

Unit Title:	Customer care in ICT
OCR unit number:	15
Unit reference number:	A/500/7158
Level:	2
Credit value:	9
Guided learning hours:	45

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

This is the identification of, and response to, customer needs to ensure customer satisfaction. This unit will typically involve direct customer contact.

Typically this will involve:

- The maintenance of a successful balance between customer needs and the needs of the organisation
- The monitoring of customer satisfaction through the use of formal and informal assessment techniques (e.g. surveys, feedback etc.)
- The handling and resolution of customer issues and complaints in a constructive manner that ensures customer satisfaction

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<p>The Learner will:</p> <p>1 Know how to provide customer care by establishing customer relationships</p>	<p>The Learner can:</p> <p>1.1 Describe the uses of interpersonal communication techniques such as:</p> <ul style="list-style-type: none"> • verbal (e.g. intonation, tone and feedback (sometimes referred to as verbal attends)) and non-verbal techniques (e.g. smiling while talking on the phone, body language) • attentive listening (i.e. difference between hearing and listening) 	<ul style="list-style-type: none"> • 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

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	<ul style="list-style-type: none"> • positive and negative language • active listening (e.g. summarising, paraphrasing, body language) • listening barriers (e.g. background noise, distractions, lack of concentration) • types of question (e.g. open, closed and probing) <p>1.2 Describe the relevant parts of the organisational requirements for customer care including:</p> <ul style="list-style-type: none"> • customer service procedures (e.g. how to log customer information, how to initiate service calls, how to complete a sale) • authorisation procedures (e.g. how to confirm caller identity, how to validate requests) • escalation, resolution and complaint handling • quality assurance procedures • compliance with relevant legislation and regulations (e.g. data protection, financial services) • maintenance and communication of organisational brand or image • organisational aims and objectives <p>1.3 Describe what the implications of customer satisfaction are:</p> <ul style="list-style-type: none"> • customer retention • working relationships 	<ul style="list-style-type: none"> • the procedures used when dealing with customers to include: <ul style="list-style-type: none"> - logging of customer information - receiving calls - making calls - initiating discussions • the procedures to follow to confirm caller identity and validate customer requests • the procedures to be followed when dealing with customer complaints and problems including limits to own responsibility and the escalation process • the quality assurance procedures within the organisation • the regulations and legislation associated with their job role and dealing with customers e.g.: <ul style="list-style-type: none"> - Data Protection Act - Consumer Protection Act - Health & Safety • the aims and objectives of their organisation in relation to customer service • the brand and/or image of the organisation and how to promote this image/brand • customer satisfaction and how it affects customer retention and working relationships • how customer expectations are formed and how this links to customer satisfaction • the importance of customer feedback • the different forms of customer feedback

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	1.4 Describe the relevant methods of measuring customer satisfaction levels such as: <ul style="list-style-type: none"> • predefined formal feedback • unsolicited feedback • anecdotal feedback 	<ul style="list-style-type: none"> • how to analyse customer feedback to establish the level of customer satisfaction
2 Provide customer care by establishing customer relationships	2.1 Comply with organisational requirements 2.2 Communicate interpersonally on familiar subjects such as: <ul style="list-style-type: none"> • following organisational guidelines and procedures • articulating and expressing ideas clearly and concisely • listening actively (e.g. by taking notes) • clarifying and confirming understanding (e.g. by paraphrasing or repetition) • responding to questions with accurate information • ensuring content is appropriate to the needs of the audience • identifying and avoiding listening barriers • maintaining focus on the purpose of the communication 2.3 Providing customer interaction such as: <ul style="list-style-type: none"> • focuses on addressing customer needs • interacts in a sensitive and helpful manner with the customer • responds to customer requests on time, accurately, pleasantly and professionally 	<ul style="list-style-type: none"> • the organisational requirements and procedures when dealing with customers • the importance of good communication when dealing with customers including: <ul style="list-style-type: none"> - speaking clearly (when not to jargon) - actively listening - confirming understanding - providing accurate information - how to identify barriers to listening and how to avoid them • how to positively interact with a range of customers e.g. customers who are: <ul style="list-style-type: none"> - confused - angry - upset - knowledgeable - beginners with respect to ICT • how to build trust with customers • the importance of responding to customer requests • how to deal with customer complaints and enquiries including: <ul style="list-style-type: none"> - the limits of their responsibility - the procedures for escalation including who to escalate queries and complaints to

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	<ul style="list-style-type: none"> • builds a trusting relationship with the customer • keeps self and customer focused • maintains consistent communication style <p>2.4 Provide service delivery such as:</p> <ul style="list-style-type: none"> • recognising own limitations • escalating customer issues following organisational requirements • meets own commitments to customers • follows up customer problems and issues <p>2.5 Handle complaints from customers such as:</p> <ul style="list-style-type: none"> • using probing questions • displaying patience and understanding with demanding or emotional customers <p>2.6 Gather specified customer satisfaction information</p>	<ul style="list-style-type: none"> - meeting commitments to customers and the procedures for following up customer issues - the effective use of a range of questioning techniques - the importance of customer satisfaction and how to gather the evidence to support it

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.