Unit Title:	**Customer care in ICT**	
OCR unit number:	16	
Unit reference number:	F/500/7159	
Level:	3	
Credit value:	12	
Guided learning hours:	100	

Evidence for this unit can only be achieved through actual work in a work environment. Simulation is not permissible for any competence based unit.

Unit aim

The aim of this unit that learners will:

- Understand how to provide ICT customer care by developing customer relationships

- Be able to provide ICT customer care by developing customer relationships

- Be able to contribute to improving the delivery of service

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
The Learner will: 1 Understand how to provide ICT customer care by developing customer relationships	**The Learner can:** 1.1 Describe the uses of interpersonal communication techniques 1.2 Explain the different approaches and methods used for supporting technical and non-technical customers 1.3 Describe the organisational requirements for ICT customer care 1.4 Explain the effect of ICT customer care on the rest of the organisation	• different types of communication techniques (verbal and non-verbal) including how and when they are used • the difference between hearing and listening • the use of positive and negative language • what creates barriers to listening • the different types of questioning techniques e.g. open, closed, probing • how to communicate effectively with technical and non-technical customers. The different verbal and non-verbal communication techniques which can be used

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		• the organisational requirements for dealing with ICT customers and the effect that ICT customer care has on all areas of the organisation
2 Be able to provide ICT customer care by developing customer relationships	2.1 Monitor compliance with organisational requirements for ICT customer support 2.2 Follow organisational guidelines and procedures to communicate with customers 2.3 Interact effectively with customers to achieve agreed outcome	• how to monitor ICT customer supported and how it meets the requirements of their organisation • the organisational guidelines and procedures to be followed when communicating with customers • how to interact with customers effectively
3 Be able to contribute to improving the delivery of service	3.1 Describe the implications of customer satisfaction for the business 3.2 Describe the methods of measuring customer satisfaction levels 3.3 Suggest improvements to ICT service delivery 3.4 Handle complaints from customers following organisational guidelines 3.5 Gather specified customer satisfaction information 3.6 Analyse specified customer satisfaction information 3.7 Report on specified customer satisfaction information	• how to gather customer service satisfaction data and analyse it to identify potential improvements • the organisational policies and procedures for dealing within customer complaints including: - limits to their responsibility - escalation procedures • the implications of positive and negative customer satisfaction for their organisation • how to report customer service satisfaction information

Assessment

It is the assessor's role to satisfy themselves that evidence is available for all performance, knowledge and evidence requirements before they can decide that a candidate has finished a unit. Where performance and knowledge requirements allow evidence to be generated by other methods, for example by questioning the candidate, assessors must be satisfied that the candidate will be competent under these conditions or in these types of situations in the workplace in the future. Evidence of questions must include a written account of the question and the candidate's response. Observations and/or witness testimonies must be detailed and put the evidence into context i.e. the purpose of the work etc.

In addition to the recognition of other qualifications, candidates may claim accreditation of prior achievement for any of the elements assessment criteria or complete units of competence, as long as the evidence fully meets the criteria and the candidate can prove that it is all their own work. It is important also that assessors are convinced that the competence claimed is still current. If the assessors have some doubts, they should take steps to assess the candidate's competence directly. An initial assessment of candidates is recommended.

All the learning outcomes and assessment criteria must be clearly evidenced in the submitted work, which is externally moderated by OCR.

Results will be Pass or Fail.

Guidance on assessment

Evidence can reflect how the candidate carried out the process or it can be the product of a candidate's work or a product relating to the candidate's competence.

For example: The process that the candidate carries out could be recorded in a detailed personal statement or witness testimony. It is the assessor's responsibility to make sure that the evidence a candidate submits for assessment meets the requirements of the unit.

Questioning the candidate is normally an ongoing part of the assessment process, and is necessary to:

- test a candidate's knowledge of facts and procedures

- check if a candidate understands principles and theories *and*

- collect information on the type and purpose of the processes a candidate has gone through

- candidate responses must be recorded

It is difficult to give a detailed answer to how much evidence is required as it depends on the type of evidence collected and the judgement of assessors. The main principles, however, are as follows: for a candidate to be judged competent in a unit, the evidence presented must satisfy:

- all the items listed, in the section 'Learning Outcomes'

- all the areas in the section 'Assessment Criteria'

The quality and breadth of evidence provided should determine whether an assessor is confident that a candidate is competent or not. Assessors must be convinced that candidates working on their own can work independently to the required standard.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' on the OCR website www.ocr.org.uk .