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Unit Title:	**Customer care in ICT**
OCR unit number	195
Unit reference number:	T/500/7157
Level:	1
Credit value:	6
Guided learning hours:	50

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 level 1 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

The Learner will:
1. Know how to provide customer care in a familiar context
	The Learner can:
	1.1 Describe simple uses of interpersonal communication techniques such as:
	
	• 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)
	• positive and negative language
		• the effects of verbal and non-verbal communication techniques on the customers' perception of the organisation, including positive and negative language
		• the difference between hearing and listening when dealing with customers
		• organisational procedures relating to customer care for:
		  - logging customer information
		  - initiating calls
		  - completing sales
		  - security questioning of customers

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	1.2 Identify the specified parts of the organisational requirements for customer care including: • 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 1.3 Describe the specified methods of measuring customer satisfaction levels such as predefined formal feedback	- dealing with complaints - relevant legislation and regulations - importance of organisational brand or image – organisational aims and objectives • using feedback to measure customer satisfaction

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills

2 Provide customer care in a familiar context	2.1 Comply with organisational requirements
	2.2 Communicate interpersonally on a familiar subject in a familiar work situation such as:
	    • following organisational guidelines and procedures
	2.3 Provide customer interaction such as:
	    • focuses on addressing customer needs
	    • interacts in a sensitive and helpful manner with the customer
	2.4 Providing service delivery such as:
	    • recognising own limitations;
	    • escalating customer issues following organisational requirements
	2.5 Gather specified customer satisfaction information
		• organisational requirements when dealing with customers
		• how to deal with differing customer needs
		• limitations of own responsibility and knowledge
		• escalation of issues for customer requirements
		• methods used to gather customer feedback

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 .