

# **Pearson BTEC Level 2 Extended Certificate in Principles of Working in Customer Service**

## **Specification**

BTEC Specialist qualification

First teaching August 2015

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## **Edexcel, BTEC and LCCI qualifications**

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This specification is Issue 2. Key changes listed in summary table on 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](http://qualifications.pearson.com)

This qualification was previously entitled:

Pearson BTEC Level 2 Extended Certificate in Principles of Working in Customer Service (QCF)

The QN remains the same.

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

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## Summary Pearson BTEC Level 2 Extended Certificate in Principles of Working in Customer Service specification Issue 2 changes

<b>Summary of changes made between previous issue and this current issue</b>	<b>Page/section number</b>
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
Reference to credit transfer within the QCF removed	Section 5
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](http://qualifications.pearson.com/en/support/contact-us.html).



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# 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?**

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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**

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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 2 Extended Certificate in Principles of Working in Customer Service
Qualification Number (QN)	601/6889/4
Accreditation start date	01/08/2015
Approved age ranges	16-18 19+
Credit value	21
Assessment	Centre-devised assessment (internal assessment).
Total Qualification Time (TQT)	210
Guided learning hours	167
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 <i>Section 10 Access and recruitment</i> ).

## **Qualification Number and qualification title**

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Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. 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: [www.edexcel.com/iwantto/Pages/uk-information-manual](http://www.edexcel.com/iwantto/Pages/uk-information-manual)

## **Qualification objective**

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The Pearson BTEC Level 2 Extended Certificate in Principles of Working in Customer Service is designed to provide learners with the underpinning occupational knowledge for working within a customer service environment. This qualification is suitable for learners who want to work in a Customer Services role such as, Customer Service Advisor, Customer Service Operator, Service Agent, Help Desk Operative, Receptionist or Call Centre Advisor. The unit on 'Planning and Participating in Work Experience' provides learners with the opportunity to learn in the workplace and demonstrate the practical application of the theory and knowledge which has been delivered in the classroom.

This qualification gives learners an opportunity to:

- develop knowledge of the role and function of customer service, the value of customer loyalty and how legislation affects customer service delivery
- develop knowledge of the requirements for working in a customer-facing job role, including how to deliver reliable customer service, how to interact positively with customers and work effectively in a team delivering customer service
- achieve a nationally-recognised Level 2 qualification.
- develop knowledge and skills that support employability and career progression, including personal development, health and safety at work, rights and responsibilities at work and understanding employer organisations
- prepare learners for employment in the customer service sector, through the work experience programme in unit 1 Planning and Participating in Work Experience.

## **Relationship with previous qualifications**

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This qualification is a new qualification and not a direct replacement.

## **Progression opportunities through Pearson qualifications**

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Learners who have achieved the Pearson BTEC Level 2 Extended Certificate in Principles of Working in Customer Service could progress on to a Pearson BTEC Level 3 qualification in Customer Service that is designed for learners to demonstrate a practiced set of occupational skills when carrying out customer service operations, including managing performance improvements in service delivery, customer satisfaction, customer loyalty and reliability. Learners can also progress to an Intermediate or Advanced Apprenticeship in Customer Service

Level 3 qualifications in this sector further develop learners' knowledge and understanding of the principles that underpin working in a customer service environment, including customer retention and the wider principles of business.

Qualifications include:

- Pearson BTEC Level 3 Award in Principles of Customer Service
- Pearson BTEC Level 3 Certificate in Principles of Customer Service

Potential job roles for those working towards this qualification are:

- Customer Service Adviser
- Customer Service Operator
- Customer Service Agent
- Help Desk Operative
- Receptionist
- Call Centre Adviser.

## **Industry support and recognition**

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This qualification is supported by a variety of employers in the Customer Service Sector including those within Telecommunications, Public Services, Contact Centre Operations, Passenger Transport & Logistics and Business & Professional Services

### 3 Qualification structures

#### Pearson BTEC Level 2 Extended Certificate in Principles of Working in Customer Service

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

Minimum number of credits that must be achieved	21
Number of mandatory credits that must be achieved	15
Minimum number of optional credits that must be achieved	6

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	J/505/4015	Planning and Participating in Work Experience	2	6	55
2	K/506/9011	Customer Service Principles	2	4	32
3	M/506/9012	Understanding Customer Service Delivery	2	3	22
4	T/506/9013	Communicating with Customers	2	2	15
		<b>Optional units</b>			
5	L/506/9017	Understanding How to Support Customer Service Improvements	2	2	18
6	R/506/9018	Understanding How to Handle Customer Problems	2	2	17
7	Y/506/9019	Social Media in Customer Service Delivery	2	2	18
8	R/506/8662	Employee Rights and Responsibilities	2	3	20
9	K/506/8666	Understanding Personal Development	2	4	30
10	L/506/9020	Principles of Direct Selling	2	3	23
11	F/505/6927	Health and Safety at Work	1	2	20
12	A/506/1964	Understand Employer Organisations	2	4	40

## 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:

- achieve **all** the specified learning outcomes
- meet the standard determined by the assessment criteria by providing sufficient and valid evidence
- prove that the evidence is their own.

Centres need to produce assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted. All assignment briefs created by centres should be fit for purpose and should be based on the unit assessment criteria.

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

Assessment tasks and activities must enable the learners to produce valid, sufficient, authentic and appropriate evidence that relates directly to the learning outcomes and assessment criteria within the context of the '*Unit amplification*'. Centres need to look closely at the verb used for each assessment criterion when devising the assessments to ensure that learners can provide evidence with sufficient breadth and depth to meet the requirements.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example performance observation, presentations, projects, tests, written tasks or reports, reflective journals) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence to satisfy the assessment criteria.

Centres are encouraged to give learners realistic scenarios and to maximise the use of practical activities in delivery and assessment. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

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*.

## Appeals

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Centres must have a policy for dealing with appeals from learners. Appeals may relate to incorrect assessment decisions or unfairly conducted assessment. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Enquiries and appeals about Pearson vocational qualifications policy*, which is available on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## Dealing with malpractice in assessment

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Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details on malpractice and advice on preventing malpractice by learners please see *Pearson's Centre Guidance: Dealing with Malpractice*, available on our website.

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

### Internal assessment

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

### External Assessment

External assessment means all aspects of units that are designated as external in this specification, including preparation for tasks and performance. For these assessments, centres must follow the JCQ procedures set out in the latest version of the document *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* (available on the JCQ website, [www.jcq.org.uk](http://www.jcq.org.uk)).

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

### **Learner Malpractice**

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson examinations. We ask centres to complete JCQ Form M1 ([www.jcq.org.uk/malpractice](http://www.jcq.org.uk/malpractice)) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

### **Teacher/Centre Malpractice**

The head of centre is required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations Team by submitting a JCQ M2(a) form (downloadable from [www.jcq.org.uk/malpractice](http://www.jcq.org.uk/malpractice)) with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights, please see *6.15 of JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

### **Sanctions & Appeals**

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- Mark reduction for affected external assessments
- Disqualification from the qualification
- Debarment from registration for Pearson qualifications for a period of time

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals may be found in the *Enquiries and Appeals policy*, which is located on our website. In the initial stage of any aspect of malpractice, please notify the Investigations team via [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) who will inform you of the next steps.

## **Reasonable adjustments to assessments**

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Centres are able to make adjustments to assessments to take account of the needs of individual learners, in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*. In most instances, adjustments can be achieved by following the guidance, for example allowing the use of assistive technology or adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or working within the occupational area.

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

Both documents are on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## **Special consideration**

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Centres must operate special consideration in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully
- units/qualifications confer licence to practice.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made on a case-by-case basis only. A separate application must be made for each learner. Certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the Joint Council for Qualifications (JCQ) document *Adjustments for candidates with disabilities and learning difficulties, Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both of the documents mentioned above are on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## 5 Recognising prior learning and achievement

### **Recognition of Prior Learning**

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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: [www.edexcel.com/policies](http://www.edexcel.com/policies)

## 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 qualification.

### General resource requirements

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- 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](http://www.legislation.gov.uk)

### Specific resource requirements

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As well as the general resource requirements given above, there are specific resources that centres must provide. They are listed by unit below.

Unit	Resources required
10: Health and Safety at Work	<i>The Health and Safety Toolbox</i> , published by The Health & Safety Executive (2013).
1: Planning and Participating in Work Experience	Learners will need a work placement programme in place, where they can expect to learn through experience, the role of a customer services operative, and to validate the theory and knowledge delivered in a classroom setting.

## **7 Centre recognition and approval centre recognition**

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**

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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 or more of the processes listed below.

- an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions.
- 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 Edexcel 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: [www.edexcel.com/policies](http://www.edexcel.com/policies)

# 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 defined 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: Planning and Participating in Work Experience**

**Unit reference number: J/505/4015**

**Level: 2**

**Credit value: 6**

**Guided learning hours: 55**

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## **Unit aim**

In this unit learners will plan and undertake a work experience placement. The unit aims to give learners the knowledge and skills needed for employment. Learners will prepare for the work placement by finding out information about the company or organisation where they will be working, and set skills and personal development goals from learning gained in the work experience placement.

## 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 importance of planning for a work experience placement	1.1	Explain how own interests inform the selected work experience placement	<ul style="list-style-type: none"> <li>□ Own interests: e.g. working with others, being creative, music, technology, building, caring for animals</li> <li>□ Work experience placements for a customer services role, can be within any sector where you would expect a customer service department, e.g. retail, service industry, hospitality</li> <li>□ Own expectations: job roles available; development of knowledge and skills, e.g. self-management, team working, problem solving, communication skills, communication, customer awareness</li> </ul>
		1.2	Explain the information needed before starting the work experience placement	<ul style="list-style-type: none"> <li>□ Sources of information: e.g. company leaflets, brochures or website, Jobcentre Plus, learners who have previously been on a work placement at the same business, staff from the company or organisation, conversation or correspondence with company or organisation providing the work placement</li> <li>□ Information about the placement organisation: type of company or organisation; ownership, e.g. public or private, sole trader, partnership; function, e.g. service provision, retail, construction, logistics, administrative; location; size, e.g. small, large, global, number of employees; career prospects within the organisation</li> <li>□ Structure of the organisation: e.g. organisation chart, number of departments, internal and external customers, learner's place in the structure</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		1.3	Explain the importance of finding key information about the work placement	<ul style="list-style-type: none"> <li>□ Key information: how to get to the placement; details about terms and conditions of work, e.g. hours of work, absence procedures, dress code; line manager or supervisor; seeking advice relating to work and/or colleague relationships</li> <li>□ Expectations of the employer: e.g. maintaining workplace values, personal presentation and hygiene, attitudes and behaviours, skills needed; allocated job role and responsibilities</li> <li>□ Importance: e.g. to ensure arrival on time, arrive appropriately dressed, who to seek advice from about allocated job role and tasks and skills needed</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to work appropriately in a work placement	2.1	Use the information given at induction correctly during the work experience placement	<ul style="list-style-type: none"> <li>□ Induction: information about the organisation; work placement colleagues and roles; health and safety responsibilities e.g. evacuation procedures, first aid procedures, reporting hazards; refreshment facilities; reporting absence and late arrival, confidentiality</li> </ul>
		2.2	Explain own role within the work experience placement	<ul style="list-style-type: none"> <li>□ Own role: overview of role within organisation, e.g. provide administrative support, help colleagues, knowing extent of own responsibilities, knowing the limitations of role and responsibilities, using appropriate sources of support and guidance in difficult or emotional stress situations; how the role will develop the key competencies needed for employability e.g. self-management, team working, problem solving, communication skills</li> </ul>
		2.3	Perform a range of tasks correctly during the work experience placement	<ul style="list-style-type: none"> <li>□ Tasks: daily routine tasks e.g. opening post, taking messages, checking emails, checking equipment for health and safety purposes, setting up equipment, liaising with line manager; project work</li> <li>□ Following instructions: asking questions or requesting clarification if instructions or messages are unclear or confusing, consulting user guides or requesting further assistance when using a new piece of equipment</li> <li>□ Self-management: e.g. accepting responsibility for own tasks, being flexible, resilient, self-starting, managing time to complete tasks, solving problems by analysing situations and developing solutions</li> </ul>
		2.4	Interact appropriately with others in the workplace	<ul style="list-style-type: none"> <li>□ Interacting appropriately: e.g. paying attention to effective working guidelines, codes of conduct and personal reviews/appraisals in the place of work, behaving appropriately towards colleagues and customers, interacting with customers in the workplace, communicating with other colleagues, being assertive, managing time and workload to complete allocated tasks, seeking help and advice when needed from correct person</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to work safely in a work experience placement	3.1	Identify potential risks and hazards in the work experience placement	<ul style="list-style-type: none"> <li>□ Risks: something that could cause an adverse effect, e.g. wet stairs or floor, trailing wires, loud noise, breathing in toxic substance</li> <li>□ Hazards: the likelihood that the risk will result in the adverse effect, e.g. slipping over on wet floor, tripping over trailing wires, loud noise resulting in hearing loss, breathing in toxic substance resulting in illness</li> </ul>
		3.2	Apply organisational codes of practice, procedures and safety rules appropriately	<ul style="list-style-type: none"> <li>□ Apply organisational procedures: applying procedures when carrying out the job e.g. following health and safety rules for dealing with hazardous substances, dealing with customer enquiries according to guidelines in the training manual; following the terms and conditions of the work placement; following dress codes imposed by the work placement; ensuring personal conduct follows organisational practice in upholding health and safety; locating health and safety information, e.g. fire exit notices on doors, sector-specific notices such as handling of hazardous materials</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to set realistic goals relating to the work experience placement	4.1	Explain what has been learned from the work experience placement	<ul style="list-style-type: none"> <li>□ Learning from the work placement: e.g. knowledge of new vocational area or area of interest, confirming whether or not to work in a particular sector or industry, awareness of personal skills and knowledge, awareness of strengths and weaknesses, desire to find out further information about a particular career, industry or organisation</li> <li>□ Personal skills used and gained: e.g. communication, problem solving, self-confidence, assertiveness, flexibility, positive approach</li> <li>□ Work skills used and gained: e.g. IT, teamwork, note taking, meeting attendance, punctuality, telephone manner, business and customer awareness, following instructions</li> <li>□ Reflecting on experiences gained: being ready to improve own performance based on feedback, reflective learning, e.g. reflecting on new knowledge and skills gained, identifying what went well and what could be improved; challenges faced; problems arising and how these were overcome or resolved</li> </ul>
		4.2	Use feedback on the work placement experience to assist in making choices about a future career	<ul style="list-style-type: none"> <li>□ Consider personal and work skills: methods, e.g. use strengths and weaknesses analysis tool, SWOT analysis, reflect on past performances and achievements</li> <li>□ Feedback from others: tutors, supervisors, mentors, peers</li> </ul>
		4.3	Set goals for skills and personal development which build on learning from the work experience placement	<ul style="list-style-type: none"> <li>□ Goal setting: goals should be realistic to placement expectation and responsibilities, SMART (specific, measurable, achievable, realistic, time-based), related to career aims</li> <li>□ Types of goals: short-term, long-term, personal, work-related goals, skills development, qualifications targeted</li> </ul>



## Information for tutors

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### Delivery

For learning outcome 1, learners will plan for their work experience placement by understanding how their interests and expectations relate to their work experience placement. They will learn what information they need before starting the placement and its importance. This unit could be delivered in conjunction with Unit 2: Customer Services Principles and Unit 3: Understanding Customer Service Delivery; to enable the learner to understand the relationship between their role, responsibility and behaviours against delivering consistently high quality customer service.

For learning outcome 2, learners will carry out a period of work experience, using the information provided at the induction to the organisation where they will carry out their placement. They will develop an understanding of their role in the placement. They will carry out a range of tasks and interact with others. This unit could also incorporate delivery of Unit 8: Employee Rights and Responsibilities, allowing the learner to understand their contract of employment and work within their role and responsibility.

For learning outcome 3, learners will need to work safely, identifying potential risks and hazards, exploring organisational procedures and codes of practice. This could be delivered in conjunction with Unit 11, Health and Safety at Work.

For learning outcome 4, learners will review their placement, using feedback received. They will use this feedback to set goals for their personal development.

Learners will be attending different work settings for their placement experience and developing their own personal and professional work skills. This unit gives them the opportunity to learn about the structure and functions of organisations operating in the facilities sector, and to gain general employable skills that can be applied to any work situation, such as teamwork and communicating effectively. The delivery of this unit allows learners to undertake independent research, give presentations and participate in discussions. Guest speakers will help learners relate the content of the unit to the workplace.

Centres are expected to offer learners a meaningful work placement as part of their programme of learning. The DfE definition of meaningful work experience is:

- 'Purposeful, substantial, offers challenge and is relevant to the young person's study programme and/or career aspirations.
- It is managed well under the direction of a supervisor in order to ensure that the student obtains a genuine learning experience suited to their needs.
- It ensures that time is well spent: the employer has prepared a structured plan for the duration of the work placement that provides tangible outcomes of the student and employer.
- It provides up-front clarity about the roles, responsibilities and the expectations of the student and employer.
- It is reviewed at the end: the employer provides some form of reference or feedback based on the young person's performance during their time on the work placement.'

The work placement may be experiential, i.e. based on one or two short periods of work experience or work-related learning to test vocational sectors with a view to progressing future study or employment in that sector; vocational, i.e. focused on a particular vocational area to complement a study programme; or extended, i.e. focused on developing employability skills such as self-management, team working, problem solving, communication, literacy, numeracy and IT skills for learners who may be on a traineeship or supported internship. It is considered to be good practice for a work experience placement to last for at least two weeks.

Centres and learners should work with employers in planning the work placement, including the learner's role, the tasks to be carried out and the skills that learners hope to develop.

Work placements must be flexible to accommodate the needs of young people. They must be matched to learners' interests and aspirations, with learners undertaking high-quality work rather than simply observing employees or carrying out mundane tasks.

A written agreement must be made between the centre and employer and the work placement must be planned in advance with clear objectives. Learners on work placement must receive a structured induction at the start of the placement, which provides them with clear objectives.

Learners must have the opportunity to receive clear feedback at key stages of the placement with their employer and centre.

As an introduction to learning outcome 1, learners could discuss and then complete an analysis of their own interests, knowledge and skills and match them against their preferred work placement sectors. They could include the types of roles that they hope to carry out and the knowledge and skills they aim to develop while on the placement. The tutor could then discuss the importance of knowing about the structure and function of the organisation, including the 'big picture', before focusing on individual roles and responsibilities. Learners could carry out individual research about their organisation. Information about the type of organisation, its structure, sector and function could be gathered from the internet, marketing brochures for the organisation, the careers office or from the employer during a pre-placement interview. Learners could then present their research to the group. This would help them appreciate the range of organisational types, structures and functions.

For learning outcome 2, a guest speaker could be invited to speak about the responsibilities of the employer and employee with regard to work experience. Learners could work in groups to analyse policies and procedures from a range of different departments and organisations. Learners need to understand the importance of workplace values and rules and before they go should have the opportunity to deal with any feelings of stress or confusion about what is expected of them at the work placement. This can be done through watching video clips of stressful workplace situations and discussing possible solutions, carrying out role play of potentially difficult situations, and talking to tutors and other learners who have been on similar work placements. This will help learners gain confidence in getting support and guidance when faced with the new experiences they encounter on work experience.

For learning outcome 3, learners could find information on health and safety and other aspects of work that apply to them. Information on health and safety can be found on the Health and Safety Executive website – [www.hse.gov.uk](http://www.hse.gov.uk). Tutors should demonstrate the safe use of equipment. Video clips from the web or YouTube on health and safety issues could be shown to stimulate discussion of the consequences of non-compliance. Learners could create a simple health and safety at work risk assessment, then carry out a risk assessment of the classroom. This could be followed with discussion on the rights and responsibilities of both employers and employees.

For learning outcome 4, learners will need to know and understand what SMART objectives are and be able to practise setting them for their anticipated work placement. Learners can review their objectives once they have completed their work placement and reflect on whether they achieved them. Learners can develop checklists that allow them to say when they demonstrated their skills during their work placement. Checklists could also be used to describe those aspects of the work placement experience that could have been improved.

For learning outcome 1, learners will plan for their work experience placement by understanding how their interests and expectations relate to their work experience placement. They will learn what information they need before starting the placement and its importance.

For learning outcome 2, learners will carry out a period of work experience, using the information provided at the induction to the organisation where they will carry out their placement. They will develop an understanding of their role in the placement. They will carry out a range of tasks and interact with others.

For learning outcome 3, learners will need to work safely, identifying potential risks and hazards, exploring organisational procedures and codes of practice.

For learning outcome 4, learners will review their placement, using feedback received. They will use this feedback to set goals for their personal development.

## **Assessment**

For assessment criterion 1.1, learners should give at least two examples of their own interests and explain how they have helped inform the choice of work placement.

For 1.2, learners could complete a table which gives key information about their selected work placement and stating where they obtained this information. Learners should give details on the type, size and purpose of the organisation, the organisational structure and its internal and external customers (if relevant).

Assessment criterion 1.3 requires learners to explain the terms and conditions of work relevant to their work placement, and the expectations of the employer. Information could include, for example, details such as hours of work, dress code, number of days attending work placement, breaks, absence procedures. Learners should give two reasons for the importance of finding this information before starting the placement.

For assessment criterion 2.1, learners need to demonstrate that they have used the information given at induction correctly. This could be by answering questions, by taking part in various procedures, for example evacuation, and reporting any absences correctly. Supervisors could complete a witness statement when learners have demonstrated actions related to knowledge given at induction.

Assessment criteria 2.2, 2.3 and 2.4 require learners to keep a portfolio of evidence to show the activities carried out and to demonstrate effective working practice by interacting with others. The portfolio could contain a log or diary, observation reports, witness testimonials, a reflective account of activities completed, skills learned etc. Details could cover procedures to be followed, health and safety issues, quality checking processes, for example checking work has been completed to a satisfactory standard by the line manager, timescales (if relevant). It is important that learners are able to interact positively with colleagues from a range of levels and familiarity.

To achieve assessment criterion 3.1, learners should identify at least two potential risks and two potential hazards with reasons, within their work placement.

For assessment criterion 3.2, learners must be able to apply at least two organisational procedures appropriately, with supporting evidence from an observation report or witness testimonial. For example, using IT correctly, completing forms accurately, answering telephone calls to deal with enquiries or taking messages efficiently.

For learning outcome 4, learners must present evidence of tasks undertaken during the work placement and what was learned from these tasks. For 4.1, an appraisal-style interview could be used for the assessment, supported with evidence showing that the learner has learned something new. It is not sufficient for the learner to simply write a description of an activity or task undertaken. Learners must also be able to explain how they have evidenced that they have learned something new, for example a checklist completed by the work placement supervisor, a witness statement, the practical demonstration of a new skill.

For 4.2, learners need to receive feedback from at least two appropriate people on their work experience placement. Feedback can be in written form or in the form of a discussion. Learners need to show that they are able to make a formal assessment of the value of the work they have carried out; recorded evidence must be available for external standards verification.

For 4.3, learners must demonstrate the ability to set specific, realistic goals for skills and personal development. They need to provide four goals – two short-term and two long-term SMART goals – as a result of what they have learned from their work placement. Any potential objectives written before the work placement could be reviewed and developed.

## **Suggested resources**

### **Websites**

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

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

[www.work-experience.org](http://www.work-experience.org)

# **Unit 2: Customer Service Principles**

**Unit reference number: K/506/9011**

**Level: 2**

**Credit value: 4**

**Guided learning hours: 32**

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## **Unit aim**

When working in a customer service role it is important to have an understanding of the key principles, concepts and practices of customer service as they will form the basis of interactions with customers both internally and externally.

Successful organisations are able to offer the right products and services to their customer at the right time, and are able to retain their customers' loyalty over time. To do this, organisations need to understand their customers' individual needs and expectations in order to tailor their service offer to maximise customer satisfaction.

In this unit, learners will develop an understanding of the different types of customers with which an organisation interacts. They will develop an understanding of the nature of customer expectations, how they can vary depending on social or cultural factors and what happens when expectations are not met. Learners will explore the importance of customer loyalty and the relationship between customer satisfaction and the overall reputation and success of an organisation. They will also understand the methods used to attract new customers and retain their loyalty.

An important component of this unit covers legislation and regulations relating to health and safety, equality, diversity and data protection, which all shape and provide the framework within which customer service should be delivered. Learners will investigate these laws and regulations and how they may affect customer service delivery.

## **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 and function of customer service in an organisation	1.1	State the purpose and scope of customer service in an organisation	<ul style="list-style-type: none"> <li>□ Purpose: customer satisfaction; positive reputation/image for organisation; customer loyalty; meeting/exceeding sales and service targets</li> <li>□ Scope: pre-sale; during transaction process; post sale</li> </ul>
		1.2	Explain the value of a 'service offer' to an organisation	<ul style="list-style-type: none"> <li>□ Service offer: definition, e.g. pricing and range of products and/or services unique to an organisation, value added benefits; Service Level Agreements (SLAs); what an organisation will do to meet/exceed customer needs</li> <li>□ Value of service offer to an organisation: differentiation from competitors; unique selling position (USP); attracts more business; customer loyalty and customer retention; sets the standard of excellent customer service</li> </ul>
		1.3	Explain how a brand affects an organisation's customer service offer	<ul style="list-style-type: none"> <li>□ Brand: definition; brand name; trade mark; brand image; types of brands, i.e. manufacturer's (individual, family, combination), own label</li> <li>□ Effects on customer service offer: alignment of brand values and customer service offer; appropriate staff culture and behaviour; policies and procedures that support brand value</li> </ul>
		1.4	State the importance of delivering consistently high quality customer service	<ul style="list-style-type: none"> <li>□ High quality customer service: customer expectations (meeting, exceeding); staff performance (following agreed standards when serving customers, being polite, efficient, knowledgeable, helpful, approachable)</li> <li>□ Importance: customer loyalty; reduces complaints; positive reputation; brand and corporate image; future revenue and profitability</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		1.5	State the importance of keeping up to date with knowledge of competitors' activities	<ul style="list-style-type: none"> <li>□ Keeping up to date with knowledge of competitors' activities: using competitors' services; independent research (media, trade magazines); customer surveys</li> <li>□ Importance: competitiveness; protection of future income; industry standards and benchmarks; product and service improvements</li> </ul>
		1.6	Describe the features of effective follow-up service	<ul style="list-style-type: none"> <li>□ Follow-up service: communications; up selling associated products and/or services; customer feedback (checking product or service meets customer needs/requirements, making adjustments if necessary); after-sales service; procedures for solving problems; procedures for complaints</li> <li>□ Features of effective follow up: fast response times to complaints and queries; resolving post-sale problems quickly; proactively updating customers on new products and/or services; confirming customer satisfaction; offering to answer questions</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Understand the different types of customers	2.1	Explain the difference between internal and external customers	<ul style="list-style-type: none"> <li>□ Internal customers: working within organisation (colleagues, supervisors, staff working in other departments)</li> <li>□ External customers: outside organisation (customers obtaining products and/or services)</li> </ul>
		2.2	Describe how cultural factors can affect customers' expectations	<ul style="list-style-type: none"> <li>□ Cultural experience has a direct impact on customer expectations</li> <li>□ Cultural factors: language; cultural background; beliefs; social attitudes and behaviours (formality of greeting, professional behaviours, personal space, social interactions); language (tone of voice, communication style); values (perception of right or wrong, ethics, environmental responsibility, lifestyle)</li> <li>□ Customer expectations: service delivery (responsiveness, reliability, speed, professionalism, personalisation, attitude, behaviour); products and/or services (ethically produced and sourced, kind to environment, locally sourced, value for money); awareness of cultural differences (customers tend to match their expectations to their own cultural practices and experiences)</li> </ul>
		2.3	Describe the characteristics of challenging customers	<ul style="list-style-type: none"> <li>□ Challenging customers: communication difficulties; negative interactions</li> <li>□ Characteristics of challenging customers: inappropriate behaviour, e.g. impolite (shouting, raised voice, inappropriate language), angry, impatient, frustrated, argumentative, distressed; body language (crossed arms, angry facial expression, hand/arm movements)</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Understand the value of customer loyalty to an organisation	3.1	Explain how the achievement of the customer service offer affects customer loyalty	<ul style="list-style-type: none"> <li>□ Achieving the customer service offer: customer satisfaction (positive feedback, meeting and exceeding customer expectations); positive communications; personalising customer service; compliance with regulations and legislation; consistency of service quality</li> <li>□ Customer loyalty: definition (attitudinal, behavioural); impact of achievement of service offer (positive customer relationships, customer confidence, trust in service offer, commitment to organisation; customer recommendations)</li> </ul>
		3.2	Describe the relationship between customer satisfaction and organisational performance	<ul style="list-style-type: none"> <li>□ Customer satisfaction: needs and expectations are met; delivering products and/or services on time and according to organisational procedures; going the 'extra mile'</li> <li>□ Relationship to organisational performance: repeat business; increase customer spend; customer loyalty; achieving or exceeding agreed performance targets (sales, service level agreements)</li> </ul>
		3.3	Explain how the reputation and image of an organisation affects customers' perceptions of its products and/or services	<ul style="list-style-type: none"> <li>□ Organisational values: ethical/non-ethical (fair-trade, sustainability, environment, human/animal rights); standard of products and/or services provided (quality, price); legal compliance; market leader; size of organisation</li> <li>□ Image: brand; professional; trustworthy; competent; reliable; competitive</li> <li>□ Effect on customers' perceptions: alters customers' expectations (expectations increased/reduced depending on whether reputation and/or image is positive or negative); demands change (realistic, unrealistic)</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		3.4	State the potential consequences of customers' dissatisfaction	<ul style="list-style-type: none"> <li>□ Customer dissatisfaction: failure to meet expectations in products supplied and/or service provided; uncompetitive price charged for products and/or services; mis-selling of products and/or services (unknowingly or deliberate)</li> <li>□ Potential consequences: damage to organisation's reputation; loss of income and customers; fall in profits; loss of staff (redundancies, staff leavers); demotivation of staff</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
4	Understand how legal and ethical requirements relate to customer service	4.1	Explain how sales and consumer-related legislation and regulations affect the delivery of customer service	<ul style="list-style-type: none"> <li>□ Sales and consumer legislation and regulations: 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)</li> <li>□ Impact on customer service delivery: customer's legal and statutory rights; organisation's legal and statutory responsibilities; products and/or services compliance with regulations and legislation; clear policies and procedures in order to remain compliant; staff training on procedures and policies</li> </ul>
		4.2	Explain how health, safety and environmental legislation affects customer service delivery	<ul style="list-style-type: none"> <li>□ Legislation: Health and Safety at Work Act (1974); COSHH (2002); RIDDOR (2013); Manual Handling; Environmental Protection Act 1990; the Waste (England and Wales) (Amendment) Regulations 2014; Waste Electrical and Electronic Equipment (WEEE) Regulations</li> <li>□ Effects on customer service delivery: safety of customers and staff; customer's legal rights; organisation's legal responsibility for safety of products and/or services; products and/or services must meet regulations and legislation</li> </ul>
		4.3	State how ethical considerations affect customer service	<ul style="list-style-type: none"> <li>□ Ethical considerations: fairness (price, treatment of customers, service levels); equality and diversity; approved codes of practice; links to charitable organisations and fair trade partnerships; using local produce and suppliers; environmental footprint</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
	4.4	Explain how equality legislation affects customer service		<ul style="list-style-type: none"> <li>□ Equality Act (2010): legally protects people from discrimination; nine protected characteristics (age, disability, race, religion and beliefs, sex, sexual orientation, pregnancy and maternity, gender reassignment, marriage and civil partnership)</li> <li>□ Effects on customer service: special considerations and reasonable adjustments (improved access arrangements, audio induction loops, literature provided in large type or Braille, interpreters, translators, being patient, offering additional support); fair and equal service provision (staff training and education, monitoring to ensure practices are compliant)</li> </ul>
	4.5	State how legislation affects the use and storage of customer information		<ul style="list-style-type: none"> <li>□ Legislation: The Data Protection Act (1998)</li> <li>□ Key principles: data should be obtained fairly and used only in connection with the purpose originally intended; accurate and kept up to date; not kept for longer than necessary; kept securely; not transferred outside the European Economic Area unless that country has adequate levels of protection</li> <li>□ Effects on use and storage of customer information: data (paper and electronic) stored according to legislation; sharing of information is restricted and controlled (within an organisation, customers and to external organisations); disclosure of information (confirming identity/security questions)</li> </ul>

## Information for tutors

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### Delivery

Perspectives on good customer service gained through engaging with customers and with customer service employers and employees, rather than through a purely theoretical context, are key to the delivery of this unit. Learners should be given opportunities to visit a variety of relevant organisations, where possible, and would also benefit from guest speakers and internet or DVD customer service training programmes.

This unit could be delivered in conjunction with Unit 1: Planning and Participating in Work Experience, where the learner should be encouraged to examine the role and responsibilities of a customer services advisor and the need to deliver consistently high quality customer service.

Learning outcome 1 could be delivered using a tutor presentation followed by a whole group discussion. Learners could also work in small groups or pairs to identify key areas of the role and function of customer service within an organisation and feedback their findings to the whole group.

Learning outcome 2 could be delivered using role play scenarios where learners take on roles of difficult customers. Cultural differences could also be explored using role play. Learners could also be given a research task to complete focusing on different types of customers. An external speaker could also be used within this learning outcome to consolidate learners' understanding of the differences in customers' expectations and how challenging behaviour of customers can be handled in different situations. A video clip or DVD focussing on challenging customers could also be used to demonstrate how best to handle difficult situations.

Learning outcome 3 could be delivered by giving learners a case study of a familiar organisation which uses different strategies to retain customers and how effective this is in reality. Learners could carry out their own research based on this case study that could focus on good and bad practice where customer retention is concerned in different industrial sectors.

Learning outcome 4 focuses on the legal and ethical requirements within customer service and this could be delivered using a tutor presentation followed by whole group or smaller group discussion. Learners do not need to know the specific details of the legislation and regulations but must have an understanding of the key provision(s) from each of these and what it means for customer service delivery. Learners could also look at case studies where legal and ethical issues have arisen in customer service delivery and could then discuss the ways in which these were resolved and how they can be avoided in the future. Learners could also carry out research into key issues using either case studies or focused scenario briefs.

## Assessment

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

To satisfy the assessment criteria for learning outcome 1, learners could produce a short report that focuses on the role and function of customer service in a particular organisation of their choice. The report should detail the purpose and scope of the service offer in the organisation, the value it provides to the organisation and how the service offer is influenced by the organisation's brand image. Learners need to provide clear examples specific to their chosen organisation to support their explanations; for example, they should outline the range of products/services offered as a part of the organisation's service offer and then explain how this service offer benefits the organisation (assessment criterion 1.2). The outline of the service offer should also include a description of the follow-up service offered by the organisation and any features that indicate its effectiveness (1.6). In terms of 1.3, the learner should give at least two examples to show how the organisation has applied its brand values to its service offer. For 1.4, learners should give at least three reasons why it is important for the organisation to deliver consistently high customer service, and for 1.5, learners should outline how the organisation keeps up to date with competitor activity, supported by at least two reasons for doing this.

To satisfy the assessment criteria for learning outcome 2, learners could produce a presentation aimed at new team members that clearly explains the differences between internal and external customers and how cultural differences may affect customers' expectations. This should be supported by good examples of how specific cultural factors could affect customer expectations and the customer experience (assessment criterion 2.2). The presentation should also outline at least three characteristics of challenging customers and give advice on how to deal with challenging customers in different situations (2.3).

To satisfy the assessment criteria for learning outcome 3, learners could produce a report on the value of customer loyalty to a particular organisation. This should ideally be the same organisation used for learning outcome 1. To achieve assessment criteria 3.1 and 3.2, learners need to explain clearly how the organisation's service offer helps it to achieve customer satisfaction and customer loyalty and how this relates to organisational performance. This needs to be supported by examples relevant to the organisation. Learners should describe how customer satisfaction affects at least two areas of organisational performance within their report; these areas should be specific to the organisation, e.g. its objectives, goals and targets (3.2). Learners also need to explain at least two ways in which the image and reputation of the organisation could affect customers' perception of its products/services and three potential consequences of customer dissatisfaction to the organisation. It is important that learners' responses are relevant to their chosen organisation and not generic.

To achieve assessment criteria 4.1, 4.2, 4.3, 4.4 and 4.5, learners could produce a presentation that clearly identifies key pieces of legislation that affects how an organisation delivers customer service. This booklet should include the key provisions from at least four pieces of legislation relating to consumer-based, health and safety legislation and equality. The presentation should also include details of how ethical considerations should be taken into account by the organisation and should also include equality legislation when delivering customer service. The presentation should also include details of how compliance with the relevant legislation affects customer service delivery. Legislation relating to the storage of records should also be included and learners should focus on the key principles of the legislation and the effects on use and storage of customer information, including implications if this legislation is not implemented correctly.

## Suggested resources

### Books

Bradley S – *S/NVQ Level 2 Customer Service* (Heinemann 2007)  
ISBN 9780435465292

HSE – *Health and Safety Made Simple* (HSE Books, 2011) ISBN 9780717664481

Kamin M – *10 Steps to Successful Customer Service* (ASTD Press, 2010)  
ISBN 9781562865900

Malouf D – *How to Kiss and Keep your Customers and Kick the Competition* (Allan B Unwin, 2nd Edition) ISBN 9781865089577

McManus S – *The Customer Service Pocket Book* (Management Pocket Books Ltd, 2013) ISBN 978190661055

Timm P R – *Customer Service: Career Success Through Customer Loyalty*,  
5th Edition (Prentice Hall, 2010) ISBN 9780135063972

Watkinson M – *The Ten Principles Behind Great Customer Experiences*  
(FT Publishing International, 2013) ISBN 9780273775089

### Websites

<a href="http://www.customerserviceexcellence.uk.com">www.customerserviceexcellence.uk.com</a>	The government's customer service standard
<a href="http://www.disability.gov.uk">www.disability.gov.uk</a>	DDA information
<a href="http://www.eoc.org.uk">www.eoc.org.uk</a>	Equal Opportunities Commission
<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>	Health and Safety Executive
<a href="http://www.informationcommissioner.gov.uk">www.informationcommissioner.gov.uk</a>	Data protection information
<a href="http://www.instituteofcustomerservice.com">www.instituteofcustomerservice.com</a>	The professional body for customer service
<a href="http://www.oft.gov.uk">www.oft.gov.uk</a>	The Office of Fair Trading
<a href="http://www.people1st.co.uk">www.people1st.co.uk</a>	The Sector Skills Council for Retail
<a href="http://www.skillsyouneed.com">www.skillsyouneed.com</a>	Customer service skills and information
<a href="http://www.thecpa.co.uk">www.thecpa.co.uk</a>	Consumer Protection Association
<a href="http://www.tradingstandards.gov.uk">www.tradingstandards.gov.uk</a>	Trading Standards Office

# **Unit 3: Understanding Customer Service Delivery**

**Unit reference number: M/506/9012**

**Level: 2**

**Credit value: 3**

**Guided learning hours: 22**

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## **Unit aim**

Working in a customer service role can have many different, and at times difficult, demands and it is vital that staff are able to give a consistent and reliable level of service at all times to ensure customer satisfaction and exceed customer expectations. A key role of a customer service representative is to ensure that the level and standard of service given to customers remains consistently high so that the organisation can rely on their customers giving positive feedback on their experience.

This unit focuses on the knowledge and attitudes required to deliver consistent and reliable customer service. It gives learners the opportunity to identify exactly what customers' needs and expectations are and how these can be met effectively and efficiently. This could be through product/service knowledge, managing expectations and ensuring that policies and procedures are followed at all times.

Learners will know learn how to interact with customers in a positive manner. Behaviour is a key attribute in ensuring that customers feel they have been treated well and is central to gaining their trust and putting them at ease, without making them feel pressured.

Within any customer service situation, teamwork is vital. An effective customer service team works closely together to ensure that the goals of the team are achieved and that feedback gained from other members of the team is used constructively to improve the service offered to customers. Learners will develop knowledge of the objectives of a customer service team, how to resolve team conflicts and behave in a way that is respectful and inclusive.

## **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 deliver reliable customer service	1.1	State the difference between the features and benefits of a product or service	<ul style="list-style-type: none"> <li>□ Features and benefits: definition of terms; examples of features and benefits of different types of products and service</li> </ul>
		1.2	Describe how to identify customers' needs and expectations	<ul style="list-style-type: none"> <li>□ Identifying customers' needs and expectations: open and closed questioning techniques; active listening; results of surveys; obtaining customer feedback</li> </ul>
		1.3	Explain how to ensure that promises made to customers balance the needs of the organisation and customers	<ul style="list-style-type: none"> <li>□ Realistic promises: within authority; within ability and capacity to deliver; knowledge of delivery dates and availability of goods</li> <li>□ Balancing needs: customers' expectations, e.g. fit for purpose goods and service, prompt service; objectives of organisation, e.g. minimising costs, maximising profits, deliver effective service; service offer; offering alternatives; acceptability of alternatives</li> </ul>
		1.4	State the importance of following up actions and keeping promises when delivering customer service	<ul style="list-style-type: none"> <li>□ Follow up actions: delivering product and/or service on time and according to customer expectations; calling back when agreed; resolving problems and complaints according to organisational procedures and customer expectations</li> <li>□ Importance: maintains customer satisfaction; promotes goodwill; improves customer loyalty; positively affects organisation's reputation; increases business; avoids customer complaints and compensation costs</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		1.5	Describe how to manage situations where promises cannot be kept due to unforeseen circumstances	<ul style="list-style-type: none"> <li>□ Managing broken promises: timely communications with customers; appropriate communication method (telephone, face-to-face, email, letter); service recovery (sincere apology, explanation of situation, offering alternatives, refund and compensation policy, authority and limit to acting outside of procedures); escalation procedures; recording and communicating resolution</li> </ul>
		1.6	Explain the importance of following organisational policies and procedures in delivering customer service	<ul style="list-style-type: none"> <li>□ Organisational policies and procedures: keeping accurate records; staff policy (dress code, professional behaviour); dealing with enquiries; handling financial transactions; refunds policy; medical emergencies; complaint handling (escalation procedures); contractual agreements with customers; dealing with offensive behaviour</li> <li>□ Importance: ensuring consistent and reliable service; compliance with legal obligations; enhanced reputation; customer satisfaction; efficient operation of organisation; corporate identity</li> </ul>
		1.7	Describe barriers to providing effective customer service	<ul style="list-style-type: none"> <li>□ Barriers: unmanageable and restrictive organisational policies and procedures; inadequate customer service systems or procedures; staff problems (unclear lines of responsibilities and levels of authority, staff shortages, competence levels and knowledge, lack of incentives, use of jargon and/or abbreviations); poor customer service culture; poor communication (colleagues, customers)</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to interact with customers in a positive way	2.1	State the importance of treating customers as individuals	<ul style="list-style-type: none"> <li>□ Treating customers as individuals: meeting individual needs; personalising service, e.g. using customer's name, spending time to explain; researching customer information; limits to using own initiative; understanding personality types, e.g. dominant, influential, steady, conscientious</li> <li>□ Importance: customer satisfaction; reduced complaints; organisation's reputation and profitability; customer loyalty; customer retention; compliance with legislation (Equality Act 2010)</li> </ul>
		2.2	Describe how to behave in a way that meets customers' expectations	<ul style="list-style-type: none"> <li>□ Behaviour: staff attitude (courteous, professional, respectful, knowledgeable, body language, tone of voice, appearance); resolve or escalate complaints and problems; follow up queries; meet service level agreements; follow organisational procedures</li> </ul>
		2.3	Describe techniques that can be used to put customers at ease and gain their trust	<ul style="list-style-type: none"> <li>□ Putting customers at ease: build rapport (friendly, listen, ask questions, open body language, eye contact, show empathy); relate and listen to customer problems or requests</li> <li>□ Gaining trust: remain impartial; be open to suggestions; active listening; avoid misleading comments or making promises that cannot be met</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Know how to work within a team to deliver customer service	3.1	Outline the benefits of effective team working in customer service delivery	<ul style="list-style-type: none"> <li>□ Benefits to the organisation: achieving organisational goals and objectives; make use of strengths; good internal communications; increased efficiency, less duplication of work; less risk by sharing work; more flexible workforce</li> <li>□ Benefits to team members: opportunity to develop talents; motivation; job satisfaction; opportunities for creativity; feeling of belonging</li> <li>□ Benefits to customers: seamless service; customer satisfaction; service reliability; improved communications</li> </ul>
		3.2	State the typical goals of a customer service team	<ul style="list-style-type: none"> <li>□ Typical customer service team goals: e.g. respond to customers in line with organisational timescales; treat all customers fairly in line with policy; provide clear and accurate information; resolve queries and problems in a specific timeframe; develop positive relationships with customers; exceed customer expectations; attract and retain customers</li> </ul>
		3.3	Describe conflict management techniques that may be used to resolve team conflicts	<ul style="list-style-type: none"> <li>□ Sources of team conflict: interpersonal (personality, values, behaviour, attitudes); task-based, e.g. unclear or unrealistic goals or expectations</li> <li>□ Managing conflict: dealing with conflict, e.g. emotional awareness, active listening, effective verbal and nonverbal communications, forgiveness, 'picking battles'; conflict management techniques (forcing, collaborating, compromising, withdrawing, smoothing)</li> </ul>
		3.4	Describe how to give feedback constructively	<ul style="list-style-type: none"> <li>□ Constructive feedback: definition, i.e. useful, meaningful, impactful; types (positive, negative); purpose, e.g. builds relationships, reinforces good behaviour, improves undesirable behaviour</li> <li>□ Giving feedback constructively: clear purpose; appropriate timing privacy; provide specific examples; focus on behaviour; clear, practical actions; check understanding; balance positive and negative feedback; offer support</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		3.5	Describe the types of personal behaviour that supports equality, diversity and inclusion in the workplace	<ul style="list-style-type: none"> <li>□ Types of personal behaviour: appropriate communications e.g. non-discriminatory language; allowing others to express their views; listening to others; tolerance and open-mindedness; respect for values, beliefs and customs of colleagues; integrity, fairness and consistency in decision-making</li> </ul>

## Information for tutors

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### Delivery

This unit could be delivered in conjunction with Unit 1: Planning and Participating in Work Experience, where the learner should be encouraged to use the key information from this unit such as how their behaviour would have a great impact upon this role and how to interact with customers.

Learning outcome 1 can be achieved by preparing a presentation for learners which captures the key points. This could be followed up by small group discussions where learners make notes. A series of role plays could also be used to emphasise the points relating to following up actions and dealing with broken promises. Research could be carried out focusing on how organisations use their policies and procedures to ensure consistency in their delivery of customer service.

Learning outcome 2 could be delivered using presentations covering key areas and video clips that clearly highlight key behaviours amongst customer service representatives, showing both good and bad practice. Role play could also be used to reinforce this learning. Case studies could also be used to identify positive and negative customer interactions and how these affect the customer experience.

Learning outcome 3 could be delivered using a visit to customer service environment where working in teams is a key feature of the role. This would give learners experience of a working environment and demonstrate how teams can work together effectively. If a visit is not possible, then it may be viable to invite a guest speaker from a local organisation to speak to the group. Small group discussions could also be used to identify key areas of teamwork, along with presentations focussing on feedback and behaviours.

### Assessment

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

To achieve learning outcome 1, learners could produce a presentation to be delivered to newly employed customer staff outlining the key principles and practices of delivering effective customer service. The presentation should cover all the requirements in assessment criteria 1.2–1.7. To meet 1.2, learners should describe at least two ways of identifying customer needs and expectations. For 1.3, learners should clearly explain at least two actions that can be taken to ensure that promises made to customers are realistic and meet the needs of customers and the organisations. For 1.4 and 1.6, learners should provide three reasons each to support the importance of following up actions and following organisational procedures and policies. This should be supported with relevant examples of where policies can be used successfully to deliver effective customer service. Learners should describe at least three actions that can be taken to manage situations when promises cannot be kept and at least three barriers to providing effective customer service (1.5 and 1.7).

To achieve 1.1, learners could write a short report on the features and benefits of products with which they are familiar. The tutor could give learners an assignment based on a well-known organisation for learners to research their products to create their report.

To meet learning outcome 2, learners could present a leaflet for new customer service staff detailing how to interact with customers in a positive manner. As an introduction to the leaflet information, learners should state how to treat customers as individuals and give at least three reasons why it is important to do so. Learners should emphasise the importance of the equality legislation (assessment criterion 2.1). The body of the leaflet could be then divided into two broad areas of positive behaviours to meet customer expectations and techniques to put customers at ease. Learners should describe and give examples of at least three positive behaviours that would meet customer expectations, and describe at least three techniques or actions that can be taken to put customers at ease (2.2 and 2.3).

To achieve assessment criterion 3.1, learners could write a short report on the benefits of working in a team. Learners could focus on one or two organisations that they are familiar with to identify at least three benefits.

To achieve 3.2, learners could work in small groups or pairs to identify typical goals of a team working within a customer service setting. After collecting their ideas, learners could write a short report outlining at least three goals.

To achieve 3.3 and 3.5, learners could create a presentation which gives details on how conflicts can be managed within a team. Learners could be given a series of scenarios concerning team conflict – their presentation would need to include how these conflicts could be resolved for the good of the team and for the good of the service being provided. The presentation should also include the different types of personal behaviour that should be portrayed by customer service representatives to ensure that equality and diversity principles are adhered to within the workplace.

To achieve 3.4, learners could use the presentation prepared in 3.3 above to deliver the contents to the class and feedback could be given by other members of the class. Learners could then individually describe how this feedback was given and whether or not it was constructive and would help them deliver a better presentation in the future.

It may be possible to assess the unit 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 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**

Bacal R – *Perfect Phrases for Customer Service, Second Edition* (Perfect Phrases Series) (McGraw-Hill Professional, 2011) ISBN 9780071745062

Bradley S – *S/NVQ Level 2 Customer Service* (Heinemann, 2007) ISBN 9780435465292

Cockerell L – *The Customer Rules: The 39 Essential Rules for Delivering Sensational Service* (Crown Business, 2013) ISBN 9781781251225

Evenson R – *Customer Service Training 101: Quick and Easy Techniques That Get Great Results* (Amacom, 2010) ISBN 9780814416419

Kelcher M – *Better Communication Skills for Work* (BBC) ISBN 9780563363705

Malouf D – *How to Kiss and Keep your Customers and Kick the Competition* (Allan B Unwin, 2nd Edition) ISBN 9781865089577

McManus S – *Customer Service Pocketbook* (Management Pocketbooks, 2013) ISBN 9781906610555

Timm P – *Customer Service: Career Success Through Customer Loyalty* (Prentice Hall, 2010) ISBN 9780135063972

### **Websites**

<a href="http://www.customerserviceexcellence.uk.com">www.customerserviceexcellence.uk.com</a>	The government's customer service standard
<a href="http://www.customerservicemanager.com">www.customerservicemanager.com</a>	Information on valuable customer service skills
<a href="http://www.eoc.org.uk">www.eoc.org.uk</a>	Equal Opportunities Commission
<a href="http://www.diversityleaders.org.uk">www.diversityleaders.org.uk</a>	Information on diversity in the workplace
<a href="http://www.instituteofcustomerservice.com">www.instituteofcustomerservice.com</a>	The Institute of Customer Service is the professional body for customer service
<a href="http://www.nationalcareersservice.direct.gov.uk">www.nationalcareersservice.direct.gov.uk</a>	Information on different jobs including customer service
<a href="http://www.skillsyouneed.com">www.skillsyouneed.com</a>	Customer service skills and information
<a href="http://www.teamtechnology.co.uk">www.teamtechnology.co.uk</a>	Information on team working

# **Unit 4: Communicating with Customers**

**Unit reference number: T/506/9013**

**Level: 2**

**Credit value: 2**

**Guided learning hours: 15**

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## **Unit aim**

Communicating with customers is a vital part of any customer service role. Effective communication is essential in order to provide customer satisfaction and to present a favourable image of an organisation. It is important that customer service representatives are able to communicate both verbally, non-verbally and in writing with customers to ensure that all queries and issues can be resolved in a timely and effective manner.

This unit will develop learners' knowledge and skills in communicating with customers. Learners will explore the importance of communicating effectively, appropriate communication methods for different situations, and the benefits and drawbacks of commonly used communication methods. Learners will also look at the effects of tone of voice and body language, and the potential impact that the use of positive or negative customer service language may have on customers and their perceptions of an organisation.

Learners will investigate different forms of written communication with customers, the purposes for which they are used, and the practices to follow when producing them. Learners will also have the opportunity to demonstrate both verbal and written communication skills.

## **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 communication in customer service	1.1	Explain the importance of effective communication in customer service	<ul style="list-style-type: none"> <li>□ Effective communication: communication process, i.e. sender, receiver, message, noise, feedback loop; communication skills, e.g. active listening, questioning skills, non-verbal communication (facial expression, body language); writing skills</li> <li>□ Importance: better understanding of customers' needs, expectations and perspective; customers understanding of product features and benefits; builds customer relationships; improves customer satisfaction and loyalty; customer retention; profitability and reputation of the organisation</li> </ul>
		1.2	Explain why different methods of communication should be used in different situations in customer service	<ul style="list-style-type: none"> <li>□ Methods: written, e.g. letter, email, leaflets, ICT and social media; verbal, e.g. telephone, face to face, demonstrations; non-verbal, e.g. body language; benefits and drawbacks of each method</li> <li>□ Situations: circumstances, e.g. customer requesting information, customer making a complaint, customer asking for help, organisational decision to contact customers with information; time constraints, e.g. need to adhere to organisation's Service Level Agreements (SLAs), customer-initiated contacts require acknowledgement or answer as soon as possible; legal requirements, e.g. contractual agreements and legally binding terms must usually be set out in writing</li> </ul>
		1.3	Describe the types of information needed when communicating with customers	<ul style="list-style-type: none"> <li>□ Types of information: product information and availability; organisational policies and procedures; customers' needs and expectations; competitor pricing and service offers</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to communicate with customers verbally and in writing	2.1	Describe how tone of voice and body language can affect the way customers perceive their experience	<ul style="list-style-type: none"> <li>□ Tone of voice: pitch, volume, speed; professionalism; friendliness</li> <li>□ Body language: facial expression, posture, movements, distance between people; open and closed body language</li> </ul>
		2.2	Outline the impact of positive and negative customer service language on an organisation and its customers	<ul style="list-style-type: none"> <li>□ Positive customer service language: words that convey support and develop confidence and reassurance, e.g. 'I can', 'I will ensure', 'I understand'; impact, e.g. repeat business, improved reputation, increased revenue, supports consistent delivery, improves customer experience including tips for staff</li> <li>□ Negative customer service language: words with negative or judgmental implications; impact, e.g. complaints from customers, loss of business, damaged reputation</li> </ul>
		2.3	Describe different questioning techniques that can be used when communicating with customers verbally	<ul style="list-style-type: none"> <li>□ Different types of questioning techniques: probing, open, closed, funnel, leading, rhetorical</li> </ul>
		2.4	Describe practices for producing different forms of written communication	<ul style="list-style-type: none"> <li>□ Practices for producing different forms of written communication: use of 'house style' and templates; business conventions for written communications (salutations, close, paragraphing); proof-reading conventions (grammar, spelling, sentence construction); circulation, e.g. restricted, open; storage</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to communicate effectively with customers verbally and in writing	3.1	Listen 'actively' to what customers are saying	<ul style="list-style-type: none"> <li>□ Active listening: attentive; techniques, e.g. allowing customer to speak without interruption, taking notes, repeating back to confirm understanding; body language (good eye contact, open, nodding)</li> </ul>
		3.2	Use verbal and non-verbal communication techniques to convey messages	<ul style="list-style-type: none"> <li>□ Verbal communication: clarity of speech, e.g. volume, speed, tone of voice; language appropriate to the message; appropriate use of jargon/technical words; use of positive language; appropriate use of questioning techniques based on situation (open-ended, closed); checking understanding, e.g. summarising, repeating details</li> <li>□ Non-verbal signals: facial expressions, body language; mirroring customers' body language; adapting communication to customer needs</li> </ul>
		3.3	Produce clearly written communications in accordance with given standards, style and tone	<ul style="list-style-type: none"> <li>□ Written communications: plan in accordance with the objectives of the communication; appropriate choice of format, e.g. emails, letters; use of positive language; adherence to given requirements (business writing conventions, style, tone, templates)</li> </ul>

## Information for tutors

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### Delivery

For learning outcomes 1 and 2, learners need to understand the range of verbal and non-verbal communication methods, how they are used, and how they affect customers. The use of video clips/DVDs showing body language, tone of voice, and positive and negative customer service language in action will help learners to understand the variety of ways in which feelings can be expressed to customers. Role play and simulations could be used to enable learners to actively understand aspects of communication, and also to develop and practise the skills they will need for learning outcome 3. The importance of clear communication needs to underpin delivery. Insight into the types of information needed to support communication with customers, as well as into a wide range of communication techniques, could be provided through the use of visiting speakers and case studies.

For learning outcome 2, learners will need the opportunity to see a variety of written customer service communications. The use of case studies and worksheets with appropriate guidance would allow learners to build up their knowledge and confidence before moving on to practise these skills for learning outcome 3.

Once learning outcomes 1 and 2 have been delivered, learners should have the underpinning knowledge to move on to learning outcome 3 and communicate verbally and in writing with customers. Role play activities reflecting typical customer service interactions could be recorded to enable learners to watch their own communication with customers and develop their own interpersonal skills. Learners must also be able to demonstrate how to communicate with customers in writing in accordance with given requirements, and would benefit from scenarios in which to practise these skills covering a range of different circumstances and organisational styles.

### Assessment

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

To achieve assessment criterion 1.2, learners should describe at least three different ways of communicating with customers, also describing when it is appropriate to use each of the ways. At least one way should be written and at least one should be verbal. For 1.3, learners should describe at least one benefit and at least one drawback of each of the following: face-to-face, telephone and written communication. For 1.4, learners should describe at least four types of information needed when communicating with customers. Learners could use a report or a presentation to present their evidence.

For learning outcome 2, learners could produce a 'Communicating with Customers Guide' for a particular organisation. In the guide, learners should describe at least two ways in which tone of voice and body language can affect the customer experience. Relevant examples of specific types of body language and its potential impact should be given (assessment criterion 2.1). To meet 2.2, learners should explain the meaning of positive and negative customer service language and give examples of each. Using the examples, learners should then explain the impact of these on the customer and the specific organisation. For 2.3 and 2.4, learners should describe at least three different questioning techniques that can be used when communicating with customers and the acceptable best practice for producing at least two different forms of written communication, e.g. letters, emails.

It is possible for this learning outcome to be assessed using Q&A alongside learning outcome 3 – please see below.

Observation and product evidence is a primary source of evidence for learning outcome 3. Evidence for assessment criteria 3.1 and 3.2 should come from a record of learners being observed communicating verbally with customers in role-plays or simulated customer service situations. Learners should interact with at least two customers asking questions that will enable them to answer customers' queries to a satisfactory conclusion. Learners should also demonstrate at least two listening techniques when dealing with customers and should demonstrate non-verbal communication techniques appropriate to the situation. It is possible for the assessor to use oral questioning during and after the observation of the learner to meet the assessment criteria of learning outcome 2. In this case, the assessor should produce observation records with sufficient detail to show why the assessor decided that each assessment criterion had been met. 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.

To meet assessment criterion 3.3, learners should communicate with customers in writing, producing at least two separate written communications, and suitable tasks/scenarios will need to be created by the tutor, for example a customer query or complaint. The communications created by learners should be fit for the purpose in the context of the tasks/scenarios and should be in line with acceptable practice for the type of written communication, e.g. business writing conventions, language, tone, format, etc. If appropriate, tutors could also accept reflective accounts.

## **Suggested resources**

### **Tutor resource**

Watkinson M – *The Ten Principles Behind Great Customer Experiences* (FT Publishing International, 2013) ISBN 9780273775089

### **Tutor and learner resources**

Bacal R – *Perfect Phrases for Customer Service, Second Edition* (Perfect Phrases Series) (McGraw-Hill Professional, 2011) ISBN 9780071745062

Bounds A – *The Snowball Effect: Communication Techniques to Make You Unstoppable* (Capstone, 2013) ISBN 9780857083975

Kamin M – *10 Steps to Successful Customer Service* (ASTD Press, 2010) ISBN 9781562865900

Leland K and Bailey K – *Customer Service for Dummies*, 3rd Edition (John Wiley & Sons, 2011) ISBN 9780471768692

Lucas R W – *Customer Service Skills for Success*, 5th Edition (McGraw-Hill Higher Education, 2011) ISBN 9780071315920

Timm P – *Customer Service: Career Success through Customer Loyalty* (5th edition) (Prentice Hall, 2010) ISBN 9780135063972

### **Magazine**

*Customer Focus* – magazine produced by the Institute of Customer Service, has information on customer service practice, including topical issues relating to the customer service industry

## Websites

<a href="http://www.brockport.edu">www.brockport.edu</a>	USA education establishment with information on customer service language - a useful publication is <i>Customer Service Language</i>
<a href="http://www.businesstrainingworks.com">www.businesstrainingworks.com</a>	Includes information on customer service language
<a href="http://www.mindtools.com">www.mindtools.com</a>	Includes information on communication and personal career skills
<a href="http://www.skillsyouneed.com">www.skillsyouneed.com</a>	Information on customer service skills and skills needed for life, personal and work development
<a href="http://www.yourdictionary.com">www.yourdictionary.com</a>	Search for information on body language for customer service

# **Unit 5: Understanding How to Support Customer Service Improvements**

**Unit reference number: L/506/9017**

**Level: 2**

**Credit value: 2**

**Guided learning hours: 18**

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## **Unit aim**

This unit focuses on how an organisation can change its products, services and systems in order to meet and exceed customers' expectations. In this unit learners will develop their understanding of the activities and methods that employees can use to identify potential customer service improvements and contribute to and support changes to bring about improvement. Over time customers' expectations change and it is necessary for organisations to improve their goods and service to meet those expectations and remain competitive.

It is the role of the employee to support any changes that are introduced by presenting a positive image of the changes to their customers. The sources of ideas for improvements may come from customers in the form of formal or informal feedback that is collected by the organisation. Often people dealing directly with customers, who know the products and services provided by the organisation, will have their own ideas for improvements.

On completion of this unit learners will understand why continuous improvements to products and services are important to an organisation. They will know how to use customer feedback to identify potential product and service improvements and how they can contribute positively to an organisation's implementation of the changes required.

## **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 importance of continuous improvement in customer service	1.1	Describe how the customer experience is affected by the way customer service is delivered	<ul style="list-style-type: none"> <li>□ Components of delivering customer service: staff (knowledge of products, personal behaviours, interpersonal skills); physical environment, e.g. retail premises, office environment; systems and procedures, e.g. online, IT systems</li> <li>□ 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</li> <li>□ Customer expectations and customer satisfaction</li> </ul>
		1.2	Describe the purpose of continuous improvement in customer service	<ul style="list-style-type: none"> <li>□ Continuous improvement: definition, i.e. an ongoing effort to improve processes, systems and products and services for the benefit of customers</li> <li>□ Purpose: competitiveness; customers' increasing expectations; customer retention; changes in technology</li> </ul>
		1.3	Explain how continuous improvements in customer service relates to the goals and targets of an organisation	<ul style="list-style-type: none"> <li>□ Organisational goals: vision; mission statement; operational objectives, e.g. sales, revenue, market share, profitability</li> <li>□ Targets: sales targets; increase in repeat customers; profit targets; fewer customer complaints; customer retention, customer satisfaction</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to identify potential improvements to customer service	2.1	Outline different types of feedback that could be used to identify ways of improving customer service	<ul style="list-style-type: none"> <li>□ Formal feedback: feedback cards; questionnaires; customer complaints and problems; compliments</li> <li>□ Informal feedback: comments to staff members about service delivery; social media feedback; informal discussions</li> </ul>
		2.2	Outline the types of improvements that customer feedback can identify	<ul style="list-style-type: none"> <li>□ Improvements: procedures and systems; product and/or service offer; physical layout/placement of products; product labelling, packaging, reliability, dimensions; service timing</li> </ul>
		2.3	Describe how ideas for improvement could be presented	<ul style="list-style-type: none"> <li>□ Methods of presentation: e.g. reports, PowerPoint presentations, informal discussions, formal product/service development</li> <li>□ Ideas for improvements: based on evidence, e.g. customer feedback, sales staff feedback, engineers' reports, data from failure rates</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Understand how to support own and organisation-led changes to customer service	3.1	Describe how to work positively with others to support improvements in the way customer service is delivered	<ul style="list-style-type: none"> <li>□ Working with others: team working; projects; co-operative exchanges of information; product champions; secondments</li> <li>□ Personal development: learning from customer feedback; observing skilled colleagues; attending training events; setting personal development targets</li> </ul>
		3.2	Explain why it is important to give a positive impression to customers about customer service changes	<ul style="list-style-type: none"> <li>□ Importance: customer confidence; acceptance of the improvements; customer retention; promoting the organisation to customers</li> <li>□ Giving positive impression of changes: explaining benefits of changes; knowledge of changes and implementation; verbal and non-verbal promotion of changes; co-operating with implementation plans</li> </ul>
		3.3	Describe constraints on implementing changes to customer service	<ul style="list-style-type: none"> <li>□ Constraints: costs; staff resources; differing customer and staff perceptions; time; legislation and regulations; limits of own authority</li> </ul>
		3.4	Describe how changes to customer service can be communicated effectively to customers and staff	<ul style="list-style-type: none"> <li>□ Staff: team meetings; product launches; formal and informal briefings; training events</li> <li>□ Customers: online information; advertisements in range of media, e.g. magazines, newspapers; social media; product launches</li> </ul>
		3.5	Explain potential impacts of changes to customer service delivery	<ul style="list-style-type: none"> <li>□ Positive impacts: increased sales; customer satisfaction; customer retention; increased referral rates; profitability; improved employee satisfaction</li> <li>□ Negative impacts: decreased sales; customers switching to alternative products or services; decreased profits; increased criticism of organisation</li> </ul>

## Information for tutors

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### Delivery

Learning outcome 1 develops learners' understanding of the importance of continuously improving the service that an organisation provides to customers. This learning outcome could be delivered by a presentation delivered by the tutor or a visiting speaker from a local customer service-based organisation. Case studies of organisations that have focused on continuous improvements in their customer service offer could be used as a basis of a whole group or smaller group discussions.

Learning outcomes 2 and 3 could both be delivered using a guest speaker with experience in developing and implementing changes in customer service. Alternatively, video clips or case studies may be used supported by group discussions.

### Assessment

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

For learning outcome 1, learners could produce a short report on the importance of continuous improvements in customer service. The report should highlight at least three ways in which the customer experience is affected by the way customer service is delivered. This should be supported by specific examples. It should also outline at least two reasons for continuous improvements in customer service and show how different types of improvements relate to the goals and targets of an organisation. Learners should refer to a particular organisation to achieve assessment criterion 1.3 and should provide give clear examples of to show how specific improvements in customer service impact on the stated goals and targets of this organisation.

Learning outcome 2 focuses on the learner identifying improvements to products and services based on feedback from customers. Learners should be able to describe at least two formal feedback methods and one informal method. The learners could make a critical appraisal of customer feedback and identify improvements that could be implemented to a service or product supplied by an organisation. A case study of a particular product could provide an opportunity for a presentation by the learner that would consider what prompted the review, the possible improvements to be considered and how any recommendations could be presented as a persuasive argument for improvements to a management representative.

Learning outcome 3 is concerned with providing a positive image of the organisation and any changes that may have been introduced to improve the customer experience. A case study drawn from a real example of a service or product improvement could allow the learner to explore the issues around implementing improvements and communicating them to customers and staff. A presentation describing and explaining a communication plan to inform customers and staff about a service improvement could be followed by a short report providing further details about the plan.

It may be possible to assess the unit 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**

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**

<a href="http://www.customerserviceexcellence.uk.com">www.customerserviceexcellence.uk.com</a>	Includes best practice case studies
<a href="http://www.instituteofcustomerservice.com">www.instituteofcustomerservice.com</a>	The independent, professional membership of customer service, includes a resources section with a glossary of terms, downloadable resources and guidance notes

# **Unit 6: Understanding How to Handle Customer Problems**

**Unit reference number: R/506/9018**

**Level: 2**

**Credit value: 2**

**Guided learning hours: 17**

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## **Unit aim**

Being able to handle customer service problems is an important aspect of any customer service role. It is important that it is carried out correctly and effectively in order to provide customer satisfaction, to meet the needs and expectations of the customer, and to present a favourable image of the organisation.

In this unit, learners will understand the differences between a customer problem and a customer complaint, the common causes of customer problems, and how to act to resolve them. Learners will also develop an understanding of how customer feedback can be used to improve the resolution of customer problems.

## **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	Know how to identify customer problems	1.1	State the differences between a customer problem and a customer complaint	<ul style="list-style-type: none"> <li>□ Customer problem: resolution by customer facing staff, i.e. service deliverer; established procedures to support resolution</li> <li>□ Customer complaint: customers' formal expression of dissatisfaction; requires service recovery actions; escalation and resolution by line management</li> </ul>
		1.2	Describe common causes of customer problems	<ul style="list-style-type: none"> <li>□ Customer problems: routine and non-routine problems; common causes, e.g. returns, delivery errors, incorrect customer records, delays with goods, system malfunctions</li> </ul>
		1.3	Describe the types of customer behaviours that may indicate when a problem exists	<ul style="list-style-type: none"> <li>□ Communications: verbal, e.g. use of negative language, shouting; non-verbal, e.g. negative body language, e.g. frowning, defensive posture</li> <li>□ Personal behaviours: abrupt; aggressive; dismissive; demanding; overly formal</li> <li>□ Interaction with organisation: requesting more support; returns; complaints; frequent queries; lack of communication</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to resolve customer problems	2.1	Describe the features of organisational procedures used to support the resolution of customer problems	<ul style="list-style-type: none"> <li>Features of organisational procedure: formalised process; escalation points; roles and responsibilities; limits of authority; scripts; organisational lines of authority and responsibility; timescales for initial response and final resolution</li> </ul>
		2.2	Describe how to respond to customer problems	<ul style="list-style-type: none"> <li>Responding to customer problems: behaviours, e.g. apologetic, being prompt, polite and positive, empathising; actions, e.g. questioning, allowing customer time to explain problem, discussing alternative and options with customer, agreeing a solution, keeping customers informed of progress, fulfilling promises, follow-up; attitudes, e.g. personalising service (using customer's name), following organisational procedures; choice of most appropriate communication method, e.g. telephone, face-to-face, email</li> </ul>
		2.3	Describe techniques to deal with situations where customers become agitated or angry	<ul style="list-style-type: none"> <li>Techniques to deal with angry customers: stay calm; active listening; questioning techniques; assertiveness; empathy; being reassuring; being seen to act; conflict resolution techniques, e.g. compromising, accommodating; CARP (Control, Acknowledge, Refocus, Problem-solving) system</li> </ul>
		2.4	Describe the types of behaviour that may have a negative impact on the resolution of customer problems	<ul style="list-style-type: none"> <li>Types of unhelpful behaviours: aggressive behaviours, e.g. arguing, shouting; passive aggressive behaviours, e.g. sarcasm, ignoring the customer, lack of urgency; negative body language and facial expressions; negative tone of voice; disagreeing</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		2.5	Explain the importance of understanding limits of own authority when resolving customer problems	<ul style="list-style-type: none"> <li>□ Limits of own authority: based on limits of job role (job description); organisational procedures; agreed role and responsibilities in resolving customer problems</li> <li>□ Importance: compliance with organisational procedures; balancing promises with objectives of the organisation; escalation of complaints; accessing support and advice in dealing with problems (managers, colleagues); effective resolution of problems/complaints; information management for customer service improvements</li> </ul>
		2.6	Explain the importance of responding to customer problems promptly	<ul style="list-style-type: none"> <li>□ Responding to problems quickly: customer satisfaction; service recovery; organisation's reputation and profitability; customer loyalty; customer retention</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Know how customer feedback on problems can be used to improve the customer experience	3.1	Describe methods used to encourage customers to provide feedback	<ul style="list-style-type: none"> <li>□ Feedback methods: at time of interaction/transaction, e.g. face-to-face, telephone; post-interaction/transaction, e.g. online, post-transaction feedback survey, suggestion boxes, emails</li> <li>□ Methods of encouraging feedback: attentiveness in handling problems; personalising service; building rapport; product rating system; incentives, e.g. discounts, prize draws; order status email</li> </ul>
		3.2	State the importance of sharing customer feedback with others in an organisation	<ul style="list-style-type: none"> <li>□ Sharing customer feedback: passing on feedback , e.g. team leader, line manager, colleagues in other teams, service partners</li> <li>□ Importance: shared understanding of customer problems; identifying options and alternatives for resolving customer problems; consistent approach to problem resolution; improvements to systems and procedures; identifying moments of truth; opportunities for service recovery</li> </ul>

## Information for tutors

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### Delivery

Learning outcome 1 could be delivered through a tutor-led discussion on the different causes of customer problems and how to identify the existence of problems. Learners will have everyday experiences as customers themselves and should be encouraged to share these. Learners could be asked to give examples of the types of problems they have had with goods and/or services and how they felt and reacted to these problems. They could also give examples of the types of behaviours they have witnessed other customers demonstrating when reporting problems. It is important that learners understand the range of behaviours that may indicate a problem, not just personal behaviours and communications but also the nature and volume of interactions with the organisations. For example, a customer repeatedly requesting support or returning multiple items may also indicate customer problems.

Learning outcome 2 could be delivered using relevant video clips that demonstrate different situations and customer problems and how they are resolved. It would be good to use a combination of videos clips that demonstrate positive problem resolution and negative problem resolution. This could be followed by small group discussions where learners identify and discuss good and poor examples of resolving customer problems from the video clips. The outcomes from this discussion could then be shared with the wider group. Role-plays could also be used if video clips are not available; learners could be placed into small groups and given a series of routine customer problems that they need to deal with. These role-play scenarios could then be used to generate a whole group discussion.

Learning outcome 3 could be delivered using a guest speaker from a local customer service-based or retail business or through case studies, supported by tutor-led discussions. This delivery of this learning outcome could be linked to the delivery of the unit titled *Understanding How to Support Customer Service Improvements*.

### Assessment

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

For learning outcome 1, learners could produce a short report covering all the assessment criteria. The report should be based on a particular organisational context, which could be a local organisation or one in a case study; however, a real local organisation is preferable. Learners should give at least two different causes of customer problems within the particular organisational context and at least three types of customer behaviours that are used, or could be used, by the particular organisation to identify when customer problems exist (assessment criteria 1.2 and 1.3).

For learning outcome 2, learners could produce a 'How to Resolve Customer Problems Guide' for new customer service staff in the organisation referenced in learning outcome 1. The guide should include:

- an outline of the particular organisational procedures that support staff in dealing with customer problems, highlighting at least two features in these procedures that will help staff in dealing with customer problems. This should then be supported by at least two reasons why it is important for staff to understand the limits of their own authority in resolving customer problems (assessment criteria 2.1 and 2.5)
- a clear description of organisational best practice for responding to customer problems. Where there is little or no clear best practice or procedures in the organisation, learners could suggest appropriate guidance suitable to the nature of the organisation (2.2)
- a description of at least two techniques to deal with angry customers in the context of the organisation, and at least two types of behaviours that could make such difficult situations worse (2.3 and 2.4)
- a description of the organisation's policy relating to customer response times and at least three reasons why it is important for staff to respond to customers problems promptly (2.6).

Learning outcome 3 could be assessed by a presentation on how customer feedback on problems could be used to improve the level of customer service. This presentation could also be based on the organisation referenced in learning outcomes 1 and 2.

It may be possible to assess the unit 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**

Leland K and Bailey K – *Customer Service for Dummies*, 3rd Edition (Wiley Publishing Inc., 2011) ISBN 978047176892

Lucas R W – *Customer Service Skills for Success*, 5th Edition (McGraw-Hill Higher Education, 2011) ISBN 9780071315920

Watkinson M – *The Ten Principles Behind Great Customer Experiences* (FT Publishing International, 2013) ISBN 9780273775089

## Websites

<a href="http://www.businessballs.com">www.businessballs.com</a>	Management website containing useful information on customer service problems
<a href="http://www.customerservicemanager.com">www.customerservicemanager.com</a>	Information on valuable customer service skills
<a href="http://www.customerservicezone.com">www.customerservicezone.com</a>	Customer Service Zone - information on dealing with customer problems
<a href="http://www.instituteofcustomerservice.com">www.instituteofcustomerservice.com</a>	The professional body for customer service
<a href="http://www.people1st.co.uk">www.people1st.co.uk</a>	The Sector Skills Council for retail
<a href="http://www.skillsyouneed.com">www.skillsyouneed.com</a>	Customer service skills and information

# **Unit 7: Social Media in Customer Service Delivery**

**Unit reference number: Y/506/9019**

**Level: 2**

**Credit value: 2**

**Guided learning hours: 18**

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## **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	<ul style="list-style-type: none"> <li>□ 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.)</li> <li>□ 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</li> </ul>
		1.2	Describe different audience groups for a range of social media platforms	<ul style="list-style-type: none"> <li>□ 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</li> </ul>
		1.3	Explain the concept of community building	<ul style="list-style-type: none"> <li>□ 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</li> <li>□ 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</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		1.4	Explain the importance of good quality content in using social media to deliver customer service	<ul style="list-style-type: none"> <li>□ 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</li> <li>□ Importance of quality content: customer engagement; brand awareness and development; information sharing; customer support; customer relationships</li> </ul>
		1.5	State the risks associated with using social media for customer service purposes	<ul style="list-style-type: none"> <li>□ 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</li> </ul>

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	<ul style="list-style-type: none"> <li>□ 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</li> <li>□ 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</li> </ul>
		2.2	Describe guidelines for the use of social media for customer service purposes	<ul style="list-style-type: none"> <li>□ 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</li> </ul>
		2.3	Outline the etiquette for communicating with customers using social media platforms	<ul style="list-style-type: none"> <li>□ 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+</li> </ul>
		2.4	Explain the importance of security settings and how they are used on different social media platforms	<ul style="list-style-type: none"> <li>□ 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+</li> <li>□ Importance of security settings: customer confidentiality; commercial risk; compliance with data protection law; misuse of social media platform; fraudulent use of customer information</li> </ul>

## Information for tutors

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### 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

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

# **Unit 8: Employee Rights and Responsibilities**

**Unit reference number: R/506/8662**

**Level: 2**

**Credit value: 3**

**Guided learning hours: 20**

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## **Unit aim**

Learners should be aware of and know the rules, principles and regulations governing employment rights and responsibilities to ensure they understand the importance of how these conditions apply to their working environment. This understanding protects both the employee and the employer, ensuring that work practice is undertaken in a mutually respectful and safe environment.

Learners will be shown and have the opportunity to discuss various employment documentation, such as contracts of employment, payslips, terms and conditions of employment, so that they will be able to recognise and understand the importance of each one.

## **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 why rights and responsibilities are important in a workplace	1.1	Explain reasons why rights and responsibilities are important in a workplace	<ul style="list-style-type: none"> <li>□ Employee rights and responsibilities: difference between rights and responsibilities; current legislation; current anti- discrimination legislation e.g. gender, race, religion, disability, age; working hours and holiday entitlement; data protection</li> <li>□ Importance of rights and responsibilities in the workplace: duty of care to employees e.g. safe and healthy workplace, public liability insurance; appropriate training and development; adherence to terms of contract by employer and employee; employee's responsibility for own safety</li> </ul>
		1.2	Explain how rights and responsibilities are enforced in a workplace	<ul style="list-style-type: none"> <li>□ Meeting legislation on rights and responsibilities: e.g. following the Health and Safety at Work Act, Criminal Record Bureau checks, risk assessments, disabilities and effects on building regulations, HR department implementation of employment legislation, Trade Union representative acting on behalf of employees, professional bodies, ACAS (Advisory, Conciliation and Arbitration Service)</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Know the statutory rights and responsibilities of employees and employers within work	2.1	Describe employee rights and responsibilities under employment law	<ul style="list-style-type: none"> <li>□ Employee rights and responsibilities: e.g. contracts of employment, anti-discrimination legislation, working hours and holiday entitlements, sickness absence and sick pay, data protection, equality and diversity provision, working to fulfil contractual obligations</li> </ul>
		2.2	Explain how legislation can support employees in the workplace	<ul style="list-style-type: none"> <li>□ Support gained through Health and Safety legislation: key health and safety rules; occupational health, e.g. protective clothing or equipment; risk assessments; related employee responsibilities to protect themselves; terms and conditions of contracts</li> <li>□ Support gained through the Disability Discrimination Act: recognition given to employees with disabilities</li> </ul>
		2.3	Describe statutory employer responsibilities in the workplace	<ul style="list-style-type: none"> <li>□ Responsibilities of the employer: e.g. provide a contract, provide a safe working environment, pay and pensions, equality and diversity, sickness and time off, maternity, paternity, adoption leave, trade unions, disciplinary procedure, basics of employment law, codes of practice, training, progression</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Know agreed ways of working that protect relationships with employer	3.1	Describe the type of information that is included in a contract of employment	<ul style="list-style-type: none"> <li>□ Content of contract of employment: job title, responsibilities and duties, reporting structure, terms and conditions, hours, pay rate, holiday entitlement, contract format, termination arrangements</li> </ul>
		3.2	Describe the type of information shown on a pay statement	<ul style="list-style-type: none"> <li>□ Interpreting pay statement: gross pay; tax code; deductions e.g. tax, National Insurance contributions (NICs), pension, savings; net pay; personal information e.g. National Insurance number, employee number</li> </ul>
		3.3	Describe the procedures to follow in event of a grievance	<ul style="list-style-type: none"> <li>□ Grievance procedures: grounds for grievance; informal approach e.g. via line manager or Human Resources department; formal approach e.g. trade union representative, professional body, ACAS</li> </ul>
		3.4	Identify the personal information that must be kept up-to-date with an employer	<ul style="list-style-type: none"> <li>□ Personal data checked and updated: e.g. name, address, telephone numbers, qualifications, National Insurance number, tax code, bank details, disabilities, employment history, absence details, training, personal work appraisals, personal development plans</li> </ul>

## Information for tutors

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### Delivery

This unit could be delivered in conjunction with LO2 from Unit 1, Planning and Participating in Work Experience, where the learner could examine the company's policies and procedures when dealing with customers, and reflect on the policies that impact upon their personal behaviour and wellbeing.

Learning outcome 2 could be linked with learning outcome 1 so that the legislation evolves from the generic information for assessment criteria 1.1 and 1.2. Discussions could start involving any learners already in work and what they understand to be differences between rights and responsibilities. Those not in work, could think of an everyday example to understand the differences e.g. they have bought a mobile phone and have the right to use it for making calls, emails or texting messages, but they also have the responsibility to meet the costs of doing so by paying the payment arrangements taken out with the network provider. Those not in work could then go on to look at employment related examples.

Assessment criteria 1.2, 2.1, 2.2, 2.3 could be linked by taking the legislation in the amplification in assessment criterion 2.1 and discuss how these support employees for assessment criterion 2.2 together with the employer responsibilities for assessment criterion 2.3.

Learning outcome 3 could be dealt with in a very practical way by having examples of contracts of employment, terms and conditions of employment in different job roles, pay slips, examples of possible industrial tribunals or case studies, and how personal data is kept and updated on the employer's database. This would allow for assessment criteria 3.1, 3.2, 3.3 and 3.4 to be met.

### Assessment

Centres will devise and mark the assessment for this unit.

For learning outcome 1, a case study approach could be taken by setting the scene of a work placement and for the learners to explain why rights and responsibilities are important in a work environment for assessment criterion 1.1. They should include an explanation of the differences between rights and responsibilities. The next task for assessment criterion 1.2 could be for learners to explain how three rights and responsibilities are met.

For assessment criterion 2.1, learners should describe three items from the amplification of employee rights and responsibilities under employment law and for assessment criterion 2.3, learners should describe three items from the amplification of the employer's responsibilities in the workplace. For assessment criterion 2.2 the benefits gained need to be explained to support employees as a result of one piece of legislation.

For learning outcome 3, dealing with employment documentation and systems could form a related case study of a new employee being offered a job and signing the contract of employment. Learners would need to explain what they would check to ensure that all aspects of the terms and conditions agreed at the recruitment stage had been included. This would enable assessment criterion 3.1 to be achieved.



# **Unit 9: Understanding Personal Development**

**Unit reference number: K/506/8666**

**Level: 2**

**Credit value: 4**

**Guided learning hours: 30**

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## **Unit aim**

In this unit learners will learn that personal development is a lifelong process and that it is a way for individuals to assess their skills and qualities, consider their aims in life and set goals in order to realise and maximise their potential. The unit looks at the processes used to identify the skills needed to set goals for personal skills, learning, development and career progression. Knowledge and understanding of these processes will increase the learner's employability prospects.

The unit covers how to identify learning style(s), to make learners aware that different people have different learning preferences. Learners will also cover how to identify areas for personal and professional development, and how to create personal development plans in order to achieve development goals.

Learners will also learn how to identify career progression routes, within an organisation and in the external business environment, before looking at how to plan to achieve progression goals.

## **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 develop personal skills	1.1	Explain how to identify own learning style(s)	<ul style="list-style-type: none"> <li>□ Learning styles: e.g. ways in which team members prefer to learn and work, e.g.                             <ul style="list-style-type: none"> <li>• Visual learners: learn through seeing</li> <li>• Auditory learners: learn through listening</li> <li>• Reading writing learners: learn by processing text</li> <li>• Kinaesthetic learners: learn by doing</li> </ul> </li> <li>□ Identification of learning styles: self-assessment instruments, e.g. Index of Learning Styles, learning style inventory, VARK learning style model and test</li> </ul>
		1.2	Describe how to identify own role within a team	<ul style="list-style-type: none"> <li>□ Identification of own team role: self-assessment instruments, e.g.                             <ul style="list-style-type: none"> <li>• <i>Belbin's team roles, contributions and allowable weaknesses of each role</i>: plant, resource investigator, co-ordinator, shaper, monitor-evaluator, teamworker, completer finisher</li> <li>• Honey's chaotic, formal, skilful model</li> </ul> </li> </ul>
		1.3	Explain how to identify areas for personal development	<ul style="list-style-type: none"> <li>□ Identifying areas for development: e.g. assessing impact of attitude and behaviour on others; identification of qualities; skills and behaviours that can be developed; identification of weaknesses; development of self-awareness; use of self-assessment questionnaires; formal training; seeking feedback from others; self-monitoring and reflection</li> <li>□ Areas for personal development: e.g. attitudes and behaviour; communication skills; time management skills</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Understand how professional development assists with career development	2.1	Explain how to identify areas for professional development	<ul style="list-style-type: none"> <li>□ Identification of areas for professional development to meet organisational and role objectives: e.g. skills audit; skills required for own job role; personal and interpersonal skills; information technology skills; technical skills</li> </ul>
		2.2	Explain how to create a personal development plan	<ul style="list-style-type: none"> <li>□ Personal development plan: e.g. using information from skills audit; identifying skills that need development, how this relates to the job role, the plan for developing this skill, any resources and support needed; setting SMART objectives – specific, measurable, achievable, realistic and time-based</li> </ul>
		2.3	Describe the benefits of personal development plans	<ul style="list-style-type: none"> <li>□ Benefits to individuals: e.g. improves self-awareness; improved focus and effectiveness; increased motivation; improved working relationships</li> <li>□ Benefits to organisations: e.g. self-managed learning; achievement of objectives; continuity of the business</li> </ul>
3	Understand how to follow career progression routes	3.1	Explain how to identify progression routes within own organisation	<ul style="list-style-type: none"> <li>□ Review organisational structures: types of structure e.g. functional, geographic, product, type of customer, flat, hierarchical, matrix; organisational charts</li> <li>□ Progression routes: e.g. training and development at different levels; grades and scales; pay at different levels; routes dependent on entry level and qualifications; transferability of skills</li> </ul>
		3.2	Explain how to identify progression routes in the wider business environment	<ul style="list-style-type: none"> <li>□ Wider business environment progression: e.g. identify job roles in your sector; grades and scales; review sector job market; appropriate sources of jobs for different sectors; stay up to date with industry changes; use PEST analysis: political, environmental, socio-cultural, technological</li> </ul>
		3.3	Explain how to achieve progression goals	<ul style="list-style-type: none"> <li>□ Achieving progression goals: e.g. SMART targets; goals; routes to achievement; plan of action; advice and guidance; alteration of plans as a result of changes to goals; training and development; experiential learning</li> </ul>

## Information for tutors

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### Delivery

This unit could be delivered with LO4 from Unit 1, Planning and Participating in Work Experience, where the learner could be encouraged to examine their learning and development and methods used to analyse areas for development and how to set goals to achieve these such as SWOT and SMART.

For learning outcome 1, learners will explore the development of learning and skills in managing personal performance. Learners need to understand that we all learn in different ways and that we have preferred ways of learning. Tutors should help learners to complete learning style questionnaires so that they can identify their own learning styles and then discuss the relevant models and theories. The skills required to form an effective team should then be discussed and learners should be able to apply the relevant theories. They should examine their own roles in working in teams either in the workplace or in the college.

The final part of learning outcome 1 examines the important area of personal development. Learners need to appreciate the role of attitude and behaviour in developing themselves into better employees and people. They could take it in turns to carry out a team activity and to observe one another, and give feedback on the observed behaviour and roles that team members adopted. This could be followed up with a group discussion and individual reflection on areas for personal development.

For learning outcome 2, learners need to understand how professional development can enhance their careers. They could undertake a skills audit and highlight areas where development needs to take place. Learners can then discuss the requirements for a development plan and produce a personal development plan using information from their skills audit. It is important that tutors emphasise the importance of developing SMART targets in the development of the plan so that they are able to monitor and assess progress.

For learning outcome 3, learners will examine how they can reach their full potential in work by following progression routes. Learners need to investigate differing organisational structures and understand that the progression opportunities available will be different in different organisations. It would be useful if learners could examine an organisational structure that has clearly defined progression routes linked to the structure, such as the NHS career and progression routes related to organisational structure. If learners are in employment, they could discuss the career progression opportunities available in their organisation and compare them with other careers or sectors. Learners will need to consider how to identify progression opportunities in the wider business environment. They need to understand different methods for identifying progression routes and jobs at the right grade or scale. They could use a case study of people wanting to move organisations or sectors to explore the progression opportunities available.

As well as having a clear view of progression and career paths learners should be made aware that, in order to progress, it is very important that their own performance must improve to reach their goals. Learners should discuss the range of development opportunities and how they will impact on their career aspirations. Finally, learners should identify what strategies they should use to achieve their progression goals and how they should be monitored making use of SMART targets.

## Assessment

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

The unit assessment criteria can be covered in one assignment brief separated into small manageable tasks, or a separate assignment brief for each learning outcome. The learners should be provided with the opportunity to present their evidence in a range of different formats such as written assignments, case studies, reports, development plans, self-assessment questionnaires or presentations. If learners meet any criteria through oral presentations then this should be supported by a witness statement from the assessor which provides sufficient detail on how each criterion has been met. Copies of the presentation slides should be supported by the learner's notes or prompt cards.

Learning outcomes 1 and 2 assess learners' understanding of how to develop personal skills and progress in their career. Learners can carry out practical activities to explore these processes, supported with a detailed reflection to show suitable depth of understanding, for example of the processes and implications of the different learning styles or development plan objectives. Suitable methods of assessment include directed assignment, case study, presentation, professional discussion, question and answer (Q&A) sessions and a diary or reflective account.

Occasionally, a learner may have the chance in their job role to produce some evidence towards this unit, perhaps in the form of a personal development plan that they have created and reflected on, but for most learners the opportunities for assessment will be introduced by the assessor.

Attention should be paid to the verbs used in the assessment criteria, which are mainly 'describe' and 'explain', so a list of points would not meet the requirements. The questions need to be carefully designed to ensure that the learner produces the full responses and that there is clear evidence of them.

For learning outcome 3, using a case study learners could explain the different internal and external business environment progression routes available, supported with a sample progression plan and rationale. For assessment criterion 3.2, for example, learners need to show understanding of how to identify progression routes in the wider business environment. Learners may have used a case study to explore this and could therefore produce a report or a presentation explaining the options available, including a training and development programme and SMART targets.

## Suggested resources

### Books

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

Dent F – *The Self-Managed Development Pocketbook* (Management Pocketbooks, 1999) ISBN 9781870471664

Trough F – *Brilliant Employability Skills* (Pearson FT Prentice Hall, 2011) ISBN 9780273749936

### Websites

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

Personal development learning resources and learning styles tests

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

The Chartered Institute of Personal Development has a range of resources on personal development and learning

[www.managers.org.uk](http://www.managers.org.uk)

Chartered Management Institute has a range of resources on personal development

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

Organisation giving help to enjoy what we do at work and at play

# **Unit 10: Principles of Direct Selling**

**Unit reference number: L/506/9020**

**Level: 2**

**Credit value: 3**

**Guided learning hours: 23**

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## **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	<ul style="list-style-type: none"> <li>□ 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</li> <li>□ Roles in family decision-making unit: initiator; influencer; decider (decision-maker); buyer; user</li> </ul>
		1.2	Describe the influences that affect the consumer decision-making process	<ul style="list-style-type: none"> <li>□ 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</li> </ul>
		1.3	Explain how the consumer buying decision-making process affects the sales cycle	<ul style="list-style-type: none"> <li>□ Sales cycle: definition, stages in the cycle, i.e. planning/prospecting, contact/connect, investigate needs, make proposal, manage objections, close sale, follow up process</li> <li>□ 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</li> </ul>

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	<ul style="list-style-type: none"> <li>□ 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</li> <li>□ Regulations: key provisions from the following; The Payment Services Regulations 2009; Consumer Contracts (Information, Cancellation and Additional Charges) Regulations 2013</li> </ul>
		2.2	Describe organisational requirements relating to direct selling activities	<ul style="list-style-type: none"> <li>□ 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</li> <li>□ Service offer: Service Level Agreements (SLAs); pricing structures; product/service range</li> </ul>

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	<ul style="list-style-type: none"> <li>□ Objections: types of objections, e.g. need, time, features, price, trustworthiness of source; hypothetical objections, real objections</li> <li>□ Common questions: e.g. price, availability, suitability, details of guarantee and/or warranty, origin of goods, ethical</li> </ul>
		3.2	Describe techniques for overcoming objections and questions from customers	<ul style="list-style-type: none"> <li>□ 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)</li> </ul>
		3.3	Describe how to use questioning techniques to explore and resolve customer issues	<ul style="list-style-type: none"> <li>□ 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</li> </ul>
		3.4	Explain how knowledge of products and services can be used to respond to objections	<ul style="list-style-type: none"> <li>□ Knowledge of products and services: types, e.g. features and benefits, service offer, price, warranties</li> <li>□ 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</li> </ul>
		3.5	Describe the resources available to counter sales objections	<ul style="list-style-type: none"> <li>□ 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</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		3.6	Describe the scope of authority and responsibility when dealing with objections	<ul style="list-style-type: none"> <li>□ 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</li> </ul>

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	<ul style="list-style-type: none"> <li>□ 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</li> <li>□ 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</li> </ul>
		4.2	Explain how to perform a trial close	<ul style="list-style-type: none"> <li>□ 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</li> <li>□ 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</li> </ul>
		4.3	Explain how to identify further potential add-on, up-selling or cross-selling opportunities prior to closing the sale	<ul style="list-style-type: none"> <li>□ 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</li> <li>□ 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</li> </ul>
		4.4	Explain potential barriers to closing the sale	<ul style="list-style-type: none"> <li>□ Potential barriers: e.g. concerns of the customer, the customer defers making a decision, lack of trust, time constraints</li> </ul>
		4.5	Describe different ways of closing a sale	<ul style="list-style-type: none"> <li>□ Closing the sale: use of organisational procedures and process; using closing techniques, e.g. trial close, direct close, indirect close, negotiated close, alternative close</li> </ul>

## Information for tutors

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### 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**

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

# **Unit 11: Health and Safety at Work**

**Unit reference number: F/505/6927**

**Level: 1**

**Credit value: 2**

**Guided learning hours: 20**

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## **Unit aim**

The aim of this unit is to enable learners to develop the knowledge and practical skills needed to demonstrate safe working practices in a workplace environment.

This unit will help learners to prepare for a work placement.

In this unit, learners will learn about the hazards and risks that may occur in a workplace environment. They will examine the responsibilities of employers and employees in matters relating to health and safety in the workplace, and ways of preventing risks and accidents to themselves and others.

Learning is focused on specific aspects of health and safety in the workplace, with a view to learners developing an understanding of the underpinning concepts of hazard, risk and emergency, and the appropriate actions that are used to deal with them.

Learners will demonstrate safe working practices.

## **Essential resources**

For this unit, centres need *The Health and Safety Toolbox*, published by The Health & Safety Executive (2013) – a reference guide providing authoritative information on health and safety practice in the workplace with case studies and 'dos and don'ts' for key hazards.

## 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	Know about health and safety responsibilities for the workplace	1.1	Outline health and safety responsibilities of self and others in the workplace	<ul style="list-style-type: none"> <li>□ Employee responsibilities: to take care of own health and safety and that of others who may be affected by own actions; undertake training provided by employer, e.g. induction, use of equipment, display screen assessments, lifting; follow workplace policies and procedures; be fit for work (not unwell, under the influence of medication, alcohol or drugs)</li> <li>□ Employer responsibilities: legal responsibility under Health and Safety at Work Act (1974) to carry out risk assessments, ensure emergency procedures in place; reporting injuries diseases and dangerous occurrences; training for manual handling; provision of personal protective equipment (PPE); instruction/training of staff; facilities; policies and procedures</li> </ul>
		1.2	Identify sources of workplace health and safety information	<ul style="list-style-type: none"> <li>□ Sources of information: health and safety representative, line manager/supervisor, human resources department; documents, e.g. policies, staff handbook, intranet, trade union</li> </ul>
		1.3	Outline why it is important to report workplace accidents	<ul style="list-style-type: none"> <li>□ Importance of reporting workplace accidents: RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations); to reduce the risk of future harm; to protect employee welfare; remove hazard</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Know about risks and hazards in the workplace	2.1	Outline the difference between 'hazard' and 'risk'	<ul style="list-style-type: none"> <li>□ Hazard and risk: definitions according to Health and Safety Executive (HSE)</li> </ul>
		2.2	Identify health and safety hazards in the workplace	<ul style="list-style-type: none"> <li>□ Types of workplace hazard: relevant to work placement environments, e.g. inside buildings or outside areas, equipment in a poor state of repair, incorrect storage of equipment, inadequate control of infectious diseases, poor working conditions, inappropriate use of specialist equipment, electricity, fire, hazardous substances, noise, slips, trips and falls, manual handling, working with animals, working with computers, confined spaces, machinery and equipment, vehicles and transport, falling and flying objects</li> </ul>
		2.3	Identify health and safety risks in the workplace	<ul style="list-style-type: none"> <li>□ Types of workplace risk: e.g. electrocution, burns, breathing problems, damage to hearing, injury to self, falling from heights, back injury, viral infections, loss of limb, loss of life</li> </ul>
		2.4	Identify ways in which accidents can be avoided in the workplace	<ul style="list-style-type: none"> <li>□ Avoiding accidents: carrying out risk assessments; following precautions identified in risk assessment; prevention, e.g. wearing PPE, maintenance of environment and equipment; identifying hazardous substances</li> </ul>
		2.5	Outline reporting and recording procedures for hazards and risks in the workplace	<ul style="list-style-type: none"> <li>□ Reporting and recording procedures: know the appropriate way to report a risk or hazard promptly and who the risks should be reported to; appropriate action for reporting high-risk hazards, e.g. a potential fire hazard should be reported as soon as possible and in person to the fire warden and recorded; the appropriate action for dealing with low-risk hazards, e.g. a spillage of a non-toxic substance should not be left unattended until a member of cleaning team arrives to clear it up; complete relevant paperwork, e.g. risk assessment forms, COSHH</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Know emergency procedures in the workplace	3.1	Identify types of emergency that can occur in the workplace	<ul style="list-style-type: none"> <li>□ Types of emergency: e.g. accidents, severe illness, fire, flood, power outages, chemical spills, terrorism, bomb threats</li> </ul>
		3.2	Identify procedures for different types of emergency in the workplace	<ul style="list-style-type: none"> <li>□ Procedures for emergency situations: procedures for responding to different emergencies, e.g. evacuation procedure, sounding the alarm, calling emergency services, assembly point; roles of emergency personnel, e.g. first aider, fire warden</li> </ul>
4	Be able to work safely in a workplace environment	4.1	Comply with organisational and legal requirements for health and safety in the workplace	<ul style="list-style-type: none"> <li>□ Working safely: according to organisational and legal requirements; wearing PPE; following manufacturer's instructions; safe methods for lifting and handling; removing and disposing of waste and rubbish; storing dangerous substances</li> </ul>

## Information for tutors

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### Delivery

The unit has been designed to make the key topics practically based wherever possible. Tutors delivering this unit have the opportunity to use a wide range of techniques and resources, including presentations, seminars, practical workshops, external visits and simulations. Additional learning resources could include video, DVDs, case studies, web-based research, learner presentations and group work. This unit could also be delivered in conjunction with Unit 1: Planning and Participating in Work Experience, where the learner could be encouraged to identify and report potent risks and hazards in the workplace, and be able to apply the organisations codes of practice, procedures and safety rules.

*The Health and Safety Toolbox*, published by The Health and Safety Executive (2013), is a key reference guide providing authoritative information on health and safety practice in the workplace with case studies and 'dos and don'ts' for key hazards.

Learners could visit different workplace environments to observe health and safety practices. They could create a checklist, a leaflet, a poster or a presentation that includes information about health and safety responsibilities, risks and hazards and accidents in the workplace, and relevant procedures for other learners to follow.

Learners could speak to friends or relatives who are in employment and ask them about health and safety in their workplace environments. Video clips and case studies may be useful in helping learners to understand the importance of health and safety in the workplace. In small groups, learners could complete web-based research into health and safety practices in different workplace environments and then report back to the whole group. Simulation activities could be used for some procedures, for example a fire drill.

### Assessment

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

The criteria for this unit can be combined in one assignment which could be, for example, a series of health and safety factsheets or posters. This could involve internet research, collecting images from magazines and brief explanations.

For 1.1, the learner needs to show a clear understanding of health and safety responsibilities and should outline four employer responsibilities and two employee responsibilities.

For 1.2, the learner needs to identify two different sources of workplace health and safety information.

For 1.3, the learner needs to outline one reason for the importance of reporting workplace accidents.

To meet 2.1, 2.2 and 2.3, the learner needs to define both a risk and a hazard and outline the difference (according to Health and Safety Executive definitions). The learner needs to give at least two examples of health and safety hazards and two examples of risks in two different workplaces.

For 2.4, the learner needs to identify two different ways in which accidents can be avoided in the workplace.

For 2.5, the learner needs to outline the reporting and recording procedures for hazards and risks in a specific workplace (either real or simulated).

For 3.1, the learner needs to identify three specific examples of emergencies which could occur in a workplace setting. For 3.2, learners need to identify the procedures that should be followed for two different workplace emergencies (either real or simulated).

For 4.1, the learner should demonstrate three examples of their ability to work safely by following organisational and legal requirements relating to health and safety in the workplace environment. The work can be either real or simulated. Witness statements or videos would be useful ways of recording the evidence of this.

## **Suggested resources**

### **Websites**

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

Health & Safety Executive

# **Unit 12: Understand Employer Organisations**

**Unit reference number: A/506/1964**

**Level: 2**

**Credit value: 4**

**Guided learning hours: 40**

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## **Unit aim**

Employer organisations vary in their main purpose and how they are organised to deliver this purpose. Some organisations want to make profits to satisfy their shareholders, others are focused on providing a service or product to benefit the wider public. You will learn about the differences between the types of organisations in the private sector, from the small to the large national and international organisations, those controlled by the Government in the public sector and those in the voluntary sector. You will also learn the different ways in which organisations may be structured in order to meet their objectives and the requirements related to the different types of legal structures.

There are various internal and external factors that influence how organisations operate and function, so it is important for you to understand how organisations deal with these. You will learn the different internal and external factors that affect organisations and the analysis models that can be used to understand changes in the organisational environment. No organisation can survive unless it fits into the environment in which it operates.

## **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 organisational structures	1.1	Explain the differences between the private sector, public sector and voluntary sector	<ul style="list-style-type: none"> <li>□ Private sector: definition; types of private sector organisations, e.g. sole trader, partnership, limited company; purpose of the private sector</li> <li>□ Public Sector: definition; examples of public sector organisations, educational organisations, health services (NHS), local councils, police service; purpose of the public sector</li> <li>□ Voluntary sector: definition; examples, charities, community interest groups, local clubs</li> </ul>
		1.2	Explain the functions of different organisational structures	<ul style="list-style-type: none"> <li>□ Organisational structures: hierarchical (tall, flat); types of structures, e.g. functional, line, matrix; features of formal organisational structures (span of control, responsibility, accountability, authority, delegation)</li> </ul>
		1.3	Describe the features of different types of legal structures for organisations	<ul style="list-style-type: none"> <li>□ Legal structures: sole trader; partnership; private limited company; public limited company; charitable corporation</li> <li>□ Features: ownership and capital contribution (number of owners/shareholders); shares (ordinary, preference); liability (limited, unlimited, joint liability); start-up and registration (Memorandum of Association, Articles of Association, Charity Commission, Partnership Deed); publication of financial records; management (directorship, Annual General Meetings, voting rights of shareholders)</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Understand the organisational environment	2.1	Describe the internal and external influences on organisations	<ul style="list-style-type: none"> <li>□ Internal influences: communication (positive, negative); motivation; organisational reputation/image; policy making; management skills</li> <li>□ External influences: lending conditions; interest rates; taxation; regulations and legislation; market competition</li> </ul>
		2.2	Explain the use of different models of analysis in understanding the organisational environment	<ul style="list-style-type: none"> <li>□ Analysis models: SWOT (strengths, weaknesses, opportunities, threats); PESTLE (political, economic, social, technological, legal, environmental); purpose of different models</li> </ul>
		2.3	Explain why change in the business environment is important	<ul style="list-style-type: none"> <li>□ Changes in the business environment: competition; political environment; technology</li> </ul>

## Information for tutors

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### Delivery

For this unit, tuition for the learning outcomes lends itself to flexible delivery. Tutors have the opportunity to use as wide a range of teaching and learning strategies as possible, including, group discussions, presentations, case studies, video clips, internet research and library resources.

For learning outcome 1, learners could research the different types of legal organisational structures and their relationship to the different sectors, that is, public, private and voluntary. Learners could be encouraged to share their research findings, which could then be followed up by a group discussion. A tutor-led presentation could then be used to introduce the different types of organisational structures; the use of sample organisational charts will be very useful to help learners understand how the different organisational structures work and the differences between the structures. It is important that learners understand the key concepts of organisational structures such as chain of command, span of control, delegation, responsibility, authority and accountability.

For learning outcome 2, the tutor could introduce the topic and discuss the influence of internal and external factors and the different analysis models that can be used to understand the impact of these factors. Case studies can be used to demonstrate how the models are applied in practice. It is important that learners understand the differences between the opportunities and threats and the strengths and weaknesses; learners must be clear that a particular feature cannot be considered as a strength and a weakness in the same analysis.

### Assessment

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

For learning outcome 1, learners could produce a report on the legal and organisational structure of an organisation with which they are familiar. Alternatively, the report could be based on a scenario or a case study. Learners should detail the legal structure of the organisation and the features that characterise this structure. Features should cover ownership, liability, start-up and registration and management structure. Learners should identify whether the organisation is in the public sector or private sector, explaining the rationale for the sector, e.g. the purpose and objectives of the organisation. They also need to describe the organisational structure, whether line, functional or matrix, and explain how this structure works for the particular organisation.

For learning outcome 2, learners could produce a presentation on the internal and external organisational environment and the models of analysis that could be used to understand the impact of the different influences. Learners should describe at least two internal and two external influences on an organisation of their choice – this could be the organisation used for learning outcome 1 (assessment criterion 2.1). To meet 2.2, learners should explain how their chosen organisation could use at least two models of analysis to understand their external environment. Learners should explain the features of each of the models and explain how the information from the analysis can help the organisation to understand its environment. For 2.3 learners should explain, supported by three reasons, why change in the business is important for their chosen organisation.

## Suggested resources

### Books

Needle D – *Business in Context: An Introduction to Business and its Environment*, 4th Edition (Cengage Learning Business Press, 2004) ISBN 9781861529923

### Websites

<a href="http://www.bbc.co.uk/news/business">www.bbc.co.uk/news/business</a>	The business pages of the BBC website
<a href="http://www.bized.co.uk">www.bized.co.uk</a>	A business education resource site
<a href="http://www.thetimes100.co.uk">www.thetimes100.co.uk</a>	<i>The Times</i> 100 business studies resource centre

### Other

TV programmes that have business items most frequently:

*The Money Programme*, BBC2 (weekly)

*Working Lunch*, BBC2 (daily)

## 13 Further information and useful publications

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- BTEC: [www.edexcel.com/btec](http://www.edexcel.com/btec)
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[www.pearsonschoolsandfecolleges.co.uk](http://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))
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *UK Quality Vocational Assurance Handbook* (Pearson).

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### 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.

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