

Pearson BTEC Uzbekistan Level 4 Qualifications in

Warehouse Supervision

Unit 4: Customer Service within Warehousing

Teacher Resources

Issue 1



Edexcel, BTEC and LCCI qualifications

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Introduction

This resource booklet is a companion to the BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision specification. The specification tells you what must be taught and what must be assessed. This resource booklet gives you suggestions and ideas as to how you can do this.

This booklet gives you ideas for teaching and learning, including practical activities, realistic scenarios, ways of involving employers in delivery and of managing independent learning, and how to approach assessments. The booklet also shows you how the specification content might work in practice and inspires you to start thinking about different ways of delivering your qualification.

This resource booklet gives you:

- guidance on how to deliver the unit
- recommended resources to support the delivery of the unit
- a scheme of work that show the topics, activities and assessments covered in the unit
- lesson plans with detailed guidance on how to deliver the lessons in the unit

The information in this resource booklet has been put together by teachers who have been close to the development of the qualification and so understand the challenges of finding new and engaging ways to deliver BTEC qualifications.

The delivery guidance in this booklet gives you information on what you need to consider as you plan the delivery of the unit. This includes suggestions on how to approach the learning aims and unit content, as well as ideas for interesting and varied activities. You will also find tips and ideas on how to plan for and deliver your assessments.

We have included a list of carefully selected resources for the unit. This resource list offers suggestions for books, websites and videos that you can direct your learners to use and/or that you can use to complement delivery.

Unit 4: Customer Service within Warehousing

Delivery guidance

Approaching the unit

Customer service is just as important to warehousing as managing stock. Without customers, the warehouse cannot function as stock levels would increase, goods would perish and the warehouse as a commercial business would soon fail.

The purpose of this unit is to give learners an understanding of the value of customer loyalty, the contribution that is made by excellent service provision to the warehouse as a commercial business, and the opportunity to supervise and improve customer service provision. With access to Uzbek warehouse businesses, learners will explore issues that affect consistent service provision and the measures that can be taken to monitor and evaluate this provision to different customer types.

This unit will enable learners to supervise their team in typical service situations as well as when responding to customer complaints, queries and problems. Following the practical activities, learners are given the opportunity to review performance and use individual development plans to identify service improvements.

You can use a range of delivery methods in this unit, including:

- class and small group discussions to prompt learners to recall their own experiences of being a customer and then apply their own experience to customer expectations, the role of customer loyalty and the importance of communication (following Unit 2, in which learners experience the warehouse supervisory role, the discussion can draw on this experience and further relate it to organising a warehouse team to ensure consistent customer service delivery)
- case studies to illustrate how good and bad customer service affects customers, warehouse employees and the business, using a wide range of personal and warehouse specific service situations

- guest speakers from different organisations to explain the role and value of consistent customer service to the business and customer, including the handling of complaints, queries and problems in order to ensure customer loyalty
- workplace visits to functioning warehouses to observe the supervision of customer service delivery and the handling of complaints, queries and problems in such a way to ensure customer loyalty
- research activities using the internet and/or library resources to investigate any restrictions on the reverse movement of goods from consumer back through the supply chain and the value of the Independent Development Plan (IDP) to the employee
- games involving both the application and review of affective/social skills that are vital to customer interaction, such as communication and body language.

Group work is an acceptable form of delivery, but you must ensure that each learner produces their own evidence that is sufficient for assessment.

You can involve local employers in the delivery of this unit by:

- inviting them as guest speakers
- giving learners access to their premises so that they experience real work environments in warehousing
- giving learners access to their business materials as the basis for case studies and exemplars.

Ensure that learners have access to a range of warehouse businesses to observe:

- a variety of customer service situations
- the standards of customer service in operation
- how complaints, problems and queries are handled
- the range of methods used to communicate with different customer types
- the processes used to improve customer service provision.

Getting started

This gives you a starting place for one way of delivering the unit. It is based on the recommended assessment approach given in the specification.

Unit 4: Customer Service within Warehousing
<p>Introduction</p> <p>Begin by introducing learners to the unit specification.</p> <p>The aim of this unit is to give learners an understanding of the importance of customer loyalty and how a warehouse as a commercial business can benefit from excellent customer service standards. Learners will have opportunities to supervise customer service in a range of situations.</p>
Learning aim A – Investigate how effective customer service contributes to the success of a warehouse business
<p>The delivery of this learning aim focuses on introducing learners to the impact that loyal customers have on a warehouse business. Using the customer loyalty pyramid enables learners to recognise the advantages of customer loyalty. The involvement of a guest speaker early in the delivery of this unit will support this. At this point, the benefits to a selected warehouse business of providing excellent customer service can be identified.</p> <p>Create a simple two-column table with the headings: 'Typical customers of a warehouse business' and 'Customer expectations'. Encourage learners to include the relevant information in the appropriate column. Learners will begin to recognise the range of customer expectations, which can be further explored through discussion. How these expectations are met and surpassed links to the provision of effective customer service and the further relationship between effective customer service and customer loyalty.</p> <p>To reiterate the benefits, learners can use their own experiences of receiving customer good and bad customer service and the impact of these experience in terms of:</p> <ul style="list-style-type: none"> ● customer loyalty ● commercial gain/loss. <p>Make sure that learners are aware of the benefits to both the warehouse as part of an organisation and the warehouse team and individuals.</p> <p>All the unit content delivered for this learning aim as well as the lesson activities, information from the guest speaker and discussions can support the requirements for the Assessment Workbook Tasks 1 and 2.</p>

Unit 4: Customer Service within Warehousing

Learning aim B – Explore how warehouse teams ensure organisational customer service standards are met

When delivering this learning aim, encourage learners to immediately relate the warehouse supervisor role to the provision of consistent customer service.

Learners need to refer to elements of Unit 2, where they had to supervise a warehouse team, and relate these skills to overseeing customer service provision. A fun, practical activity is to involve learners in a team game, such as passing a ball without the use of hands. This enables learners to evaluate team performance and may include other practical elements, such as communication and patience, all of which contribute to customer service provision. This activity also allows learners to understand issues that prevent teams from providing consistently excellent customer service.

All of this, plus a visit to a warehouse, should allow learners to observe employees reacting to a range of customer service situations. It should also enable them to gather sufficient relevant information that will contribute to their own provision of consistent, excellent customer service.

Following this, learners need to understand the use of data to monitor and evaluate customer service. Delivery of this concept can be adapted for different levels of learner. Although access to service data may be unavailable, learners can be encouraged to compile, present and analyse data on service performance such as achieving targets relating to service provision, acknowledgement times, handling complaints and communication skills. The ways in which this data is scrutinised for customer service purposes must be discussed and the unit content covered in Lesson 14 must be applied.

All the unit content delivered for this learning aim as well as the lesson activities and information from the visit and other discussions can support the requirements for Assessment Workbook Tasks 3 and 4.

Learning aim C – Supervise the provision of customer service in a warehousing environment, recommending improvements

Drawing on learners' own experiences as a customer is vital to the delivery of this learning aim. This learning aim has two focuses:

- preparing for and completing practical assessments in:
 - supervising the team delivering customer service
 - supervising the handling of complaints, queries and problems
- reviewing the practical assessments with recommendations for improvement, including individual development plans (IDPs) for three team members.

Unit 4: Customer Service within Warehousing

Learners who may have part-time employment in the Uzbek customer service sector will be able to combine their experience with the activities delivered as part of this learning aim.

Although this learning aim has a very practical emphasis and application, learners must be given sufficient opportunities to synthesise information learned during the previous two learning aims. The practical activity of using the 'blind drawing' game will enable learners to understand the value of accurate communication as a part of customer service.

Ensure that learners are aware of the value and process of collecting and presenting appropriate evidence, which will contribute to the assessment of Tasks 5 and 6.

The delivery of Lesson 16 uses learners' own customer experiences as a starting point. Their consequent feelings will contribute to a set of individually devised procedures for handling customer complaints, queries and problems, which will support Task 5b and will be implemented in Lesson 18.

Following the practical assessments, the delivery of the penultimate lesson concentrates on revisiting the service standards in Learning aim B and issues relating to excellent customer service in Learning aim A, particularly in order to use the SWOT as part of the review process. Revisit the SWOT model for analysing strengths, weaknesses, opportunities and threats and how it can be applied to customer service performance. This can be followed by a whole class discussion in terms of benefits to the organisation and employees. This provides a good opportunity to encourage learners to present their findings from the activities, which will help them to develop communication skills that contribute to the practical assessment.

Use an activity to introduce learners to the role of the IDP, particularly as an instrument to identify recommended improvements to service performance and provision. This document (along with additional supporting evidence) is required as evidence for Task 6.

All of the unit content delivered for this learning aim as well as additional support evidence (such as customer service standards and assessor observation records) can support the requirements for Assessment Workbook Tasks 5 and 6.

Details of links to other BTEC units and qualifications

This unit links to:

- Unit 2: Lead and Supervise a Team in a Warehouse Environment
- Unit 3: Manage Warehouse Processes
- Unit 5: Compliance in a Warehouse Environment
- Workskills qualification.

Resources

- A warehouse to visit in order to observe customer service provision and its supervision
- Guest speakers from warehouses

Scheme of work

Unit	Unit 4: Customer Service within Warehousing
Guided Learning Hours	60
Number of lessons	20
Duration of lessons	3 hours
Links to other units	<ul style="list-style-type: none"> Unit 2: Lead and Supervise a Team in a Warehouse Environment Unit 3: Manage Warehouse Processes Unit 5: Compliance in a Warehouse Environment

Key to lesson types			
AW	Assignment writing	RS	Revision session
GS	Guest speaker	V	Visit
IS	Independent study	WE	Work experience

#	Topic	Lesson type	Suggested activities	Resources
1	Unit introduction Warehouse operations and activities A1 The importance of customer loyalty		<ul style="list-style-type: none"> Lead in: Introduce the unit and give an overview of the main topics covered in this unit. Explain the different assessment processes for the unit. Teacher-led discussion: Explain the knowledge tasks and expectations, focusing on Assessment Workbook Task 1. Small group activity: Learners research warehouse operations involving customer service. 	Unit specification Assessment Workbook Task 1 Presentation for unit overview

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Teacher-led discussion: Learners share their findings with the whole group. • Group discussion: Learners discuss what is a loyal customer. • Teacher presentation: Introduce the customer loyalty pyramid. • Teacher-led discussion: Discuss the commercial advantages of customer loyalty. • Group activity: Learners prepare questions for guest speaker. • Lesson plenary: Summarise and check learning using questions and answers. • Private study: Learners familiarise themselves with requirements of Assessment Workbook Task 1. 	Recording method such as flip charts/smart board Presentation/notes on customer loyalty pyramid Computers with access to the internet
2	A1 The importance of customer loyalty	GS	<ul style="list-style-type: none"> • Lead in: Recap previous lesson. • Guest speaker: How we treat our customers. • Guest speaker questions and answer session: Learners ask questions prepared in Lesson 1. • Paired activity: Learners identify the typical customers of a warehouse business and the expectations of customers. • Teacher-led discussion: Learners share their findings with the whole class. 	Unit specification Notes from Lesson 1 Guest speaker Learners' questions from Lesson 1 Assessment Workbook Task 1

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Lesson plenary: Summarise and check learning using questions and answers. • Private study: Learners to identify (and justify): <ul style="list-style-type: none"> ○ two occasions of good customer service ○ two occasions of poor customer service. 	<p>Worksheet matching different customers and their expectations</p> <p>Recording method such as flip charts/smart board</p> <p>Computers with access to the internet</p>
3	A2 Effective customer service and customer loyalty	AW	<ul style="list-style-type: none"> • Lead in: Recap previous lesson using Q & A. • Group discussion: Learners identify examples of good and bad customer service. • Small group activity: Learners identify the relationship between: <ul style="list-style-type: none"> ○ good customer service and the customer loyalty pyramid ○ bad customer service and the customer loyalty pyramid. • Group discussion: Learners share their findings with the whole group and compare with unit specification content. • Lesson recap: Check learning using questions and answers. 	<p>Unit specification</p> <p>Notes from Lesson 2</p> <p>Learner work from Lesson 2 private study</p> <p>Assessment Workbook Task 1</p> <p>Recording method such as flip charts/smart board</p> <p>Computers with access to the internet</p>

#	Topic	Lesson type	Suggested activities	Resources
4	A3 Benefits of excellent customer service provision	AW	<ul style="list-style-type: none"> • Lead in: Recap previous lesson using questions and answers. • Assessment activity: Learners complete and submit Assessment Workbook Task 1. • Teacher presentation: Explain Assessment Workbook Task 2 and expectations regarding its evaluation. • Paired activity: Learners identify benefits of excellent customer service to the warehouse as part of a commercial organisation. • Paired activity: Learners explain how customer loyalty or effective customer service can commercially benefit an organisation. • Teacher-led discussion: Learners share findings with the whole group. • Teacher-led discussion: Revisit SWOT analysis and explain how to evaluate. • Lesson plenary: Summarise and check learning using questions and answers. • Private study: Learners continue paired activity about the benefits of excellent customer service to the organisation and create presentation. 	<p>Unit specification</p> <p>Presentations/notes from Lessons 1–3</p> <p>Assessment Workbook Tasks 1 and 2</p> <p>Presentation about Assessment Workbook Task 2</p> <p>Assessment submission recording documentation</p> <p>Recording method such as flip charts/smart board</p> <p>Computers with access to the internet</p>

#	Topic	Lesson type	Suggested activities	Resources
5	A3 Benefits of excellent customer service provision	AW	<ul style="list-style-type: none"> • Lead in: Recap previous lesson using questions and answers. • Small group activity: Learners present benefits to the organisation of providing excellent customer service. • Teacher-led discussion: Discuss benefits to employees and other individuals of providing excellent customer service. • Paired activity: Learners explain how employees and individuals benefit from excellent customer service. • Paired activity: Learners explain advantages of customer loyalty or effective customer service and give justified opportunities to provide excellent customer service. • Group discussion: Learners share their findings with the whole group. 	Unit specification Notes from Lesson 4 Computers with access to the internet Assessment Workbook Task 2
6	A3 Benefits of excellent customer service provision	AW	<ul style="list-style-type: none"> • Lead in: Recap Lessons 4 and 5 using questions and answers. • Paired activity: Learners informally present the advantages of excellent customer service • Lesson plenary: Summarise and check learning using questions and answers. • Assessment activity: Learners complete and submit Assessment Workbook Task 2. • Teacher-learner one-to-ones: Give each learner an individual progress review, including assessment feedback on Assessment Workbook Task 1. 	Unit specification Assessment Workbook Task 2 Assessment submission recording documentation Progress review records Computers with access to the internet Presentation about progress from Lessons 1–6

#	Topic	Lesson type	Suggested activities	Resources
7	B2 Ensuring consistent customer service provision		<ul style="list-style-type: none"> • Lead in: Recap previous lesson using questions and answers and explain Assessment Workbook Task 3. • Teacher-led discussion: Revisit organisational aims and objectives relating to customer service from Unit 2. • Paired activity: Learners identify customer service aims and objectives. • Small group activity: Learners identify the best possible consistent standard of customer service, then present findings to the whole group. • Small group activity: Learners identify ways to organise the team to provide consistent effective customer service. • Small group activity: How would you as a supervisor organise the team organisation provide consistent customer service. • Learners present their findings to the whole group • Lesson plenary: Summarise and check learning using questions and answers. • Private study: In small groups, learners decide how they would monitor different aspects of their warehouse team to ensure that the team provided the best customer service. 	<p>Units 2 and 4 specifications</p> <p>Unit 2 notes/presentation on organisational aims and objectives</p> <p>Assessment Workbook Task 3</p> <p>Recording method such as flip charts/smart board</p> <p>Computers with access to the internet</p>

#	Topic	Lesson type	Suggested activities	Resources
8	B2 Ensuring consistent service provision	AW	<ul style="list-style-type: none"> • Lead in: Recap previous lesson using questions and answers. • Small group activity: Learners continue and present work from private study about how they would ensure that their team provided consistent customer service. • Lesson recap: Summarise and check learning using questions and answers. • Teacher-learner one-to-ones: Give each learner an individual progress review, including assessment feedback on Assessment Workbook Task 2. 	<p>Notes from Lesson 7</p> <p>Unit specification</p> <p>Learner notes from Lesson 7 private study</p> <p>Assessment Workbook Task 3a</p> <p>Progress review records</p> <p>Assessment records</p> <p>Computers with access to the internet</p>
9	B3 Issues affecting consistent service provision <ul style="list-style-type: none"> • Internal issues • External issues 	AW	<ul style="list-style-type: none"> • Lead in: Recap previous lesson using questions and answers. • Group activity: Learners take part in a team game – passing a ball without using hands. • Teacher-led discussion: Evaluate the game and identify key points. • Paired activity: Learners identify warehouse-related issues affecting customer service (what, when, who, how, why, where) then share findings with whole group. • Question and answer session: Check learning using questions and answers. 	<p>Unit specification</p> <p>Notes from Lessons 7 and 8</p> <p>Recording method such as flip charts/smart board</p> <p>Two or more rubber balls/balloons</p> <p>Assessment Workbook Tasks 3a and 3b</p>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Group activity: Learners create observation checklist and questions for visit to a freight warehouse in next lesson. • Private study: Learners categorise the issues identified in the paired activity into external and internal issues. 	Computers with access to the internet
10	B3 Issues affecting consistent service provision <ul style="list-style-type: none"> • Others and further issues 	V/AW	<ul style="list-style-type: none"> • Lead in: Recap previous lesson using questions and answers. • Visit: Learners visit a warehouse and ask questions prepared in previous lesson. • Teacher-led discussion: Discuss what learners saw during the visit. • Teacher presentation: Recap further issues from the unit specification. • Teacher-led discussion: Identify methods to manage issues that affect the provision of consistent customer service. • Small group/paired activity: Learners investigate one of the methods discussed then present to whole group. • Lesson plenary: Summarise and check learning using questions and answers. 	Notes from Lesson 9 Assessment Workbook Task 3 Recording method such as flip charts/smart board Unit specification Computers with access to the internet Visit documentation Presentation about further issues listed in the unit specification

#	Topic	Lesson type	Suggested activities	Resources
11	<p>B3 Issues affecting consistent service provision</p> <ul style="list-style-type: none"> • Methods to manage the issues 	AW	<ul style="list-style-type: none"> • Lead in: Recap the previous lesson (visit) using questions and answers. • Paired activity: Learners in the role of a warehouse supervisor identify customer service issues and ways to manage them. • Teacher-led discussion: based on findings of the paired activity • Lesson plenary: Summarise and check learning using questions and answers. • Learners complete and submit Assessment Workbook Tasks 3a and 3b. 	<p>Notes from Lesson 10</p> <p>Unit specification</p> <p>Assessment Workbook Tasks 3a and 3b</p> <p>Recording method such as flip charts/smart board</p> <p>Computers with access to the internet</p>
12	B4 Monitoring and evaluating customer service		<ul style="list-style-type: none"> • Lead in: Recap previous lesson using questions and answers. • Teacher presentation: Explain Assessment Workbook Task 4 assessment requirements. • Paired activity: Learners discuss the value of feedback from others. • Individual activity: Learners identify methods of monitoring customer service. Learners share their findings with the whole group. • Teacher-led discussion: Discuss differences between, the advantages of and the disadvantages of formal and informal monitoring and evaluation methods. 	<p>Notes from Lessons 10 and 11</p> <p>Unit specification</p> <p>Assessment Workbook Task 4</p> <p>Presentation about Assessment Workbook Task 4</p> <p>Computers with access to the internet</p>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Paired/small group activity: Learners identify different customer surveys and when they are appropriate to use, then create customer surveys. • Lesson plenary: Summarise and check learning using questions and answers. • Private study: Learners complete their surveys. 	Examples of customer surveys
13	B4 Monitoring and evaluating customer service		<ul style="list-style-type: none"> • Lead in: Recap previous lesson using questions and answers. • Teacher presentation: Explain importance of collecting and presenting customer service data in simple formats. • Lesson plenary: Summarise and check learning using questions and answers. • Teacher-learner one-to-ones: Give each learner an individual progress review, including feedback on Assessment Workbook Tasks 3a and 3b. • Private study: Learners research how to present data. 	Unit specification Notes from Lesson 12 Progress review records Assessment records Assessment Workbook Task 4 Random data to analyse Presentation on collecting, presenting and analysing data Computers with access to the internet

#	Topic	Lesson type	Suggested activities	Resources
14	B4 Monitoring and evaluating customer service	AW	<ul style="list-style-type: none"> • Lead in: Recap previous lesson using questions and answers. • Learner activity: Learners analyse customer service data from the previous lesson, then share their findings with the whole group. • Paired activity: Learners evaluate provision of customer service in terms of performance using data. • Lesson plenary: Summarise and check learning using questions and answers. • Learners complete and submit Assessment Workbook Task 4. 	<p>Notes from Lesson 13</p> <p>Unit specification</p> <p>Assessment Workbook Task 4</p> <p>Recording method such as flip charts/smart board</p> <p>Computers with access to the internet</p> <p>Assessment submission documentation</p>
15	C1 Supervising customer service skills and behaviours		<ul style="list-style-type: none"> • Lead in: Use questions and answers to recap Lessons 1–5. • Teacher presentation: Explain Assessment Workbook Task 5 requirements. • Paired/small group activity: Learners identify typical warehouse customer service situations and communications used, then share findings with whole group. • Paired activity: Learners complete the 'Blind Drawing' game. • Paired activity: Learners identify expected communication and interpersonal skills and behaviours in customer service. 	<p>Notes from Lessons 1–5 and Lessons 12–14</p> <p>Unit specification</p> <p>Assessment Workbook Tasks 5a and 5b</p> <p>Blind drawing game</p> <p>Recording method such as flip charts/smart board</p> <p>Computers with access to the internet</p>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Lesson plenary: Summarise and check learning using questions and answers. • Private study: Learners review expected customer service standards and create some standards of their own to use to support Assessment Workbook Task 5a. 	
16	C2 Supervising the resolution of queries, problems and complaints		<ul style="list-style-type: none"> • Lead in: Recap previous lesson using questions and answers. • Individual activity: Learners recall the situation and their feelings when they last complained about a service/product. • Individual activity: Learners consider their complaint and explain how they think it should have been handled. • Teacher-led discussion: Discuss learners' thoughts from previous activities. • Teacher-learner one-to-ones: Give individual progress reviews, including feedback on Assessment Workbook Task 4. • Teacher presentation: Explain Assessment Workbook Task 5b. • Private study: Learners review expected customer service standards for resolving complaints, queries and problems and create some standards of their own to use to support Assessment Workbook Task 5b. 	Notes from Lesson 15 Unit specification Assessment Workbook Tasks 5a and 5b Presentation about Assessment Workbook Task 5b Assessment records Progress review records Computers with access to the internet

#	Topic	Lesson type	Suggested activities	Resources
17	C1 Supervising customer service skills and behaviours C2 Supervising the resolution of queries, problems and complaints	AW	<ul style="list-style-type: none"> • Lead in: Recap Lessons 1, 2, 3 and 16. • Teacher presentation: Explain the requirements for the practical assessment for Assessment Workbook Tasks 5a and 5b. • Assessment activity: Learners complete practical assessment. • Plenary: Present assessment session plenary. • Private study: Learners review own performance in the practical assessment then continue preparation for Assessment Workbook Task 5b. 	<p>Notes from Lessons 1, 2, 3 and 16</p> <p>Unit specification</p> <p>Assessment Workbook Tasks 5a and 5b</p> <p>Presentation on practical assessment for Assessment Workbook Task 5a</p> <p>Presentation on reviewing own performance</p> <p>Learners' notes from private study Lessons 15 and 16</p> <p>Recording method such as flip charts/smart board</p> <p>Practical assessment observation documentation</p> <p>Computers with access to the internet</p>

#	Topic	Lesson type	Suggested activities	Resources
18	<p>C1 Supervising customer service skills and behaviours</p> <p>C2 Supervising the resolution of queries, problems and complaints</p>	AW	<ul style="list-style-type: none"> • Lead in: Recap Lesson 16 using questions and answers. • Assessment activity: Learners complete practical assessment. • Lesson plenary: Summarise and check learning using questions and answers. • Assessment activity: Learners collate and submit evidence for Assessment Workbook Tasks 5a and 5b. • Private study: Learners recap Unit 2 Learning aim C. 	<p>Notes from Lesson 16</p> <p>Units 2 and 4 specifications</p> <p>Assessment Workbook Tasks 5a and 5b</p> <p>Presentation about practical assessment for Assessment Workbook Task 5b</p> <p>Learners' customer service performance standards</p> <p>Recording method such as flip charts/smart board</p> <p>Practical assessment observation documentation</p> <p>Computers with access to the internet</p> <p>Assessment submission records</p>

#	Topic	Lesson type	Suggested activities	Resources
19	C3 Review customer service provision and recommend improvements	AW	<ul style="list-style-type: none"> • Lead in: Recap previous lessons using questions and answers. • Teacher-led discussion: Give group assessment feedback on Assessment Workbook Tasks 5a and 5b. • Teacher-learner one-to-ones: Give learners individual assessment feedback on Assessment Workbook Tasks 5a and 5b. • Teacher-led presentation: Introduce Assessment Workbook Task 6. • Teacher-led discussion: Discuss how to use SWOT as part of the review process. • Teacher-led presentation: Explain the contents of an individual development plan (IDP). • Paired activity: Learners complete IDPs for three team members and identify five reasons for having IDPs. • Paired activity: Learners identify ways of recognising improvement, then share their findings with the whole group. • Lesson plenary: Summarise and check learning using 	<p>Notes from Lessons 1–18</p> <p>Unit specification</p> <p>Assessment Workbook Task 6</p> <p>Presentation about Assessment Workbook Task 6</p> <p>Assessment records</p> <p>Progress review records</p> <p>Computers with access to the internet</p>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Teacher-led presentation: Explain the contents of an individual development plan (IDP). • Teacher-learner one-to-ones: Give learners individual progress reviews. • Learners complete and submit Assessment Workbook Task 6, then ensure all evidence for all tasks has been submitted. 	
20	Assessment feedback Progress review Resubmission	AW	<ul style="list-style-type: none"> • Lead in: Recap all previous lessons. • Teacher-led discussion: Give group assessment feedback on Assessment Workbook Task 6. • Teacher-learner one-to-ones: Give individual progress reviews and feedback. • Assessment activity: Learners resubmit assessment tasks if necessary. • Plenary: Hold a unit plenary session to recap the unit content and answer any questions that learners want to ask. 	Notes from Lessons 1–19 Unit specification Assessment Workbook Progress review records Assessment submission records

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 4: Customer Service within Warehousing
Lesson number	1 (3 hours)

Lesson objectives	<p>To introduce learners to</p> <ul style="list-style-type: none"> • Unit 4 • the unit assessment requirements • customer service situations in warehousing • the importance of customer loyalty in warehousing.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Assessment Workbook Task 1 • Recording method such as flip charts/smart board • Presentation giving unit overview • Presentation/notes on customer loyalty pyramid (PS) • Computers with access to the internet
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (45 minutes)	<ul style="list-style-type: none"> ● Teacher-led presentation: <ul style="list-style-type: none"> ○ introduce the unit ○ give an overview of the main topics covered in this unit ○ explain the different assessment processes for the unit. ● Teacher-led discussion: Explain knowledge tasks and expectations with a focus on Assessment Workbook Task 1.
Main activities (105 minutes)	<ul style="list-style-type: none"> ● Small group activity: Learners identify and research warehouse operations involving customer service. ● Teacher-led discussion: Learners share their findings with the whole group. ● Group discussion: What is a loyal customer? ● Teacher-led presentation: Introduce the customer loyalty pyramid. ● Teacher-led discussion: commercial advantages of customer loyalty
Concluding activity (30 minutes)	<ul style="list-style-type: none"> ● Use questions and answers to check learning.
Private study	<ul style="list-style-type: none"> ● Learners familiarise themselves with Assessment Workbook Task 1 requirements.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 4: Customer Service within Warehousing
Lesson number	2 (3 hours)

Lesson objectives	<p>To introduce learners to:</p> <ul style="list-style-type: none"> • customer service • the different types of customer • customer service expectations.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Notes from Lesson 1 (customer loyalty pyramid) • Guest speaker • Learners' questions prepared in Lesson 1 • Assessment Workbook Task 1 • Recording method such as flip charts/smart board • Worksheet matching different customers and their expectations • Computers with access to the internet
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes				
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Introduce lesson aims and objectives. • Recap previous Lesson 1 using questions and answers. 				
Main activities (150 minutes, including 30 minutes for guest speaker)	<ul style="list-style-type: none"> • Guest speaker: How we treat our customers. • Guest speaker questions and answers: Learners ask questions prepared in Lesson 1. • Paired activity: Learners identify customer types typical to a warehouse business, then fill out worksheet matching customer types to their service expectations. <table border="1" data-bbox="584 790 1310 1066" style="margin: 10px auto;"> <thead> <tr> <th data-bbox="584 790 927 891"><i>Customers to warehouse business</i></th> <th data-bbox="927 790 1310 891"><i>Customer expectations</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="584 891 927 1066"><i>Learners to identify from previous activity</i></td> <td data-bbox="927 891 1310 1066"><i>Learners to identify from previous activity</i></td> </tr> </tbody> </table> • Teacher-led discussion: Learners share their findings with the whole group. 	<i>Customers to warehouse business</i>	<i>Customer expectations</i>	<i>Learners to identify from previous activity</i>	<i>Learners to identify from previous activity</i>
<i>Customers to warehouse business</i>	<i>Customer expectations</i>				
<i>Learners to identify from previous activity</i>	<i>Learners to identify from previous activity</i>				
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Use questions and answers to check learning. 				
Private study	<ul style="list-style-type: none"> • Learners to identify (and justify their choices): <ul style="list-style-type: none"> ○ two occasions of good customer service ○ two occasions of poor customer service. 				

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 4: Customer Service within Warehousing
Lesson number	3 (3 hours)

Lesson objectives	<ul style="list-style-type: none"> To introduce learners to the relationship between effective customer service and customer loyalty.
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Resources checklist	<ul style="list-style-type: none"> Unit specification Notes from Lesson 2 Learner work from Lesson 2 private study Assessment Workbook Task 1 Recording method such as flip charts/smart board Computers including access to the internet
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes				
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Introduce lesson aims and objectives. • Recap previous lesson using questions and answers. 				
Main activities (150 minutes)	<ul style="list-style-type: none"> • Group discussion: Learners identify examples of good and bad service, focusing on how the customer feels. • Small group activity: Learners identify the relationship between the customer loyalty pyramid and: <ul style="list-style-type: none"> ○ good customer service ○ bad customer service. • Group discussion: Learners share their findings from the previous activity with the whole group and compare with unit content in the specification. Learners then link good and bad customer service to customer loyalty using a table like the example below. <table border="1" data-bbox="584 1043 1307 1238" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th data-bbox="584 1043 927 1111"><i>Service – good/bad</i></th> <th data-bbox="927 1043 1307 1111"><i>Link to customer loyalty</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="584 1111 927 1238"></td> <td data-bbox="927 1111 1307 1238"></td> </tr> </tbody> </table>	<i>Service – good/bad</i>	<i>Link to customer loyalty</i>		
<i>Service – good/bad</i>	<i>Link to customer loyalty</i>				
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Check learning using questions and answers. 				
Private study					

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 4: Customer Service within Warehousing
Lesson number	4 (3 hours)

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to Task 2, including the benefits to the organisation of excellent customer service provision. • To introduce learners to how organisations benefit commercially from providing excellent customer service. • To introduce learners to the advantages of and opportunities resulting from the benefits of excellent customer service. • To ensure that learners complete and submit Task 1.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Assessment Workbook Tasks 1 and 2 • Recording method such as flip charts/smart board • Presentation/notes for Lessons 1-3 (customer loyalty pyramid) • Presentation about Assessment Workbook Task 2 • Assessment submission recording documentation • Computers with access to the internet
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Introduce lesson aims and objectives. • Recap previous lesson using questions and answers.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Assessment activity: Learners complete and submit Assessment Workbook Task 1. • Teacher presentation: Explain Assessment Workbook Task 2 and its requirements. • Paired activity: Learners identify benefits of excellent customer service to the warehouse as part of a commercial organisation. • Paired activity: Learners choose to investigate either customer loyalty or effective customer service provision. They explain how the organisation benefits commercially from either of the elements they have chosen. Using the same benefits, learners then complete a two-column table to show these benefits and their advantages. • Teacher-led discussion: Learners share their findings with the whole group.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Teacher-led discussion: Revisit SWOT analysis and explain how to evaluate. • Check learning using questions and answers.
Private study	<ul style="list-style-type: none"> • In pairs, learners continue paired activity about the benefits of excellent customer service to the organisation and create a six-slide presentation to present their conclusions.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 4: Customer Service within Warehousing
Lesson number	5 (3 hours)
Lesson objectives	<ul style="list-style-type: none"> To introduce learners to the benefits of excellent customer service to warehouse employees and other individuals.
Resources checklist	<ul style="list-style-type: none"> Unit specification Assessment Workbook Task 2 Recording method such as flip charts/smart board Presentation/notes from Lesson 4 Computers with access to the internet
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> ● Recap previous lesson using questions and answers. ● Introduce lesson aims and objectives. ● Recap Assessment Workbook Task 2 requirements.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Paired activity: Learners present their presentations on benefits of excellent customer service to the organisation. ● Teacher-led discussion: Identify benefits of excellent customer service to employees and other individuals. ● Paired activity: Learners select benefits of effective customer service and explain how employees and other individuals benefit from excellent customer service. ● Paired activity: Learners explain advantages of customer loyalty as a result of effective customer service and identify additional opportunities to provide excellent customer service. ● Group discussion: Learners share their findings with the whole group.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> ● Check learning using questions and answers.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 4: Customer Service within Warehousing
Lesson number	6 (3 hours)

Lesson objectives	<ul style="list-style-type: none"> • To ensure learners recognise the advantages of excellent customer service. • To ensure learners understand the importance of using additional opportunities to enhance service provision • To ensure that learners complete and submit Task 2. • To give learners assessment feedback on Task 1. • To review individual learner progress.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Assessment Workbook Task 2 • Computers with access to the internet • Assessment submission recording documentation • Progress review records • Presentation recapping progress from Lessons 1–6 (PS)
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Introduce lesson aims and objectives. • Recap Lessons 4 and 5.
Main activities (145 minutes)	<ul style="list-style-type: none"> • Paired activity: Learners informally present to the rest of the group on the advantages of and opportunities presented by the provision of excellent customer service. • Question and answer session: Summarise and check learning • Assessment activity: Learners complete and submit Assessment Workbook Task 2. • Teacher-learner one-to-ones: Give each learner an individual progress review and assessment feedback on Assessment Workbook Task 1.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Give recap presentation on progress so far.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 4: Customer Service within Warehousing
Lesson number	7 (3 hours)

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to Assessment Workbook Task 3. • To revisit Unit 2 A3 Performance management (organisational aims and objectives). • To introduce learners to consistent customer service. • To introduce learners to organising a team to provide consistent customer service.
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Resources checklist	<ul style="list-style-type: none"> • Unit 2 and Unit 4 specifications • Unit 2 notes/presentation on A3 Performance management (organisational aims and objectives) • Assessment Workbook Task 3 • Recording method such as flip charts/smart board • Computers with access to the internet
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (30 minutes)	<ul style="list-style-type: none"> ● Introduce lesson aims and objectives. ● Introduce Assessment Workbook Task 3.
Main activities (135 minutes)	<ul style="list-style-type: none"> ● Teacher-led discussion: Recap Unit 2 A3 Performance management with discussion on organisational aims and objectives. ● Paired activity: Learners identify customer service aims and objectives. ● Small group activity: Learners identify the best possible consistent standard of customer service customer service, then present findings to the whole group. ● Small group activity: Learners identify ways to organise the team to provide consistent effective customer service, then present these to the whole group. ● Small group activity: Split the group into five smaller groups. Each group investigates one of the following requirements of team organisation: <ul style="list-style-type: none"> ○ making sure there is clear communication ○ making sure that all team members have knowledge of products, services, processes, legislative and regulatory requirements ○ setting clear procedures for referrals, complaints ○ making sure the team follow procedures and policies ○ empowering team members to think for themselves and put the customer first. ● Small group activity: Learners present findings to the whole group.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> ● Check learning using questions and answers.

Activities	Teaching notes
Private study	<ul style="list-style-type: none">● In the same five groups as before, learners decide how they would, as a supervisor, monitor their warehouse team to ensure that the team provided the best customer service. Each group investigates this, focusing on one of the following:<ul style="list-style-type: none">○ training○ reward and recognition○ technology○ data relating to stock, customers and previous results○ organisational information relating to policies, procedures and service standards.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 4: Customer Service within Warehousing
Lesson number	8 (3 hours)

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to supervising a team providing customer service. • To give learners assessment feedback on Assessment Workbook Task 2. • To review learner progress.
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Resources checklist	<ul style="list-style-type: none"> • Notes from Lesson 7 • Unit specification • Learner work from Lesson 7 private study • Assessment Workbook Task 3a • Progress review records • Assessment records • Computers with access to the internet
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Introduce lesson aims and objectives. • Recap previous lesson using questions and answers.
Main activities (65 minutes)	<ul style="list-style-type: none"> • Small group activity: Learners continue, complete and present work from private study about how a supervisor monitors their team to ensure they provide consistent customer service.
Concluding activity (100 minutes)	<ul style="list-style-type: none"> • Check learning using questions and answers. • Teacher-learner one-to-ones: Give each learner an individual progress review, including assessment feedback on Assessment Workbook Task 2.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 4: Customer Service within Warehousing
Lesson number	9 (3 hours)

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to the requirements of Assessment Workbook Task 3b. • To introduce learners to issues affecting consistent customer service provision. • To prepare learners for a visit to a freight forwarder/warehouse.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Notes from Lessons 7 and 8 • Assessment Workbook Task 3b • Recording method such as flip charts/smart board • Two or more rubber balls/balloons • Computers with access to the internet
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes				
Starter activity (15 minutes)	<ul style="list-style-type: none"> Introduce lesson aims and objectives. Recap previous lesson using questions and answers. 				
Main activities (105 minutes)	<ul style="list-style-type: none"> Group activity: Learners play a game where they pass a ball from one team member to the next without using their hands. Teacher-led discussion: Learners evaluate the game and identify key points. They then analyse internal issues affecting consistent customer service provision. Paired activity: Learners consider warehouse-related issues affecting customer service and identify what, when, who, how, why, where for each. They then fill out a table like the example below. <table border="1" data-bbox="549 965 1343 1240" style="margin: 10px 0;"> <thead> <tr> <th data-bbox="549 965 946 1111">Issues affecting customer service - What, when, where, who</th> <th data-bbox="946 965 1343 1111">The analysis - <u>how and why</u> affecting the what, when, where, who</th> </tr> </thead> <tbody> <tr> <td data-bbox="549 1111 946 1240"></td> <td data-bbox="946 1111 1343 1240"></td> </tr> </tbody> </table> Paired activity: Learners to share their findings with the whole group. 	Issues affecting customer service - What, when, where, who	The analysis - <u>how and why</u> affecting the what, when, where, who		
Issues affecting customer service - What, when, where, who	The analysis - <u>how and why</u> affecting the what, when, where, who				
Concluding activity (60 minutes)	<ul style="list-style-type: none"> Check learning using questions and answers. Group activity: Learners create customer service checklist and list of questions for visit to a freight forwarder/warehouse in next lesson. 				
Private study	<ul style="list-style-type: none"> Learners categorise the issues identified in the paired activity into internal and external issues. 				

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 4: Customer Service within Warehousing
Lesson number	10 (3 hours)

Lesson objectives	<p>To introduce learners to:</p> <ul style="list-style-type: none"> • observing warehouse service provision • further issues affecting the provision of consistent customer service.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Assessment Workbook Task 3 • Recording method such as flip charts/smart board • Notes from Lesson 9 • Computers with access to the internet • Visit documentation
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> ● Introduce lesson aims and objectives. ● Recap previous lesson.
Main activities (100 minutes)	<ul style="list-style-type: none"> ● Visit: Learners visit a warehouse and use the checklist/questions prepared during the previous lesson to observe customer service situations and performance. ● Teacher-led discussion: Discuss what learners saw during the visit, particularly in relation to: <ul style="list-style-type: none"> ○ service situations ○ standard of service provided ○ level of supervision.
Concluding activity (65 minutes)	<ul style="list-style-type: none"> ● Teacher-led presentation: Reviewing further issues listed in unit content. ● Paired activity: Learners check difference between internal and external issues. ● Teacher-led discussion: Identify the following methods to manage these issues: <ul style="list-style-type: none"> ○ clear customer service policy and standards ○ clear communication lines and methods ○ timely management intervention ○ appropriate staff recruitment and relevant induction ○ applicable staff training. ● Small group/paired activity: Learners investigate one of the methods listed above and explain how it helps to manage issues affecting the provision of consistent customer service. Learners present their findings to the whole group. ● Check learning using questions and answers.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 4: Customer Service within Warehousing
Lesson number	11 (3 hours)
Lesson objectives	<p>To introduce learners to:</p> <ul style="list-style-type: none"> • how to manage issues affecting customer service provision • the demands of supervising customer service.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Notes from Lesson 10 • Assessment Workbook Tasks 3a and 3b • Recording method such as flip charts/smart board • Computers with access to the internet
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes				
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Introduce lesson aims and objectives. • Recap previous lesson (including visit plenary) using questions and answers. 				
Main activities (150 minutes)	<ul style="list-style-type: none"> • Paired activity: Learners put themselves in the role of a warehouse supervisor and identify customer service issues and ways to manage customer service issues, completing a table like the example below. <table border="1" data-bbox="584 707 1281 1010" style="margin: 10px auto;"> <thead> <tr> <th data-bbox="584 707 932 813">Customer service issues</th> <th data-bbox="932 707 1281 813">Ways to manage service issues</th> </tr> </thead> <tbody> <tr> <td data-bbox="584 813 932 1010"></td> <td data-bbox="932 813 1281 1010"></td> </tr> </tbody> </table> • Paired activity: Learners to present findings from the previous activity to the whole group. • Learners complete and submit Assessment Workbook Task 3. 	Customer service issues	Ways to manage service issues		
Customer service issues	Ways to manage service issues				
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Check learning using questions and answers. 				

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 4: Customer Service within Warehousing
Lesson number	12 (3 hours)

Lesson objectives	<p>To introduce learners to:</p> <ul style="list-style-type: none"> • Assessment Workbook Task 4 • monitoring customer service • evaluating customer service.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Notes from Lessons 10 and 11 • Assessment Workbook Task 4 • Presentation on Assessment Workbook Task 4 (PS) • Computers including access to the internet • Examples of customer survey
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes										
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Introduce lesson aims and objectives. • Recap previous lesson using questions and answers. 										
Main activities (85 minutes)	<ul style="list-style-type: none"> • Teacher presentation: Explain requirements of Assessment Workbook Task 4. • Paired activity: Learners discuss value of feedback from others. • Individual activity: Learners identify methods of monitoring and evaluating customer service. • Teacher-led discussion: Learners share their findings from the previous activity with the whole group. Learners separate identified methods into informal and formal using a table like the example below. <table border="1" data-bbox="536 987 1358 1122" style="margin: 10px 0;"> <thead> <tr> <th data-bbox="536 987 946 1055">Formal methods</th> <th data-bbox="946 987 1358 1055">Informal methods</th> </tr> </thead> <tbody> <tr> <td data-bbox="536 1055 946 1122"></td> <td data-bbox="946 1055 1358 1122"></td> </tr> </tbody> </table> • Teacher-led discussion: Discuss the differences between and the advantages and disadvantages of formal and informal methods. • Paired activity: Learners identify different customer surveys and when they are appropriate to use, then complete a table like the example below. <table border="1" data-bbox="536 1453 1358 1653" style="margin: 10px 0;"> <thead> <tr> <th data-bbox="536 1453 946 1520">Survey type</th> <th data-bbox="946 1453 1358 1520">Appropriate use</th> </tr> </thead> <tbody> <tr> <td data-bbox="536 1520 946 1588"></td> <td data-bbox="946 1520 1358 1588"></td> </tr> <tr> <td data-bbox="536 1588 946 1653"></td> <td data-bbox="946 1588 1358 1653"></td> </tr> </tbody> </table> 	Formal methods	Informal methods			Survey type	Appropriate use				
Formal methods	Informal methods										
Survey type	Appropriate use										
Concluding activity (80 minutes)	<ul style="list-style-type: none"> • Small group activity: Learners create customer surveys (internal, external, online). • Check learning using questions and answers. 										
Private study	<ul style="list-style-type: none"> • Learners complete their surveys. 										

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 4: Customer Service within Warehousing
Lesson number	13 (3 hours)

Lesson objectives	<ul style="list-style-type: none"> • To ensure learners present their surveys. • To introduce learners to the use of data to evaluate and monitor customer service. • To introduce learners to analysing data from surveys.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Notes from Lesson 12 • Progress review records • Presentation on collecting, presenting and analysing data (PS) • Random data to analyse • Assessment records • Assessment Workbook Task 4 • Computers with access to the internet
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> ● Introduce lesson aims and objectives. ● Recap previous lesson using questions and answers.
Main activities (95 minutes)	<ul style="list-style-type: none"> ● Teacher presentation: Explain the importance of collecting and presenting data in simple formats, particularly covering: <ul style="list-style-type: none"> ○ why you might collect data ○ who needs the data ○ when the data should be collected ○ where the data should be collected. ● Teacher presentation: Explain methods of analysing and presenting data. ● Learners present graphs created to the whole group and justify formats used.
Concluding activity (70 minutes)	<ul style="list-style-type: none"> ● Check learning using questions and answers. ● Teacher-learner one-to-ones: Give each learner an individual progress review, including feedback on Assessment Workbook Task 3.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 4: Customer Service within Warehousing
Lesson number	14 (3 hours)
Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to using data to evaluate customer service. • To ensure that learners complete and submit Task 4.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Notes from Lesson 13 • Assessment Workbook Task 4 • Recording method such as flip charts/smart board • Assessment submission documentation • Computers with access to the internet
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> ● Introduce lesson aims and objectives. ● Recap previous lesson using questions and answers.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Teacher-led discussion: Discuss how data collected can identify whether regulatory requirements have been met. Discuss balancing cost and benefits. ● Paired activity: Learners put themselves in the role of a warehouse supervisor and consider the data that would need to be collected to monitor one of the following areas: <ol style="list-style-type: none"> 1 delivery times 2 effectiveness in meeting customer needs 3 resolving queries and complaints 4 the level of customer satisfaction 5 the overall quality of service provided. ● Paired activity: Learners present findings to the whole group. ● Paired activity: Learners create fictional monitoring data out of 100 on the following areas: <ol style="list-style-type: none"> 1 delivery times 2 effectiveness in meeting customer needs 3 resolving queries and complaints 4 the level of customer satisfaction 5 the overall quality of service provided. ● Paired activity: Learners present the data that they have been given by other learners, using their choice of format, and: <ul style="list-style-type: none"> ○ justify presentation method ○ explain how this will be used to improve service. ● Learners complete and submit Assessment Workbook Task 4.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> ● Check learning using questions and answers.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 4: Customer Service within Warehousing
Lesson number	15 (3 hours)

Lesson objectives	<p>To introduce learners to:</p> <ul style="list-style-type: none"> • customer service skills and behaviours • expected levels of communication used to provide customer service • expected interpersonal skills and behaviours used to provide customer service.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Notes from Lessons 1–5 and Lessons 12–14 • Assessment Workbook Tasks 5a and 5b • Presentation on Assessment Workbook Tasks 5a and 5b (PS) • Pictures, pens and sheets of paper • Recording method such as flip charts/smart board • Computers with access to the internet
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Introduce lesson aims and objectives. • Recap Lessons 1–5, with particular focus on Lesson 3, and how they contribute to Learning aim C using questions and answers.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher presentation: Explain the requirements of Assessment Workbook Task 5. • Paired/small group activity: Learners identify typical warehouse customer service situations, then share findings with the whole group. Learners identify all relevant communications used in customer service situations, then share findings with the whole group. • Paired activity: Learners complete the following 'Blind Drawing' game. <div data-bbox="539 931 1356 1973" style="border: 1px solid black; padding: 10px;"> <p>Blind Drawing</p> <ol style="list-style-type: none"> 1 In each pair, Learner A and B sit back-to-back. 2 Give Learner A a picture. Give Learner B a blank sheet of paper and a pen. Learner A must not show Learner B the picture. 3 Learner A describes the image without using words that give it away. For example, the picture shows an elephant standing on a ball. Learner A cannot say "draw an elephant standing on a ball" but instead must use other instructions to achieve the goal, such as "draw a circle 20 cm in diameter about two-thirds from the top of the page, then on the top of that draw a smaller circle...". 4 Learner B draws what Learner A describes. 5 After a set time limit, the drawing time ends and both team members view the original picture and the drawing. <p>The purpose of the game is to focus on communication and language.</p> <p>The final drawing will seldom look like the original picture. It is instructive for learners to see how different the interpretation of instructions can be, even when two people are supposedly talking about the same thing.</p> </div>

Activities	Teaching notes																				
	<ul style="list-style-type: none"> ● Paired activity: Learners identify all relevant interpersonal skills and behaviours used in customer service situations. For each customer service situation identified in earlier in the lesson, each pair devises two short case studies, which they share with the group. ● Group activity: Learners identify relevant interpersonal skills and behaviours used in the customer service situations identified by each pair. Lead them to complete a table like the following example. <table border="1" data-bbox="536 698 1372 1285"> <thead> <tr> <th data-bbox="536 698 743 786">Case study</th> <th data-bbox="743 698 967 786">Communication</th> <th data-bbox="967 698 1174 786">Interpersonal skills</th> <th data-bbox="1174 698 1372 786">Behaviour</th> </tr> </thead> <tbody> <tr> <td data-bbox="536 786 743 1126">1. Customer phones to inform that half a delivery is missing</td> <td data-bbox="743 786 967 1126">Use respectful voice pitch and tone Use open and closed questions Show active listening</td> <td data-bbox="967 786 1174 1126">Positive attitude Respond consistently</td> <td data-bbox="1174 786 1372 1126">Timely telephone response Offer assistance Be positive Show respect</td> </tr> <tr> <td data-bbox="536 1126 743 1178">2.</td> <td data-bbox="743 1126 967 1178"></td> <td data-bbox="967 1126 1174 1178"></td> <td data-bbox="1174 1126 1372 1178"></td> </tr> <tr> <td data-bbox="536 1178 743 1229">3.</td> <td data-bbox="743 1178 967 1229"></td> <td data-bbox="967 1178 1174 1229"></td> <td data-bbox="1174 1178 1372 1229"></td> </tr> <tr> <td data-bbox="536 1229 743 1285">4.</td> <td data-bbox="743 1229 967 1285"></td> <td data-bbox="967 1229 1174 1285"></td> <td data-bbox="1174 1229 1372 1285"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> ● Teacher-led discussion: Consolidate findings to check understanding. 	Case study	Communication	Interpersonal skills	Behaviour	1. Customer phones to inform that half a delivery is missing	Use respectful voice pitch and tone Use open and closed questions Show active listening	Positive attitude Respond consistently	Timely telephone response Offer assistance Be positive Show respect	2.				3.				4.			
Case study	Communication	Interpersonal skills	Behaviour																		
1. Customer phones to inform that half a delivery is missing	Use respectful voice pitch and tone Use open and closed questions Show active listening	Positive attitude Respond consistently	Timely telephone response Offer assistance Be positive Show respect																		
2.																					
3.																					
4.																					
Concluding activity (15 minutes)	<ul style="list-style-type: none"> ● Check learning using questions and answers. 																				
Private study	<ul style="list-style-type: none"> ● Learners prepare for Assessment Workbook Task 5 by reviewing expected customer service standards and creating some to use in support of Assessment Workbook Task 5a. 																				

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 4: Customer Service within Warehousing
Lesson number	16 (3 hours)

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to the process of resolving queries, problems and complaints as part of providing customer service. • To give learners feedback on Assessment Workbook Task 4. • To review individual learner progress. • To introduce learners to providing customer service as part of work experience.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Assessment Workbook Tasks 5a and 5b • Notes from Lesson 15 • Presentation on preparing for Assessment Workbook Task 5b (PS) • Recording method such as flip charts/smart board • Assessment records • Progress review records • Computers with access to the internet
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes										
Starter activity (15 minutes)	<ul style="list-style-type: none"> Introduce lesson aims and objectives. Recap previous lesson using questions and answers. 										
Main activities (120 minutes)	<ul style="list-style-type: none"> Individual activity: Learners recall a situation when they last complained about a service/product and their feelings at the time. Learners fill out a table similar to the example below. <table border="1" data-bbox="568 674 1326 846"> <thead> <tr> <th data-bbox="568 674 948 779">Customer service situation</th> <th data-bbox="948 674 1326 779">Feelings</th> </tr> </thead> <tbody> <tr> <td data-bbox="568 779 948 846"></td> <td data-bbox="948 779 1326 846"></td> </tr> </tbody> </table> Individual activity: Learners add to their table to suggest how they think their complaint should have handled, as in the example below. <table border="1" data-bbox="568 987 1326 1200"> <thead> <tr> <th data-bbox="568 987 839 1133">Customer service situation</th> <th data-bbox="839 987 1110 1133">Feelings</th> <th data-bbox="1110 987 1326 1133">How should they have handled it</th> </tr> </thead> <tbody> <tr> <td data-bbox="568 1133 839 1200"></td> <td data-bbox="839 1133 1110 1200"></td> <td data-bbox="1110 1133 1326 1200"></td> </tr> </tbody> </table> Teacher-led discussion: Discuss learners' thoughts from the previous activities to check understanding and to ensure that unit content is covered. 	Customer service situation	Feelings			Customer service situation	Feelings	How should they have handled it			
Customer service situation	Feelings										
Customer service situation	Feelings	How should they have handled it									
Concluding activity (45 minutes)	<ul style="list-style-type: none"> Teacher-learner one-to-ones: Give learners individual feedback on Assessment Workbook Task 4. Teacher presentation: Explain Assessment Workbook Task 5b to help learners prepare to devise a set of procedures for resolving problems, queries and complaints. 										
Private study	<ul style="list-style-type: none"> Learners continue Assessment Workbook Task 5 preparation by reviewing expected customer service standards for resolving problems, queries and complaints and then creating some standards to use to support Assessment Workbook Task 5b. 										

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 4: Customer Service within Warehousing
Lesson number	17 (3 hours)

Lesson objectives	<ul style="list-style-type: none"> • To organise learners for the practical assessment for Task 5. • To introduce learners to a practical assessment scenario. • To assess learners while they supervise the provision of customer service.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Notes from Lessons 1, 2, 3 and 16 • Presentation on practical assessment for Assessment Workbook Task 5a, including a rota/timetable of performance (PS) • Presentation on reviewing own performance • Assessment Workbook Tasks 5a and 5b • Learners' customer service performance standards from private study following Lesson 15 • Learners' procedures for resolving problems, queries and complaints from private study following Lesson 16 • Recording method such as flip charts/smart board • Practical assessment observation documentation • Computers with access to the internet
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (45 minutes)	<ul style="list-style-type: none"> • Introduce lesson aims and objectives. • Recap Lessons 1, 2, 3 and 16. • Teacher-led presentation: Explain the practical assessment for Assessment Workbook Task 5a and rota. Explain how learners should use their time when not required for practical assessment. • Teacher-led presentation: Explain how learners can review their own performance when supervising the communication and interpersonal skills used by their team for two customer service situations.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Assessment activity: Using an observation record, assess how learners supervise their team in providing customer service in a warehouse.
Concluding activity (45 minutes)	<ul style="list-style-type: none"> • Plenary: Present the assessment session plenary, ensuring all learners have the correct documents and evidence.
Private study	<ul style="list-style-type: none"> • Learners review own performance in the practical assessment and then continue preparation for Assessment Workbook Task 5b to devise a set of procedures for resolving problems, queries and complaints.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 4: Customer Service within Warehousing
Lesson number	18 (3 hours)

Lesson objectives	<ul style="list-style-type: none"> • To ensure that learners complete Assessment Workbook Task 5a. • To revisit Unit 2: Lead and Supervise a Team in a Warehouse Environment. • To introduce learners to Assessment Workbook Task 5b: supervising the resolving of queries, problems and complaints when providing customer service.
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Resources checklist	<ul style="list-style-type: none"> • Units 2 and 4 specifications • Notes from Lesson 16 • Assessment Workbook Tasks 5a and 5b • Learners' customer service performance standards for resolving queries, problems and complaints • Recording method such as flip charts/smart board • Practical assessment observation documentation • Presentation about practical assessment for Assessment Workbook Task 5b, including a rota/timetable of performance (PS) • Assessment submission records • Computers with access to the internet
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> ● Introduce lesson aims and objectives. ● Recap Lesson 16 using questions and answers. ● Introduce rota for practical assessments. ● Recap previous lesson.
Main activities (120 minutes)	<ul style="list-style-type: none"> ● Assessment activity: Using an observation record, assess learners as they supervise three warehouse team members, each of whom resolves one of the following list: <ul style="list-style-type: none"> ○ a problem caused by a colleague ○ a query from an internal customer ○ a complaint from an external customer.
Concluding activity (45 minutes)	<ul style="list-style-type: none"> ● Check learning using 16 using questions and answers ● Assessment activity: Learners collate and submit evidence for Assessment Workbook Task 5.
Private study	<ul style="list-style-type: none"> ● Learners recap focusing on: <ul style="list-style-type: none"> ○ SWOT ○ improvement cycle.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 4: Customer Service within Warehousing
Lesson number	19 (3 hours)

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to Assessment Workbook Task 6. • To allow learners to consider the use of a SWOT analysis of the team's performance. • To introduce learners to individual development plans (IDPs). • To introduce learners to the value of IDPs. • To introduce learners to ways of recognising improvements made to customer service provision. • To give learners feedback on Assessment Workbook Task 5. • To review learner progress to date.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Notes from Lessons 1–18 • Assessment Workbook Task 6 • Presentation about Assessment Workbook Task 6 (PS) • Assessment records • Learner progress review records • Computers with access to the internet
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> ● Introduce lesson aims and objectives. ● Recap all previous lessons (mostly Lesson 18) using 16 using questions and answers. ● Recap practical assessment activities.
Main activities (110 minutes)	<ul style="list-style-type: none"> ● Teacher-led discussion: Give group assessment feedback for Assessment Workbook Tasks 5a and 5b. ● Teacher presentation: Present Assessment Workbook Task 6 contents. ● Teacher-led discussion: Discuss the use of a SWOT analysis of the team's performance in providing customer service. ● Paired activity: Learners identify five reasons for having IDPs, then share findings with the whole class. ● Paired activity: Learners assess any gaps in team performance against customer service standards. ● Teacher-led discussion: Discuss the contents of an IDP. ● Individual activity: Learners complete IDPs for the three assessed team members and identify ways of recognising improvement in warehouse customer service provision, then share their findings with the whole group. ● Learners complete and submit Task 6, then ensure that all evidence has been submitted for all tasks.
Concluding activity (50 minutes)	<ul style="list-style-type: none"> ● Check learning using 16 using questions and answers. ● Teacher-led discussion: Give group assessment feedback on Assessment Workbook Task 5. ● Teacher-learner one-to-ones: Give each learner an individual progress review, including individual assessment feedback on Assessment Workbook Task 5.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 4: Customer Service within Warehousing
Lesson number	20 (3 hours)
Lesson objectives	<ul style="list-style-type: none"> • To ensure that learners complete all tasks. • To review learners' progress. • To complete the unit plenary.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Notes from Lessons 1–19 • Assessment Workbook • Progress review records • Assessment submission records
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> ● Introduce lesson aims and objectives. ● Recap all previous lessons.
Main activities (135 minutes)	<ul style="list-style-type: none"> ● Teacher-led discussion: Give group assessment feedback on Assessment Workbook Task 6. ● Teacher-learner one-to-ones: Discuss individual learner progress and give feedback on Assessment Workbook Task 6. Agree opportunities for resubmission within this final lesson. ● Assessment activity: Learners resubmit assessment tasks if necessary.
Concluding activity (30 minutes)	<ul style="list-style-type: none"> ● Plenary: Hold a unit plenary session to recap the unit content and answer any questions that learners want to ask.

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