

Pearson BTEC Level 1 Award in Principles of Customer Service

Pearson BTEC Level 1 Certificate in Principles of Customer Service

Specification

BTEC Specialist qualification

First teaching January 2015

Issue 2

Edexcel, BTEC and LCCI qualifications

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

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

These qualifications were previously known as:

Pearson BTEC Level 1 Award and Certificate in Principles of Customer Service (QCF)

The QNs remain the same.

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Summary of Pearson BTEC Level 1 Award and Certificate in Principles of Customer Service specification Issue 2 changes

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

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

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

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Purpose of this specification

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

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

1 Introducing BTEC Specialist qualifications

What are BTEC Specialist qualifications?

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

Total Qualification Time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by teachers or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

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

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

BTEC Specialist qualifications are available in the following sizes:

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

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 1 Award in Principles of Customer Service
Qualification Number (QN)	601/5304/0
Accreditation start date	01/01/2015
Approved age ranges	14-16 16-18 19+
Credit value	6
Assessment	Centre-devised assessment (internal assessment).
Total Qualification Time (TQT)	60
Guided learning hours	49
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow our access and recruitment policy (see <i>Section 10 Access and recruitment</i>).

Qualification title	Pearson BTEC Level 1 Certificate in Principles of Customer Service
Qualification Number (QN)	601/5303/9
Accreditation start date	01/01/2015
Approved age ranges	14-16 16-18 19+
Credit value	13
Assessment	Centre-devised assessment (internal assessment).
Total Qualification Time (TQT)	130
Guided learning hours	102
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow our access and recruitment policy (see <i>Section 10 Access and recruitment</i>).

Qualification Number and qualification title

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

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

Qualification objective

The Pearson BTEC Level 1 Award in Principles of Customer Service is designed to provide learners with an introduction to the underpinning knowledge and attitudes required for working within a customer service environment. The qualification is suitable for learners who have little or no experience or training in customer service, and so are likely to want a short introductory course to help them better understand the sector in order to support their career choices. The qualification would be suitable for inclusion in a traineeship with a customer service vocational element.

It gives learners the opportunity to:

- develop knowledge of the role and importance of customer service and the different ways in which customer service may be delivered
- develop knowledge of the requirements for working in a customer-facing job role, including the standards of professionalism, effective team working and the use of organisational procedures and practices in delivering customer service.
- achieve a nationally-recognised Level 1 qualification.

The Pearson BTEC Level 1 Certificate in Principles of Customer Service builds on the focus from the Level 1 Award to provide learners with underpinning occupational knowledge and skills as well as wider knowledge and skills to support learners' employability and career progression in the sector. The qualification is suitable for learners who are likely to be new to their first customer service role, intending to return to work after unemployment, NEET learners, learners on work experience/job placement and those looking to progress into an apprenticeship programme.

It gives learners the opportunity to:

- develop occupational knowledge and skills in communicating with customers and dealing with customers' queries and problems
- develop knowledge and skills that support employability and career progression, including how to manage personal performance and development, health and safety at work, rights and responsibilities at work and how to apply for jobs.
- achieve a nationally-recognised Level 1 qualification.

Achievement of this qualification prepares learners for employment in the customer service sector for the potential job roles listed under *Progression opportunities through Pearson qualifications*, including a customer service apprenticeship, or for a cross-sector job role that involves basic elements of customer service delivery.

Relationship with previous qualifications

These qualifications are a direct replacement for the Pearson BTEC Level 1 Award in Customer Service, which expires in December 2014. Information about how the new and old units relate to each other is given in *Annexe B*.

Progression opportunities through Pearson qualifications

Learners who have achieved the Pearson BTEC Level 1 Award/Certificate in Principles of Customer Service could progress on to a Pearson BTEC Level 1 Certificate in Customer Service that demonstrates occupational competency for the potential job roles listed below at this level.

Learners could also progress on to Level 2 qualifications in Customer Service, which are designed for learners to demonstrate a broad set of occupational skills when carrying out customer service related tasks. Level 2 qualifications in this sector further develop learners' knowledge and understanding of the principles that underpin working in a customer service role, including understanding customers and employers. Qualifications include:

- Pearson BTEC Level 1 Certificate in Customer Service (knowledge and competence apprenticeship qualification)
- Pearson BTEC Level 2 Award in Principles of Customer Service
- Pearson BTEC Level 2 Certificate in Principles of Customer Service
- Pearson BTEC Level 2 Diploma in Customer Service (knowledge and competence apprenticeship qualification).

Potential job roles for those working towards this qualification are:

- Customer Service Assistant
- Telesales Operative
- Help Desk Assistant
- Call Centre Operative.

Industry support and recognition

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

3 Qualification structures

Pearson BTEC Level 1 Award in Principles of Customer Service

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

6 credits must be achieved from the two mandatory units.

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	M/506/8863	Customer Service Principles	1	3	21
2	T/506/8864	Understanding How to Work in a Customer Service Role	1	3	28

Pearson BTEC Level 1 Certificate in Principles of Customer Service

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

Minimum number of credits that must be achieved	13
Number of mandatory credits that must be achieved	8
Minimum number of optional credits that must be achieved	5

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	M/506/8863	Customer Service Principles	1	3	21
2	T/506/8864	Understanding How to Work in a Customer Service Role	1	3	28
3	A/506/8865	Communicating with Customers	1	2	15
		Optional units			
4	F/506/8866	Understanding How to Manage Personal Performance and Development	1	2	18
5	F/503/2837	Career Progression	1	2	20
6	F/505/6927	Health and Safety at Work	1	2	20
7	L/506/8837	Understanding How to Deal with Customers' Requests, Queries and Problems	1	2	20
8	R/505/0890	Principles of Social Media for Business Use	1	3	20
9	K/503/2847	Investigating Rights and Responsibilities at Work	1	1	10
10	J/505/6931	Using a CV and Covering Letter to Apply for a Job	1	2	20

4 Assessment

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

Units	Assessment method
All units	Centre-devised assessment

Centre-devised assessment (internal assessment)

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

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

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

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

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

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

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

5 Recognising prior learning and achievement

Recognition of Prior Learning

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

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

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

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website at:

<http://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html>

6 Centre resource requirements

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

General resource requirements

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

Specific resource requirements

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

Unit	Resources required
5: Career Progression	Career-related resources such as websites and publications, and tutors and careers advisers
6: Health and Safety at Work	<i>The Health and Safety Toolbox</i> , published by The Health & Safety Executive (2013)
8: Principles of Social Media for Business Use	Access to suitable social media platforms and monitoring tools

7 Centre recognition and approval

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

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

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

Approvals agreement

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

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

8 Quality assurance of centres

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

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

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

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

9 Programme delivery

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

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

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

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

10 Access and recruitment

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

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

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

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

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

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

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

11 Access to qualifications for learners with disabilities or specific needs

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

We are committed to making sure that:

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

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

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

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

Both documents are on our website at:

<http://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html>

12 Units

Units have the following sections.

Unit title

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

Unit reference number

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

Level

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

Credit value

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

Guided learning hours

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

Unit aim

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

Essential resources

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

Learning outcomes

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

Assessment criteria

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

Unit amplification

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

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

Relationship between amplification and assessment criteria

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

Legislation

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

Information for tutors

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

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

Unit 1: **Customer Service Principles**

Unit reference number: M/506/8863

Level 1

Credit value: 3

Guided learning hours: 21

Unit aim

This unit will develop learners' knowledge of customer service principles and why they are important to an organisation. Learners will find out about how to meet customer expectations and how standards of presentation and behaviour affect customer satisfaction and expectations. Learners will also learn about current legislative, regulatory and organisational requirements, including the importance of data protection.

This unit provides valuable progression opportunities as the knowledge it offers is transferable within a customer service environment and across different sectors.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the importance of good customer service	1.1	State the meaning of customer service	<ul style="list-style-type: none"> □ <i>Customer service:</i> definition (meeting customer needs and expectations, producing customer satisfaction)
		1.2	State the importance of good customer service to an organisation	<ul style="list-style-type: none"> □ <i>Importance:</i> repeat business; organisation's reputation and image; customer confidence in dealing with organisation; customer satisfaction

Learning outcomes		Assessment criteria		Unit amplification
2	Know how customer satisfaction is achieved	2.1	State how the needs of customers may be different	<ul style="list-style-type: none"> □ <i>Types of customer:</i> internal customers; external customers; individuals; groups; organisations □ <i>Customer needs:</i> definition (customer requirement to solve a problem); varying factors, e.g. cultural, language, special needs (visual, hearing, mobility, speech impairments), age, religion
		2.2	State the relationship between customer expectations and customer satisfaction	<ul style="list-style-type: none"> □ <i>Customer expectations:</i> definition (customer beliefs about quality and value); factors affecting beliefs, e.g. previous experiences, advertising, promises made by staff, level of service from other organisations in the industry, personal and cultural factors; customer needs and wants □ <i>Customer satisfaction:</i> level of happiness with the service received, e.g. right goods at the right price, good service and care, positive and helpful communications □ <i>Relationship:</i> customer expectations used as a measure for customer satisfaction; customer service delivery in line with customer expectations to provide satisfaction
		2.3	Describe features of customer service delivery that would contribute to customer satisfaction	<ul style="list-style-type: none"> □ <i>Positive customer service delivery:</i> features, e.g. fair and consistent service delivery, products/services fit for purpose, quick problem resolution, queries answered promptly and correctly, easy access to products and services, knowledgeable and helpful staff, good after sales service (warranties, help lines)
		2.4	Describe customer service delivery that would not meet customer expectations	<ul style="list-style-type: none"> □ <i>Aspects of poor customer service delivery:</i> e.g. long delays, staff being unavailable, staff lacking knowledge, incorrect product or price information, confusing information (industry jargons), misleading advertisements

Learning outcomes		Assessment criteria		Unit amplification
3	Know how customer service is organised and delivered	3.1	State what is meant by a 'service offer'	<ul style="list-style-type: none"> □ <i>Service offer</i>: definition (extent and standard of work that the organisation promises to customers); aspects of a service offer, e.g. policy on refunds, waiting times, quality of goods and service; service level agreements (SLAs); how organisations are differentiated from competitors; links to customer expectations
		3.2	Identify the different ways in which organisations provide customer service	<ul style="list-style-type: none"> □ <i>Providing customer service</i>: different methods of interaction, e.g. face-to-face on organisational premises, over the telephone, via email, online messaging; provision of goods and services, e.g. electronic downloads, face-to-face in a retail environment, catalogue ordering, online shops, shopping channels, on customer premises; follow-up services, e.g. aftersales service, helplines, answering queries and resolving problems and complaints; providing related goods or services, e.g. delivery service, offering payment options, online tips and advice
		3.3	Describe how staff are organised to ensure the delivery of effective customer service	<ul style="list-style-type: none"> □ <i>Organising staff</i>: customer service teams; roles and responsibilities of different team members, e.g. assistant, adviser, team leader, manager; team rota to cover holidays and sickness; sharing of knowledge and expertise in a team
		3.4	Outline key practices and procedures used to ensure effective customer service	<ul style="list-style-type: none"> □ <i>Key practices</i>: limits of own role and responsibility (job description), escalation policy (when to escalate, who to escalate to); reporting relationship based on organisation chart; use of organisational policies, e.g. refund policy, policy for dealing with security risks, contractual agreement with customers □ <i>Procedures</i>: procedures for customer service, e.g. refunds procedures, returns procedures, handling financial transactions, procedures for dealing with challenging customers

Learning outcomes		Assessment criteria		Unit amplification
		3.5	Describe how health and safety regulations relate to the delivery of customer service	<ul style="list-style-type: none"> □ <i>Regulations:</i> six pack regulations under the Health and Safety at Work Act (1974), COSHH, RIDDOR; impact on service delivery, e.g. what to do or who to report to in the event of an accident or fire, spotting and reporting hazards and risks to keep customers and others safe, wearing the appropriate personal protective clothing, using safe working methods (safe VDU usage, correct manual handling techniques), following personal hygiene requirements, if applicable
		3.6	State the key legislation and regulations that relate to the delivery of customer service	<ul style="list-style-type: none"> □ <i>Legislation:</i> Sale of Goods Act (1979), Trade Descriptions Act (1968), Supply of Goods and Services Act (1982), Consumer Contracts Regulations (2014), Consumer Protection Act (1987), Data Protection Act (1998), Equality Act (2010) □ <i>Impact on customer service delivery:</i> establishes customer's legal and statutory rights; establishes organisation's legal and statutory responsibilities; products and/or services must meet regulations and legislation; staff need to follow clear procedures in order to remain compliant

Information for tutors

Delivery

Learning outcome 1 gives learners the opportunity to investigate customer service principles. Learners could work in small groups to discuss and research what customer service is and its importance. They could present their findings in the form of a talk, or group feedback or a group presentation.

For learning outcome 2, the assessor could prepare a presentation and facilitate a group discussion on the issues around customer satisfaction and how it is achieved. The presentation should focus on the implications of not meeting customer expectations.

For learning outcome 3, learners could look at real examples of methods of customer service delivery and consider the pros and cons of each. This could be delivered through case studies of relevant organisations or video clips, followed by whole-class discussions.

Tutors are also encouraged, where appropriate, to arrange visits from speakers or external visits to different work/business environments so that learners can see customer service in action in a business environment.

Although this is a knowledge unit, it still offers the chance for assessors to develop learners' knowledge through role play and applied learning, to bring learning to life in a meaningful context.

Assessment

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

For assessment criteria 1.1 and 1.2, learners could produce a definition of the meaning of customer service and give a statement on why they believe good customer service is important in any customer service situation. This could be in the form of a short report.

For assessment criteria 2.1, 2.2, 2.3 and 2.4, learners could work in small groups to carry out research on good and bad customer service and how customer satisfaction and expectations are met. They could produce their findings in the form of a group presentation. For assessment criterion 2.3, learners should describe at least four features of customer service delivery that would contribute to customer satisfaction.

For assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5 and 3.6, learners could produce a booklet from a case study of an organisation for new employees in a customer service environment which clearly identifies how the business delivers customer service consistently and to the standards required. The booklet could contain details of the organisation's service offer, and how staff are organised to ensure that customer service is effective and consistent. They could give details of the legislation and health and safety issues that must be adhered to and how the organisation ensures that they are adhered to. Learners should identify at least three different ways in which organisations provide customer service (3.2) and should outline at least two practices and at least two procedures used to ensure effective customer service (3.4).

Suggested resources

Books

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

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

Cockerell Lee – *The Customer Rules: The 39 Essential Rules for Delivering Sensational Service* (Profile Books, 2013) ISBN 9781781251225

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

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

Websites

www.customerserviceexcellence.uk.com	Customer Service Excellence – home to the government's customer service standard
www.customerservicemanager.com	Information on valuable customer service skills
www.ico.org.uk	Information on freedom of information and data protection
www.instituteofcustomerservice.com	The Institute of Customer Service is the professional body for customer service
www.nationalcareersservice.direct.gov.uk	Information on different jobs including customer service
www.people1st.co.uk	The Sector Skills Council for retail
www.skillsyouneed.com	Customer service skills and information

Unit 2: Understanding How to Work in a Customer Service Role

Unit reference number: T/506/8864

Level: 1

Credit value: 3

Guided learning hours: 28

Unit aim

This unit will develop learners' knowledge of working in a customer service role by covering key aspects of customer service with which learners will need to be familiar.

Learners will be introduced to the different job roles within a customer service setting and types of behaviours that could mean the difference between good and bad customer service. They will learn about the need to maintain high standards at all times.

Teamwork is vital if good customer service is to be achieved and learners will look at how effective teamwork is maintained. Being able to identify customer expectations and knowing how to exceed them is an important feature of this unit, as is the ability to work within organisational policies and procedures to ensure that all customers receive the same high standard experience.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the standards of professionalism required in customer service roles	1.1	Describe different job roles within a customer service team	<ul style="list-style-type: none"> □ <i>Customer service assistant</i>: entry level job; job description, e.g. answering queries and providing information to customers, escalating complaints, taking orders, handling payments, arranging product displays, supporting customer promotions and events, general administrative tasks; face to face, by telephone, email, or using the internet □ <i>Customer service adviser</i>: job description, e.g. handling customer queries and complaints, recommending products/services to meet customer needs, informing customers of available products/services, helping to promote the organisation, updating customer records, carrying out administrative functions; face to face, by telephone, email, or using the internet □ <i>Customer service manager, supervisor or team leader</i>: job description, e.g. leading and motivating the team, handling more complex complaints and queries, helping to build good customer relations, helping to develop customer service policies and procedures, recruiting and training staff, managing customer information, authorising refunds or compensation to customers □ <i>Different types of organisation and sector</i>: e.g. retail, hospitality, telesales, bank, call centre, airport

Learning outcomes		Assessment criteria	Unit amplification
		1.2 Describe personal behaviours that can positively affect the customer experience	<ul style="list-style-type: none"> □ <i>Personal behaviours</i>: politeness; openness and honesty; compliance with health and safety requirements; taking responsibility; confidentiality; showing concern for customer needs (empathy); acting fairly; showing initiative; willingness to help; being attentive; reliability □ <i>Impact on customer</i>: influences customer trust and loyalty; customer satisfaction; customers tell others about their positive experience; customer's choice to do business with the organisation in the future
		1.3 State the standards of personal presentation expected of customer service staff	<ul style="list-style-type: none"> □ <i>Personal presentation</i>: appropriate clothing, e.g. uniforms, smart clothing, hygiene clothing, name badge; personal hygiene, e.g. clean and tidy appearance, fresh breath, no body odour; professional language, e.g. no slang or text speak; good posture and body language; tidy work area
		1.4 State the importance of professionalism when delivering customer service	<ul style="list-style-type: none"> □ <i>Professionalism in customer service</i>: characteristics e.g. positive personal behaviours, appropriate standard of personal presentation, positive attitude, following organisational policies and procedures, knowledge of the organisation's products/services <p><i>Importance</i>: customer satisfaction; organisation's reputation; ensuring repeat business; first impressions count</p>

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to work in a team in customer service	2.1	Describe how individual behaviour can affect teamwork	<ul style="list-style-type: none"> □ <i>Impact of positive behaviour:</i> improvement in team customer service standards; achievement of team targets; positive working relationships; effective delivery of customer service □ <i>Impact of negative behaviour:</i> team conflict; poor working relationships in the team; negative impact on customer service standards; potential for inconsistent work standards
		2.2	Identify factors that lead to effective teamwork	<ul style="list-style-type: none"> □ <i>Factors for effective teamwork:</i> common goals; support and encouragement; positive and open communication techniques; mutual respect and tolerance; listening to each other's opinions and suggestions; being patient and flexible; recognising and appreciating each other's roles; accepting constructive criticism; being able to motivate others; accepting responsibility
		2.3	State ways of helping colleagues to carry out customer service tasks	<ul style="list-style-type: none"> □ <i>Ways of helping colleagues:</i> e.g. finding the correct paperwork, passing information to another colleague, helping with administrative tasks, reminding colleagues where to find information or resources, sending emails, attending to waiting customers

Learning outcomes		Assessment criteria		Unit amplification
3	Know the information required to deliver effective customer service	3.1	Identify the information necessary to meet customer needs and expectations	<ul style="list-style-type: none"> □ <i>Types of information:</i> knowledge of the range of products or services and prices; product/service availability; product/service instructions; contact details (email addresses, telephone numbers); payment options; organisational policies and procedures; directions; organisational lines of reporting (line manager, supervisor)
		3.2	Explain why knowledge of an organisation's products and services is important in ensuring effective customer service	<ul style="list-style-type: none"> □ <i>Knowledge of products and services:</i> product/service features and benefits; instructions for use; ways to access products/services; price □ <i>Importance of having knowledge of an organisation's products and services:</i> professionalism; meeting customer expectations; effect on reputation; effect on business; possible legal implications of giving incorrect information
		3.3	Identify different sources of information on an organisation's products and services	<ul style="list-style-type: none"> □ <i>Sources of information:</i> brochures; leaflets; electronic, e.g. intranet, internet, web pages; colleagues, e.g. managers, supervisors; customers; trade organisations

Learning outcomes		Assessment criteria		Unit amplification
4	Know how to follow organisational practices and procedures in delivering customer service	4.1	State the importance of maintaining confidentiality when providing customer service	<ul style="list-style-type: none"> □ <i>Confidential information</i>: customer information, e.g. name, address, telephone number, credit and debit card details □ <i>Importance of confidentiality</i>: for customers, e.g. security of personal information, avoiding fraud; for organisations, e.g. compliance with the Data Protection Act 1998, duty of care to customer
		4.2	Outline ways of protecting the safety of customers' personal information	<ul style="list-style-type: none"> □ <i>Safety</i>: methods of protecting customers' personal information, e.g. password security, lockable storage for filing, not keeping full credit card details on file, being alert to impersonators, disposing of personal information safely, encrypting data on computers
		4.3	Describe when customer service issues should be referred to a line manager	<ul style="list-style-type: none"> □ <i>Referring to line manager</i>: when outside limits of own authority, e.g. giving refunds, offering compensation, giving complimentary products; when lacking the required information, e.g. unable to answer customer query
		4.4	State the importance of treating customers equally when delivering customer service	<ul style="list-style-type: none"> □ <i>Treating customers equally</i>: equal opportunities; not discriminating because of race, religious belief or sexual orientation □ <i>Importance</i>: compliance with legislation; company reputation; customers feel welcome and at ease; moral obligation; repeat business
		4.5	State how following organisational procedures contributes to good customer service	<ul style="list-style-type: none"> □ <i>Procedures for customer service</i>: refunds procedures; returns procedures; handling financial transactions; procedures for dealing with challenging customers □ <i>Benefits of following procedures</i>: consistent level of customer service; guidance on how to deal with customers; compliance with legislation and regulations; customer satisfaction

Information for tutors

Delivery

Delivery of this unit would benefit from a variety of different delivery methods, including visiting speakers and visits to, for example, a retail outlet, an office, a call centre, where there is a strong emphasis on customer service and teamwork.

Tutors could deliver learning outcome 1 using an external speaker from a local organisation where there are a number of roles working within a team in a customer service environment. The speaker could discuss the different job roles available and the behaviours that must be demonstrated, along with the importance of professionalism within the customer service environment.

A visiting speaker could also focus on team-working aspects of customer service covered in learning outcome 2. Videos could be used to reinforce the teamwork issues.

Learning outcome 3 could be delivered using small-group discussions using scenario briefs of well-known organisations where customer service plays a key role. This could be followed by group discussions and a Q&A session.

A series of role-play scenarios could be developed for learning outcome 4 where learners play a series of different roles in different situations, for example dealing with customer problems, treating all customers fairly and equally, maintaining customer confidentiality. A presentation could also be used for this learning outcome along with a whole-class or small-group discussion, allowing learners to further investigate the policies and procedures that need to be followed at key times.

Assessment

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

To achieve assessment criterion 1.1, learners could research the key roles within customer service settings in a particular organisation. They could produce a report that describes each role and how these roles work within a larger team.

For assessment criterion 1.2, learners could build on the information gathered for 1.1 and include the positive behaviours required for each of the roles identified, focusing on the personal behaviour that needs to be displayed and the impact that this behaviour could have on the customer.

For assessment criterion 1.3, learners could write a short report on what they believe is important in terms of personal presentation when working in a customer service environment. This could also link to 1.2, where learners could investigate standard of personal presentation required of customer service staff, and to 1.4, where learners could include evidence of what they believe to be the appropriate levels of professionalism required when delivering customer service and the importance of this.

Assessment criteria 2.1, 2.2 and 2.3 could be assessed through giving learners a case study of a customer service team where teamwork plays a vital role in day-to-day activities. Learners could either write a short report or answer a series of questions relating to the case study. At least 4 factors should be identified that lead to effective teamwork (2.2) and at least three ways of helping colleagues to carry out customer service tasks should be stated (2.3).

For assessment criteria 3.1, 3.2 and 3.3, learners could be given an assignment or a project to identify key products and key product information offered by a specific retailer. They could identify the key information that will enable customer needs and expectations to be met, along with consistent customer service. Learners could give their findings in the form of a presentation. At least three different sources of information should be identified (3.3).

For assessment criteria 4.1, 4.2, 4.3, 4.4 and 4.5, learners could take part in role-play scenarios and assessment could be in the form of detailed observations of learners in key situations, followed by a group discussion. Learners could then create a presentation that clearly identifies how they dealt with different situations while at the same time ensuring that they were following the guidelines laid down in policies and procedures. Learners could also create a small booklet, aimed at new staff, that clearly outlines confidentiality issues, keeping personal information safe and using policies and procedures to ensure customer issues are dealt with swiftly and consistently. At least four ways of protecting customers' personal information should be outlined (4.2).

If learners produce evidence created orally, i.e. Q&A or class and group discussions, the assessor should produce observation records that contain sufficient detail to show why they decided that each learning outcome had been met. Any supporting evidence, for example scripts for role play, notes made by learners, supporting documentation, should also be retained as part of the assessment evidence to allow internal and external quality assurance processes to be conducted.

Suggested resources

Books

Carlaw P and Deming VK – *The Big Book of Customer Service Training Games* (McGraw Hill, 2007) ISBN 9780077114763

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

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

Website

www.instituteofcustomerservice.com – Institute of Customer Service (ICS)

Unit 3: Communicating With Customers

Unit reference number: A/506/8865

Level: 1

Credit value: 2

Guided learning hours: 15

Unit aim

This unit will develop learners' knowledge of how to communicate with customers and how to choose the most appropriate methods of communication for different situations, particularly when giving or receiving information or responding to particular customer requests.

Learners will explore how to use a variety of communication methods effectively, including language, tone of voice and body language. They will also learn how to use active listening strategies when dealing with customers to ensure that information given and received is accurate and the correct information is passed on to customers.

Learners will consider how to communicate verbally with customers and engage them in conversations in a positive manner, while responding to the different types of request that may come up in different situations.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to communicate in a customer service role	1.1	Describe different methods of communicating with customers and when it is appropriate to use them	<ul style="list-style-type: none"> □ <i>Methods:</i> written, e.g. letter, email, and social media; verbal, e.g. telephone, face to face, demonstrations; non-verbal, e.g. body language, facial expressions □ <i>Appropriateness depending on:</i> e.g. urgency, formality, customer preference and needs, organisational policy and purpose, legislation
		1.2	Give examples of positive and negative customer service language	<ul style="list-style-type: none"> □ <i>Positive language:</i> consistently courteous/polite, appropriate greeting and close, e.g. 'Good morning – how may I help you?' or 'Thank you, hope to see you again soon', respectful □ <i>Negative language:</i> impolite, disrespectful, casual, unprofessional, e.g. 'No, I can't help' or 'Wait, I'm busy'
		1.3	State the importance of speaking clearly	<ul style="list-style-type: none"> □ <i>Speaking clearly:</i> tone, volume, speed, language, appropriate use of jargon/technical words □ <i>Importance:</i> customer understanding; good working relationships; communicating accurate information; avoids misinterpretation which could lead to complaints, conflicts and compensation costs
		1.4	Describe how tone of voice can affect how customers perceive their experience	<ul style="list-style-type: none"> □ <i>Tone:</i> pitch (high, low, monotone, variation), volume (loud, soft), speed (fast, slow) □ <i>Effect on customer perception:</i> opinion and trust of service and organisation effect on attention (interest/boredom)

Learning outcomes		Assessment criteria	Unit amplification
		1.5 Describe how body language conveys what someone is thinking or feeling	<ul style="list-style-type: none"> □ <i>Body language:</i> non-verbal methods of communication, body movements, e.g. crossed arms, posture, fidgeting; distance between people, facial expressions, e.g. smiling, frowning, eye movements □ <i>Conveys feelings and thoughts:</i> e.g. happy (smiling, expressive hand/arm movements), sad (downturned facial expression, bent posture), angry (crossed arms, upright stance, rapid eye movements), agreement (nodding head, fixed eye contact, smiling), disapproval (shaking head, crossed arms, frowning), fear (wide eyed, fixed/non-moving body movements, rapid breathing), surprise (animated body movements and facial expression, smiling)
		1.6 Describe how to listen actively to customers	<ul style="list-style-type: none"> □ <i>Active listening:</i> attentive, allowing customer to speak without interruption, body language (good eye contact, open, nodding), taking notes, repeating back to confirm understanding, answering with 'yes' or other appropriate terms
		1.7 Describe how to confirm with customers that information is correct	<ul style="list-style-type: none"> □ <i>Ways of confirming accuracy of information:</i> e.g. asking questions (open-ended, closed), summarising, repeating details, spelling out words, taking notes, reading back

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to communicate verbally with customers in a positive way	2.1	Engage in conversations with customers in a positive way	<ul style="list-style-type: none"> □ <i>Engaging in conversations positively:</i> techniques to develop conversations, e.g. use of open-ended questions based appropriate to customer; active listening techniques; attentiveness; tone of voice, positive body language and customer service language; techniques to close conversation politely and professionally □ <i>Medium of communication:</i> face to face or over the telephone
		2.2	Respond to requests from customers	<ul style="list-style-type: none"> □ <i>Responding to requests:</i> react quickly to customer requests; provide accurate information (prices, details of product/service options and availability, opening hours, special offers, payment methods, location of product, company policy/procedure); use techniques to check understanding of customer requests; avoiding use of unnecessary jargon; courtesy and politeness □ <i>Medium of communication:</i> face to face or over the telephone

Information for tutors

Delivery

Tutors delivering this unit may want to arrange visits to one or more organisations offering products or services to customers, which could for example include retail outlets, council offices, leisure centres. A guest speaker working in customer service would also be an asset and would provide useful input. Tutors could also draw on learners' own experiences gained from work experience or employment.

For learning outcome 1, tutors need to cover the range of communication methods available and discuss the appropriateness of each method within different situations. Videos showing both positive and negative customer service, giving examples of active listening, tone of voice and use of body language, would be useful here.

For learning outcome 2, learners could role play specific scenarios where they need to engage with a customer and where they need to respond to customers in a particular way.

Tutors could devise a set of scenarios that reflect a range of customer behaviours, queries and requests and enable learners to decide on how they should best be responded to. Alternatively, learners can devise scenarios and test them out on each other. Role play and customer service videos/DVDs can be used to show learners how to check their understanding of a customer's query, summarise information for customers and check that the customer is satisfied with the information provided. If learners have access to a workplace environment they can observe customers shopping, or simulations can be created in a classroom environment. A range of examples of written communication with customers would also be helpful to learners.

A video/DVD on customer service is a useful resource. Learners could be given a checklist and asked to look for certain points, and this leads easily into a discussion of their own experiences. Learners could then role play dealing with queries and requests, both face to face and on the telephone.

Assessment

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

Question and answer (Q&A) sessions could be used to meet the requirements of all the knowledge assessment criteria. Learner responses to the knowledge assessment criteria must be at the appropriate breadth and depth to meet the level of demand.

To meet assessment criterion 1.1, learners should describe at least three different ways of communicating with customers, including when it is appropriate to use each way. At least one way should be written and at least one should be verbal. The evidence produced could be a written report, or annotated photographs of the learner with a customer. This can either be achieved through role play or through work experience with written observations or testimonies given by the assessor or, if appropriate, a supervisor.

For assessment criterion 1.2, learners should give at least two examples of positive language that can be used in customer service and at least two examples of negative language. This evidence can be in the form of a report and can be linked with assessment criterion 1.3 where learners should state at least two reasons why speaking clearly is important. Evidence could be a written report.

For assessment criterion 1.4, learners should describe how tone of voice can be used within a customer service situation and how the customer's experience can be managed by the use of their voice. Learners could write a short report about a situation they have been involved in where their tone of voice made an impact on the customer experience. If learners are using their own experience, either a written observation from the assessor or a supervisor could be used as evidence.

For assessment criterion 1.5, learners should describe at least three types of body language and the thoughts and feelings that they convey. This could be in the form of a written report and can be combined with assessment criterion 1.6, where learners should describe at least two situations where actively listening to customers is important. Learners could take part in a role-play scenario to achieve these criteria, with a written observation from the assessor giving details of the learner's contribution.

To meet assessment criterion 1.7, learners should describe at least three different ways of interacting with customers to ensure that information needed is correct and that communication with customers is effective. Learners can draw on their own experience for this evidence and it can be in the form of a report or annotated photographs.

Assessment criteria 2.1 and 2.2 could be combined so that learners take part in a role-play situation and the assessor can create an observation of the learners working together, giving details of how learners interacted with customers in given situations. Learners should engage with at least two customers.

The evidence collected through direct observation could be supported with authenticated reflective accounts and any work products produced by the learner, either at work or in the simulated role-play environment. To support the evidence further, tutors could obtain a statement from a witness, for example the learner's manager or supervisor, to support the overall claim.

If learners use evidence produced orally, the assessor should produce observation records that have sufficient detail to show why they decided that each learning outcome had been met. Supporting evidence in the form of written materials, documents and learner notes should be retained as part of the assessment evidence to enable internal and external quality assurance processes to be conducted. Tutors and assessors should ensure that the correct operative verbs, as used in the assessment criteria, are included in all assessments. If appropriate, tutors could also accept reflective accounts to support the claims for competence.

Suggested resources

Books

Tutor resource

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

Tutor and learner resources

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

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

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

Magazine

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

Websites

www.businessballs.com	Information on different business-related topics suited to this unit, for example complaint letters, body language, customer service, games to improve skills and understanding of relevant topics
http://customerservicezone.com/video	The Customer Service Zone, includes links to free customer service videos
www.instituteofcustomerservice.com	Institute of Customer Service (ICS), information on customer satisfaction surveys, research information on improving customer service levels in business, and a source of other customer service resources

Unit 4: Understanding How to Manage Personal Performance and Development

Unit reference number: F/506/8866

Level: 1

Credit value: 2

Guided learning hours: 18

Unit aim

To be an effective team member, an employee needs to know how to manage their allocated workload and who to report to about progress and highlight any problems. Being able to manage and improve performance is a vital part of personal development and a skill that is required in all job roles.

In this unit learners will investigate how to manage the tasks allocated to them, what their limitations are within their role, the importance of accepting responsibility for their work and who they need to report to about their progress and any problems they may encounter. Learners will explore how to manage and improve their own development, how to identify opportunities that may help both their personal and career development, and how to identify and use constructive feedback in their development.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to manage own work	1.1	Describe ways of managing allocated tasks to ensure they are completed on time	<ul style="list-style-type: none"> □ <i>Workload management:</i> techniques, e.g. write action/'to do' lists in order of priority, use an organiser or diary, allow time for contingencies, schedule tasks based on personal concentration and energy levels; agree realistic deadlines; ask for help or support when needed; monitor work progress against deadlines
		1.2	State the importance of accepting responsibility for own work	<ul style="list-style-type: none"> □ <i>Importance of accepting responsibility for own work:</i> meeting quality standards; meet deadlines; fulfil contracted duties; achieving team and organisational goals
		1.3	Outline the importance of following instructions when completing tasks	<ul style="list-style-type: none"> □ <i>Receiving instructions:</i> listen; ask questions to clarify; repeat the instructions back to the person giving them; check if there is anything else; make notes □ <i>Importance of following instructions when completing tasks:</i> safety of self and others; meeting organisation's standards; comply with legislation and regulation; meeting task deadlines
		1.4	State the purpose of keeping others informed of progress and problems with work activities	<ul style="list-style-type: none"> □ <i>Purpose of updating others:</i> e.g. to ensure deadlines are met, to ensure the work meets customer service standards, to highlight and address any problems before they impact on customers, to avoid breaking promises made to customers
		1.5	State the importance of understanding authority at work	<ul style="list-style-type: none"> □ <i>Authority at work:</i> person with the power or right to make decisions or give instructions, e.g. team leader, line manager; responsibility for business activities □ <i>The importance of understanding authority:</i> line reporting relationships, e.g. knowing who to refer and report to; limits of own authority; complying with organisational procedures and policies; knowing where to get help

Learning outcomes		Assessment criteria		Unit amplification
2	Know ways of managing and improving personal performance and development	2.1	State the purpose and benefits of personal development at work	<ul style="list-style-type: none"> □ <i>Purpose:</i> improve work performance; development of job-related and personal skills □ <i>Benefits:</i> greater effectiveness in job role; improved professionalism; goal setting and monitoring; job satisfaction; greater sense of direction
		2.2	Describe the purpose of individual and team goals and targets	<ul style="list-style-type: none"> □ <i>Individual goals and targets:</i> purpose, e.g. meeting deadlines and timescales, improve personal performance, achievement of team goals, motivation □ <i>Team goals and targets:</i> purpose, e.g. effective team work, contribute to achieving organisational goals and objectives, improve quality standards
		2.3	Describe the use of personal development plans	<ul style="list-style-type: none"> □ <i>Personal development plans (PDPs):</i> reflecting on own learning performance and achievements; planning personal, educational and career development □ <i>Uses:</i> direction for personal and professional development; motivation for individuals to improve; improve customer service skills and professionalism; future development opportunities; self-awareness
		2.4	State the importance of fulfilling a personal development plan	<ul style="list-style-type: none"> □ <i>Importance:</i> personal satisfaction; improves performance in job role; job and career progression; achievement of team goals
		2.5	Outline different personal development opportunities	<ul style="list-style-type: none"> □ <i>Personal development opportunities:</i> formal and informal, e.g. work shadowing colleagues, having a mentor, training courses and development sessions within the organisation, formal external training courses, virtual training environments

Learning outcomes		Assessment criteria		Unit amplification
		2.6	Describe the use of constructive feedback in personal development	<ul style="list-style-type: none"> □ <i>Constructive feedback:</i> features, e.g. useful, meaningful, impactful; positive, negative or neutral; content, e.g. specific and focused on behaviour, based on observation, including directions/ways of making improvements; delivery of feedback, e.g. honesty, sensitivity, timeliness, conciseness □ <i>Use in personal development:</i> identify areas for improvement; provides ways of improving; improves self-awareness; improves personal behaviour and attitudes

Information for tutors

Delivery

Delivery of learning outcome 1 could be through a presentation delivered by the tutor to the whole group, leading to both full-group and small-group discussions. The presentation should include real-life scenarios to generate Q&A with the group, focusing on learners taking responsibility for their own work and lines of authority. Video clips of real-life situations could enhance the delivery of this session, as learners could comment on how to improve communication and other issues highlighted.

Delivery of learning outcome 2 could be through a group presentation with learners being given the opportunity to discuss key aspects of personal development and how it could be managed in the workplace. Short case studies on employees within the customer service sector could be used to illustrate the different types of training and personal development required if they are to progress throughout their career.

Assessment

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

For assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5, learners could produce a presentation that describes how tasks will be completed on time, identifying the importance of accepting responsibility, following instructions and the consequences of not doing so when completing tasks, the importance of keeping lines of communication open with peers and line managers to ensure a task is completed effectively to the customer's satisfaction, and ensuring that learners understand organisational communication structures. The presentation should be at least five pages long and there should be some additional commentary or notes attached to each slide. Learners could work in small groups to discuss the issues and generate ideas. However, they must each produce a presentation. Group presentations are not acceptable.

For assessment criterion 2.1, learners could write a report on what they believe are the benefits of personal development at work. This report should have a clear purpose and at least three benefits.

For assessment criterion 2.2, learners could produce a report that describes the purpose of setting goals and targets and how the setting of these targets affects the way in which employees in a customer service environment respond.

Assessment criterion 2.3 could be linked to 2.2 where learners complete a personal development plan based on a set of targets given by the assessor or devised by the learner. Assessment criterion 2.5 could also be achieved here as learners could clearly outline in an action plan what they believe their personal development opportunities will be and state how they believe they can meet the challenges ahead of them.

For assessment criterion 2.4, learners could write a report stating the importance of completing a personal development plan and how their own plan could link in with those of other team members. This could be linked with assessment criterion 2.6 where learners clearly identify how the use of constructive feedback could help improve their own development and future career prospects.

Suggested resources

Books

Cottrell S – *Skills for Success: Personal Development and Employability* (Palgrave Study Skills) (Palgrave Macmillan, 2nd edition, 2010) ISBN 9780230250185

Leland K and Bailey K – *Customer Service for Dummies* (John Wiley & Sons; 3rd edition, 2006) ISBN 9780471768692

Websites

www.customerserviceexcellence.uk.com	Customer Service Excellence – home to the government's customer service standard
www.customerservicemanager.com	Information on valuable customer service skills
www.ico.org.uk	Information on freedom of information and data protection
www.instituteofcustomerservice.com	The Institute of Customer Service is the professional body for customer service
www.nationalcareersservice.direct.gov.uk	Information on different jobs including customer service
www.people1st.co.uk	The Sector Skills Council for retail
www.skillsyouneed.com	Customer service skills and information

Unit 5: Career Progression

Unit reference number: F/503/2837

Level: 1

Credit value: 2

Guided learning hours: 20

Unit aim

The aim of this unit is for learners to understand the importance of career progression and develop the skills to plan short-term goals for their own career development based on self-assessment of skills, qualities and experience.

Successful career progression requires planning, forethought and clear understanding of your own skills, experiences and circumstances. This unit aims to help learners develop an understanding of what is required of them in order to progress in a career that interests them. Learners will also become familiar with various types of career progression resources and guidance, and the various work or study options they offer. The unit provides an opportunity to consider the importance and benefits of career progression. Learners will also find out about the practicalities of planning a stage in their career development, such as goals and timelines.

Essential resources

For this unit, learners need access to a range of career-related resources such as websites and publications, and tutors and careers advisers.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand career progression	1.1	Explain the importance of career progression for the individual	<ul style="list-style-type: none"> □ <i>Importance of career progression</i>: improved quality of life, personal fulfilment, job satisfaction, financial benefits, teaching or training others, inspiring or helping others, ongoing learning and development for self
		1.2	Describe the role of work and study in career progression	<ul style="list-style-type: none"> □ <i>How work and study help career progression</i>: potential for pay rise or improvement in employment prospects; could lead to new job role; gain promotion; work e.g. improve skills, learn new skills, gain experience; study e.g. gain qualifications, extend knowledge
2	Be able to assess skills and qualities for career progression	2.1	Outline personal skills, qualities and experience relevant to career progression	<ul style="list-style-type: none"> □ <i>Skills and qualities</i>: interests, formal and informal experience, training and qualifications, hobbies, personal strengths, qualities, abilities and talents □ <i>Skills and qualities relevant to career progression</i>: personal skills and qualities e.g. self-motivation, flexibility, determination, goal setting; ability or desire to learn new skills and information
		2.2	Identify areas of work or study suited to own personal skills, qualities or experience	<ul style="list-style-type: none"> □ <i>Areas of work or study suited to personal skills, qualities or experience</i>: linking personal skills, competences, experience, qualities and interests to specific areas of work or study e.g. experience in answering phone calls could lead to a career in call centres, interest in computers might suit enrolment on an IT course, confidence in talking to people could fit a role in sales or retail

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to plan short-term goals for career progression	3.1	Identify sources for information and guidance for own career progression	<ul style="list-style-type: none"> Information and guidance related to career progression: information/guidance e.g. college, school or community-based careers services, Jobcentres, Learndirect, libraries, careers and jobs sections in local newspapers, magazines and websites, personal development and career development magazines and websites, work placements, progress files, vocational specialists websites such as Connexions, careers Wales, careers Scotland, careers Ireland, Sector Skills Councils and a range of BBC links to <i>Blast</i>, <i>Go Get it</i>, <i>One Life – Your World: Work and Future</i>
		3.2	Identify career and course options from sources of information and guidance appropriate to own skills, qualities and experiences	
		3.3	Identify short-term goals that will help progress own career	<ul style="list-style-type: none"> Plan the next stage in their career progression: setting short-term goals; the role of self in career planning e.g. mindset, personal behaviours and qualities; ensuring goals are appropriate; the role of others in career progression e.g. family, friends, tutors, employers; realistic timelines; resources e.g. financial support, childcare
		3.4	Identify a timeline for achieving the short-term career progression goals	
		3.5	Identify resources for achieving the short-term career progression goals	

Information for tutors

Delivery

Tutorial sessions could be a useful scenario for delivery of this unit.

It would be helpful to make explicit to learners the skills associated with career progression, employability and the general concept of lifelong learning. Learners should understand that the term 'career progression' encompasses both work and study experience and opportunities. The idea of motivation (especially self-motivation) and its impact on learning and development should be featured in the learning programme. This is especially relevant for learning outcome 2 and learning outcome 3. Tutors/line managers might find it helpful to direct learners to case studies, documentaries or articles about how successful people have been motivated to learn, develop and succeed in their particular field of study or occupation. Tips and sources of support for motivation — how to get motivated and stay motivated — could be explored.

Individual learners should be encouraged to present their career progression goals in a format that best suits their individual learning style or styles, as the emphasis is on producing a career progression plan that can be applied to the learner's own circumstances. Examples could include presentations, diagrams or posters.

Delivery of the unit could include both real and imagined scenarios relating to work, study and career development. 'Real' situations might include investigating the opportunities and processes for career progression in a particular workplace. This could form part of an induction programme or personal review process.

Learners may listen to visiting speakers or talk to relevant individuals currently working in a specific career in order to obtain useful information. Tutors/line managers could also arrange access to resources that promote a positive approach to learning and development.

Assessment

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

To meet 1.1, the learner needs to give two ways in which career progression can benefit individuals.

For 1.2, the learner needs to briefly describe how work and study help career progression. These criteria may be evidenced through group discussions recorded by the tutor or line manager for verification purposes.

For 2.1, the learner needs to include information about their personal skills, qualities and experience relevant to career progression. This need to include skills they have developed through their previous work or learning. This may be evidenced by the learner completing a simple self-assessment pro forma. Alternative methods of evidencing can be used, for example posters, charts or presentations.

For 2.2, the learner needs to use the information from 2.1 to consider two areas of work or study that may be suitable for them. This may be evidenced by a one-to-one tutorial or discussion recorded by the tutor/line manager for verification purposes.

For 3.1, the learner needs to be able to identify at least three sources of information about job roles, study opportunities or career paths in a sector relevant to the choices made in 2.2. A range of resources may be provided for the learner, but the learner must be able to identify the sources of information independently.

For 3.2, they need to match the skills and qualifications needed for two possible career or course options to their own skills, qualities and experience.

For 3.3, 3.4 and 3.5, the learner needs to set at least three realistic short-term goals in the form of a basic development plan for the next stage in their career development, including a timeline and resources. The learner will receive guidance about what sort of goals would be appropriate for their circumstances through group discussions, discussions with a tutor or careers counsellor, or access to online and published career guidance resources. The learner must, however, be able to choose and express their career progression goals independently of others. The goals, timelines and resources associated with the plan should be confirmed by the learner's adviser/tutor/supervisor.

Suggested resources

Websites

www.direct.gov.uk/en/EducationAndLearning

www.monster.co.uk

Unit 6: Health and Safety at Work

Unit reference number: F/505/6927

Level: 1

Credit value: 2

Guided learning hours: 20

Unit aim

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

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

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

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

Learners will demonstrate safe working practices.

Essential resources

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

Learning outcomes, assessment criteria and unit amplification

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

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

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

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

Information for tutors

Delivery

The unit has been designed to make the key topics practically based wherever possible. Tutors delivering this unit have the opportunity to use a wide range of techniques and resources, including presentations, seminars, practical workshops, external visits and simulations. Additional learning resources could include video, DVDs, case studies, web-based research, learner presentations and group work.

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

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

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

Assessment

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

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

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

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

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

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

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

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

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

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

Suggested resources

Websites

www.hse.gov.uk

Unit 7: Understanding How to Deal with Customers' Requests, Queries and Problems

Unit reference number: L/506/8837

Level: 1

Credit value: 2

Guided learning hours: 20

Unit aim

This unit will develop learner knowledge of how to deal with customer queries, requests and problems. This is a key area that learners will need to be competent in when working in any customer service environment. Learners will explore the types of queries and problems that are likely to arise in a customer service situation, why they occur and who can help to resolve them to meet the needs and expectations of customers.

Learners will look at the different types of query that customers have and how to anticipate that a problem may be occurring. Learners will consider the types of behaviour they will need to display in key situations and when to escalate issues to a higher authority. Learners will have the opportunity to look at why it is important to keep customers informed of progress when complaints or queries have been raised, and the types of information they need from a customer to ensure they have the full details required to resolve the problem. Learners will also consider appropriate behaviour and attitude when dealing with dissatisfied customers and how to handle these situations effectively.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the type of information that customers usually require	1.1	State the type of requests and queries customers are likely to have	<ul style="list-style-type: none"> □ <i>Queries:</i> e.g. relating to product or service price/features/benefits, trading times (opening/closing times, outside operating times/support), after-sales support, procedures for refunds and complaints, special offers □ <i>Requests:</i> e.g. further information relating to product or service obtained, changes to service provided, additional products or services
		1.2	State the difference between the features and benefits of a product/service	<ul style="list-style-type: none"> □ <i>Features and benefits:</i> definition of terms; examples of features and benefits of different types of product and service

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to deal with customer requests and queries	2.1	Describe how to identify customers' requests and queries	<ul style="list-style-type: none"> □ <i>Identifying customer requests and queries:</i> types of questions (open-ended, close-ended); customer feedback (face to face, remote); body language (facial expressions, gestures); tone of voice
		2.2	Describe when, why and from whom to obtain information or help	<ul style="list-style-type: none"> □ <i>When to obtain information/help:</i> e.g. queries/requests are too complex, requests are outside own knowledge or authority □ <i>Reasons for getting help:</i> e.g. to avoid delays in service, to avoid customer problems and complaints, to satisfy customer needs, to protect organisation's reputation, to follow organisational procedures □ <i>Whom:</i> responsible person (manager, supervisor, colleague, specialist)
		2.3	Describe how to respond to requests and queries in a positive way	<ul style="list-style-type: none"> □ <i>Responding in a positive way:</i> responding willingly to requests, within organisational timescales; following organisational procedures; listening to customers' requests/queries; courteous and polite; checking understanding of details with customers (asking open-ended questions)
		2.4	State the importance of keeping customers informed about the actions on their requests or queries	<ul style="list-style-type: none"> □ <i>Importance:</i> reassurance for customers; good first impression; making the customer feel respected and valued; repeat business
		2.5	State how the use of 'frequently asked questions' can help in dealing with customer requests and queries	<ul style="list-style-type: none"> □ <i>Frequently asked questions (FAQs):</i> description, i.e. list of the most frequently asked questions, and the answers, about an organisation's products/services; availability (website, printed) □ <i>Use in dealing with requests and queries:</i> provision of accurate information to customers; consistency of responses to customers; responsiveness to customer requests and queries; self-service, e.g. customers can find the information themselves

Learning outcomes		Assessment criteria		Unit amplification
3	Know how to deal with routine customer problems	3.1	Describe how to recognise when customers are raising problems	<ul style="list-style-type: none"> □ <i>Routine customer problems:</i> returns; delivery errors; incorrect customer records; delays with goods □ <i>Recognising problems:</i> dissatisfied customers, e.g. complaints, returns; body language, e.g. closed posture, frowning; communication style, e.g. abrupt, formal, impolite; behaviour, e.g. aggressive
		3.2	Identify the information to request when asking customers for details of their problems	<ul style="list-style-type: none"> □ <i>Types of information:</i> customer personal details, e.g. name, address; details of problem, e.g. what happened, who was involved, when did it happen, what caused it to happen; what action the customer wishes to be taken to rectify problem
		3.3	Describe how to behave and communicate with customers who are dissatisfied	<ul style="list-style-type: none"> □ <i>Dissatisfied customers:</i> customers who are unhappy; when the service or product supplied by an organisation fails to meet customer needs and expectations □ <i>Behaviour:</i> personal behaviour, e.g. keep calm, be sympathetic, show understanding, avoid getting angry; take responsibility to resolve the problem; allow customers time to explain their problems; show respect; follow organisational procedure for dealing with problems □ <i>Communication:</i> professional and positive language (speed, tone, volume); active listening; positive body language (open, relaxed, respect personal space); follow organisation's procedures and apply policies
		3.4	State why it is important to check that customers are satisfied with the actions taken	<ul style="list-style-type: none"> □ <i>Importance:</i> customer satisfaction, i.e. customer is happy; acceptable resolution of problem (the problem has actually been resolved); check before recording the problem as being resolved; service recovery

Learning outcomes		Assessment criteria		Unit amplification
		3.5	State to whom and when problems should be referred	<ul style="list-style-type: none"> □ <i>Whom:</i> responsible person (manager, supervisor, colleague, specialist) □ <i>When:</i> non-routine customer problems, e.g. problems regarding product/service quality, customer requesting compensation, complaints; when level of authority required to resolve the problem is exceeded
		3.6	State the importance of keeping customers informed of the progress of resolving their problems	<ul style="list-style-type: none"> □ <i>Importance:</i> to keep the customer informed; informing them of who is dealing with the problem and the next steps; makes customers feel valued and happier

Information for tutors

Delivery

Learning outcome 1 could be delivered through the tutor giving a presentation to learners, which will generate class discussions focusing on the information customers require. Learners could also work in small groups or pairs to identify the types of information customers need in certain situations and feed back their findings to the whole class.

Learning outcome 2 could be delivered using relevant case studies from well-known customer service-based companies/retail outlets, as well as video clips, which would demonstrate how to deal with customer queries or requests in a consistent and effective manner.

Learning outcome 3 could be delivered using role play. Learners could be placed into small groups and given a series of routine customer problems that they need to deal with. These role-play scenarios could generate whole class discussion. Case studies could also be used from well-known customer service-based organisations that give details of how staff should deal with issues and queries from customers.

Assessment

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

Assessment criterion 1.1 could be achieved by the learner writing a short report on the types of requests and queries customers are likely to have. As an alternative assessment method, learners could create a poster that identifies queries and issues from customers focusing on a particular area of customer service, for example retail.

Assessment criterion 1.2 could be achieved by the learner creating a table to distinguish between features and benefits of a product. This table could focus on the company identified in 1.1 and its products.

To achieve assessment criterion 2.1, learners could produce a booklet for new members of staff joining an organisation that focuses on how to deal with customers' requests and queries effectively. The booklet could contain advice and guidance on where to go for additional information or help if required (2.2), how to remain positive when dealing with requests and issues (2.3) and how to remain calm and keep within timescales. It should also contain advice and guidance on how to ensure actions are followed up (2.4) to ensure that the customer is totally satisfied with the service they have received. The booklet could also include reference to the frequently asked questions (FAQs) that the organisation will have for customers, clearly identifying where these can be found (2.5). Alternatively, learners could create their own FAQs for the booklet on the key issues on which they think an organisation will focus.

For assessment criterion 3.1, learners could write a short report on how they can recognise the signs of a customer problem or complaint. Learners should put their report into context and use the role-play scenarios or situations that they are familiar with.

Assessment criterion 3.2 could link to 3.1, where learners clearly identify the information they are going to need in order to anticipate a customer's issues or queries.

To achieve assessment criterion 3.3, learners could write a report identifying the behaviours that need to be displayed when dealing with customers who are not happy with the service received. This could be linked back to the role-play exercise or focus on work experience that a learner may have had.

Assessment criteria 3.4, 3.5 and 3.6 could be achieved by learners working in small groups to create a presentation that clearly identifies:

- the importance of checking with the customer when actions have been agreed and the implications if these actions are not agreed
- when to refer problems to a higher authority to ensure consistent customer service is given and problems are resolved at a higher level
- the importance of ensuring that customers know the progress of their query and are kept informed of the progress at all times.

This presentation should be at least four pages long. Groups could feed back to the whole class on completion of their presentation.

Suggested resources

Books

McManus S – *The Customer Service Pocket Book* (Management Pocket Books Ltd, 2013) ISBN 9781906610555

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

Websites

www.customerserviceexcellence.uk.com	Customer Service Excellence – home to the government's customer service standard
www.customerservicemanager.com	Information on valuable customer service skills
www.ico.org.uk	Information on freedom of information and data protection
www.instituteofcustomerservice.com	The Institute of Customer Service is the professional body for customer service
www.nationalcareersservice.direct.gov.uk	Information on different jobs including customer service
www.people1st.co.uk	The Sector Skills Council for retail
www.skillsyouneed.com	Customer service skills and information

Unit 8: Principles of Social Media for Business Use

Unit reference number: R/505/0890

Level: 1

Credit value: 3

Guided learning hours: 20

Unit aim

This unit aims to develop awareness of a wide range of social media platforms, both general use and specialist types.

Learners will develop their understanding of how businesses use social media and the benefits and risks associated with that use.

Essential resources

Learners need access to suitable social media platforms and monitoring tools.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the major social media channels	1.1	State the major social media channels	<ul style="list-style-type: none"> □ <i>Major channels by traffic:</i> e.g. Facebook, LinkedIn, Twitter, Pinterest, MySpace, Google+, blogs sites, e.g. blogger, WordPress, Tumblr <p>NOTE: ranking can change quickly and new channels, and blog sites, may replace established ones. Inclusion of channels as examples does not imply endorsement by Pearson</p>
		1.2	Identify reasons for using each of the major social media channels for business use	<ul style="list-style-type: none"> □ <i>Reasons for using social media:</i> these will not all apply to every channel and there is overlap between them, e.g. build a brand community, support marketing efforts, increase brand awareness, increase sales, marketing research, finding new customer, developing relationships with customers
		1.3	State the main differences between the major social media channels	<ul style="list-style-type: none"> □ <i>Main differences:</i> e.g. features, usage, client groups, public image

Learning outcomes		Assessment criteria		Unit amplification
2	Know the specialist social media channels	2.1	State the specialist social media channels	<ul style="list-style-type: none"> □ <i>Types of specialist channel:</i> e.g. music, images/video, gaming, academic □ <i>Examples of specialist channels:</i> e.g.: <ul style="list-style-type: none"> • music: Last.fm, Buzznet, Jango • images/video: Flickr, YouTube, PictureSocial • gaming: Gaia Online, WeeWorld, gamerDNA • academic: CiteULike, Curriki, Campusbug <p>NOTE: ranking can change quickly and new channels may replace established ones. Inclusion of specialist channels as examples does not imply endorsement by Pearson</p>
		2.2	Identify reasons for using each of the specialist social media channels for business use	<ul style="list-style-type: none"> □ <i>Reasons for using specialist social media channels:</i> may include those given in the amplification for 1.2 □ <i>Additional reasons:</i> these will not all apply to every channel and there is overlap between them, e.g. obtaining online/cloud storage, developing professional networks, gaining access to specialist tools
		2.3	State the main differences between the specialist social media channels	<ul style="list-style-type: none"> □ <i>Main differences:</i> e.g. features, usage, client groups, public image

Learning outcomes		Assessment criteria		Unit amplification
3	Know how a business uses social media	3.1	Identify why a business uses social media	<ul style="list-style-type: none"> □ <i>Reasons</i>: related to goals and objectives of the organisation, e.g. identify customers' needs and wants, open up business opportunities, develop and/or establish a brand, connect to wider and global markets, connect with new groups and types of customer, build relationships with customers, receive feedback from customers, □ <i>Business</i>: how the type of content produced by a business is likely to relate to its use of social media
		3.2	Explain the advantages of a business building an online community	<ul style="list-style-type: none"> □ <i>Advantages</i>: customer retention; brand awareness, establishing a reputation for customer service/response to feedback; reducing support costs; enhancing search engine placement
		3.3	Describe why a business should be aware when they are mentioned on social media	<ul style="list-style-type: none"> □ <i>Reasons for being aware</i>: responsiveness to unhappy customers/adverse events; capitalise on good comments/events; improving knowledge of where the business is being publicised/who is reading about it
		3.4	State the benefits of a business using social media for engagement	<ul style="list-style-type: none"> □ <i>Benefits</i>: market knowledge; customer satisfaction; obtaining recommendations; developing leads
		3.5	Identify ways of monitoring social media engagement	<ul style="list-style-type: none"> □ <i>Monitoring tools</i>: e.g. Google Analytics, Facebook Insights, Hootsuite, Klout, TweetReach, PeerIndex, Social Mention

Learning outcomes		Assessment criteria		Unit amplification
4	Know the risks associated with using social media	4.1	Identify risks associated with using social media for business use	<ul style="list-style-type: none"> □ <i>Risks</i>: malware, i.e. malicious software; legal liability for posted content; vulnerability to hackers; vulnerability to malicious posters/commenters; disclosure of confidential information, PR disasters
		4.2	Explain why a business should have a social media policy	<ul style="list-style-type: none"> □ <i>Reasons for having a policy</i>: e.g. promoting company philosophy, avoiding conflicts of interest, security concerns, establishing a business identity, ensuring confidentiality of business and customer information, promoting honesty and respect in communications, helping with compliance with other business policies such as codes of conduct, separating company and personal messages

Information for tutors

Delivery

It is suggested that this unit be delivered in sequential order, i.e. from learning outcome 1 to learning outcome 4. Some assessment evidence may need to be produced during the practical use of social media, and the centres should consider what support evidence can be collected.

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

Learning outcome 1 deals with major social media channels and there is some overlap with learning outcome 2, which deals with specialist channels. It should be noted that new channels are created and established ones fall out of fashion on a regular basis, while specialist channels may add new features and become mainstream. The examples given in the unit amplification may not all be appropriate and tutors should ensure that they use up-to-date and relevant examples. There is an opportunity here for learners to conduct some research.

The use and features of the different types of channel can be demonstrated, either live or via screen recordings. There are numerous YouTube and other videos available that demonstrate this for all the major channels.

Learners can relate the use of social media to their own experiences, although care should be taken not to let learners compromise their own privacy and security by revealing details of any accounts they may have. Centre/dummy accounts could be set up for learners to work with at this stage.

Learning outcome 2 deals with specialist social media channels and may be approached in a similar way to learning outcome 1, again, using YouTube and other available videos to demonstrate the use and features of specialist channels. Because of the nature of some channels, for example video, it would be sensible to pre-select the material to show 'how to use/features of channels' rather than give learners access to channel content.

Learning outcome 3 deals with how businesses use social media. There is an opportunity here for research and discussion, which could be conducted using social media. Case studies of real and hypothetical businesses would be suitable for bringing out the main points. There is also the opportunity for learners to carry out some research.

The use of monitoring tools is likely to be a practical exercise. Some tools may require an account to be opened and it is suggested that a centre/tutor account is used rather than each learner signing up individually. Many YouTube and other videos are available that demonstrate the use and features of monitoring tools.

Learning outcome 4 deals with the risks associated with using social media. It is likely that some learners will already be familiar with the risks to individuals, for example they may have personal experience of ill-effects or know someone who has been affected. These experiences often provide a good starting point for discussion if learners are willing to talk about them.

Case studies should be prepared to cover the topic and used where learners have not experienced a particular problem.

Case studies would be appropriate for looking at risks to businesses and a centre's own social media policy might be a starting point for looking at why businesses need this type of policy. Many companies publish their social media policies on their websites.

Assessment

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

Evidence for learning outcomes 1, 2 and 3 could be reports or presentations, but to add interest, social media platforms could be used, for example Flickr, YouTube or a blog site, to create and store evidence. For assessment criterion 1.1, learners should state at least four major social media channels, and for 1.2, they should identify at least one business-related reason for each of these channels. For assessment criterion 2.1, learners should state at least four specialist social media channels, and for 2.2, they should identify at least one business-related reason for each of these channels. For 3.2 learners should explain at least three advantages of a business building an online community. For 3.4 they should state at least two benefits of a business using social media for engagement. Use of monitoring tools for assessment criterion 3.5 could be evidenced by screen captures and observation, and at least three different monitoring tools should be identified.

Evidence for learning outcome 4 could be produced through group discussions, reports or presentations. Care should be taken not to let learners give away personal information if they are writing about their own or other learners' experiences. For assessment criterion 4.1, learners should identify at least three risks associated with using social media for business.

It is advised that learners keep a log of evidence recorded against each assessment criterion.

Suggested resources

Websites

mashable.com/social-media	News and articles on using social media
www.youtube.com	Videos demonstrating how to use a wide range of social media platforms and tools and how to use social media for promotional purposes

Unit 9:

Investigating Rights and Responsibilities at Work

Unit reference number: K/503/2847

Level: 1

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is for learners to develop knowledge of employee rights and responsibilities, employer responsibilities and how the rights of employees are upheld in the workplace.

Everyone has the right to work in a healthy and safe environment, the right to be treated fairly and the right to be respected. This unit provides an introduction to the concept by discussing basic rights at work.

The laws that have been introduced to protect and support employees will be considered. Learners will be made aware of the laws and how to find out about them if they need further information.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know employee 'rights' and 'responsibilities' in a place of work	1.1	Outline employee 'rights' at work	<ul style="list-style-type: none"> □ <i>Rights</i>: basic human rights e.g. right to life, freedom, education, respect and dignity, to own property, equality before the law; rights at work e.g. healthy and safe environment, working conditions, respect, privacy of personal information, fair pay/wages, paid holiday time, right to join and form trade unions
		1.2	Outline employee 'responsibilities' at work	<ul style="list-style-type: none"> □ <i>Responsibilities</i>: responsibility to protect, improve and not infringe others' rights; work responsibilities e.g. contractual obligations, health and safety requirements; appropriate training and development
2	Know how the rights of individuals are supported in a place of work	2.1	Describe the factors that may affect the rights of individuals at work	<ul style="list-style-type: none"> □ <i>Factors affecting rights of individuals</i>: positive images; perceptions e.g. stereotyping, labelling; unfair discrimination and injustice; cultural background; ignorance or lack of human rights
		2.2	Describe how to respect the rights of individuals at work	<ul style="list-style-type: none"> □ <i>How to respect others</i>: appropriate behaviour e.g. use of appropriate language, politeness in communicating with others, not putting others in danger or at risk through inappropriate behaviour in the workplace, showing tolerance and respect for differences and diversity, avoiding unfair discrimination against others, challenging own perceptions to ensure fairness of thought and action
		2.3	Identify laws that can protect the rights of employees at work	<ul style="list-style-type: none"> □ <i>Laws</i>: laws relating to employee rights e.g. health and safety, working conditions, salary, equality of opportunity, discrimination, privacy of personal information (Data Protection Act, 1998)

Learning outcomes		Assessment criteria		Unit amplification
3	Know the responsibilities of employers in a place of work	3.1	Identify employer responsibilities at work, in regard to: <ul style="list-style-type: none"> • fulfilling a contract • health and safety • equal opportunities and prevention of discrimination 	<ul style="list-style-type: none"> □ <i>Employer's responsibilities:</i> health and safety; working conditions; contractual; equality of opportunity; confidentiality of employee information

Information for tutors

Delivery

Tutors need to be creative in their approach to this unit, which is largely based on knowledge and understanding rather than on skills. Active learning, however, can still be achieved, for example through learners going into the workplace to interview employers and employees or through role-playing scenarios. Debate and discussion should also be encouraged, particularly when defining terminology and considering rights and responsibilities beyond those enshrined in law.

Learners should be briefly introduced to the concept of rights and responsibilities in general before they focus on those that relate to the workplace. Discussion might include human rights, rights and responsibilities set out in legislation and those that are less formal such as those relating to particular groups or settings (for example within a school, college, society or club).

Learners would benefit from the opportunity to discuss terms associated with respecting the rights of others, for example stereotyping, labelling, prejudice, positive images, discrimination, ageism, racism, sexism, diversity, cultural background. Simple tasks can be used to help the learner understand these concepts, for example they could make a list of the things they believe in and value.

Learners could then consider how this might affect their work. Learners could also be encouraged to discuss how television or radio or magazine advertisements influence the way people think of others, for example through gender stereotyping or generalised perceptions of various cultures, nationalities or age groups. Discussions could then follow on how this could affect work. For example, women are often seen taking a domestic role at home and a much smaller percentage of women have high-paid jobs.

Scenarios could be used as a basis for research into the laws that have been put in place to protect the rights of individuals at work, for example a colleague or partner who has become pregnant. What are your colleague's rights and what rights does the partner have? What laws are in place to support them? Learners could find out where they can get help and advice both within the workplace and outside it.

Learners will probably find it useful to relate employer responsibilities to the particular aspects of rights and responsibilities they have covered when looking at them from an employee's perspective. They should be encouraged to think about how the employer, through meeting their responsibilities, allows employees to exercise their rights. (For example an employer's responsibility to maintain a healthy and safe workplace is put in place to ensure that employees' right to work in a healthy and safe environment is observed.)

Assessment

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

For 1.1 and 1.2, learners should identify what rights and responsibilities an employee has in the workplace. Practical examples may help.

For 2.1, learners should be able to give examples of three different factors that may affect the rights of an individual in a place of work.

The evidence provided for 2.2 could be in the form of an information leaflet or booklet which explains how we should respect our colleagues at work. Alternatively, a written explanation or an oral presentation could be an effective method of assessment.

For 2.3, learners should identify three different laws relating to the rights of individuals at work. The learner should name the law and provide a brief, basic outline of the purpose of the law.

In 3.1, the focus is on the employer's responsibilities. The learner should be able to describe the employer's responsibilities at work in regard to fulfilling a contract, health and safety and equal opportunities/prevention of discrimination. Practical examples should be given to support each of these areas. At least one example is required for each area.

Suggested resources

Websites

www.acas.org.uk

www.adviceguide.org.uk

www.direct.gov.uk/en/RightsAndResponsibilities/Yourrights

www.tuc.org.uk

www.worksmart.org.uk

Unit 10: Using a CV and Covering Letter to Apply for a Job

Unit reference number: J/505/6931

Level: 1

Credit value: 2

Guided learning hours: 20

Unit aim

The aim of this unit is to enable learners to develop the knowledge and practical skills needed to be able to write an appropriate and accurate CV and covering letter for a job application.

A CV is often the first impression a prospective employer will have of a job applicant and a covering letter is often needed to support a job application. It is, therefore, important that the CV and covering letter are well presented, accurate and appropriate for the job application.

In this unit, learners will learn about the purpose of a CV and covering letter and will find out how to gather the relevant information that should be included in both. Learners will examine the importance of references, including the sort of people who would be suitable and those who would not. Learners will have the opportunity to produce a CV and covering letter for a specific job application ensuring that they are appropriate and accurate and clear.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the purpose of a CV and covering letter	1.1	Describe the purpose of a CV when applying for a job	<ul style="list-style-type: none"> □ <i>Purpose of a CV:</i> to get an interview; tailored to the position applied for; to give an overview of skills, education and experience
		1.2	Describe the purpose of a covering letter when applying for a job	<ul style="list-style-type: none"> □ <i>Purpose of a covering letter:</i> to convey interest in the position applied for; to give examples of abilities to do the job; to provide an example of writing abilities
2	Know the type of information usually included in a CV and covering letter	2.1	Identify the type of information appropriate to include in a CV	<ul style="list-style-type: none"> □ <i>Type of information included in a CV:</i> personal details; skills; previous work experience, education and training; knowing which items of personal information to include and what to leave out, e.g. age, gender, address, telephone number; knowing whether you are eligible to work in the country legally; recognising that certain items of information fit certain parts of the CV template; using templates and examples as a guideline
		2.2	Identify the type of information appropriate to include in a covering letter	<ul style="list-style-type: none"> □ <i>Type of information included in a covering letter:</i> appropriate salutation; give details of the job being applied for and where it was seen advertised; reasons why you want the job and what you can offer the employer; where the recipient can contact you for further information; information not appropriate to include in a covering letter

Learning outcomes		Assessment criteria		Unit amplification
3	Know the importance of references in a CV	3.1	Outline the importance of references in a CV	<ul style="list-style-type: none"> □ <i>Importance of references:</i> to confirm facts stated in the CV and covering letter; part of the job selection process; getting prior approval to use referees
		3.2	Describe what makes a referee suitable for including in a CV	<ul style="list-style-type: none"> □ <i>Suitable referees:</i> people who can comment positively on skills/qualities in relation to the job, e.g. teachers/tutors, previous employers or colleagues □ <i>Unsuitable referees:</i> people who may not be best placed to vouch for your skills/qualities in relation to the job, e.g. family members, friends, someone who does not know you
4	Be able to produce a CV and covering letter for a job application	4.1	Identify a suitable layout for a CV	<ul style="list-style-type: none"> □ <i>CV layout:</i> no more than two pages of A4; most important information on first page; appropriate font size, alignment on page
		4.2	Produce a CV appropriate for a job application	<ul style="list-style-type: none"> □ <i>Produce a CV:</i> include information that is accurate, relevant and appropriate; following accepted guidelines for the format and content of a CV
		4.3	Produce a covering letter appropriate for a job application	<ul style="list-style-type: none"> □ <i>Produce a covering letter:</i> following accepted guidelines for the format and content of a covering letter; use bullets to highlight any skills and experience of particular relevance to the job; include extra relevant information not covered in the CV

Information for tutors

Delivery

The tutor could start delivering the unit by giving learners a range of CV templates and layouts at a suitable level for Level 1. Learners could work in groups to think about the information they need to prepare to be able to complete them. Examples of covering letters could be provided. Learners could work in groups to produce a checklist of the information to be provided in a covering letter.

A question and answer session could determine the reasons for using a CV and covering letter. For example, some employers will want to see more of a learner's ability to express themselves in writing.

Learners could work independently to collect the information required to complete a CV. The job application may be real or simulated and can have been chosen by the learner or given to them. However, the learner and the tutor must discuss and agree that this is a suitable job based on the learner's skills and interests, so that the application is relevant to them. Learners could be given CV and covering letter templates and a template for a covering letter into which they can put their personal information.

Guest speakers could be invited to speak to learners about the importance of presenting information on CVs and covering letters accurately and following specific instructions correctly. Learners should be encouraged to practise presenting job application documents appropriately and discuss with their tutor any concerns they may have so that they are able to present documents in a suitable format for the employer. They should also be encouraged to proofread their job applications for accuracy, spelling, grammar and punctuation. Discussions on how references are used to confirm abilities and suitability for a specific job could be followed with learners identifying examples of people they could use for a reference and those who would not be acceptable. Learners should be aware that it is good etiquette to ask for people's permission to act as a referee before including their details on a CV.

Assessment

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

For 1.1, the learner needs to describe two different purposes of a CV when applying for a job.

For 1.2, the learner should describe two different purposes of a covering letter when applying for a job.

Evidence for 1.1 and 1.2 can be written or through discussion with the tutor.

For 2.1 and 2.2, learners should identify relevant information that should be included in both a CV and covering letter. The learner may be guided in identifying relevant information through group discussions, discussions with a tutor or from given information, but must be able to extract it independently.

For 3.1, learners need to outline two reasons why references are important in a CV.

For 3.2, learners need to describe what makes a referee suitable for including in a CV.

For 4.1 and 4.2, the learner, at this level, may select a CV template into which they can put their personal information, and must show independence in being able to fill in the sections correctly. Information presented needs to be legible, concise, relevant, clearly understood by the employer and follow specific instructions given in the job application information. Where information is submitted electronically, learners need to use formatting and spell check functions.

For 4.3, the learner needs to produce a covering letter that includes the reason why they are applying and how they meet the criteria. They can use a template for a covering letter but must show independence in filling in the sections correctly.

Suggested resources

Websites

www.alec.co.uk

www.nationalcareersservice.direct.gov.uk

13 Further information and useful publications

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

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

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications (Joint Council for Qualifications (JCQ))*
- *Equality Policy (Pearson)*
- *Recognition of Prior Learning Policy and Process (Pearson)*
- *UK Information Manual (Pearson)*
- *UK Quality Vocational Assurance Handbook (Pearson).*

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14 Professional development and training

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Annexe A

Unit mapping overview

The table below shows the relationship between the new qualifications in this specification and the predecessor qualifications: Pearson BTEC Level 1 Award in Customer Service (last registration 31/12/2014).

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

KEY

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

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

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

April 2017

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