Qualification Specification

Highfield Level 1 Award in Work-Related Studies for the Customer Service Sector (RQF)

Qualification Number: 603/4351/5

Highfield Level 1 Certificate in Work-Related Studies for the Customer Service Sector (RQF)

Qualification Number: 603/4353/9

Highfield Level 1 Diploma in Work-Related Studies for the Customer Service Sector (RQF)

Qualification Number: 603/4354/0

Version 1.3   September 2020

Contents

Highfield Level 1 Award in Work-Related Studies for the Customer Service Sector (RQF)
Highfield Level 1 Certificate in Work-Related Studies for the Customer Service Sector (RQF)
Highfield Level 1 Diploma in Work-Related Studies for the Customer Service Sector (RQF)

Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager

Qualification regulation and support

The Highfield Level 1 Award in Work-Related Studies for the Customer Service Sector (RQF), Highfield Level 1 Certificate in Work-Related Studies for the Customer Service Sector (RQF) and Highfield Level 1 Diploma in Work-Related Studies for the Customer Service Sector (RQF) have been developed and are awarded by Highfield Qualifications and sit on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual. The qualifications are also regulated by Qualifications Wales.

Key facts

Highfield Level 1 Award in Work-Related Studies for the Customer Service Sector (RQF)

Qualification number:	603/4351/5
Learning aim reference:	60343515
Credit value:	6
Assessment method:	Portfolio of Evidence
Guided learning hours (GLH):	45
Total qualification time (TQT):	60

Highfield Level 1 Certificate in Work-Related Studies for the Customer Service Sector (RQF)

Qualification number:	603/4353/9
Learning aim reference:	60343539
Credit value:	13
Assessment method:	Portfolio of Evidence
Guided learning hours (GLH):	101
Total qualification time (TQT):	130

Highfield Level 1 Diploma in Work-Related Studies for the Customer Service Sector (RQF)

Qualification number:	603/4354/0
Learning aim reference:	60343540
Credit value:	40
Assessment method:	Portfolio of Evidence
Guided learning hours (GLH):	296
Total qualification time (TQT):	370

Qualification overview and objective

The objective of this qualification is to provide learners with an introduction to the customer service environment and/or provide support in preparation for a role within a workplace. The content of the qualification is designed to enable learners to achieve a variety of skills that can be used in a customer service environment.

Entry requirements

Learners should be 14 or over and it is recommended that they have a good level of literacy (verbal and written) skills.

Guidance on delivery

The total qualification time (TQT) and recommended guided learning hours (GLH) for these qualifications are:

	TQT	GLH
Award	60	45
Certificate	130	101
Diploma	370	296

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

Guidance on assessment

These qualifications are assessed by Portfolio of Evidence. Suggested paperwork is available to download from the members area of the Highfield website. If a Centre would like to use alternative paperwork, this must be sent to the quality support team for approval before commencement of the course.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Guidance on quality assurance

Highfield requires centres to have in place a robust mechanism for internal quality assurance of training delivery and internal assessment processes. Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring. Highfield will support centres by conducting ongoing engagements to ensure and verify the effective and efficient delivery of the qualification.

Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing the learner for assessment. For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) policy in the members' area of the Highfield Qualifications website. This policy should be read in conjunction with this specification and all other relevant Highfield Qualifications documentation.

Assessor requirements

Highfield Qualifications recommends nominated assessors for this qualification to meet the following:

- have experience in a customer service industry of hold a relevant subject area qualification, which could include any of the following:
  - Highfield Level 2 Diploma in Customer Service
  - Highfield Level 2 Certificate in Customer Service
  - Highfield Level 3 Diploma in Customer Service
  - Highfield Level 3 Certificate in Customer Service
- hold or be working towards a recognised assessing qualification, which could include any of the following:
  - A1
  - D32/D33
  - Highfield Level 3 Award in Assessing Vocationally Related Achievement
- maintain appropriate continued professional development for the subject area

Internal quality assurance (IQA) requirements

Highfield Qualifications recommends internal quality assurers for this qualification to meet the following:

- hold a relevant subject area qualification, which could include any of the following:
  - Highfield Level 2 Diploma in Customer Service
  - Highfield Level 2 Certificate in Customer Service
  - Highfield Level 3 Diploma in Customer Service
  - Highfield Level 3 Certificate in Customer Service
- hold or be working towards a recognised internal quality assurance qualification, which could include any of the following:
  - D34
  - V1
  - Highfield Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or above
- maintain appropriate continued professional development for the subject area

Countersigning strategy

While it is a minimum requirement for centres to have the appropriately qualified workforce in place, it is understood that centres may have new personnel who are working towards those requirements. During this period, centres are required to have a robust countersigning strategy in place that supports and validates unqualified assessment/quality assurance decisions, until the point where they meet the requirements as detailed above.

Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure

that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.

Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

- Highfield Level 2 Diploma in Customer Service
- Highfield Level 2 Certificate in Customer Service
- Highfield Level 2 Diploma in Customer Service Practitioners
- Customer Service Practitioner Apprenticeship

Appendix 1: Qualification structure

To complete the **Highfield Level 1 Award in Work-Related Studies for the Customer Service Sector (RQF),** learners must complete the following:

- **A minimum of 45 Guided Learning Hours (GLH) from any of the below units**

To complete the **Highfield Level 1 Certificate in Work-Related Studies for the Customer Service Sector (RQF),** learners must complete the following:

- **A minimum of 101 Guided Learning Hours (GLH) from any of the below units**

To complete the **Highfield Level 1 Diploma in Work-Related Studies for the Customer Service Sector (RQF),** learners must complete the following:

- **All of the below units**

Unit group

Unit reference	Unit title	Level	GLH	Credit
T/617/5410	Creating First Impressions	1	16	2
F/617/5412	Making Conversation and Building Rapport	1	22	3
D/617/5417	Complaint Resolution	1	36	5
K/617/5419	Listening Techniques	1	16	2
D/617/5420	Standardised Approach to Customer Service	1	22	3
K/617/5422	Communication Methods	1	36	5
A/617/5425	Expectations of Working in Customer Service	1	16	3
J/617/5427	Use of online and digital software and systems	1	22	3
L/617/5428	Legislation and Regulation in the Customer Service Environment	1	22	2
J/617/5430	Personal Development within Customer Service	1	22	3
R/617/5432	Awareness of Equality and Diversity	1	22	3
Y/617/5433	Customer Feedback	1	22	3
A/617/5554	Teamwork in Customer Service	1	22	3

Appendix 2: Qualification content

Unit 1: **Creating First Impressions**
Unit number: T/617/5410
Credit: 2
GLH: 16
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Understand the factors that can influence a customers' first impressions**	2.1 State what a **first impression** is 2.2 Identify ways in which you can **influence a first impression** 2.3 List **potential factors** that can influence a customers' first impression 2.4 State the importance of different factors that can influence a **customer**
2. **Know how you can create a positive first impression**	2.1 Identify **what skills can help** create a good first impression 2.2 Describe how **personal presentation** can impress a customer 2.3 Identify ways to make a confident introduction 2.4 Describe how your personality can affect a customers' first impression 2.5 Outline the role of body language in customer interactions

Amplification / Indicative content / Range

• **First Impression:**
   ○ An idea, feeling, or opinion about something or someone, especially one formed without conscious thought or on the basis of little evidence
• **Potential factors:**
   ○ Advertising, previous experiences, word of mouth
• **Customer**
   ○ Both internal and external customers
• **Personal presentation**
   ○ Appearance, body language and behaviours e.g. friendly approach, courtesy and respect, punctuality and being in the right place at the right time
• **A first impression can be influenced**:
   ○ Assumptions, beliefs and values, previous interaction/experience
• **What skills can help:**
   ○ Communication, empathy, conflict management, questioning, problem solving, active listening

Unit 2:   **Making Conversation and Building Rapport**
Unit number: F/617/5412
Credit: 3
GLH: 22
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Understand the importance of building rapport with customer	1.1 Define the meaning of rapport 1.2 Identify the reasons why **building rapport** with external customers is important 1.3 State reasons why employees building rapport with internal customers is important
2. Know ways to build rapport	2.1 State ways to introduce yourself 2.2 Identify **ways to engage in a conversation** 2.3 State how body language can affect rapport 2.4 State the importance of personal appearance in building rapport 2.5 List appropriate greetings that can be used toward customers 2.6 State how empathy can be used to create rapport 2.7 Identify why good communication is required to build rapport
3. Know how to use suitable questioning techniques when making conversation	3.1 State different ways of approaching and **questioning customers** 3.2 Identify when the right time is to ask questions 3.3 State the difference between 'open' and 'closed' questions 3.4 State what open questioning is used for 3.5 Identify why questioning is important in the customer service environment 3.6 Identify questions that can be used to establish customer needs 3.7 Outline what a 'probing' question is

Amplification / Indicative content / Range

• **Building rapport:**
   o Elicits information, facts, requirements, expectations. Minimises the risk of conflict, customer engagement & loyalty.
• **Ways to build rapport**:
   o Knowledge of organisations dress code, 'house style' or culture. Greeting, introduction, handshake, making small talk.
   o List the factors involved in rapport building e.g. trust, commonalities, empathy.
• **Ways to engage in a conversation**:
   o Face to face, telephone and other media.

- o   Friendly, professional approach, use of active listening
- o   Knowledge of organisations products or services
- **Questioning customers**:
  - o   Identify good, and less useful, questions e.g. open, probing, reflective, closed, leading, multiple.

Unit 3:   **Complaint Resolution**
Unit number: D/617/5417
Credit: 5
GLH: 36
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Understand the differences between handling and resolving complaints**	1.1 Describe reasons why people complain 1.2 State what complaint handling is 1.3 State what complaint resolution is
2. **Understand how to deal with complaints on social media**	2.1 List social media platforms used for customer service 2.2 Outline the organisations procedures that must be followed when on social media 2.3 Identify the **ways that organisations respond** to complaints on social media 2.4 State what customers expect on social media when they make a complaint
3. **Know the signs of complaint intensification and methods of avoidance**	3.1 Identify what **behaviour a complaining customer might have** 3.2 Identify how to recognise a problem based on what a customer says or does 3.3 List what actions could potentially lead to complaints becoming more intense 3.4 Identify ways that a difficult situation can be resolved before it becomes a complaint
4. **Know the skills, attributes and techniques that can be used to resolve complaints**	4.1 State why knowing your own level of authority is important when providing customer service 4.2 Identify when it is appropriate to refer a complaint to another person 4.3 List the **skills that can be used** when dealing with a difficult customer 4.4 Outline why tone of voice/body language is important in resolving a complaint 4.5 State an organisation's procedure to resolving complaints

Amplification / Indicative content / Range

• **Ways that organisations respond:**
   o Social media platforms could include any company/industry/sector specific sites such as Intranet pages
• **Behaviour a complaining customer might have:**
   o Behaviour, body language, words used (including inappropriate language), tone
• **Skills that can be used:**
   o Communication skills, empathy, conflict resolution techniques.
   o Using own authority level and escalation procedure

Unit 4: **Listening Techniques**
Unit number: K/617/5419
Credit: 2
GLH: 16
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Understand active listening	1.1 Outline the difference between listening and hearing 1.2 Define what **active listening** is 1.3 Identify what **behaviours** you could display to demonstrate active listening
2. Know how to listen to customers effectively	2.1 State **different ways to listen to people** 2.2 State what key information should be listened for when dealing with customers 2.3 State **why it is important to listen** to a customer 2.4 Describe the **barriers to listening** 2.5 Describe the implications of not listening 2.6 Describe **techniques to enable effective listening**

Amplification / Indicative content / Range
• **Different ways to listen to people:** ○ face to face, telephone, video calls, two-way radio, intercom • **Exhibited Behaviours**: ○ Verbal nods, leaning forward, tilting head, summarising, relevant questions, clarification, paraphrasing • **Why it is important to listen:** ○ Customer wants, needs and expectations. Passing messages to colleagues. Gathering information, problem solving, avoid misunderstandings, conflict and complaints • **Barriers to listening**: ○ Assumptions, distractions, language, background noise, system/signal quality, disability • **Techniques to enable effective listening:** ○ Focus, open mind, minimisation of distractions, allowing enough time, using notepaper and pen

Unit 5: **Standardised Approach to Customer Service**
Unit number: D/617/5420
Credit: 3
GLH: 22
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Understand the benefits of having set standards in customer service**	1.1 State what the **minimum standard** of customer service in an organisation is 1.2 Outline why it is important to continually meet and exceed organisational customer service standards 1.3 Identify policies in place to support customer service standards 1.4 State what a **standardised approach** is 1.5 List possible reasons for organisations wanting to have a standardised approach
2. **Understand why expectations have to be set in a customer service environment**	2.1 State possible **expectations** that organisations may have of employees in delivering customer service 2.2 State the importance of company **expectations** in a customer service environment

Amplification / Indicative content / Range
• **Minimum standard** o Outlined in customer service charter, core values • **Standardised approach** o A standardised approach is something a company expects its employees to adhere to so that they are all following the same principles when making decisions. An example of this might be greeting all customers in the same manner • **Expectations** o Service Level Agreements (SLA's), targets, goals, core values, customer service policy

Unit 6:   **Communication Methods**
Unit number: K/617/5422
Credit: 5
GLH: 36
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Understand different methods of communication and how to support customer service**	1.1 Identify different **ways an organisation can communicate** with its customers 1.2 Identify different communication techniques based on **customer type** 1.3 Identify possible ways to end a conversation with a customer 1.4 List possible ways of handling a customer query
2. **Understand different communication models**	2.1 Identify recognised **communication models** 2.2 Identify key features of communication models found 2.3 Outline advantages and disadvantages of one communication model
3. **Understand ways to communicate effectively with customers over the internet**	3.1 List social media sites that can be used by organisations to communicate with customers 3.2 Outline what needs to be included in an email to a customer from an organisation 3.3 List the advantages of communication with customers over email/social media/livechat 3.4 List the disadvantages of communication with customers over email/social media/livechat 3.5 State appropriate communication to be used on social media when addressing customers 3.6 Outline the importance of confidentiality while operating online 3.7 List the barriers to communication whilst online
4. **Understand ways to communicate effectively with customer face-to-face and over the phone**	4.1 State the importance of body language when face-to-face 4.2 State the importance of tone of voice when using the telephone 4.3 List the advantages of communicating with customers face-to-face 4.4 List the advantages of communicating with customer over the phone 4.5 Identify the barriers to communicating verbally

Amplification / Indicative content / Range
Different communication methods: - Verbal, Non-Verbal, Written   **Customer type:**   - Internal, external, visitors, contractors   **Communication models**:   *Adler and Towne* model and similar   **Ways an organisation can communicate:**   - E-mail, Text/Multimedia message, Documents shared (Hard/soft/uploaded to shared drive), social media and smartphone applications

Unit 7: **Expectations of working in a customer service role**
Unit number: A/617/5425
Credit: 3
GLH: 22
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Understand the importance of punctuality and time keeping	1.1 Identify what time work starts and finishes 1.2 Identify how long breaks are 1.3 State why it is important to be on time and ready to work 1.4 Describe the impact of lateness on customer service, colleagues and the organisation
2. Know the correct way to dress and present themselves	2.1 Describe an organisation's dress code 2.2 List suitable clothing to wear for work 2.3 Outline why it is important that employees **dress appropriately** 2.4 State why offensive tattoos or body piercings should be covered up 2.5 State the importance of good personal hygiene. 2.6 Describe the benefits a positive attitude to work has on customer service
3. Understand the impact and importance of shift patterns	3.1 State **why overtime may be required** by an organisation 3.2 Identify the benefits of working overtime for the employee. 3.3 Describe the benefits of a good, clear handover

Amplification / Indicative content / Range
• **Dress appropriately:** o Brand representation, identification, first impressions, Health & Safety • **Why overtime may be required:** o absence, holidays, increased workload, potential impact on customer service during shift changes

Unit Guidance
AC 1.1 & 1.2 – Learners do not need to be in employment. The training provider may wish to provide a fictional brief for learners to work from.

Unit 8:   **Use of online and digital software and systems**

Unit number: J/617/5427
Credit: 3
GLH: 22
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Know how to safely use systems	1.1 Identify **systems** used in an organisation 1.2 Outline how systems/software are used to support customer service 1.3 Identify legislation governing data/information management 1.4 Identify what indicates that a website is trusted/secure 1.5 Identify how to keep information secure
2. Understand the uses of Social Media	2.1 List possible **uses of social media** in a customer service environment 2.2 Outline an organisations policies governing the use of social media 2.3 Identify **possible regulations/legislation that could be broken** when communicating with customers online 2.4 Outline ways to gather customer feedback on social media 2.5 List different ways of communicating information over social media 2.6 Identify when to take an issue 'off line'
3. Know how to communicate by email and online chat facilities	3.1 State possible **greetings in emails** 3.2 State possible ways of ending emails 3.3 Identify the **language that is appropriate** for communicating on email 3.4 Identify **appropriate timescales** to respond to emails 3.5 Describe a situation when communication by email/online chat may not be appropriate

Amplification / Indicative content / Range

• **Systems**
    o CRM and other internal databases, Intranet, internal drive
• **Uses of Social Media:**
    o Marketing & promoting products/services, information gathering/sharing, customer preferences, publicity, news & updates
• **Possible regulation/legislation that could be broken**
    o Ownership/responsibility and management of information
• **Language that is appropriate**

- o Language – formal/informal, tone, words
- **Greetings to emails**
    - o Email etiquette e.g. CC/BC/Reply to all, email chains,
- **Appropriate timescales**
    - o Organisation guidelines/service level agreements

Unit 9: **Legislation and Regulation in the Customer Service Environment**
Unit number: L/617/5428
Credit: 2
GLH: 16
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Know the legislation and regulations that are relevant to a customer service environment**	1.1 State what the responsibilities of the employer are regarding health and safety 1.2 List two duties of Employees under the Health & Safety at Work Act 1.3 Identify 3 pieces of **legislation** that could affect the delivery of customer service 1.4 State how legislation affects employees in the workplace 1.5 State the implications of not abiding by legislation and regulations
2. **Know how legislation and regulations impact customer service**	2.1 State what a **code of practice** is 2.2 Describe how customer information is stored and retrieved in line with Data Protection legislation 2.3 Define the **importance of Data Protection legislation** to the customer and to the organisation 2.4 Outline how to protect the information and details of customers

Amplification / Indicative content / Range

• **Legislation:**
   ○ Possible legislation could include: Health & Safety at Work Act 1974, Consumer Rights Act 2015, Consumer Credit Act, Consumer Contract Regulations (On-Line trading), Consumer Protection Act 1987, Data Protection Act 2018 (GDPR)
• **Code of Practice**
   ○ guidelines issued by an official body or professional association to help staff or members comply with its ethical standards
• **Importance of Data Protection legislation**
   ○ GDPR. The learner understands that they cannot discuss or disclose any information they might be deemed sensitive or personal about or to customers

Unit 10:   Personal Development within Customer Service

Unit number: J/617/5430
Credit: 3
GLH: 22
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Know the ways to gather feedback on own performance**	1.1 Identify own strengths in a customer service environment 1.2 Identify own areas for development 1.3 State what a **SWOT analysis** is 1.4 Outline the features of a personal development plan 1.5 State **how feedback could be obtained** about own performance
2. **Know learning activities that can develop own ability**	2.1 List different **ways that knowledge or skills can be developed** 2.2 Outline how to measure own personal development to support customer service
3. **Understand the benefits of developing own skills and knowledge in customer service**	3.1 Identify benefits to the organisation of improving own skills and knowledge 3.2 Identify **advantages of improving own performance** 3.3 List reasons for undertaking personal development

Amplification / Indicative content / Range

• **How feedback could be obtained:**
  o Performance review/appraisals, Customer opinions, Performance against KPI's
• **SWOT analysis:**
  o Strengths, Weaknesses, Opportunities, Threats
• **Ways that knowledge or skills can be developed:**
  o Training on or off the job, coaching, e-learning, working with others, reflective practices
• **Advantages of improving own performance:**
  o Increased customer satisfaction/retention, brand reputation exposure, staff competence and confidence, better recognition or increased likelihood of promotion

Unit 11: **Awareness of Equality and Diversity**
Unit number: R/617/5432
Credit: 3
GLH: 22
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Understand definitions that are important regarding equality and diversity**	1.1 State what diversity means 1.2 Define what equality means 1.3 State the organisational policy or policies regarding diversity and equality
2. **Know legislation and regulations used in Equality and Diversity**	2.1 List **legislation that relates to equality and diversity** in a customer service environment 2.2 List the protected characteristics 2.3 Describe why knowledge of protected characteristics is important to customer service practitioners
3. **Understand why Equality and Diversity is key in organisations**	3.1 List **organisations facilities** that make customer service inclusive 3.2 State how assumptions can affect own behaviour 3.3 List behaviours that may cause offence to customers and/or colleagues 3.4 State the **possible impact on an organisation** found to have demonstrated discriminatory behaviour 3.5 State the possible impact on an individual found to have demonstrate discriminatory behaviour

Amplification / Indicative content / Range

• **Definitions important regarding equality and diversity:**
    ○ Stereotypes & assumptions, organisation policy/values, whistleblowing
• **Legislation that relates to equality and diversity:**
    ○ Equality Act 2010, Human Rights Act 1998
• **Understand why Equality and Diversity is key in organisations:**
    ○ This can be part of a varied approach or response
• **Organisations facilities**
    ○ Access to premises/escalators/hearing loops/assistance dogs
• **Possible impact on an organisation**
    ○ Loss of business, fines, reputational damage, disciplinary action

Unit 12:   **Customer Feedback**

Unit number: Y/617/5433
Credit: 3
GLH: 22
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Know why collecting feedback is important	1.1 State ways to obtain customer feedback 1.2 Identify **why it is important to collect customer feedback** 1.3 List the **benefits of gathering customer feedback** 1.4 State what could happen if feedback was not gathered
2. Understand how customer feedback can be used	2.1 State **how customer feedback can be used** by the organisation, the team and the individual. 2.2 List the **implications of not acting** on customer feedback
3. Know how customer feedback can influence future planning	3.1 Identify why it is important to **record customer feedback** 3.2 Describe types of customer information that can affect future planning 3.3 State organisational decisions that can be influenced by customer feedback

Amplification / Indicative content / Range

• **Why it is important to collect customer feedback:**
   o Monitor customer satisfaction, Identify customer needs & expectations, customer retention
• **Benefits of gathering customer feedback:**
   o Personal development, monitoring own performance
• **How customer feedback can be used:**
   o Publicity/marketing/trends, monitoring performance, recognition, development of staff, product development
• **Implications of not acting:**
   o Negative publicity, service improvements not recognised, potential loss of business
• **Record customer feedback:**
   o Understanding customers, enables the monitoring of improvements, identify patterns and customer trends

Unit 13:   **Teamwork in Customer Service**
Unit number: A/617/5554
Credit: 3
GLH: 22
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Know why working with others in a team is important	1.1 State the **benefits** of working together with others in a customer service environment 1.2 State the importance of passing accurate information to the relevant people 1.3 State why it is important to follow instructions accurately 1.4 State the importance of feedback from team members 1.5 State how teamwork helps a team to meet its objectives
2. Understand how to support the work of a team	2.1 List ways to help maintain good working relationships in a team 2.2 Give examples of problems that should be reported to a line manager 2.3 Describe situations when it is appropriate to ask for help 2.4 State the **behaviours** that are important when working in a team 2.5 Identify how you would **contribute** to a team 2.6 List what **skills** might be required for effective teamwork

Amplification / Indicative content / Range
• **Benefits** o Faster service, problems solved more easily, increased efficiency, better service offered • **Behaviours** o Patience, determination, compassion for others, belief, confidence, honesty, responsibility, optimism, enthusiasm, adaptability • **Contribute** o What the learner would bring to a team in the form of strengths and qualities • **Skills** o Problem solving, good communication, leadership, good listening, respect, management

Appendix 3: Sample assessment material

We *listen* and *respond*

Evidence Tracking Sheet - *Example*

Learner Name	
Centre Name	

Unit 1: Unit name (Unit no)			
Knowledge Assessment Criteria			
Learning Outcome	Assessment Criteria	Evidence Type	Evidence Reference
1.	1.1	Obs	1
2.	2.1	D, Wt	2
	2.2	Sim	3, 5
4.	4.1	Q, D	8

Fill in the portfolio reference for each assessment criteria

Fill in each assessment method used using the key

Insert the date that the Assessment Criteria was fully met

Once all assessment criteria and range have been met, the learner and assessor must sign and date this tracking sheet

Assessment method key:
Obs	Observation	Wt	
Pe	Product evidence	R	
Q	Questioning	O	
Sim	Simulation/assignment	PD	Discussion

...nature   **Date:**

Assessor Signature   **Date:**

IQA Signature (if sampled)   **Date:**

EQS Signature (if sampled)   **Date:**

If sampled, the IQA/EQS must also sign and date this tracking sheet

Highfield Level 1 Personal Development for Employability (RQF)   10