



Mark Scheme

Sample Assessment Material
Issue 2

Pearson LCCI Customer Service
Level 3 (ASE3014)

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Section A

Question Number	Answer	Mark
1(a)(i)	<p>Award 1 mark for each identification, up to 3 marks.</p> <ul style="list-style-type: none"> • Finding the office empty on arrival (1). • The mechanic in dirty and greasy overalls getting into the car without any protective covering for the seat or carpet (1). • The mechanic driving the car into the garage without confirming if there was a booking (1). • No record of her booking in the appointment book (1). • The man in the reception being unable to help and having to seek the manager (1). • The dirty, untidy office (1). 	(3)

Question Number	Answer	Mark
1(a)(ii)	<p>Award 1 mark for identifying one method and 1 mark for development of this method.</p> <ul style="list-style-type: none"> • The office should have a member of staff at all times (1), especially when customers are likely to be arriving (1). • The mechanic should have covered the seat(s) and carpet(s) of the car to avoid them getting dirty or stained (1). This shows clients that the garage respects and cares about its clients' property (1). • No record of her booking gives the impression that the garage doesn't attach much priority to customer appointments (1). The garage needs to improve its booking system (1). • Anyone serving in the reception should have adequate knowledge to deal with customers (1). An improved booking and appointment system with records accessible to all reception staff will help with this (1). • A clean, tidy office will give clients a good impression of the garage (1). The office should be cleaned and tidied at the end of each day - and during the day if needed (1). 	(2)

Question Number	Answer	Mark
1(b)(i)	<p>Award 1 mark for making a comment on the appointment system and up to 2 marks for giving example in context.</p> <p>The garage does not seem to have a very effective appointment system (1).</p> <p>Examples to illustrate this include:</p> <ul style="list-style-type: none"> • The appointment book goes missing as the manager had to take Jane's details on a bit of paper (1). • Appointment details not being recorded in the proper place – a fixed appointment book (1). • The bad practice of recording information on scraps of paper and the dependence on memory to record them (1). 	(3)

Question Number	Answer	Mark
1(b)(ii)	<p>Award 1 mark for identifying way, and 1 mark for appropriate description.</p> <p>Way The garage could use a computer appointment booking system (1).</p> <p>Possible description</p> <ul style="list-style-type: none"> • Details can be entered into the system as they are received (1). • This will be networked throughout the garage so everyone can book jobs (1). • This will be a programme that allows customer orders to be booked as customers call in (1). 	(2)

Question Number	Answer	Mark
1(c)	<p>Award 1 mark for each point identified, up to 3 marks for identifying areas where teamwork and service partnerships have broken down and up to 3 marks for development in each area.</p> <ul style="list-style-type: none"> • There is no teamwork between the reception (booking) and the operations (mechanics) personnel (1)- as the manager did not properly record the appointment the mechanics would not be aware of the impending job (1) so they would not be able to properly organise their resources to complete jobs as promised (1). • It would seem that the mechanics did not inform the manager of the major problem found (1) as he did not communicate this to Jane (1). Lack of communication within the team (1). • Teamwork is lacking between branches (1) as the other branch failed to deliver the special tool on time (1), which meant that they were not able to work on the car (1). For teams to work effectively each person/group must complete their part properly to allow the other team members to do theirs (1). • The fact that the garage was unable to find a parts supplier would indicate that they likely haven't developed any external partnerships (1) or relationships with parts distributors, which has now hindered them in delivering the service promised (1). Undeveloped partnerships with suppliers would make it harder for them to source parts (1). 	(5)

Question Number	Answer	Mark
1(d)(i)	<p>Award 1 mark for each identification up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • The manager failing to record the appointment in an appropriate booking system (1). • The manager failing to pass information verbally about the appointment to any other member of staff (1). • The garage failing to contact Jane regarding the additional repairs (1). • Jane was not able to get an answer at the garage when she telephoned (1). • The attitude of the staff in the reception saying there was nothing they could do and she would have to come back tomorrow (1). 	(2)

Question Number	Answer	Mark
1(d)(ii)	<p>Award 1 mark for each point identified, up to 3 marks for description of one way.</p> <ul style="list-style-type: none"> • A computerised booking system (1) would have recorded all the details and would also have made the information available to anyone else who needs it (1). This system could be used to record any follow-up information on the repairs so the most current information will be available at all times (1). • The garage needs to implement an answer phone system (1) whereby they could call back any customer that left a message (1). Better still, they should have a system where the phone could be switched through to a manned area of the garage (1). • When speaking to Jane the manager should have made a note of any contact details (1) for her in case of just such an emergency (the additional expensive repair) (1). Not only could they have passed this information on at the time - but realising there was a problem with completing the car in time, they could have given Jane advance warning of the delay (1). 	(3)

Question Number	Answer	Mark
1(e)	<p>Award 1 mark for each point identified up to 3 marks and up to 4 marks for development.</p> <ul style="list-style-type: none"> • The garage needs to have more than one person with authority (1) so that it is more likely that someone can deal with her problem (1) so she is dealt with more quickly (1). • The garage should have made alternative arrangements to get Jane home (1) so that she is not inconvenienced (1) and so that she knows the business acknowledges it was in the wrong (1). • The garage could have offered her a discount on the cost of repairing her car (1) in an attempt to calm her down (1) and to show the garage realises its error (1). 	(5)

Total for Question 1 – 25 marks

Section B

Question Number	Answer	Mark
2(a)	<p>Award 1 mark for each strategy identified up to 5 marks and 2 marks for the description of each strategy.</p> <p>Demand side strategies to increase bookings on quiet days:</p> <ul style="list-style-type: none"> • Offering alternative products or services (1) that customers could have during off-peak periods; services such as facials, manicures, waxing among others (1). These services would only be available on the quiet days (1). • By offering special discounts or special offers (1) on the quieter days to try and move some customers to alternative times (1) and similarly attract new customers. Such as half price cutting on normally very quiet days (1). • Introducing price differentials (1) by charging higher prices at peak periods and lower prices in off-peak periods (1) for example charging a higher price for a wash on the busy days as against the quiet days (1). • Service offer separation (1) by offering only the most profitable services during peak periods (1) with less profitable services being available in quieter periods; for example if hair colouring is time consuming, but is much cheaper in comparison to other treatments, then this service would only be available on the quiet days (1). • Offering additional products (1) such as free coffee and biscuits (1) at times when it is quieter so customers stay longer to keep the shop busy (1). 	(15)

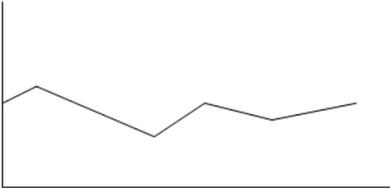
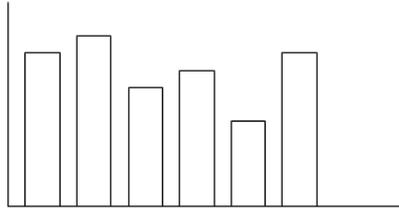
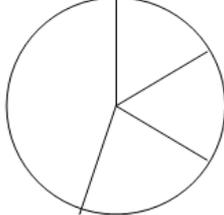
Question Number	Answer	Mark
2(b)	<p>Award 1 mark for each strategy identified, up to 5 marks.</p> <p>Supply side strategies to meet demands on busy days:</p> <ul style="list-style-type: none"> • By renting additional facilities in the short term to be used in peak periods or in the long term by building or buying larger premises (1). • By utilising part-time staff for peak periods (1). • By rescheduling staff working rotas to ensure maximum number of staff are available at the peak periods (1). • By cross-training of staff to ensure maximum usage of their skills (1). • Scheduled maintenance by staff during quieter periods to ensure that all equipment and facilities are, and will be, working to 100% efficiency during peak periods (1). 	(5)

Question Number	Answer	Mark
2(c)	<p>Award 1 mark for each activity identified, up to 5 marks.</p> <p>Actions/activities that may be used to develop and support staff:</p> <ul style="list-style-type: none"> • Discuss and agree with staff their new roles in delivering the new services (1). • Help staff to identify their own development and training needs to match the requirements of the new service offer (1). • Agree and organise training activities to meet development and training needs (1). • Check with team members what support they feel they may need throughout the process and try to support them as best as possible (1). • Monitor the performance of staff to ensure that learning has been put into practice (1). • Provide sensitive feedback to staff about their performance (1). 	(5)

Total for Question 2 – 25 marks

Question Number	Answer	Mark
3(a)	<p>Award 1 mark for each point identified and 1 mark for development of the description.</p> <p>It is important for an organisation to focus on continuous improvement because:</p> <ul style="list-style-type: none"> • services cannot be patented (1) and as a result it is very easy for competitors to copy your service exactly (1) • customer tastes, preferences and expectations are continuously changing (1) and the organisation must keep changing (and improving) its service provision accordingly (1) • changes in technology can very often improve the speed or quality of customer service (1) and the organisation must be fully up to date with this technology (1). 	(2)

Question Number	Answer	Mark
3(b)	<p>Award 1 mark for each method up to 4 marks, and 1 mark for developing the description of each method.</p> <ul style="list-style-type: none"> • Suggestion boxes (1)- Customer feedback forms could be left at strategic places in the store with a clearly visible and prominent box available for them to deposit the completed feedback forms (1). • Face-to-face interviews (1)- Selected (and trained) members of staff could physically ask customers questions and then record their answers on the appropriate questionnaire (1). • Handed out questionnaire (1)- Printed questionnaires are handed out to customers for them to complete and return to the store (1). • Customer focus groups (1)- A selection of customers are chosen at random and invited to take part in an informal discussion about the store and its services (1). 	(8)

Question Number	Answer	Mark
3(c)	<p>Award 1 mark for naming method up to 2 marks. 1 mark for illustrating method up to 2 marks, 2 marks for each description up to 4 marks.</p> <ul style="list-style-type: none"> Simple line graph (1) where data is plotted against axes (1). This type of graph is best used for showing continuous changes; changes over time (1).  <p style="text-align: right;">(1)</p> <ul style="list-style-type: none"> Bar chart (1) where data is represented by 2 dimensional blocks (1). This is best used for comparing values across categories (1).  <p style="text-align: right;">(1)</p> <ul style="list-style-type: none"> Pie chart (1) where data is represented as segments of a circle (1). Best used to show the different parts of a whole (1).  <p style="text-align: right;">(1)</p> <ul style="list-style-type: none"> Pictogram (1) where symbols are used to represent units of data (1). This is best used to present simple information to a non-technical group of people (1). <p>££££££££££</p> <p>££££££££££££££££</p> <p>££££££££££</p> <p>££££££££££££££££££££££££££££</p> <p style="text-align: right;">(1)</p>	(8)

Question Number	Answer	Mark
3(d)	<p>Award 1 mark for each point identified, up to 7 marks for description.</p> <p>Proposing and implementing customer service improvements.</p> <ul style="list-style-type: none"> • Use information and data feedback from customers to identify suitable changes and improvements (1). • Discuss with others the potential effects of any proposed changes for customers and the organisation (1). • Present this information to a management level that can authorise the proposed changes (1). • Discuss and negotiate with management the changes needed (1). • Agree and organise a timescale and method of implementation (1). • Ensure any training is provided in advance and that relevant staff are fully conversant and happy with the proposed changes (1). • Implement the changes following organisational guidelines (1). • Monitor early reactions to changes and make appropriate fine-tuning adjustments (1). 	(7)

Total for Question 3 – 25 marks

Question Number	Answer	Mark
4(a)	<p>Award 1 mark for each problem stated, up to 6 marks.</p> <ul style="list-style-type: none"> • Poor staff attitude, rudeness or complacency (1). • Poor standards of service from the staff (1). • Staff lack the relevant product or service knowledge (1). • The service promised is not delivered (1). • The goods purchased are faulty or break easily (1). • Instructions provided are not clear or are misleading (1). • Item charged twice on the receipt (1). • Item paid for but not delivered/received (1). 	(6)

Question Number	Answer	Mark
4(b)	<p>Award 1 mark for identifying action point up to 5 marks and 1 mark for explanation of each point.</p> <p>Action points for dealing with a customer's problem:</p> <ul style="list-style-type: none"> • Apologise sincerely (1) and record as much information as possible from the customer (1). • Ask appropriate questions, listen and repeat the details to the customer (1) to ensure that all the relevant and correct information has been received (1). • Identify and assess the options for resolving the problem (1). If appropriate, work with others to confirm the options (1). • Take immediate actions to implement the agreed option following the organisation's procedures (1) and work with others to ensure that the problem is being resolved as promised (1). • Keep the customer informed as to the progress and check that the problem has been resolved to the customer's satisfaction (1)- monitor actions and record the outcomes. (1) • If the problem is outside of your authority, refer the problem to the relevant person (1) to ensure the solution is workable (1) 	(10)

Question Number	Answer	Mark
4(c)	<p>Award 1 mark for each effect stated, up to 4 marks.</p> <ul style="list-style-type: none"> • Loss of future sales and market share (1) • Adverse word of mouth publicity (1) • Loss of customer trust and loyalty (1) • Threat of possible legal action (1) • Investigation by statutory authorities (1) • Adverse media attention (1) • Tarnishing of the organisation's image (1) 	(4)

Question Number	Answer	Mark
4(d)	<p>Award 1 mark for each point identified, up to 5 marks for description.</p> <ul style="list-style-type: none"> • Use the organisational systems and procedures to identify repeated customer service problems (1). • Identify options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option (1). • Work with others to select the best option, balancing customer expectations with the organisational need (1). • Obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of the problem being repeated (1). • Action the agreed solution and keep customers informed of steps being taken. Monitor and adjust the changes if necessary (1). 	(5)

Total for Question 4 – 25 marks

Question Number	Answer	Mark
5(a)	<p>Award 1 mark for each barrier identified, up to 5 marks.</p> <ul style="list-style-type: none"> • Staff failing to pay the proper attention to what the customer is saying and therefore creating misunderstandings (1). • The language (using jargons or slang) used by either the staff, or the customer (1). • The body language used by the staff (such as looking away, folding arms, etc.) may create a negative impression to the customer (1). • Staff might be trying to have several conversations at the same time with different customers or other staff (1). • Interruptions by other customers or members of staff during a conversation (1). • Poor staff attitude towards the customer which might appear as aggressiveness/indifference/boredom (1). • Staff may have insufficient product or service knowledge to be able to answer a customer's questions (1). • The prevailing mood or attitude affecting a member of staff at any given moment (1). 	(5)

Question Number	Answer	Mark
5(b)	<p>Award 1 mark for method identified up to 3 marks, and 1 mark for explanation of each method.</p> <ul style="list-style-type: none"> • Place an emphasis on recruitment (1) to ensure that the right staff are employed (1). • Ensure that all staff are very familiar with the requirements of the service standard expected (1) so they can deliver to that level (1). • Provide sufficient product knowledge and training (1) to ensure staff can fully communicate with customers (1). • Ongoing vocational training to ensure staff have the required level of skills to carry out the service to the required standards (1). Additional training in dealing with difficult customers could be organised (1). • Performance of staff needs to be monitored and sensitive feedback provided (1). Staff should be motivated and encouraged to improve their level of customer service (1). 	(6)

Question Number	Answer	Mark
5(c)	<p>Award 1 mark for reason up to 5 marks and up to 5 marks for development of these reasons.</p> <ul style="list-style-type: none"> • Customers might be very abrupt or even rude when speaking to them (1) making the staff feel uncomfortable (1). • Unfair or unreasonable demands from customers (1) which staff are unable to deliver (1). • When customers are indecisive and keep changing their order (1). It makes it difficult for staff who are concerned about waiting customers (1). • The customer may not be actively listening when the staff member is talking, (1) resulting in the staff member having to constantly repeat the information (1). • Lack of patience on one or both sides (1) customers who get angry quickly without giving staff a chance to explain the situation (1). • Customers who are disruptive and are causing a nuisance to other customers (1). This may cause stress to staff who have to deal with the other customers (1). • Emotional problems on either side (1) which mean it is difficult to deal with problems rationally (1). • Staff shortage or where staff are overworked. (1) which means they struggle to get all their tasks completed (1). • Time constraints (1) – not enough time to deal with the customers properly (1). 	(10)

Question Number	Answer	Mark
5(d)	<p>Award 1 mark for each effect identified, up to 4 marks.</p> <ul style="list-style-type: none"> • Staff may miss shifts or phone in sick on an increasing basis (1). • Staff may simply leave their position altogether (1). • They may become irritable and moody with other members of staff or even customers (1). • Their level of work performance (or productivity) may begin to fall (1). • Their mannerisms or demeanour may change (1). • Their personal appearance may begin to decline (1). 	(4)

Total for Question 5 – 25 marks

Question Number	Answer	Mark
6	<p>Award 1 mark for appropriate 'To' and 'From' fields and 1 mark for appropriate 'Date' and 'Subject' fields.</p> <p>To: Finance Director From: Service Manager Date: September 2015 Subject: Classifying services.</p>	(2)

Question Number	Answer	Mark
6(a)	<p>Award 1 mark for each method identified and up to 3 marks for explanation of each method, up to 20 marks.</p> <p>Service classifications:</p> <p>1.1. Who is the end-user? (1)</p> <p>1.1.1. The consumer, such as leisure outlets, hairdressing, holidays (1)</p> <p>1.1.2. Business to business, such as advertising agencies, printers, consultancies or accountancy (1)</p> <p>1.1.3. Industrial organisations, such as plant and machinery repair, work wear, hygiene installation (1)</p> <p>1.2. The service tangibility (1)</p> <p>1.2.1. Highly tangible, such as car rental, vending machines, hairdressing (1)</p> <p>1.2.2. Service linked to tangible goods, such as domestic appliance repair, landscape gardener, car repair services (1)</p> <p>1.2.3. Highly intangible, such as psychotherapy, insurance services, legal services, consultancy (1)</p> <p>1.3. People or equipment based (1)</p> <p>1.3.1. People-based services involving high contact, such as education, dental or medical care, hairdressing, restaurants (1)</p> <p>1.3.2. Equipment-based services requiring low contact, such as automatic car wash, dry cleaning or launderette, cinema, vending machines (1)</p> <p>1.4. Expertise required (1)</p> <p>1.4.1. Professional skills acquired by learning and experience, such as a dentist, doctor, lawyer, teacher (1)</p> <p>1.4.2. Non-professional, such as babysitting, care taker, casual labour (1)</p> <p>1.5. Profit orientation (1)</p> <p>1.5.1. Commercial (for profit) organisations, such as shops, stores, hotels, restaurants, holiday tour operators (1)</p> <p>1.5.2. Not-for-profit, such as state education, fire service, charities (1)</p>	(20)

Question Number	Answer	Mark
6(b)	<p>Award 1 mark for each point identified, up to 3 marks for explanation covering either 1 category identified or up to 3 categories.</p> <p>Our organisation categorisation</p> <p>1.1 We are in the consumer sector (1) in that we supply a service to the consumer (1).</p> <p>1.2 We are technically classed as highly intangible (1) in that we supply entertainment and relaxation (1). However, a degree of tangibility does exist in so far as we provide this entertainment and relaxation by the selling of CDs and DVDs (1).</p> <p>1.3 We are a relatively high contact service (1) in that customers seek our advice (1), we make recommendations, we may even bring the goods to them and then we conclude the sale and wrap up their purchases (1).</p> <p>1.4 Although a non-professional service (1) a high degree of product knowledge and awareness is required (1) which can be acquired through training and experience (1).</p> <p>1.5 We are a commercial organisation (1) that seeks to make profits (1).</p>	(3)

Total for Question 6 – 25 marks

Total for Paper – 100 marks