling
- develop wider sector and business-related knowledge and understanding, as well as an understanding of how to progress their own professional and personal development
- achieve a nationally-recognised Level 3 qualification.

Relationship with previous qualifications

These qualifications are a direct replacement for the Pearson BTEC Level 3 Award/Certificate in Customer Service (QCF), which expired in December 2014. Information about how the new and old units relate to each other is given in *Annexe B*.

Progression opportunities through Pearson qualifications

Learners who have achieved the Pearson BTEC Level 3 Award/Certificate in Principles of Customer Service could progress to a Pearson BTEC Level 3 Diploma in Customer Service which demonstrates occupational competency for the potential job roles listed below at this level. Learners could also progress to level 3 qualifications in Business or Management or to the Level 4 NVQ in Customer Service.

Qualifications include:

- Pearson BTEC Level 3 Diploma in Customer Service (knowledge and competence apprenticeship qualification)
- Pearson Edexcel Level 4 NVQ Diploma in Customer Service
- Pearson BTEC Level 3 Diploma in Management
- Pearson BTEC Level 3 Award/Certificate in Principles of Management
- Pearson BTEC Level 3 Award/Certificate in Principles of Business Administration.

Potential job roles for those working towards this qualification are:

- Customer Service Manager
- Customer Service Team Leader
- Customer Relationship Manager
- Client Services Officer
- Call Centre Team Leader.

Industry support and recognition

These qualifications are supported by Skills CFA, the SSC for the customer service sector.

Pearson BTEC Level 3 Award in Principles of Customer Service

The learner will need to meet the requirements outlined below before Pearson can award the qualification.

8 credits must be achieved from the 2 mandatory units.

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	A/506/9224	Principles of Customer Service Delivery	3	5	38
2	R/506/9228	Understanding How to Improve Customer Service	3	3	22

Pearson BTEC Level 3 Certificate in Principles of Customer Service

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Number of credits that must be achieved	19
Minimum number of credits that must be achieved at level 3 or above	14
Number of mandatory credits that must be achieved	11
Number of optional credits that must be achieved	8

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	A/506/9224	Principles of Customer Service Delivery	3	5	38
2	R/506/9228	Understanding How to Improve Customer Service	3	3	22
3	A/506/8767	Understanding Personal and Professional Development	3	3	22
		Optional units			
4	Y/506/9229	Complaint Handling and Negotiation	3	3	21
5	L/506/9230	Customer Relationship Management	3	4	27
6	R/506/9231	Team Leading in Customer Service	3	4	25
7	D/506/8647	Understanding How to Develop and Maintain Productive Working Relationships in Business Environments	3	2	15
8	H/506/8648	Principles of Business	3	3	21
9	Y/506/9019	Social Media in Customer Service Delivery	2	2	18
10	L/506/9020	Principles of Direct Selling	2	3	23

4 Assessment

The table below gives a summary of the assessment methods used in the qualifications.

Units	Assessment method
All units	Centre-devised assessment

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all of the unit's learning outcomes. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must meet any additional requirements given in the *Information for tutors* section of each unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to give learners realistic scenarios and to maximise the use of practical activities in delivery and assessment.

To avoid over-assessment, centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. For details please see *Section 13 Further information and useful publications*.

5 Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website at:
http://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html

6 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualifications.

- Centres must have appropriate physical resources (for example IT, learning materials, teaching rooms) to support delivery and assessment.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place that ensure continuing professional development (CPD) for staff delivering the qualifications.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10 Access and recruitment* and *Section 11 Access to qualifications for learners with disabilities or specific needs*. For full details of the Equality Act 2010, please go to www.legislation.gov.uk

7 Centre recognition and approval

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver BTEC qualifications is given on our website.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations.

Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

1. Delivery of the qualification as part of a BTEC Apprenticeship ('single click' registration):
   - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions.
2. Delivery of the qualification outside the Apprenticeship:
   - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
   - Lead Internal Verifier accreditation – this involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Pearson Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, each year we will allocate a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details please see the *UK Vocational Quality Assurance Handbook* on our website.

9 Programme delivery

Centres are free to offer these qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure that a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Where legislation is taught, centres must ensure that it is current and up to date.

10 Access and recruitment

Pearson’s policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant’s prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre’s responsibility to ensure that the work environment they go into is safe.

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Details on how to make adjustments for learners with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

Both documents are on our website at:
http://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html

12 Units

Units have the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

This gives a summary of what the unit aims to do.

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

Unit amplification sets out the range of subject material required for the programme of learning and specifies the knowledge and understanding required for achievement of the unit. It enables centres to design and deliver a programme of learning that will enable learners to achieve each learning outcome and to meet the standard determined by the assessment criteria.

Where relevant and/or appropriate, unit amplification is informed by the underpinning knowledge and understanding requirements of related National Occupational Standards (NOS).

Relationship between amplification and assessment criteria

Although it is not a requirement that all of the amplification is assessed, learners should be given the opportunity to cover it all. However, the indicative amplification (see below) will need to be covered in a programme of learning to enable learners to meet the standard determined in the assessment criteria.

Legislation

Legislation cited in the units is current at time of publication. The most recent legislation should be taught and assessed internally.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria, learning outcomes and unit amplification.
- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1: Principles of Customer Service Delivery

Unit reference number:	**A/506/9224**
Level:	**3**
Credit value:	**5**
Guided learning hours:	**38**

Unit aim

The aim of this unit is to give learners an understanding of the principles and practices underpinning the delivery of effective customer service, and the importance of effective customer service in supporting efficient business operations.

Winning a customer can be both difficult and expensive, so by comparison the effort to retain customers is worthwhile. Retaining customers often results in repeat business and sales of aftermarket products and services such as warranties and product upgrades. A lost customer may not return and might generate bad feeling by being critical of the level of service provided. Therefore, businesses seek to satisfy and retain customers by providing positive experiences that are underpinned by techniques such as customer charters, price promises, staff training in customer service activities, dedicated service desks and setting key performance indicators for customer service standards.

Customer service prioritises customers and the customer experience in business transactions so it needs to be adequately resourced, effectively organised and efficiently managed. Customer service includes the marketing of goods and services to customers to meet their needs and expectations. Focused use of marketing and market segmentation techniques enhances customer service provision and allows businesses to develop competitive advantage. Businesses also need to understand and meet their legal and regulatory obligations in respect of customer service.

Levels of customer satisfaction can be measured in different ways. By monitoring and assessing customers' experiences and perceptions of service quality, businesses can resolve any immediate and specific customer problems and additionally they can improve the level of customer service to enhance customers' experiences. A delay in restaurant service might be compensated for by giving customers a free dessert. Delays in call centre responses might require extra staff to be taken on. By acting in these ways, businesses will ensure that their customer satisfaction levels improve, and as a result of receiving good levels of service, customers will support businesses and help them to meet their objectives.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the measurement of customer satisfaction	1.1	Explain the concept of the 'customer experience'	▫ *Customer experience*: definition, i.e. customers' perception and interpretation of all interactions with an organisation; quality of experience, e.g. whether useful, usable, enjoyable; scope, i.e. before, during and after the purchase or usage of product or service
		1.2	Describe techniques used to analyse customer service performance data	▫ *Sources of performance data*: questionnaire or survey data (online, focus groups, telephone polls); customer behaviour, e.g. purchase pattern, repeat purchase; complaints log, e.g. type and volume of complaints; verbal customer feedback ▫ *Analysis techniques*: performance analysis, e.g. scorecards, dashboards; performance variation, e.g. comparison by time, by product and/or by service; benchmarking, e.g. exceeding or matching benchmarks; trends and indicators, e.g. statistics, profiles

Learning outcomes		Assessment criteria		Unit amplification
		1.3	Explain the factors to be taken into account in setting customer service performance targets and objectives	◻ *Factors*: current level of customer service; level of complaints; strength of competition; staff training needs; areas of non-compliance with legislation and procedures; levels of sales of products and/or services ◻ *Setting performance targets*: customer satisfaction data; realistic and measureable targets against customer satisfaction, e.g. reduction of complaints, increase of customer spend, increase of new customers by referral ◻ *Setting objectives for customer satisfaction:* organisational culture; staff awareness of operational objectives; SMART objectives; key performance indicators for customer satisfaction, staff consultation
		1.4	Explain the features and uses of a range of techniques to measure customer satisfaction	◻ *Techniques*: questionnaires; surveys; focus groups ◻ *Overall uses*: gauging customer satisfaction (quality of service, quality of products and/or services, improvements in processes and procedures); informing improvements highlighted by customers; informing changes to policies and procedures

Learning outcomes		Assessment criteria		Unit amplification
2	Understand the concept of customer retention	2.1	Explain the factors that influence customer retention	□ *Customer retention*: regular custom from individuals and organisations; core values, e.g. service standards, customer charter, staff training, customer service environment, customer relationship management; service recovery procedures □ *Factors that influence customer retention*: organisation service offer; service standards; customer service models; customer perception of organisation brand; social skills of staff; staff knowledge of products and/or services; advice, information and support provided to customers; quality of products and/or services; accessibility of products and/or services; flexibility of provision, e.g. online access; value for money; competitors' offers; position in market place
		2.2	Assess the value of customer retention to an organisation	□ *Value*: direct value to an organisation in financial terms; indirect value to an organisation, e.g. obtaining customer data, knowledge of customer preferences; direct marketing opportunities; continuous customer information; informal marketing, e.g. customer testimonial, recommendations
		2.3	Describe techniques used to attract and retain customers	□ *Techniques*: marketing and promotion (direct mail shots on offers, events, providing current information on products and/or services, customer loyalty schemes); customer relationship management; providing additional services; offering advice on products and/or services; keeping customers informed and involved
		2.4	Explain the factors involved in customer service recovery	□ *Factors*: procedures to support service recovery; empowerment of staff; staff training; re-engagement with customer; communication and reparation; compensation for poor service; return incentives

Learning outcomes		Assessment criteria		Unit amplification
3	Understand how to organise customer service delivery	3.1	Assess the impact of the different methods of promoting and marketing goods and services on customer service delivery	▫ *Methods of promoting products and services*: e.g. advertising (media, print, online), outdoor, e.g. use of roadside advertising, aerial display; sales promotions, e.g. coupons, samples, competitions, new media, merchandising; public relations, e.g. sponsorships, special events, press releases, newsletters ▫ *New models of customer service delivery*: in line with changes to marketing technologies ▫ *Impact on customer service delivery*: staff training and awareness of changes to product offer and promotional activities; updates to customer service knowledge base; changes to systems and procedures to align to promotional activities; changes in size of the customer service workforce and shift patterns; knowledge of advertising and promotional regulations
		3.2	Explain the importance of a brand in customer service delivery	▫ *Importance*: brand value, alignment of staff attitudes and personal behaviours with corporate brand and image ▫ *Brand-Expectations-Experience cycle*: i.e. causal relationship across brand awareness, customer expectations, service delivery and customer experience
		3.3	Explain the role of staff involved in the organisation of customer service delivery	▫ *Staff*: supervisor/line manager, role e.g. training, auditing, day-to-day responsibility, supervision, source of help, dealing with queries/problems; customer-facing staff

Learning outcomes		Assessment criteria		Unit amplification
		3.4	Assess the importance of differentiating between customers' wants, needs and expectations	□ *Customer wants*: definition; impact of society and marketing □ *Customer needs*: definition; impact on customer satisfaction and return sales □ *Customer expectations*: definition; impact of service offer, marketing materials and organisational reputation; relationship to customer retention and long-term customer relationships □ *Importance of differentiating*: focus on customer retention and customer loyalty instead of single sale; attracting new customers; reduced customer defections; word-of-mouth advertising and customer recommendations; opportunities for cross-selling and upselling; development of effective customer service delivery techniques and processes
		3.5	Explain different ways of segmenting customer groups	□ *Demographics*: age, gender, income size, occupation, religion, race, ethnicity □ *Geographic*: countries, cities, postal codes, counties, towns □ *Behavioural*: usage of product and/or service, knowledge and attitude to product, response to product, buying habits □ *Customer value-based*: revenue generated from customer, costs associated with retaining customer □ *Psychographic*: socio-economic groupings, e.g. social status, social grade; lifestyle, e.g. activities, interests, opinions, values and beliefs, personality
		3.6	Explain how customer segmentation is used in organising customer service delivery	□ *Use of customer segmentation*: identifying specific needs of customers, e.g. older customers, customers with disabilities; tailoring service features; tailoring communication and language to demographics; opportunity to improve the service offer; customer testing and piloting

Learning outcomes		Assessment criteria		Unit amplification
4	Understand the concepts and practices underpinning customer service delivery	4.1	Explain the value of customer service as a competitive tool	□ *Value of customer service*: customer loyalty; meeting customer expectations; Unique Selling Point (USP); competitive advantage; customer retention
		4.2	Describe techniques used to identify service failures	□ *Techniques*: performance standards; customer feedback and complaints; service monitoring; benchmarking (SLAs); auditing of supply chain, service partners; service recovery strategy
		4.3	Analyse the concept of the 'service profit chain'	□ *Service profit chain*: relationship between customer loyalty and customer satisfaction; profitability and revenue growth; value of service offered by loyal and productive employees □ *Internal service quality*: employee engagement in workplace design; employee development; rewards and recognition □ *Importance*: profitability and revenue growth; customer loyalty; customer satisfaction; employee retention; employee productivity; external service value

Learning outcomes		Assessment criteria		Unit amplification
		4.4	Analyse the 'customer journey' mapping process	□ *Customer journey*: definition, i.e. series of interactions customers have with an organisation through all available interaction channels □ *Customer journey mapping*: definition (mapping customer experience across touch points) □ *Purpose*: holistic view of the customer experience; strategic tool to enhance customer experience; impact on customer service design □ *Customer journey mapping process*: identifying different types of customers and their needs; steps in the customer journey; customer touch points; owners of touch points; impact of touch points on customer experience; gaps in desired and current performance of touch points; opportunities for moments of truth □ *Importance of customer journey mapping*: knowledge of the customer's perspective; customer needs and expectations; areas of weakness in service; drivers for change; influence on strategy, policies and procedures; customer retention; organisational efficiency and effectiveness
		4.5	Explain methods of measuring organisational effectiveness in the delivery of customer service	□ *Measuring organisational effectiveness*: monitoring policies and procedures (effectiveness, service standards); analysing customer feedback; benchmarking (organisational, industry); comparability research; strategic review; staff performance management

Learning outcomes		Assessment criteria		Unit amplification
		4.6	Assess the implications of consumer-related and data protection legislation on customer service delivery	□ *Consumer-related legislation*: Sale of Goods Act 1979; Consumer Credit Act 1974; Trade Descriptions Act 1968; Supply of Goods and Services Act 1982; Consumer Protection Act 1987; Consumer Contracts Regulations 2014; The Consumer Protection from Unfair Trading Regulations 2008 □ *Data protection legislation*: The Data Protection Act 1998, eight principles; data stored no longer than required; restricted sharing and disclosure of information □ *Implications*: compliance of products and services; consequences of non-compliance (fines, prosecution, damage to organisational reputation); policies and procedures to support staff compliance; staff training
5	Understand the monitoring and resolution of customers' problems	5.1	Assess the suitability of a range of techniques for monitoring customer problems	□ *Techniques*: business process monitoring; sampling customer feedback; monitoring repeat customers; measuring customer satisfaction; customer interaction monitoring □ *Customer problems*: types of problems, e.g. identified by the customer, identified by the organisation, caused by a procedure or systems failure, caused by a lack of resources
		5.2	Explain how to use the resolution of customers' problems to improve products and/or services	□ *Problem resolution and service improvement*: integrating solutions into product and/or service development; recording and sharing unique solutions to problems; analysing trends based on type of resolution; root cause analysis; analysis of problems and resolutions based on customer 'touch points' and 'moments of truth'
		5.3	Explain how the successful resolution of customers' problems impact on an organisation and customers	□ *Impact on organisation*: customer retention and customer loyalty; customer complaints; market leadership; profitability; staff retention; brand image; unique service position; service recovery □ *Impact on customers*: customer satisfaction

Information for tutors

Delivery

For this unit, tuition for the learning outcomes can use flexible delivery approaches. Formal teaching sessions could have input from a tutor to identify some of the theoretical material relating to principles of customer service, and learners could work individually and in groups researching and gathering information about the subject. Tutors could illustrate points with reference to examples of businesses that demonstrate best practice in customer service, particularly for learning outcomes 1, 2 and 3. Research, case studies, simulations and discussion all offer involving approaches to learning about the subject. Guest speakers could provide insights into the techniques used to deliver customer service. Speakers might be particularly useful in examining the requirements for learning outcomes 4 and 5, where some specialist specific input could be used to illustrate the issues. Some learners could use self-directed study to consider the expertise and skills they might have developed in current or previous jobs, reviewing and reflecting on the associated customer service concepts and principles.

All learners will have experience of customer service provision gained when making purchases online and buying goods and services on the high street, and so will be able to reflect on their expectations in terms of customer service and whether retailers fulfilled these expectations. Up-to-date information and materials on the subject are available from many sources, such as customer charters produced by businesses, online retailers, television and radio broadcasts about customer service and customer satisfaction (or dissatisfaction), broadsheet newspapers and advisory services. Centres must make sure that the unit is delivered by subject specialist tutors and that learners have access to suitable resources such as those outlined in the Suggested resources section of this unit.

Assessment

The centre will devise and mark the assessment for this unit.

A range of assessment instruments could be used, such as (but not confined to) reports, proposals, plans, presentations, displays, articles, diaries, reflective accounts, a learning journal, professional discussions, debriefings on investigative activities, case studies, exercises, simulations, practical work and recognition of prior learning. All assessment methods are acceptable, provided the assessment enables the learner to produce relevant evidence that can be judged against the assessment criteria.

For learning outcomes 1 and 2 a case study could be used that compares two contrasting businesses, one that is experiencing low levels of customer satisfaction and customer defections and a second that enjoys high satisfaction levels with its service and has customers who are loyal. The case study could be used to review current approaches to measuring customer satisfaction and the importance of improving customer retention. Learners could undertake an assignment in the form of a presentation, supported with relevant materials, to customer-facing staff about the poorly performing business. The presentation could include an examination of how customer satisfaction is measured and the importance of high levels of satisfaction in ensuring customer retention and the corresponding impact this has on business success.

For learning outcomes 3, 4 and 5 a staged assignment can be used to investigate the concepts and practices underpinning customer service delivery and the 'service profit chain', how to organise customer service delivery and the importance of monitoring and resolving customers' problems. A functional area within an under-performing business could be used to consider how best to improve customer service operations. Learners could produce a report with recommendations for action for their supervisor to take to a meeting that will consider how to improve customer service delivery.

Assessment can be for individual learning outcomes or for groups of learning outcomes within the unit, and can be combined with the assessment of learning outcomes and assessment criteria from other units. The latter would require an assessment map to identify where learning outcomes and assessment criteria are assessed.

Suggested resources

Books

Arden TG and Edwards SE – *Best Practice Guide for Customer Service Managers: An Activity-based Workbook for Leaders of Teams That Strive for Service Excellence* (Customer Service Best Practice Guides) (Customer 1st International, 2009) ISBN 9780954874421

Fogli L – *Customer Service Delivery: Research and Best Practices* – J-B SIOP Professional Practice Series (John Wiley & Sons, 2006) ISBN 9780787976200

Harris E K – *Customer Service: A Practical Approach* 6th Edition (Pearson Education Ltd, 2014) ISBN 9781292040356

Leland K and Bailey K – *Customer Service for Dummies* (John Wiley & Sons, 2006) ISBN 9780471768692

Sylvester M and Ahmi M – *Living Service* (Financial Times/Prentice Hall, 2008) ISBN 9780273715351

Websites

www.gov.uk	Information on consumer law and customers' rights
www.ico.org.uk	Information Commissioners Office (ICO), information on data protection legislation
www.instituteofcustomerservice.com	Information and guidance on many aspects of customer service
www.skillscfa.org	Skills CfA is the Sector Skills Council for a whole range of business skills sectors, including customer service
www.tradingstandards.gov.uk	Information on consumers' rights

Other

Customer Focus magazine – produced by the Institute of Customer Service and includes information on customer service practice

Unit 2: Understanding how to Improve Customer Service

Unit reference number: R/506/9228

Level: 3

Credit value: 3

Guided learning hours: 22

Unit aim

In this unit learners will investigate the activities and methods that can be used to understand customers' needs and expectations in order to support improvements in customer service. Learners will explore how organisations can balance their needs with the needs of their customers.

Change is part of offering products and services to customers. Over a period of time customers' expectations change and it is necessary for organisations to improve and adapt their products and services to meet those expectations. Ideas for improvements may come from customers in the form of formal or informal feedback collected by the organisation, for example through the organisation's complaint procedures. This information must be interpreted and analysed so that the organisation can make the improvements required. Once the customers' requirements are understood, the organisation must plan for the implementation of the improvements. Careful planning will help to ensure the success of any improvements and customer acceptance of the new product, service or system. The final stage is to monitor a new product, service or system to make sure it is functioning correctly.

On completion of this unit, learners will know how to analyse and interpret customer feedback using formal and informal methods such as questionnaires, customer panels and social media. Learners will understand how to plan improvements to customer service, how constraints can limit plans and how to identify when a plan has been successful. Finally, learners will understand how to monitor and evaluate customer service improvements, how to communicate improvements to customers and the importance of learning from the improvement process.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand how to improve customer service using customer feedback	1.1	Describe methods of collecting data for customer research	□ *Customer research*: types, e.g. primary, secondary, qualitative, quantitative □ *Formal methods*: e.g. questionnaires, telephone surveys, customer panels, face to face interviews, focus groups, mystery shoppers, on-line surveys, social media □ *Informal methods*: e.g. customer queries, problems, complaints, informal discussions, customer feedback cards, social media feedback
		1.2	Assess the suitability of a range of techniques to analyse customer feedback	□ *Suitability*: survey objectives; format of customer feedback; use of survey outcomes □ *Techniques*: types, e.g. functional analysis to identify optimal target market by demographic; geographical analysis; statistical techniques to describe data to include: mean, mode and median, range, standard deviation
		1.3	Explain the validation issues associated with customer feedback	□ *Validation issues*: internal validity of customer feedback, e.g. removal of bias; barriers to contacting survey respondents; correlation of results; comparison to the population being surveyed; sample size, e.g. larger sample makes it easier to generalise results

Learning outcomes		Assessment criteria		Unit amplification
2	Understand how to plan and implement customer service improvements	2.1	Outline the key factors required for the successful implementation of improvements	□ *Key factors*: critical success factors; use of an improvement management team; improvement management plan; communications planning; staff involvement and contribution; close monitoring of process of improvement; review of improvement against aims and objectives
		2.2	Explain how to plan for the implementation of an improvement to customer service	□ *Planning*: aims and objectives for improvement; systems and processes; physical and human resources; budget; time frame; monitoring and evaluation techniques □ *Importance*: customer retention; customer satisfaction; staff support the improvements; reduction in complaints
		2.3	Explain the possible constraints on implementing improvements to customer service	□ *Internal constraints*: e.g. people, equipment, finance, organisational policy, capacity □ *External constraints*: e.g. customer resistance, expectations, affordability, availability of alternative products and/or services
		2.4	Explain the importance of completing improvements on time and within budget	□ *Importance*: money management; accountability to shareholders and/or stakeholders; control over spending; measuring results; permitting changes to budgets where and when necessary

Learning outcomes		Assessment criteria		Unit amplification
3	Understand how to monitor and evaluate customer service improvements	3.1	Explain techniques that can be used to monitor the impact of the improvements on the quality of customer service	□ *Techniques*: control charts; customer sampling; customer feedback cards; customer focus groups; number of customer complaints □ *Monitoring impact*: comparisons with previous customer feedback, aims and objectives of the change and project budget
		3.2	Explain how to evaluate the impact of improvements to the quality of customer service	□ *Outcome evaluation*: achieving aims and objectives of the improvement plan; identifying deviations from the plan; meeting financial goals; feedback from customers and staff
		3.3	Explain how to use learning points for future improvement management	□ *Learning points*: improvement management as a process; understanding how employees see improvements as a threat; managing resistance to improvements; not all improvements are successful
		3.4	Describe how to inform customers about customer service improvements	□ *Informing customers*: mail shots, text messages, advertisements, newspaper and magazine articles, webinars, promotions, endorsements, free gifts, sponsorship

Information for tutors

Delivery

The use of case studies drawn from real working environments will greatly enhance the learning experience for learners studying this unit.

Learning outcome 1 focuses on gathering feedback from customers and building an understanding of the different methods commonly used by organisations when collecting customer service data. Data gathered from customer feedback surveys, case studies, social media metrics, formal and informal sources could be used to demonstrate the complexities of gathering and using data. It is not necessary for the learners to have an in-depth knowledge of statistical techniques, but some understanding and practice of using basic analysis techniques such as the mean and standard deviation would be an advantage. Learners should also consider what the collected data could be used for by the organisation, such as justifying improvements in customer service, proving that the service is better than other providers and/or promoting the service as a key selling point. Learners should be encouraged to consider which data collection techniques are suitable for a given situation rather than go for a 'one size fits all' solution. Learners must consider the validity of customer feedback and how data results can be skewed by bias.

Learning outcome 2 looks at the planning phase of implementing improvements to services, products and systems to minimise disruption to an organisation's operations. Learners should be encouraged to think critically about the critical factors that will help to ensure a successful outcome to a proposed change. Learners could examine a case study based on an organisation's experience of change or improvement, from the beginning of the planning phase through the implementation and conclusion to the process. The constraints that an organisation might have on the action it can take when introducing changes or improvements could provide an interesting taste of realism when discussing how an organisation implemented their proposals. Learners should consider how control can be exercised over an organisation's actions through budget controls and senior management's accountability to stakeholders. The value of communications with all parties potentially affected by change should be emphasised, with a focus on how staff can be supported, particularly when they will be at the brunt of any changes that will be implemented. Finally, this learning outcome looks at how resistance to change can be overcome and provides an opportunity to explore the techniques that can be exercised by an organisation and its staff members at all levels.

Learning outcome 3 is concerned with monitoring the effects of changes and improvements that have been implemented by an organisation. Techniques used to monitor changes should be reviewed. Learners can construct control charts from simple data but it is not necessary for them to have an in-depth knowledge of the skill. Other basic statistical techniques, such as calculating the mean and standard deviation, would be helpful for simple analysis of feedback data. Learners should develop the skill of interpreting and evaluating customer feedback data so that they can evaluate the success of a change or improvement that has been implemented by an organisation.

Assessment

The centre will devise and mark the assessment for this unit.

Learning outcome 1 focuses on collecting data for the purpose of improving an organisation's customer service. Learners can develop an understanding of data collection methods that are suitable for a particular workplace. Details around what makes valid data and how it can reflect a customer service situation offer an opportunity for learners to explore validation issues that affect different data collection methods. Different techniques for analysing data could be presented in a reflective statement or report that could be supported by a table that sets out the pros and cons of data collection methods, analysis techniques and validation issues. Live data collected from a customer service situation would provide an opportunity for learners to experience the kinds of issues found when collecting customer service data. Some simple statistical analysis of data would help the learner to identify the basic techniques commonly found in a real work situation.

Learning outcome 2 is concerned with the planning and implementation of improvements to customer service. A useful vehicle for assessing learners would be a case study based on a real situation. Learners could examine the case study and identify the stages that the organisation must go through to identify the cause of the difficulty, consider and evaluate different improvements that could be implemented, and draw up an implementation plan and timetable. Finally the learner could provide a report and reflective statement that justifies the improvement plan.

Learning outcome 3 concentrates on monitoring the efficacy of an improvement that has been implemented by an organisation and its impact over time. Ideally the case study used for learning outcome 2 could be extended so that learners could examine the results from an improvement that has been introduced. Learners could produce a monitoring plan that would set out the monitoring period, the monitoring techniques to be used, how the results would be analysed and how the monitoring would feed into future improvement planning. Learners should describe how they would communicate the improvements to customer service to customers, using suitable channels of communication that would suit the customer base.

Suggested resources

Books

Blanchard K, Cuff K and Halsey V – *Legendary Service: The Key is to Care* (McGraw-Hill Professional, 2014) ISBN 9780071819046

Heppell M – *Five Star Service: How to Deliver Exceptional Customer Service* (Pearson Education, 2010) ISBN 9780273734383

Leland K and Bailey K – *Customer Service for Dummies* (John Wiley & Sons, 2006) ISBN 9780471768692

Websites

www.businessballs.com/dtiresources/TQM_process_improvement_tools.pdf	Various techniques for analysing whether a change has been effective or not

Unit 3: Understanding Personal and Professional Development

Unit reference number: A/506/8767

Level: 3

Credit value: 3

Guided learning hours: 22

Unit aim

The Chartered Institute of Personnel and Development (CIPD) defines continuing professional development (CPD) as 'the need for individuals to keep up to date with rapidly changing knowledge'. The continual development of professional and personal skills supports organisations in achieving their objectives, facilitates the achievement of personal career goals, and helps managers to be fully prepared to meet the challenges of an ever-changing business world.

This unit gives learners an understanding of the need for personal and professional development and an introduction to the resources and activities needed to support personal and professional development, and the importance of monitoring development activities.

Learners will focus on the trends and developments that are currently influencing the need for the development of personal and professional skills. They will gain an understanding of the sources available to research the skills and knowledge requirements for job roles and of the need to set personal and professional SMART objectives.

The unit will also introduce the use of a skills analysis to identify any gaps in the skills and knowledge required for a particular job role, and how the information from the skills analysis will form the structure of a personal development plan.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the factors which impact on personal and professional development	1.1	Describe trends and developments that influence the need for personal and professional development	◻ *Trends and developments*: organisational restructuring; downsizing; growth; succession planning; progression; promotional opportunities; operational or technological development; corporate social responsibility; increased competitive activity
		1.2	Compare sources of information on personal and professional development trends and their validity	◻ *Sources of information*: requirements of job role, e.g. job descriptions, person specifications; future plans for organisation; progression routes; National Occupational Standards; professional bodies; research into future of industry
		1.3	Evaluate the benefits of personal and professional development	◻ *Benefits*: to individual and organisation; promotions and career opportunities; reflection on career prospects and progression routes; impact on employability; organisational objectives

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to plan for personal and professional development	2.1	Explain the importance of planning for career progression	▫ *Planning*: prioritising development activities; progression routes available; skills, knowledge and expertise required; gaps in skills, knowledge and expertise; short and long term career objectives
		2.2	Explain how to identify gaps between current knowledge and skills required for achieving career objectives	▫ *Skills analysis*: comparing current skills and knowledge with those required for current and future job roles ▫ *Level of skills*: own assessment; feedback; workplace performance measures; personality profiling tools; leadership assessment tools; requirements of professional and regulatory bodies; individual requirements
		2.3	Explain how to set objectives which are SMART	▫ *SMART objectives*: objectives which are specific, measurable, achievable, realistic, time constrained (SMART) ▫ *Objective setting*: agreeing professional objectives with line manager; use of performance and appraisal data to set objectives; identifying personal objectives; agreeing personal objectives; specifying objectives in behavioural terms; identifying resource requirements; identifying time frames; identifying milestones; identifying review points; identifying success criteria for personal and professional development
		2.4	Describe resources and activities needed to meet objectives of a personal development plan	▫ *Resources and activities*: internal and external training programmes; reading materials; practising skills, e.g. work shadowing; learning resources; mentoring and coaching; research; feedback and support from managers and colleagues; financial costs; time
		2.5	Produce a personal and professional development plan for an identified job role	▫ *Development plan*: structure; components; skills and knowledge required for current and progression routes; identify gaps in knowledge and skills; determine priorities; set SMART learning objectives; identify methods, activities and resources to achieve objectives e.g. time, courses, training, support

Learning outcomes		Assessment criteria		Unit amplification
3	Understand how to monitor and review a development plan	3.1	Explain the importance of monitoring progression against a development plan	□ *Monitoring development plans*: setting review dates; recording achievements; recording feedback from appraisals, personal reviews; motivation; reviewing and revising objectives □ *Importance of progress monitoring*: tracking against targets (milestones, completion); identify reasons for deviations from plan; identify exploitative or corrective actions
		3.2	Evaluate the role of feedback in personal and professional development	□ *Sources of feedback*: 360 degree appraisal; performance reviews; reflective diary; customers, suppliers, partners; objective data, e.g. KPIs; colleagues; team members □ *Types of feedback*: constructive (positive, negative); praise; destructive (criticism) □ *Role*: reflection on performance and competencies; self-awareness; targeted areas for improvement; self-management; improved performance; learning styles

Information for tutors

Delivery

Learning outcome 1 could begin with a tutor-led discussion on the need for personal and professional development and then the discussion could be developed to include the factors that would influence the need for personal and professional development. Learners who have work experience could be asked to make a presentation on the trends and developments based on their experience; otherwise, real life examples from news articles in the public domain could be used. Learners could research the sources that provide information on professional trends and developments and then discuss in groups the sources they have identified and how they would check the validity of the information provided. The discussion around validity should include factors such as the credibility of the source, the date the information was published and the relevance of the information itself. Learners could individually list the benefits of personal and professional development for both an individual and an organisation, and then discuss and compare the points they have identified.

For learning outcome 2, learners could discuss their current employment status and why it is important for them to plan for career progression and personal development. Learners could research the skills and knowledge required for their current or intended future job role. Learners could complete a skills analysis for the identified job role, indicating the skills and knowledge they have achieved and the skills and knowledge that require further development. They could then use this as a basis to research the resources and activities they would need to carry out to develop the required knowledge and skills.

Learners will need to understand how to set SMART objectives and would benefit from a scenario where they could practise setting SMART objectives. A summary flowchart of the personal development planning process could then be used to explain to learners how the different steps in the process relate to each other. Learners should be introduced to the format and structure of a personal development plan and a group discussion could be used to develop learners' understanding of how to produce their own personal development plans. Learners could discuss the content and information required to build a personal development plan that focuses on both short term and long term career goals.

For learning outcome 3, small group discussion could be used to address the importance of monitoring a personal development plan and the role of feedback in personal and professional development.

Assessment

The centre will devise and mark the assessment for this unit.

For learning outcome 1 learners will need to demonstrate understanding of the trends and developments that influence professional development, where they could find this information and the benefits of personal and professional development. The learners could research trends and developments that are linked to their own job role or career choice. If learners are not in employment they could focus their research on a desired future job/career. Evidence could be presented using a presentation or a report. For assessment criterion 1.1, learners should describe at least three trends in the related industry that influence the need for personal and professional development in a report or presentation format. For 1.2, the presentation or report could be developed to compare at least two sources of information related to the identified job/career; the comparison should provide at least two arguments supporting the validity of each source. For 1.3, a reflective account or report could be used to evaluate the benefits to both the employee and the employer of personal and professional development; learners should cover at least two benefits for each group in their evaluation.

For learning outcome 2 learners will need to demonstrate understanding of the process of personal development planning and their ability to produce a personal development plan. Learners could focus their evidence for this learning outcome on their current or future job role. If learners are not in employment they could use a desired future job/career. A professional discussion, presentation, reflective account or report could be used to present the evidence for assessment criteria 2.1–2.4. For 2.1, learners' explanation of the importance of career progression planning should be supported by at least three reasons. For 2.2, learners should explain at least two ways in which they could identify the gaps between their current knowledge and skills and those needed to achieve their targeted job role/career. For 2.3 and 2.4, learners should explain the process of setting SMART objectives for their own personal and professional development and the specific resources and activities necessary to achieve these SMART objectives. These should be appropriate and relevant for the identified target job role/career. For 2.5, learners should produce a personal development plan detailing, as a minimum, their target job/career, SMART objectives, actions and activities to be undertaken, resources and support needed to achieve the objectives and target completion date.

For learning outcome 3, learners will need to demonstrate their understanding of the monitoring and reviewing of a development plan. A reflective account or a report could be used for assessment criterion 3.1, where learners should give at least three reasons why it is important to monitor their progress against a development plan. In evaluating the role of feedback in personal and professional development (3.2), learners should present at least three supporting arguments.

The evidence submitted to satisfy the assessment criteria for each learning outcome must be in sufficient depth to satisfy the requirements of the command verbs used in each assessment criterion. Where learners meet any assessment criteria through oral presentations or professional discussion, this should be supported by a witness statement from the assessor that provides sufficient detail on how each criterion had been met. Copies of the presentation slides should be made available and should be supported by the learner's notes or prompt cards.

Suggested resources

Books

Cottrell S – *Skills for Success: Personal Development and Employability* (Palgrave Macmillan, 2010) ISBN 9780230250185

Harrison R – *Learning and Development*, 5th edition (Chartered Institute of Personnel and Development, 2009) ISBN 9781843982166

Megginson D and Whitaker V – *Continuing Professional Development*, 2nd edition (Chartered Institute of Personnel and Development, 2007) ISBN 9781843981664

Routledge C and Carmichael J – *Personal Development and Management Skills* (Chartered Institute of Personnel and Development, 2007) ISBN 9781843981480

Websites

www.businessballs.com	Provides free resources and advice, including on the subject of personal development planning
www.cipd.co.uk	The website of The Chartered Institute of Personnel and Development (CIPD) is dedicated to continuing professional development (CPD), providing materials and factsheets. Membership is required for full access to the resources
www.managementhelp.org	An online free management library, including articles on personal and professional development
www.managers.org.uk	The website of the Chartered Management Institute, offering information on a number of management and development issues

Unit 4: Complaint Handling and Negotiation

Unit reference number:	**Y/506/9229**
Level:	**3**
Credit value:	**3**
Guided learning hours:	**21**

Unit aim

This unit aims to give learners knowledge and understanding of the approaches and techniques used to produce successful outcomes when handling complaints and negotiating in customer service settings.

In this unit learners will look at the different, often competing, interests and priorities that the parties have in many customer service situations involving two or more parties. Customers have complaints and these need resolving quickly and fairly to avoid customer dissatisfaction and damage to the reputation of the business. If someone is overcharged, then offering a refund and persuading the customer to accept something extra as a gesture of goodwill, so that the customer does not go to the local trading standards office, is worthwhile. At other times resolving complaints may be more complex, for example when a loyal and regular customer complains that a competitor offers a free extended warranty on a computer tablet. A negotiation might result in matching the competitor's offer or offering a free case rather than losing the sale. Negotiation skills are important when working in a customer service environment, in terms of understanding the needs of both customers and sellers and being willing to compromise before reaching agreement. Win-win resolutions are needed when handling customer complaints and customer service negotiations. Successful resolutions support the achievement of business objectives, whether ensuring customer satisfaction, minimising losses or enhancing the reputation of the business.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand how to resolve customer complaints	1.1	Describe the different types of customer complaints	□ *Subjects of customer complaints*: quality of products; quality of service; price; breach of requirements of Sale of Goods Act 1979; health and safety; hygiene; terms and conditions; misleading information; dangerous goods; formal complaints; informal complaints □ *Sources of complaint*: formal feedback, e.g. feedback cards, surveys; informal feedback, e.g. social media, anecdotal; issues identified from the sources of complaint
		1.2	Assess the importance of resolving customer complaints	□ *Purpose of complaints resolution*: resolve customer complaints, e.g. promptly, fairly, cost effectively; offer restitution; offer compensation; maintain business reputation; customer retention; minimise re-occurrence of problems; modify products and/or services; adapt business procedures for handling complaints; customer service improvements
		1.3	Describe the procedures organisations use to deal with customer complaints	□ *Procedures*: acknowledge customer point of view; follow business policy for complaint handling; adhere to customer promises/charters; adhere to timelines; identify nature of complaint; allocate complaint handling to person with appropriate authority; implications of complaint (financial, e.g. costs, legal liabilities, reputational; regulatory, e.g. references to National Regulators, trading standards); offer restitution and/or compensation; keep customer informed; apologies

Learning outcomes		Assessment criteria		Unit amplification
2	Understand how to prepare for negotiations in resolving customer complaints	2.1	Outline the objectives and scope of customer complaint negotiations	□ *Objectives*: resolve points of difference; reach agreement; produce outcomes that are mutually satisfactory; maintain control of the negotiations □ *Scope*: parties involved; negotiation issues; problem parameters; resources required; information required; legal and regulatory constraints; ethical issues; business policies, e.g. customer charter, price promise
		2.2	Evaluate the use of different negotiation strategies in resolving customer complaints	□ *Negotiation strategies*: types, e.g. problem solving, contending, yielding, compromising, inaction; negotiation and persuasion with reasons for the choice of each, e.g. why, when, where, how □ *Components of a negotiation strategy*: process, e.g. prepare, discuss, clarify goals, propose, negotiate, agree, implement agreements and actions, fallback positions; approach, e.g. hard, soft, assertive, empathetic, persuasive; scope of a negotiator's authority; escalating the negotiation

Learning outcomes		Assessment criteria		Unit amplification
		2.3	Explain how to prepare for negotiations in resolving customer complaints	▫ *Preparation*: establish the issues; problem analysis; preparing a negotiation position; identifying negotiation goals and acceptable outcomes (including fall-back options); identifying own interests; identifying interests of other party(ies); anticipating approaches used by other party(ies); resource requirements; business policy on e.g. customer service matters, resolutions; precedents; basis for calculating restitution and compensation; issues that can influence outcomes; potential barriers to negotiation ▫ *Legal and regulatory factors*: rights of consumer and responsibilities of sellers, e.g. Sale of Goods Act 1979, Consumer Protection Act 1987, Consumer Credit Act 1974, Consumer Contracts (Information, Cancellation and Additional Charges) Regulations 2013, contract law; business policies, e.g. customer charters, price promises; trading standards; National Regulators
				▫ *Techniques for resolving problems*: alternative negotiating styles, e.g. negotiation, persuasion, proactive e.g. appropriate communications (methods, styles, language), use of intermediaries, accommodating position; reactive; risks, e.g. misunderstanding, misinterpretation; consideration of cultural factors; previous experiences; organisational factors, e.g. operational needs, ethical requirements, reputation protection

Learning outcomes		Assessment criteria		Unit amplification
3	Understand how to manage negotiations in resolving customer complaints	3.1	Assess the skills required to carry out customer complaint negotiations	▫ *Technical skills*: mastery of brief; comprehension and analysis, e.g. problem, issue, complaint; active listening, e.g. body language; verbal communication, e.g. clear, effective, assertive; persuasive, questioning; exercising silence; written communication; decision making; ethical behaviour ▫ *Process skills*: controlling the negotiation; collaboration and teamwork, e.g. working towards mutually agreeable solutions; problem solving, e.g. solving the problem rather than focussing on the goal; making judgements; emotional control, e.g. head over heart ▫ *Interpersonal skills:* e.g. forming working relationships, empathy, patience; powers of persuasion; reliability; trustworthiness, ability to fulfil agreements
		3.2	Explain how to conduct negotiations in resolving customer complaints	▫ *Types of negotiation*: face-to-face, e.g. one to one, one to many; remote, e.g. telephone, social media; written ▫ *Conducting negotiations*: controlling the agenda; proactive approach; reactive approach; identify own role; identify substance of negotiation, e.g. problem, issue, complaint; establish scope of discussion; establish objectives; identify what is required; make proposals; invite responses; identify alternatives; make trades; make compromises; adapt the conduct of the negotiation as circumstances change; summarise and confirm agreements at each stage ▫ *Persuasiveness*: establishing common ground; build rapport; reduce resistance; reasoned arguments; logical approach; supporting evidence; emphasising positive aspects of possible outcomes; positive language (verbal, written, non-verbal); assertive point making; calmness; handle objections; challenging viewpoints

Learning outcomes		Assessment criteria		Unit amplification
		3.3	Assess the need for adhering to legal, organisational and ethical policies and procedures when carrying out customer complaint negotiations	▫ *Policies and procedures*: legal including contractual obligations, rights of consumer, responsibilities of seller; organisational including business policies in respect of complaints, customer charters, price promises; ethical issues including corporate responsibility, sustainability ▫ *Reasons*: legal and regulatory compliance; adherence to business protocols and practices; reputational enhancement; goodwill generation; support business objectives
		3.4	Describe how to conclude customer complaint negotiations	▫ *Conclusion*: summarise discussions; points of agreement; points of disagreement; unresolved points; identify outcomes; consensus ▫ *Follow up*: records, e.g. notes, minutes, reports, letters, emails; obtain confirmation of agreement of all parties; actions to be taken; adjustments to be made, e.g. restitution, compensation, apologies
		3.5	Explain the importance of maintaining accurate records of customer complaint negotiations, outcomes and agreements	▫ *Records:* written; electronic; contemporaneous; post event; verbatim; from notes ▫ *Purpose:* record of events; reference point; agreements; action to be taken; timescales; responsibilities

Information for tutors

Delivery

For this unit, tuition for the learning outcomes lends itself to flexible delivery approaches. Formal teaching sessions could have input from a tutor to identify some of the theoretical material about conducting customer service and complaint negotiations, and learners could work individually and in groups researching and gathering information about the subject. Tutors could illustrate points with reference to examples of successful and unsuccessful customer service and complaint negotiations. Research, case studies, practical work, simulations and discussion all offer involving approaches to learning about the subject. Using guest speakers provides insights into the use of negotiating techniques that achieve positive and win-win outcomes in customer service and complaint negotiations. Some learners could use self-directed study to consider the expertise and skills they might have developed in current or previous jobs, reflecting on their experiences in customer service settings. Up-to-date information and materials on the subject are available from many sources such as businesses, the internet, television and radio broadcasts and advisory services. Centres must make sure that the unit is delivered by subject specialist tutors and that learners have access to suitable resources such as those outlined in the Suggested resources section of this unit.

Assessment

The centre will devise and mark the assessment for this unit.

A range of assessment instruments (assignments) can be used, such as (but not confined to) reports, proposals, plans, presentations, displays, articles, diaries, reflective accounts, a learning journal, discussions, questioning, observations, debriefings on investigative activities, case studies, exercises, simulations, practical work and recognition of prior learning. All assessment methods are acceptable, provided the assessment enables the learner to produce relevant evidence that can be judged against the assessment criteria.

All three learning outcomes could be covered by a staged assignment based on a simulation. Stage 1 could examine the nature of customer complaints and the importance of resolving them in a satisfactory way to the benefit of all parties. Stage 2 could consider how to prepare for customer service/complaint negotiations and stage 3 could involve carrying out customer service/complaint negotiations. The assessment evidence could be in the form of a guide to the complaints resolution and negotiation processes, intended to give those new to customer service and complaint negotiations a reference point that establishes best practice and how to deal with specific situations that might arise.

Assessment could also be combined with the assessment of learning outcomes and assessment criteria from other units. This latter would require an assessment map to identify where outcomes and criteria are assessed.

Suggested resources

Books

Borg J – *Persuasion: The Art of Influencing People*, 3rd edition (Pearson, 2010) ISBN 9780273734161

Goleman D – *Emotional Intelligence & Working with Emotional Intelligence* (Bloomsbury Publishing, 2004) ISBN 9780747574569

Hazeldine S – *Bare Knuckle Negotiating: Knockout Negotiation Tactics They Won't Teach You At Business School*, 2nd edition (Bookshaker, 2011) ISBN 9781907498626

Horton S – *Negotiation Mastery: Tools for the 21st Century Negotiator* (MX Publishing, 2012) ISBN 9781780922560

Websites

www.discuss.bis.gov.uk	Information on National Regulators
www.entrepreneur.com	Material on negotiating in business
www.managementhelp.org	The free Management Library has information on approaches to negotiation and negotiation techniques subjects
www.tradingstandards.gov.uk	Information on trading standards matters

Other

There are clips on YouTube that look at negotiation and negotiating skills.

Unit 5: Customer Relationship Management

Unit reference number: L/506/9230

Level: 3

Credit value: 4

Guided learning hours: 27

Unit aim

This unit aims to give learners an understanding of Customer Relationship Management (CRM) and why organisations use CRM. The unit explores the links between CRM and customer service, marketing, sales, aftersales, data analysis and quality management.

The concept of CRM grew from a customer service ethos that has proved successful for organisations with reputations for delivering good service. With increasing competition, organisations realise that customers value not only lower prices, but also aspects such as delivery, image and brand associations, and the link with customers becomes increasingly important. This unit aims to develop learners' appreciation of CRM, not simply as a 'front-of-house' presence, but also as an integral part of the quality and management systems within an organisation.

CRM has existed for some time but technological developments now mean that companies can build closer relationships, more easily and cost effectively, with individual consumers. The unit reflects the increasing awareness of factors that generate brand loyalty among consumers and customers.

This unit gives learners the opportunity to understand the role CRM plays in an organisation. Learners will understand how to use CRM data to attract and retain customers whilst providing a better service, and how to investigate and correct gaps in service quality that could undermine the organisation's effectiveness. Finally, learners will be able to explain the features of an effective CRM system and how it is used to manage the interface between the customers and the organisation.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the role of Customer Relationship Management in customer service	1.1	Explain the purpose, features and scope of Customer Relationship Management	□ *Purpose*: customer retention; building customer relationships and confidence; competitive opportunities; mutual benefits; customer segmentation; sales and marketing □ *Features*: use of customer feedback; ongoing customer communications; use of software; internet capabilities for managing customer relationships □ *Scope*: internal and external customers; data collection; physical and human resources, e.g. CRM systems
		1.2	Explain how Customer Relationship Management can be used to support the achievement of an organisation's mission, aims and objectives	□ *Organisational aims and objectives*: revenue and profits; market share; brand reputation; staff development; cost reduction; innovation in products and services □ *Use of Customer Relationship Management*: customer retention; feedback on products and services; competitive advantage; positive informal marketing; brand awareness and image; Ladder of Customer Loyalty; loyalty schemes
		1.3	Explain the relationship between customers' needs, expectations and satisfaction	□ *Needs*: what the customer wants the product or service to do; availability of alternatives □ *Expectation*: customer perception of the organisation; previous experience; product or service features; aftersales service □ *Satisfaction*: pleasure with the good or service; recommendations to other customers; repeat purchases

Learning outcomes		Assessment criteria		Unit amplification
2	Understand how to develop customer relationships	2.1	Explain the importance of developing relationships with customers	□ *Developing relationships*: customer loyalty; customer retention; revenue and profitability; customer satisfaction; brand image
		2.2	Explain the importance of treating customers as individuals	□ *Importance of personalising customer service*: customer retention; repeat business; cost of attracting new customers; informal marketing/customer recommendations; relationships with customers; valuing customers
		2.3	Assess the value of customer loyalty and retention to an organisation	□ *Value*: direct value to an organisation in financial terms; indirect value to an organisation, e.g. obtaining customer data, knowledge of customer preferences; direct marketing opportunities; continuous customer information; informal marketing, e.g. customer testimonial, recommendations
		2.4	Explain the use of customer feedback as a means of developing customer relationships	□ *Use of customer feedback*: responding to customer needs; customer satisfaction; exceeding customer expectations; building trust between customer and organisation; service improvement, e.g. identify service strengths, areas for improvement, ways of improving
		2.5	Evaluate the use of Customer Relationship Management systems and processes to meet customers' expectations	□ *Customer Relationship Management system (CRM)*: definition; management of customer facing activities □ *Use of CRM systems and processes*: shifts focus from product to customer; streamlines offers to meet customer needs; staff efficiency and effectiveness in delivering customer service; integration with marketing and sales process; organisational cultural change
		2.6	Explain the importance of regular communication in the development of both internal and external customer relationships	□ *Internal customer relationship*: keeps staff up to date; seamless customer service relationship; shared ownership; empowers staff to develop positive customer relationships □ *External customer relationship*: open and honest communication; enhances feelings of loyalty and value

Learning outcomes		Assessment criteria		Unit amplification
3	Understand how to investigate and correct quality issues to make improvements	3.1	Describe different methods of gathering and analysing customer feedback	□ *Formal methods*: e.g. questionnaires, telephone surveys, customer panels, face to face interviews, focus groups, mystery shoppers, online surveys, social media □ *Informal methods*: e.g. customer queries, problems, complaints, informal discussions, customer feedback cards, social media feedback
		3.2	Explain different methods for identifying perceived quality gaps in an organisation's service or products	□ *Customer service assessment*: quality; image; price; service □ *Measuring customer service*: self assessment; competitor analysis; feedback; complaints □ *Value*: weaknesses and strengths identified; basis for development of new strategies □ *Methods*: Gap analysis; benchmarking; value chain; fishbone (Isikawa)
		3.3	Explain the options available to an organisation for closing a perceived gap in quality	□ *Gap in quality*: difference between customer expectations and customer experiences; over promising service standards □ *Options for closing the gap*: understanding customer needs and expectations; gathering customer data; auditing the customers experience; defining customer service standards

Learning outcomes		Assessment criteria		Unit amplification
4	Understand the role and usage of CRM systems	4.1	Explain the features of an effective CRM system	□ *Features*: customer tracking; contact and activity management; automated functions; opportunity identification; integrated analytics; purposeful data; data protection
		4.2	Explain how a CRM system is used to manage the relationship between an organisation and its customers	□ *Use of CRM in relationship management*: record of customer contact and activity; customer database; tracking of customer needs; personalised customer service; updated customer information; knowledgeable customer service staff
		4.3	Explain the importance of sharing information and ideas with colleagues and/or service partners to support the improvement of service delivery	□ *Types of information*: buying trends; critical feedback from customers and staff; identification of customers' needs; opportunities for cost savings □ *Improvements*: opportunities for upselling; improved customer service; developing new products and services; streamlining services; eliminating wasteful practices
		4.4	Explain the uses of CRM in customer service delivery	□ *Potential benefits of CRM*: new markets; variety of customer groups; improved communications; weaknesses identified; impact on sales figures □ *Customer retention significance*: rapid contact with potential customer groups; opportunities for advertising special offers or reductions; potential for rapid feedback from customers

Information for tutors

Delivery

Learning outcome 1 focuses on the learner understanding what Customer Relationship Management (CRM) involves and how it can help an organisation to achieve its strategic aims and objectives. Through the use of vocationally relevant case studies, learners can explore the role of CRM in an organisation and how it helps organisations to meet the expectations of their customers. The extent to which CRM is used in organisations today could be emphasised through learners exploring their own experiences as a customer as well as considering the organisations' motives for having a CRM system. Learners may look at the 'lifetime value' of different customers and this can help them in understanding the value of CRM and how organisations such as Amazon use it.

The focus of learning outcome 2 is the development of customer relationships and the importance of this for an organisation. Examples from real working situations will offer opportunities to illustrate this learning outcome. Learners should be encouraged to look critically at the ways in which different organisations try to develop relationships with their customers. The learning outcome could be approached through role play and case studies. The components of customer service can be discussed and examples explored through visits to organisations and by having guest speakers. The growing use of relationship marketing, enabled by technological advances, can be explored by examining, for example, the use of familiar tools such as loyalty cards and vouchers, and this could lead to discussions around who benefits from these types of schemes. Learners should gather advertising examples and compare approaches taken by different organisations and discuss how effective they are.

Learning outcome 3 considers the importance of processes and systems in providing consistent quality. CRM considers all aspects of an organisation's strategic relationship with the customer rather than simply focusing on transactions. Tracking and evaluation of customer satisfaction in all areas is investigated, along with the appropriateness of the different monitoring methods used. Learners can also consider how businesses deal with 'lost' customers, as a complaining customer who, if treated well, could turn into an advocate. Public sector services case studies could also be investigated, for example via customer satisfaction surveys of hospital catering. There is a multitude of customer charters, along with 'best practice' benchmarking between local authorities. This part of the unit provides good opportunities for learners to carry out practical activities, applying tools and techniques such as quality circles, benchmarking and fishbone (Ishikawa) analysis.

The focus of learning outcome 4 is the use and importance of automated CRM systems based on databases. Learners should investigate the twin purposes of CRM systems: to improve service to customers and to provide and analyse data for use in reviewing and planning marketing activities. Learners may find it interesting to analyse data from a CRM system, either from a simulation or a real organisation. Access to a CRM system would be an advantage and would allow learners to see how an integrated system can be used to manage the relationship between customers and an organisation. If possible, a demonstration by an expert user of a CRM system would provide useful practical examples of how the system provides benefits to an organisation and attracts and retains customers. If a live CRM system is not available then a simple system could be devised using a database programme like Access. Learners could then practise using the system and gain an understanding of its value to an organisation.

Assessment

The centre will devise and mark the assessment for this unit.

For learning outcome 1, learners need to apply the concept of CRM to a specific organisation. This includes applying the definitions of CRM concepts such as the ladder of customer loyalty and the augmented and total product concept. Learners should undertake an analysis of the link between CRM and the strategic aims and objectives of a given organisation. Learners could present this analysis as a report or a presentation with supporting evidence clearly indicated.

For learning outcome 2, learners could present a report on how a particular organisation develops relationships with its customers. Learners need to give at least three clear reasons why relationships with customers are important for that particular organisation, and explain the organisation's strategies for treating customers as individuals and the importance of this to the organisation.

For learning outcome 3, learners should show the use of techniques to identify quality gaps for a selected product or service. Techniques can include gap analysis, benchmarking, value chain, and fishbone (Ishikawa) analysis. Learners may use more than one of these techniques. Learners can use their analysis to develop and explain the options for closing the quality gap. Three options would be sufficient evidence. They may develop this further into justified recommendations for improving the selected organisation's relationship with a specified group of customers.

For learning outcome 4, learners could develop a case study that describes how a CRM system is used in a selected organisation. The learner could investigate and report on how the features of a CRM system are used by the organisation to enhance the customer experience and to aid the organisation in achieving its aims and objectives.

Suggested resources

Books

Heppel M – *Five Star Service: How to Deliver Exceptional Customer Service,* 2nd edition (Pearson Business, 2010) ISBN 9780273734383

Watkinson M – *The Ten Principles Behind Great Customer Experiences,* 1st edition (FT Publishing International, 2012) ISBN 9780273775089

Websites

www.businessballs.com	Statements and bullet points outline Customer Relationship Management (CRM) requirements
www.customerthink.com	A brief 5 step guide to the principles of customer care
www.destinationcrm.com	Explains the purpose of CRM
www.instituteofcustomerservice.com	Extensive information on customer service, including benchmarking, standards and case studies
www.teamtechnology.co.uk	2 part article on how organisations can change customer service into CRM

Unit 6: Team Leading in Customer Service

Unit reference number: R/506/9231

Level: 3

Credit value: 4

Guided learning hours: 25

Unit aim

The aim of this unit is to give learners an understanding of the nature and importance of team leadership and its role in contributing to effective customer service and to supporting the efficient operation of businesses.

In this unit learners will explore how to lead a team to carry out tasks efficiently that contribute to the achievement of both team and business objectives. Team leaders have to specify goals for their teams, allocate the work to team members and manage the work as it is done. Team leading requires the use of different leadership styles. For example in retail, a more authoritarian style is likely to be used for store security operations as team leaders require work to be done in an established and non-negotiable way. However, a customer service team has to deal with a variety of issues and customers who have differing requirements, so a more flexible approach to team leading needs to be adopted.

A team needs to perform efficiently so a team leader has to use relevant skills and expertise to manage the performance of a team. This involves resolving any problems that arise from team operations and keeping the team focused and functioning effectively when dealing with customer service matters. Good team leading will ensure that customer service activities meet the highest standards, keep customers satisfied and by so doing enhance the reputation of the business and support the achievement of business objectives.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand how to lead a customer service team	1.1	Explain the responsibilities of a team leader in planning the work of customer service teams	□ *Responsibilities*: identifying organisational requirements, e.g. policies, procedures, values; expectations; directing the team; setting team objectives; setting individual objectives; monitoring the work of the team; communicating with the team; providing feedback to the team and individual team members; leading team meetings and team briefings; monitoring and managing conflict/problems in the team; providing support for teams and team members □ *Planning work*: work breakdown; scheduling work; allocation of tasks; briefing team members and teams; contingency planning; reviewing work systematically; adjusting plans; importance of planning work for self, for the team and the organisation □ *Planning tools*: purposes; methodology to include activity lists, Gantt charts, milestones, work schedules, regular reporting systems, one-to-one progress review meetings, budgets
		1.2	Assess the relevance of setting objectives in team leading	□ *Objectives*: SMART objectives (specific, measurable, achievable, realistic, time-constrained); inter-relationship between individual, team, sectional and business objectives □ *Relevance*: objectives of goal setting, e.g. identify purpose of activities, specify outcomes, benchmark performance, motivate team members, identify team member and team responsibilities, provide timelines, identify resource requirements

Learning outcomes		Assessment criteria		Unit amplification
		1.3	Explain the need for effective communications in leading a customer service team	□ *Communication skills*: informing; consulting; discussing; receiving information; responding to information; listening; questioning; proposing; brainstorming □ *Importance*: engagement with the team; clarity of messages; shared understanding; team buy-in; two-way communication; team integration; motivation; openness; common information; clear lines of communication; understanding the needs of others □ *Contexts*: team briefings; team meetings, team communications, e.g. one-to-one, one to many; peers; subordinates; line managers; customers

Learning outcomes		Assessment criteria		Unit amplification
2	Understand the dynamics of teams	2.1	Describe the characteristics of different team leadership styles	□ *Leadership styles*: e.g. Lewin's leadership styles, Goleman's styles of leading, Adair's action centred leadership; impact of leadership style on team working and team performance; identifying effective leadership styles; adapting leadership styles
		2.2	Evaluate the attributes required for leading a customer service team	□ *Attributes*: adaptable; self-confident; proactive; reliable; ambitious; motivational; purposeful; honest; integrity; decisive; calm under pressure; responsible; accountable, e.g. priorities, expectations, authority; social competences, e.g. open, fair, amenable, approachable, courteous, polite, enthusiastic, energetic approach to work □ *Behaviours and knowledge*: fairness in the treatment of others; involvement of team members; valuing the contributions of team members; respecting opinions of others (customers, peers, managers, team members); supporting team members; leading by example; fulfilling agreements made with colleagues; technical competencies to include knowledge of job, work systems, work processes, consumer law; team management skills, e.g. adjusting roles within teams; avoidance of reliance on individual team members; flexibility in carrying out work
		2.3	Assess the contributions of different roles within a team to effective team operation	□ *Roles*: team member responsibilities; balanced teams; Belbin's team roles; need for a range of complementary skills and attributes within teams; developmental stages for teams (e.g. Leigh and Maynard, Honey, Tuckman); team leader's role in facilitating team development

Learning outcomes		Assessment criteria		Unit amplification
3	Understand how to manage the performance of a customer service team	3.1	Discuss how to agree objectives for customer service teams and team members	□ *Objectives*: objectives to be achieved; SMART objectives; alignment of work to achieve objectives of the organisation, the team and the team leader □ *Agreeing team and individual team members' responsibilities*: allocate responsibilities making best use of the expertise within the team; allocate tasks; work methods; work schedules; rosters; prioritising activities and tasks; specifying resources required
		3.2	Explain how to motivate customer service team members to achieve individual and team objectives	□ *Theories of motivation*: e.g. Taylor, Mayo, Maslow, Herzberg, McGregor Vroom, Ouchi □ *Motivational techniques*: financial, e.g. pay; performance related pay; profit sharing; bonuses; non-financial, e.g. flexible working, recognition, celebrating achievement, career breaks; providing individual support
		3.3	Explain how to monitor the performance of customer service team members and customer service teams	□ *Monitoring*: checking systems; collecting performance data; judging against SMART targets and/or key performance indicators (KPI); checking the work of teams and team members, e.g. progress, quality; team meetings, one-to-one meetings; budgetary performance; progress reviews including identifying slippage and acceleration □ *Action*: report on team performance in line with organisational requirements; re-formulating objectives; re-formulating plans; identifying resource needs, e.g. physical, temporal, intellectual, developmental

Learning outcomes		Assessment criteria		Unit amplification
4	Understand how to develop a customer service team	4.1	Describe how to manage problems within a team	□ *Problem identification*: problem identification from e.g. observation, performance reports, statistical analyses, quality control, feedback (internal, external); types of problem, e.g. under performance, conflict □ *Problem resolution*: take action within the limits of team leader's authority to resolve problem and/or to reduce conflict; brief team members and team; report problems beyond the limits of team leader's competence and authority to line manager
		4.2	Explain the stages of team development	□ *Models of development*: e.g. Leigh and Maynard's starting, sorting, stabilising, succeeding, stopping; Honey's chaotic, formal and skilful; Tuckman's forming, storming, norming, performing model; team leader's role in facilitating development at each stage
		4.3	Assess how to improve team performance	□ *Measuring performance*: collecting individuals' performance data; judging individuals against personal and team SMART targets; identifying the need for improvements (quantitative, qualitative) □ *Performance improvements*: re-specifying SMART objectives for team members and teams □ *Development activities*: on-the-job training (work shadowing, workplace training sessions); off-the-job training (formal, e-learning); team building; team bonding; mentoring; coaching; quality circles; performance reviews; 360^0 feedback; provision of support for individuals and the team

Information for tutors

Delivery

For this unit, tuition for the learning outcomes lends itself to flexible delivery approaches. Formal teaching sessions could have input from a tutor to identify some of the theoretical material about team leading, and learners could work individually and in groups researching and gathering information about the subject. Tutors could illustrate points with reference to examples of businesses that demonstrate best practice in respect of team leadership. Research, case studies, simulations and discussion all offer involving approaches to learning about the subject. Using guest speakers provides insights into the techniques of team leadership in customer service settings. Some learners could use self-directed study to consider the expertise and skills they may have developed in current or previous jobs, reflecting on their experience of team leadership both as a team member and, in some cases, as a team leader – particularly if this has involved working with customers. Up-to-date information and materials on the subject are available from many sources such as businesses, the internet, television and radio broadcasts, broadsheet newspapers, and advisory services. Centres must make sure that the unit is delivered by subject specialist tutors and that learners have access to suitable resources such as those outlined in the Suggested resources section of this unit.

Assessment

The centre will devise and mark the assessment for this unit.

A range of assessment instruments (assignments) can be used, such as (but not confined to) reports, proposals, plans, presentations, displays, articles, diaries, reflective accounts, a learning journal, discussions, questioning, observations, debriefings on investigative activities, case studies, exercises, simulations, practical work and recognition of prior learning. All assessment methods are acceptable provided the assessment enables the learner to produce relevant evidence that can be judged against the assessment criteria.

For learning outcomes 1 and 2, a case study could be used to review current approaches to team leading and team leadership styles in respect of customer service activities in contrasting organisations. The assignment could be in the form of a presentation with supporting materials for newly promoted team leaders in a customer services team. In the presentation there could be an exploration of team leadership requirements and the impact of leadership styles and team dynamics on team operations.

For learning outcomes 3 and 4, an investigation into an underperforming customer service team could be used to consider performance management and performance improvement within the team. Learners could produce a guide and checklist for customer service team leaders for effective performance management, how to approach problem resolution within teams and how to develop teams.

Assessment can be for individual learning outcomes or for groups of learning outcomes within the unit and could also be combined with assessment of learning outcomes and assessment criteria from other units. This latter would require an assessment map to identify where learning outcomes and assessment criteria are assessed.

Suggested resources

Books

Richards C, Dransfield R, Goymer J and Bevan J – *BTEC Level 3 Business Book 1*, 3rd edition (Edexcel, 2010) ISBN 9781846906343

Leigh A and Maynard M – *Leading your Team: How to Involve and Inspire Teams,* 2nd edition (Nicholas Brealey Publishing, 2002) ISBN 9781857883046

Newton R – *The Management Book: How to Manage Your Team to Deliver Outstanding Results* (Financial Times/Prentice Hall, 2011) ISBN 9780273750338

Owen J – *How to Lead*, 3rd edition (Pearson Business, 2011) ISBN 9780273759614

Journals/magazines

Management Today (Haymarket Media Group Ltd.) has articles on management topics including team leading

Websites

www.acas.org.uk	Information on managing employee performance
www.bized.co.uk	Information and resources on different aspects of team working
www.bookboon.com	Free eBooks on different aspects of team working
www.businessballs.com	Free learning resources relating to different aspects of team working and team leadership
www.businesscasestudies.co.uk	Provided by the Times 100, case studies on business topics including team leadership and management
www.managementhelp.org	The free Management Library has information on team leadership
www.managers.org.uk	Chartered Institute of Management: practical advice on management issues with a range of online resources on management topics. Membership is required to access the materials
www.psychology.about.com	Information on leadership and teams

Podcasts

The Bottom Line and *In Business* podcasts chaired by Evan Davies or Stephanie Flanders and Peter Day bring together current practitioners to discuss current business matters. Podcasts touch on topics relevant to the unit. They can be searched through and downloaded from www.bbc.co.uk/podcasts/series/bottomline/all and www.bbc.co.uk/podcasts/series/worldbiz

Podcasts are constantly renewed and are available for a limited time on the BBC iPlayer.

Unit 7: Understanding How to Develop and Maintain Productive Working Relationships in Business Environments

Unit reference number: D/506/8647

Level: 3

Credit value: 2

Guided learning hours: 15

Unit aim

Working with other people can be a very rewarding experience as it facilitates easily sharing ideas and good practice with colleagues. Members of a team can benefit from the support and guidance of other people.

People who work successfully together are more likely to achieve their objectives and goals satisfactorily and are more likely to be able to meet deadlines. They will more often enjoy their work and to be at less risk of stress.

This unit aims to introduce learners to the concept of developing and maintaining productive working relationships in business environments.

In this unit, learners will discover approaches to help develop effective working relationships with others within business environments. They will consider the responsibilities of individuals and examine the negative impacts of individuals not meeting these. They will also explore potential barriers to verbal communication with colleagues. They will learn about techniques for managing conflicts of interest and resolving disagreements with colleagues. Finally, they will investigate the negative impact that conflicts of interest and disagreements can have on individuals or the organisation as a whole.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the requirements for working with others effectively in business environments	1.1	Explain approaches to developing effective working relationships with others in business environments	◻ *Developing working relationships*: organisational structures (reporting lines, chain of command); agreed behavioural standards; offering support and advice; respecting the roles, responsibilities, interests and concerns of colleagues; use of negotiation techniques; working to agreed SMART objectives, targets and deadlines; maintaining open communication channels; equality and diversity; creating a climate of trust and mutual respect
		1.2	Explain the responsibilities of individuals when working with others in business environments	◻ *Responsibilities*: providing others with the information required (communication methods, techniques, formats); consulting on key decisions and activities (decision-making process, collaboration); fulfilling agreements made; providing updates on progress and problems preventing fulfilment of agreements (problem solving techniques); providing and accepting constructive feedback (feedback techniques, seeking feedback); respecting and accepting the views of others
		1.3	Examine the negative impact on individuals and organisations of not fulfilling agreements made with colleagues	◻ *Negative impact*: e.g. loss of trust, alterations to work plans, delays, loss of confidence in decision-making, increased costs, poor staff retention, dissatisfied customers
		1.4	Analyse barriers to verbal communications and the potential impact when working with others	◻ *Barriers*: preconceived ideas; different expectations, experiences, cultures, perspectives, level of understanding; group dynamics; relationships between individuals; negative body language; communication styles, e.g. level of assertiveness, level of expressiveness, use of jargon/technical language; poor listening skills; environmental factors such as background noise/distractions

Learning outcomes		Assessment criteria		Unit amplification
2	Understand how to deal with conflict of interest and disagreements when working with others in business environments	2.1	Assess techniques for managing and removing conflict of interest when working with others	▫ *Conflict of interest*: definition, e.g. conflict between the private interests and the official responsibilities of a person; causes of conflict of interest, e.g. limited resources, departmentalisation, individual differences ▫ *Managing conflict of interest*: techniques, e.g. using organisational policies and procedures, disclosure, removal of individuals from the activity, use of independent objective mediators
		2.2	Explain how to identify and resolve disagreements with colleagues	▫ *Identifying disagreements*: lack of trust, undefined purpose, no standards, inconsistent application of policy, unclear communication, lack of appreciation, feelings of disrespect, loss of productivity, low morale, unstable working environment, high levels of tension, outbursts, arguments and altercations ▫ *Resolving disagreements*: techniques, e.g. spot conflict early on, use of mediation, create a positive environment, listen to others, discuss the problem, build and manage relationships, negotiate a solution, agree a solution collectively, reflect on actions or behaviours
		2.3	Examine the negative impact of conflict of interest and disagreements with colleagues on individuals and organisations	▫ *Negative impact*: e.g. negative emotions, inappropriate behaviour, low morale, loss of productivity, poor staff retention, negative perceptions, instability within the organisation, loss of trust, increased costs, customer dissatisfaction

Information for tutors

Delivery

Where possible, this unit should be taught holistically, linking groups of similar criteria together which will give the learner a broader understanding of the topics and issues being discussed.

Learning outcome 1 expects the learner to understand requirements for working with others in a business environment. If the learner has any past or current experience of working in a business environment, they should be encouraged to draw on this experience. A simulated business environment, role play or a case study could be used to support the learners' understanding of the requirements of this learning outcome. Small group discussions on ways to develop and maintain effective relationships with others could support the learners understanding and could also be related to effective communication. The discussions could also relate to attitudes adopted by different roles, e.g. part time staff, managers. Exemplar job descriptions and case studies could be used to identify the responsibilities of individuals. Learners could then be presented with video clips of individuals not fulfilling their responsibilities and be asked to comment on the likely impacts of these behaviours. Learners will need to appreciate the potential barriers to verbal communication. These could be highlighted using video clips showing individuals experiencing problems communicating verbally. Learners could then be asked to reflect on these problems, drawing out the possible impacts of them.

Learning outcome 2 requires learners to consider how to deal with conflicts of interest and disagreements when working with others. Learners could use a role-play exercise to help develop an appreciation of how to identify and resolve conflicts of interest and disagreements between colleagues. This could be supported by the use of video clips and case studies where the learners discuss and reflect on the possible negative impacts of these disputes and suggest techniques to deal with them. Alternatively, a guest speaker from a human resources background could talk through the techniques used in a real workplace to identify and resolve disagreements between colleagues and issues with conflict of interest.

Assessment

The centre will devise and mark the assessment for this unit.

For learning outcome 1, learners will need to understand requirements for working with others in a potential or simulated business environment. For assessment criterion 1.1, learners could produce a written report explaining at least three approaches to developing working relationships. This could be linked to the evidence for 1.4, where learners should provide a methodical and detailed examination of the cause and effect of at least five barriers to verbal communication and the impact these can have on working relationships. Evidence for both assessment criteria could be based on a simulated business environment or a case study. For 1.2 and 1.3, learners could reflect on the role play activities and video clips and produce a guidance document on the responsibilities of individuals in the workplace.

Learning outcome 2 expects learners to understand concepts for dealing with conflicts of interest and disagreements when working with others. Evidence for assessment criterion 2.1 could be based on case studies highlighting conflicts of interest. Learners could produce a guidance document to colleagues on how to identify and manage these conflicts. The document should include examples of two conflicts with techniques identified to manage each. For 2.2, the evidence could be based on a meeting to address a disagreement using role play, and resulting in evidence summarising the outcomes and techniques used. The summary should include three examples of how the disagreement was identified and three techniques used or suggested for resolving it. For 2.3, learners could produce a presentation on the possible negative impacts of conflict of interest and disagreements. The presentation should include at least four possible impacts, covering both the individual and the organisation as a whole.

Suggested resources

Books

Aylott E – *Employment Law (HR Fundamentals)* (Kogan Page, 2014) ISBN 9780749469740

Kay F – *Smart Skills: Working with Others* (Legend Business, 2011) ISBN 9781908248077

Kuhnke E – *Communication Skills For Dummies* (John Wiley & Sons; UK edition, 2013) ISBN 9781118401248

Smith B – *Longman Key Skills: Working with Others (Wwo)/Improving Own Learning and Performance (LP)/Problem Solving (Ps)* (Longman, 2001) ISBN 9780582432185

Websites

www.acas.org.uk	Considers a wide range of situations where disputes can arise, and is a key source of advice on employee and employer relations
humanresources.about.com	Article summarises the significance of building working relationships, and includes links to other related topics
www.thegeminigeek.com	Summaries of the factors that affect building a business environment

Unit 8: Principles of Business

Unit reference number: H/506/8648

Level: 3

Credit value: 3

Guided learning hours: 21

Unit aim

Business managers need to understand how to organise and run a business efficiently to ensure that it establishes itself in the marketplace for goods and services and develops sustainably into the future.

In this unit, learners will explore the different types of markets that exist and how they influence and are influenced by businesses. They will consider the importance of financial management and budgeting. Businesses need to be financially viable and to control their costs in order to succeed. They also need to generate revenues so learners will investigate the importance of the sales and marketing functions that are central to the process of income generation. A clear understanding of business principles will contribute directly to effective management and the achievement of organisational objectives.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand how different businesses operate within markets	1.1	Examine the characteristics of different types of businesses	□ *Types of business*: types of ownership - sole trader; partnership; limited liability partnership; private limited company; public limited company; government department; government agency; independent trust; cooperative; not-for-profit (charitable trust, voluntary organisation) □ *Purposes of business*: private sector (making profits, profit maximisation, breakeven, survival, growth, market leadership); public sector (service provision, cost control, value for money, service quality, meeting government standards); not-for-profit (charitable service, support for specific purposes – education, housing, alleviating poverty, health care, research)
		1.2	Examine the characteristics of different types of business markets	□ *Market structures*: perfect competition, imperfect competition; oligopoly; monopoly; monopsony; impact of market structures on business pricing and output decisions; price elasticity of demand; responses of businesses to changes in supply and demand □ *Regulation of business markets*: regulation as provided by the Competition Act 1998 (Competition and Markets Authority [CMA]), industry regulators e.g. in the energy, water, railways and broadcasting markets (OFGEM, OFWAT, ORR, OFCOM) □ *The regulatory requirements in place at the time of teaching should be used*

Learning outcomes		Assessment criteria		Unit amplification
		1.3	Assess how the goals of a business are affected by market factors	□ *Business goals*: determined by strategy, mission, aims; business goals including profitability using measures return on capital employed, intra-industry comparisons and inter-industry comparisons; growth as measured by sales, share price, and market value; levels of output measured by volume, value in which underlying trends are identified using 'like for like' and 'year on year' comparisons; depth of product and service portfolio/range; market share; market leadership; reputation; technological innovation; employment as measured by numbers, quality, expertise and training; customer satisfaction, care and service □ *Corporate responsibility*: social engagement; ethical behaviour; sustainability □ *Impact of market factors on business goals*: market structure; demand; supply; costs; prices; revenues; profitability
		1.4	Describe the legal obligations of a business	□ *Legal obligations*: legislation and legal structures (sole trader, partnerships, limited company, not-for profit organisations, government owned enterprise); employment law (contracts of employment, pay, tax, national minimum wage, holidays, time off, sickness, maternity/paternity leave, pensions, rights at work, redundancy, dismissal, disciplinary action, working hours); health and safety legislation; consumer protection law (sale of goods, credit agreements, contractual requirements), financial reporting requirements; data protection legislation □ *The legislation in place at the time of teaching should be used*

Learning outcomes		Assessment criteria		Unit amplification
2	Understand the role of financial management in business	2.1	Explain the importance of financial viability for a business	□ *Financial viability*: ability of a business to achieve its operating objectives; ability of a business to fulfil its mission and objectives in a sustainable way; profitability; solvency; stability; measures of profitability, solvency and stability □ *Importance of financial viability*: maintain operations; provide adequate resources (staffing, equipment, plant and machinery, working capital, facilities, administration); ensure profitability; ensure solvency; maintain adequate cash flows; ensure stability; inform financial planning; inform investment decisions; identify corrective actions
		2.2	Evaluate the consequences of poor financial management for a business	□ *Financial management*: financial planning (analysis, budgeting, resource allocation, capital asset requirement); financial control (monitoring of income and expenditure, exploitative action, corrective action); financial decision-making (safeguarding, reporting and review) □ *Consequences of poor financial management*: adverse impact on profitability, solvency and stability; adverse variances in budgets and business plans; resource inefficiencies and wastage; cash flow problems; overtrading; reputational damage; insolvency; cessation of business operations
		2.3	Explain the purposes of a budget	□ *Budgets*: financial plans; capital budgets; revenue budgets, e.g. master, sales, purchasing, production, cash, marketing □ *Purposes of budgeting*: ensuring the achievement of business objectives (departmental, organisational); management of resources; planning, co-ordination; monitoring and controlling of capital, income and expenditure; ensuring financial stability; ensuring sufficient liquidity; supporting efficient business operations; contributing to sustainable business activity; setting targets

Learning outcomes		Assessment criteria		Unit amplification
		2.4	Explain how to manage a budget effectively	▫ *Allocating budgets*: allocate resources to support achievement of business objectives; allocate budgetary responsibilities ▫ *Monitoring budgets*: purpose of monitoring (measure actual performance in order to compare it with the budgeted performance); collect performance information (manual systems, automated systems); allocate information and data against budget codes and heads ▫ *Controlling budgets*: track actual performance against budgeted performance; variance analysis; types of variance (absolute; relative); favourable variances with results better than expected; adverse variances with results worse than expected; causes of variances; identification of matters that need further investigation ▫ *Taking action*: analysis as a basis for taking action; exploitative action for better than expected performance; corrective action for worse than expected performance; performance reporting; identification of issues (requiring no action, requiring immediate action); budget revisions

Learning outcomes		Assessment criteria		Unit amplification
3	Understand the role of sales and marketing in business	3.1	Explain the principles of marketing	□ *Marketing*: the process that identifies and anticipates customer needs and satisfies those needs profitably: principles of marketing; marketing mix, e.g. the 7 Ps – product, price, place, promotion, people, physical, process
		3.2	Examine the purposes of marketing research	□ *Components of marketing research*: qualitative research; quantitative research; primary research; secondary research; electronic data collection □ *Uses of marketing research*: measure customer behaviour; identify buying patterns; identify preferences; establish sales trends; measure success of product development; assess brand awareness/reputation; identify changes in markets and emergence of new markets; assess business environment, e.g. PESTLE analysis; establish triggers for buyer behaviour; target products/services accurately; increase sales; increase profits

Learning outcomes		Assessment criteria		Unit amplification
		3.3	Assess the value of a brand to a business	◻ *Brand*: name; logo; image; design; symbol; key product identifiers; brand language; perceived quality; unique selling point ◻ *Brand value*: brand equity; consumer perceptions; consumer recognition of brand; cement consumer relationships; promote consumer loyalty; differentiation from competitors; trust in the product/service; market monopolisation; build and protect market share; increase profit margins; brand prestige; increase competitive advantage
		3.4	Explain the value of a sales process to a business	◻ *Sales process*: prospecting for sales; identify target market; identifying possible leads; networking; initial contact; business to business referrals; social media ◻ *Sales approach*: sales calls; mailings; e-shots; qualifying leads; arranging the sales meeting; establish rapport and trust; establish customer needs; gaining understanding; meeting the identified customer needs; establishing the benefits of the product/service; overcoming objections; negotiating; the close; follow-up, e.g. after-sales contact; relationship management

Learning outcomes		Assessment criteria		Unit amplification
		3.5	Examine the relationship between sales and marketing	- *Relationship between sales and marketing*: information sharing, joint planning, alignment, common goals, trust and respect between functions and activities, open communication to achieve common agendas, consultation on important topics, teamwork, shared customer relationship (CRM) functions - *Positive effects of relationship between sales and marketing*: improved customer understanding; feedback from sales team on marketing campaigns to inform future campaign; increased profits; increased sales; increased customer satisfaction; improved product development; increased business innovation - *Negative effects of the sales and marketing relationship:* areas of conflict; cultural (differing mind-sets leading to misunderstanding); economic (profitability versus ease of sale); informational (communication, physical separation); organisational (responsibility, decision making); lack of communication; information not shared; distrust; misunderstanding; conflicting goals; constrained product development; constrained innovation

Information for tutors

Delivery

For learning outcome 1, in formal teaching sessions a tutor can identify some of the theoretical material about businesses and markets. Learners can investigate the different types of business that there are in their own locality, their structures, the goals and the markets in which they operate. A visiting speaker from a local business can make a presentation on the legal obligations of businesses and the impact these have.

For learning outcome 2, formal tutor-led teaching sessions will identify and explain the financial techniques used in business and their purposes. Exercises, practical work and case studies provide opportunities to practise the financial techniques. A finance manager from the institution where there learners are studying can give presentations on subjects such as the importance of financial viability, the consequences of poor financial management and the purposes of a budget, providing a realistic focus for these matters.

For learning outcome 3, learners can use case studies and discussions as involving approaches to learning about marketing and sales. They can investigate the topics by using a project that involves launching a new product in order to examine the marketing and sales processes involved. Different groups of learners can then compare the conclusions they have reached.

Centres must make sure that learners have access to suitable resources such as those outlined in the unit specification and to the specialist tutors delivering the unit.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context as appropriate.

Centres will devise and mark the assessments for this unit. Where possible, this unit should be taught holistically, linking groups of similar criteria together, which will give learners a broader understanding of the topics and issues being discussed.

A range of assessment instruments (assignments) can be used, such as (but not confined to) reports, presentations, articles, reflective accounts, discussions, questioning, debriefings on investigative activities, case studies, exercises, simulations and practical work. All assessment methods are acceptable provided the assessment enables learners to produce relevant evidence that can be judged against the assessment criteria.

For the three learning outcomes in the unit, a staged, integrated assignment could be used. The assignment could be based on an investigation of a new software business that needs to become established and to grow its position in the market. This can involve learners in considering the nature of business markets in which software companies operate and the importance of marketing and financial control to its future success. The learning outcomes could be presented as a series of briefings for the owners of the business who have the technical computer expertise but only limited business expertise and experience.

For learning outcome 1, learners could present a report or presentation focusing on different business markets, factors that affect business goals and legal obligations of businesses. They should examine the characteristics of at least three types of business, including purpose and structure and the characteristics of at least three different business markets. Learners should then assess the link between at least five business goals in relation to the market factors. Finally, the report or presentation should describe at least six legal obligations that a business has. This can be based on the new software company scenario, or a specific business that learners are familiar with.

For learning outcome 2, learners could base a written report on the software company scenario or case studies of financially high- and/or low-risk businesses when discussing financial viability and budget management. They should give five examples of the importance of financial viability and at least five consequences of poor financial management. They should explain the purposes of at least three types of budget and describe ways to manage each of these effectively.

For learning outcome 3, learners could create a sales and marketing strategy document to support the establishment of the software company brand. This document should include the intended sales and marketing approaches and processes and how these will relate to each other. The strategy should be supplemented with a rationale justifying why they have chosen these approaches and processes, how these will support the brand and why this is important.

Assessment for this unit can be combined with the assessment of relevant learning outcomes and assessment criteria from other units. This latter approach would require an assessment map to identify where learning outcomes and assessment criteria are assessed.

Suggested resources

Books

Bevan J, Coupland-Smith H, Dransfield R, Goymer J and Richards C – *BTEC Level 3 National Business Student Book 1 (Level 3 BTEC National Business)* (Edexcel, 2010) ISBN 9781846906343

Bevan J, Dooley D, Goymer J, Richards C and Richards N – *BTEC Level 3 National Business Student Book 2 (Level 3 BTEC National Business)* (Pearson, 2010) ISBN 9781846906350

Brassington F and Pettitt S – *Essentials of Marketing*, 3rd edition (Pearson, 2013) ISBN 9780273727644

Dyson JR – *Accounting for Non-Accounting Students*, 8th edition (Financial Times/Prentice Hall, 2010) ISBN 9780273722977

Fardon M and Cox D – *Accounting* (Osborne Books, 1998) ISBN 9781872962283

Jobber D and Ellis-Chadwick F – *Principles and Practice of Marketing*, 7th edition (McGraw-Hill Education, 2013) ISBN 9780077140007

Reuvid J – *Start Up and Run Your Own Business: The Essential Guide to Planning Funding and Growing Your New Enterprise* (Kogan Page, 2011) ISBN 9780749460600

Journals and/or magazines

Accountancy Magazine (CCH)

Accounting Technician (The Association of Accounting Technicians) – available on subscription

Marketing Week (Centaur Media plc Group)

The Economist (The Economist Newspaper Ltd)

The Times (Times Newspapers Ltd) - All broadsheet newspapers have business sections

Websites

www.accountingtools.com	Information on accounting subjects including financial accounting and budgeting
www.accountingweb.co.uk	Accounting news, information and case studies
www.acas.org.uk	The Advisory, Conciliation and Arbitration Service: A government-funded agency that provides advice on employment matters
www.bbc.co.uk/business	Current business stories
www.bized.co.uk	Learning resources for business subjects
www.bookboon.com/en/economics-ebooks	Free eBooks and textbooks for download on a range of business subjects
www.businesscasestudies.co.uk/case-studies/by-topic/external-environment.html#axzz38y8UnKzx	The Times 100: case studies on a range of business subjects
www.gov.uk	Government portal with sections on a variety of business subjects
www.tutor2u.net	Learning resources for business subjects

Podcasts

The Bottom Line and *World of Business* podcasts, chaired by Evan Davies or Stephanie Flanders and Peter Day, bring together current practitioners to discuss current business matters. Podcasts touch on topics relevant to the unit. They can be downloaded from www.bbc.co.uk/podcasts/series/bottomline/all and www.bbc.co.uk/podcasts/series/worldbiz

Unit 9: Social Media in Customer Service Delivery

Unit reference number: Y/506/9019

Level: 2

Credit value: 2

Guided learning hours: 18

Unit aim

Social media is used universally by organisations as a platform to communicate business-related information. As more organisations use social media to connect with their customers, there is a requirement for customer service assistants to gain knowledge in this area.

This unit is ideal if learners are intending to work in an organisation that uses social media as part of the customer service strategy. Learners will develop an understanding of how social media is used in customer service delivery and how to use social media platforms in delivering customer service.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the use of social media in customer service delivery	1.1	Explain how different social media platforms can be used in delivering customer service	□ *Social media*: definition of social media (sharing, co-creating and modifying user-generated content); virtual communities and networks; types of social media platforms, e.g. Twitter, Facebook, LinkedIn, Google+, YouTube (these social media platforms are considered appropriate at the time of publication; inclusion of sites as examples does not imply endorsement by Pearson.) □ *Use of social media in customer service*: market intelligence, e.g. customer wants and needs; customer relationship management; customer engagement; self-service opportunities; responding to customer queries; flexibility in service offer; widen customer base; professional networking; added value to service offer; marketing and advertising
		1.2	Describe different audience groups for a range of social media platforms	□ *Audience groups*: based on the nature of the social media platform, e.g. LinkedIn used to engage professionals; target audience segments, e.g. age, interests, stage in life, gender, occupation, location, education level
		1.3	Explain the concept of community building	□ *Community building*: definition of community (mutual interest, sharing of information); ways of building a community (organic community building, paid community building); desirable features of a community, e.g. useful and engaging content, accessible, enjoyable, beneficial, easy to use, adaptable □ *Role of key influencers*: online, e.g. tweeters, bloggers, e-zine authors; offline, e.g. politicians, journalists, TV personalities; organisations, e.g. pressure groups, lobbyists, consumer organisations

Learning outcomes		Assessment criteria		Unit amplification
		1.4	Explain the importance of good quality content in using social media to deliver customer service	◻ *Content*: types of content, e.g. images, video, audio, blogs, text, infographics, links, polls, quizzes; nature of content, e.g. organisational news (behind the scenes), marketing messages, industry-related, complementary to industry, educational, humorous, participatory; content techniques, e.g. storytelling, mirroring customers ◻ *Importance of quality content*: customer engagement; brand awareness and development; information sharing; customer support; customer relationships
		1.5	State the risks associated with using social media for customer service purposes	◻ *Risks*: ability to manage the volume of customer interactions; vulnerability to malicious posters/commenters; vulnerability to hackers; brand image and reputation; legal liability for posted content; disclosure of confidential information

Learning outcomes		Assessment criteria		Unit amplification
2	Understand how to use social media platforms in the delivery of customer service	2.1	Explain the importance of monitoring customer posts in social media networks	▫ *Monitoring posts*: use of tools, e.g. Google Alerts, HootSuite, Trackur, Yext, Tweetbeep; use of a monitoring programme; team to manage posts and respond to customers according to SLA ▫ *Importance of monitoring customer posts*: responding to customer queries; customer experience; manage inappropriate posts, e.g. offensive language; manage brand reputation; meeting SLAs and customer service levels; identifying strengths and weaknesses in customer service; damage limitations
		2.2	Describe guidelines for the use of social media for customer service purposes	▫ *General guidelines*: following organisational policies and procedures (social media policy, service procedures); non-disclosure of commercially sensitive or privacy marked information; compliance with copyright rules; use of disclaimers where appropriate; not discussing competitors, partners and customers without permission; maintain personal privacy
		2.3	Outline the etiquette for communicating with customers using social media platforms	▫ *Communication etiquette*: type of language, e.g. appropriate, respectful, formality depending on purpose of interactions; personalisation; grammar and spelling; acceptable response time to customer posts, e.g. SLA; appropriate use of media e.g. video, pictures, text; relevant social media platforms, e.g. Twitter, Facebook, LinkedIn, Google+
		2.4	Explain the importance of security settings and how they are used on different social media platforms	▫ *Security settings*: privacy settings, e.g. restricting visibility of personal information; network privacy policy; two-factor authentication (email address, user names, passwords, memorable data); relevant social media platforms, e.g. Twitter, Facebook, LinkedIn, Google+ ▫ *Importance of security settings*: customer confidentiality; commercial risk; compliance with data protection law; misuse of social media platform; fraudulent use of customer information

Information for tutors

Delivery

Most learners will probably have some experience of using the more popular social media platforms and they may have their own accounts on one or more of them. However, this is not a prerequisite of the unit and such knowledge should not be assumed.

It is important for learners to look at a range of social media platforms during this unit. It would be useful to have a guest speaker with the right background to deliver a presentation on the use of social media in customer service. It is important that learners understand the difference between using social media for personal uses as against using it for business purposes and so a presentation from the industry perspective will help to set this context.

Learning outcome 1 explores the use of social media in customer service delivery. Learners could be given the opportunity to view the social media pages of specified organisations – tutors need to choose these organisations in advance to ensure that the pages represent good examples. Learners could be asked to use the social network pages to identify the ways in which these organisations use social media and the type of content that they use on their pages. This could then be used to support a group discussion about the types of audience, the concept of community building, the importance of quality content and the risks associated with the use of social business in a customer service context. Learners may be involved in online communities and in sharing of content and so should be contribute to the discussion. Case studies and video clips would also be appropriate in delivering the learning outcome.

Learning outcome 2 covers how to use social media platforms in the delivery of customer service. There are many YouTube videos showing how customer care staff in different organisations interacts with social media platforms in providing customer service and the different principles and practices they apply. These videos can be used as a basis for group discussions. Alternatively, a guest speaker could be invited to give a presentation on the principles and practices used within their organisation to deliver effective customer service using social media.

Assessment

Centres will devise and mark the assessment for this unit.

Learning outcome 1 could be assessed through a report on how two different organisations use social media to deliver customer service. The report could be in a tabular format to show the comparison between the organisations. The report should name the social media platform(s) used by each organisation, the type of audience each targets, the nature of the community for each and the type, purpose and quality of content used by each. It should also state at least two risks of using social media for each of these organisations.

Learning outcome 2 could be assessed by a presentation on the best practice for delivering customer service using social media. The presentation should satisfy the requirements of assessment criteria 2.1, 2.2, 2.3 and 2.4. Learners should give at least two reasons each to support their explanations for 2.1 and 2.4.

It may be possible to assess learning outcome 2 through a series of question and answer (Q&A) sessions, which could be conducted orally or through written responses. If Q&A is used, the learner still need to contextualise their responses to a particular organisation, as indicated above. Where centres use evidence produced orally the assessor should produce observation records with sufficient detail to show why the assessor decided that each learning outcome had been met. Any supporting evidence in the form of written materials, documents and learners' notes should be retained as part of the assessment evidence to enable internal and external quality assurance processes to be conducted. Tutors and assessors should ensure that the correct operative verbs, as used in the assessment criteria, are included in all assessments.

Suggested resources

Books

Bailey K and Leland K – *Online Customer Service for Dummies* (Wiley Publishing Inc., 2001) ISBN 9780764553165

Collier M – *The Ultimate Online Customer Service Guide: How to Connect with your Customers to Sell More!* (John Wiley & Sons, 2011) ISBN 9780470637708

Heppell M – *Five Star Service: How to Deliver Exceptional Customer Service*, 2nd Edition (Pearson Education, 2010) ISBN 9780273734383

Hill-Wilson M and Blunt C – *Delivering Effective Social Customer Service: How to Redefine the Way You Manage Customer Experience and Your Corporate Reputation*, 1st Edition (John Wiley & Sons, 2013) ISBN 9781118662670

Nash S and Nash D – *Exceeding Customer Expectations: find out what your customers want - and give them even more* (Pathways, February 2000) ISBN 9781857035643

Websites

www.callcentrehelper.com	An online contact centre magazine covering topical subjects
www.customerserviceexcellence.uk.com	Provides customer service best practice case studies
www.instituteofcustomerservice.com	The professional body for customer service, includes a resources section with a glossary of terms, downloadable resources and guidance notes
www.youtube.com	Videos demonstrating how to use a wide range of social media platforms and tools and how to use social media for promotional purposes

Unit 10: Principles of Direct Selling

Unit reference number: L/506/9020

Level: 2

Credit value: 3

Guided learning hours: 23

Unit aim

The ability to handle objections and close sales is important in some customer service roles. It is vital that it is done correctly and effectively in order to provide customer satisfaction and meet the objectives and targets of the organisation.

In this unit learners will develop an understanding of the consumer buying decision-making process and its effect on the sales cycle. They will understand how to handle objections and close sales by learning about the different communications and sales techniques. Learners will learn how to clarify different objections and how to communicate appropriately through questioning and empathy. They will also learn the different types of buying signals and how to identify opportunities for up-selling, cross-selling and add-on sales.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the interaction between the consumer buying decision-making process and the sales cycle	1.1	Explain the consumer buying decision-making process	◻ *Consumer buying decision-making process*: definition (individual consumer buying process); stages, i.e. problem recognition, information search, evaluation of alternative products, purchase decision, post-purchase evaluation ◻ *Roles in family decision-making unit*: initiator; influencer; decider (decision-maker); buyer; user
		1.2	Describe the influences that affect the consumer decision-making process	◻ *Influences*: consumer personal factors, e.g. motivation, personality, previous experience attitudes, lifestyle; product related factors, e.g. brand loyalty, perception of product and/or service, advertisements; external factors, e.g. economic climate, competition
		1.3	Explain how the consumer buying decision-making process affects the sales cycle	◻ *Sales cycle*: definition, stages in the cycle, i.e. planning/prospecting, contact/connect, investigate needs, make proposal, manage objections, close sale, follow up process ◻ *Effects on sale cycle*: greater involvement required in entire buying process; recognition of buying triggers; creating and communicating value propositions; progress of cycle depends on customer buying decisions; good negotiation and influencing skills

Learning outcomes		Assessment criteria		Unit amplification
2	Know the regulatory and organisational requirements affecting direct sales activities	2.1	Outline the regulations and legislation that affect direct sales activities	□ *Legislation*: key provisions from the following; Consumer Protection Act 1987; The Consumer Protection from Unfair Trading Regulations 2008; Trades Description Act 1968; Sale of Goods Act 1979; Data Protection Act; Consumer Credit Act 1974 □ *Regulations*: key provisions from the following; The Payment Services Regulations 2009; Consumer Contracts (Information, Cancellation and Additional Charges) Regulations 2013
		2.2	Describe organisational requirements relating to direct selling activities	□ *Organisational policies and procedures*: relevant organisational policies, e.g. return and exchange policies, use or non-use of scripts; relevant procedures, e.g. procedures for greeting customers, identity verification procedures, payment authorisation, procedures for closing and recording sales □ *Service offer*: Service Level Agreements (SLAs); pricing structures; product/service range

Learning outcomes		Assessment criteria		Unit amplification
3	Know how to handle sales objections	3.1	Describe the common objections and questions raised by customers during direct selling	□ *Objections*: types of objections, e.g. need, time, features, price, trustworthiness of source; hypothetical objections, real objections □ *Common questions:* e.g. price, availability, suitability, details of guarantee and/or warranty, origin of goods, ethical
		3.2	Describe techniques for overcoming objections and questions from customers	□ *Techniques*: active listening; questioning techniques (open-ended, probing questions); checking customers understanding; empathising (relating to reasons for objections); applying features and benefits of product/service to objections; providing evidence to confirm value (customer testimonials/reviews); honesty and openness in answering questions; providing reassurance (mirroring technique, agreeing mutual solution to objection)
		3.3	Describe how to use questioning techniques to explore and resolve customer issues	□ *Using questioning techniques*: examples include using open questions to explore customer issues and needs; closed questions fact finding; probing questions for gaining clarification; rhetorical questions for engaging the customer
		3.4	Explain how knowledge of products and services can be used to respond to objections	□ *Knowledge of products and services*: types, e.g. features and benefits, service offer, price, warranties □ *Responding to objections*: examples include, using features and benefits of product/services to deal with objections based on need or suitability; using warranty terms and service offer to deal with objections around trustworthiness and price
		3.5	Describe the resources available to counter sales objections	□ *Resources*: documents, e.g. organisation product catalogues, price lists, organisational procedures and policies; internal information, e.g. past sale trends, current sales data, sales by target groups; external information, e.g. market share data, government statistics, expert panel estimates; people, e.g. manager, colleagues, senior sales person, legal team, finance department

Learning outcomes		Assessment criteria		Unit amplification
		3.6	Describe the scope of authority and responsibility when dealing with objections	◻ *Scope of authority and responsibility*: job role and responsibilities (job description); autonomy to be able to make sales decisions, e.g. offering and agreeing discounts, offers outside of the normal policies, responsibility for delivering products or services outside of standard contracts and agreements; non-standard sale sign off

Learning outcomes		Assessment criteria		Unit amplification
4	Understand how to close sales	4.1	Describe buying signals that indicate that the customer is moving towards closing the sale	▫ *Verbal signals*: use of possessive language such as use of 'I'; discussion about intended use of product/service; requesting further detailed information about the price and product; asking another person's opinion ▫ *Non-verbal signals*: seeking help; concentrating on one product type; examining their money; positioning of body, gestures; movement toward payment point or paperwork for signing
		4.2	Explain how to perform a trial close	▫ *Trial close*: definition (customer readiness test to close sale); purpose, evaluation of the readiness to close the sale, testing customer likelihood to buy, i.e. cold, warm, hot ▫ *Performing trial close*: techniques, e.g. trial close questioning e.g. "what do you think about…..”; being quiet and listening carefully to customer responses; seeking customer approval instead of seeking commitment
		4.3	Explain how to identify further potential add-on, up-selling or cross-selling opportunities prior to closing the sale	▫ *Add-on sales, cross-selling and up-selling*: definition of terms; differences in how each is used in the sales process, e.g. at the time of a sale, after a sale ▫ *Identifying opportunities*: using product knowledge, e.g. whole product range and services and how they link together, product features and benefits; using sales techniques, e.g. buying signals and triggers, questioning techniques to identify customer needs, gauging the customer's mood, timing; using customer data, e.g. customer current purchases, purchase history
		4.4	Explain potential barriers to closing the sale	▫ *Potential barriers*: e.g. concerns of the customer, the customer defers making a decision, lack of trust, time constraints
		4.5	Describe different ways of closing a sale	▫ *Closing the sale*: use of organisational procedures and process; using closing techniques, e.g. trial close, direct close, indirect close, negotiated close, alternative close

Information for tutors

Delivery

Learning outcome 1 is somewhat theoretical and so it is best if the tutor leads the delivery of this. The tutor could deliver a presentation explaining the consumer buying decision-making process and then learners could work in small groups to discuss how this applies to them as consumers buying everyday products or services. The tutor could provide learners with a product/service or learners could choose their own. It is best if the products used are consumer durable items such as tablets or computers. Learners could discuss how different factors could affect their decision to buy the identified products. A sales manager from a local business could give a talk on the sales cycle and how it interacts with the consumer buying decision-making process.

For learning outcome 2, learners could research the different legislation and the provisions under these that affect direct selling activities. Individual learners could then present the findings from their research and this could be the basis for a group discussion. It is important that learners have a solid understanding of the provisions under this legislation such as cooling off period, goods being fit-for-purpose and the use of information only for the purposes intended. A guest speaker from a local organisation could deliver a presentation on the typical organisational requirements relating to direct selling activities and their importance and use in the sales environment.

For learning outcomes 3 and 4, video clips showing a customer service agent in the sales process handling objections and closing sales could be used to deliver the learning. Alternatively, learners could visit a local customer service-based organisation to observe the selling process, whether this is face-to-face or over the telephone. A group discussion could then follow to analyse the clips or observations from the visit and highlight key points relating to the related assessment criteria. It is important that learners have a good understanding of content-related jargons and phrases such as countering objections, closing sales, cross-selling, up-selling and trial close.

Assessment

Centres will devise and mark the assessment for this unit.

For learning outcome 1, learners could produce a report on how the consumer buying decision-making process would apply to the purchase of a particular consumer durable item. They should describe how at least three factors would influence the buying process for this product. The report should also explain how their buying decision on this product would affect the sales cycle.

Learning outcomes 2, 3 and 4 could be assessed through tasks within a larger project or assignment. For learning outcomes 2 and 3, learners could research an organisation and produce a 'How to' guide for direct sales activities. Part 1 of the guide should outline how the key provisions under the legislation and regulations affect the sales activities in the organisation and how the sales persons/customer service staff should act to comply with these key provisions. Learners should outline the provisions of one piece of legislation and one regulation. They should also describe the requirements for direct sales activities specific to their chosen organisation and how these are used in the direct selling process. Part 2 of the guide should be targeted to meet the assessment criteria of learning outcome 3 and should outline the best practice for handling sales objections in the specific organisation.

For assessment criterion 3.1, learners should outline at least two causes/reasons for customer problems in that organisation, and for 3.2 learners should describe at least two techniques used within the organisation to overcome objections and questions from customers.

For learning outcome 4, learners could produce a presentation for sales staff in the organisation to explain how to close sales. The content of the presentation should be targeted to meet the requirements of assessment criteria 4.1, 4.2, 4.3, 4.4 and 4.5. For 4.1, learners should describe at least two buying signals relevant to their chosen organisation, and for 4.3, learners should explain at least three ways in which staff in the organisation could identify opportunities for up-selling, cross-selling and add-on sales. This should be supported with suitable examples using the products/services offered by the organisation.

It may be possible to assess learning outcomes 3 and 4 through a series of question and answer (Q&A) sessions, which could be conducted orally or through written responses. If Q&A is used, the learner still need to contextualise their responses to a particular organisation, as indicated above. Where centres use evidence produced orally the assessor should produce observation records with sufficient detail to show why the assessor decided that each learning outcome had been met. Any supporting evidence in the form of written materials, documents and learners' notes should be retained as part of the assessment evidence to enable internal and external quality assurance processes to be conducted. Tutors and assessors should ensure that the correct operative verbs, as used in the assessment criteria, are included in all assessments.

Suggested resources

Books

Denny R – *Selling to Win*, 4th Edition (Kogan Page, 2013) ISBN 9780749466312

Denny R – *Winning New Business: Essential Selling Skills for Non-Sales People* (Kogan Page, 2010) ISBN 9780749459888

Websites

www.trainingcoursematerial.com	Training Course Materials offers free materials on techniques for handling sales objections
www.mindtools.com	Mind Tools provides information on communication skills and useful information for questioning techniques and how each is used
www.wikihow.com	Provides information on ways to close a sale
www.callcentrehelper.com	Call Centre Helper provides free information on handling sales objections and closing sales over the telephone
www.youtube.com	Video clips on how to handle sales objections and close sales

13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications

- Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications (Joint Council for Qualifications (JCQ))
- Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units (Pearson)
- General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures (JCQ)
- Equality Policy (Pearson)
- Recognition of Prior Learning Policy and Process (Pearson)
- UK Information Manual (Pearson)
- Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance (Pearson)

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website at: http://qualifications.pearson.com/en/home.html

14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website: http://qualifications.pearson.com/en/home.html

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: http://qualifications.pearson.com/en/home.html. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit: http://qualifications.pearson.com/en/support/contact-us.html

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: http://qualifications.pearson.com/en/home.html
- Ask the Expert: submit your question online to our Ask the Expert online service www.edexcel.com/aboutus/contact-us/ask-expert/Pages and we will make sure your query is handled by a subject specialist.

Annexe A

Mapping with NVQ/competence-based qualifications

The grid below maps the knowledge covered in the Pearson BTEC Level 3 Specialist qualifications in Principles of Customer Service against the underpinning knowledge of the Group A Mandatory and Group B Optional units in the Pearson BTEC Level 3 Diploma in Customer Service Centres can use this mapping when planning holistic delivery and assessment activities.

KEY

# indicates partial coverage of knowledge in the NVQ/competence-based qualification unit

A blank space indicates no coverage of the knowledge

NVQ/competence-based units	BTEC Specialist units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
1	Demonstrate understanding of customer service	#	#		#						
2	Demonstrate understanding of the rules that impact on improvements in customer service	#	#								
3	Deliver reliable customer service	#	#								
4	Deliver customer service on your customer's premises										
5	Recognise diversity when delivering customer service								#		
6	Deal with customers across a language divide										
7	Deal with customers using bespoke software										
8	Maintain customer service through effective handover										
9	Deliver customer service using service partnerships										
10	Organise the delivery of reliable customer service	#									
11	Improve the customer relationship	#	#								

Annexe B

Unit mapping overview

The table below shows the relationship between the new qualifications in this specification and the predecessor qualifications: Pearson BTEC Level 3 Award/Certificate in Customer Service (last registration 31/12/2014).

Old units / New units	Unit 1	Unit 2	Unit 3
Unit 1	P		
Unit 2	P	P	
Unit 3		P	
Unit 4			
Unit 5		P	
Unit 6			
Unit 7			
Unit 8			P
Unit 9			
Unit 10			
Unit 11			

KEY

P – Partial mapping (some topics from the old unit appear in the new unit)

F – Full mapping (topics in old unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

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