



# Skillsfirst AWARDS

## Level 2 Diploma in Customer Service Practitioner (RQF) CSPD2 603/2352/8



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## 1.0 Introduction

- 1.1 Skillsfirst Awards is an awarding organisation specialising in the provision of vocational qualifications across a range of occupational areas.
- 1.2 Skillsfirst Awards recognises the need for industry to have fully trained and qualified staff – reliably qualified to recognised industry standards.
- 1.3 The following handbook provides the learning outcomes and assessment strategy for the delivery of the Level 2 Diploma in Customer Service Practice (RQF). The handbook is a live document and will be updated should there be any incremental change made.

Centres will be informed electronically when changes are made and it will be the responsibility of any recognised centre to ensure the most up to date version of the handbook is used. The document also provides details of the administrative procedures, requirements and responsibilities that are associated with the delivery of vocational qualifications.

The handbook is available on the Skillsfirst Awards website [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk)

- 1.4 This document is copyright but can be copied by any of our recognised centres for the purpose of assessing learners and may also be copied by learners for their own use.
- 1.5 All learners should be provided with a copy of the Skillsfirst qualification handbook together with the Skillsfirst learner guide. This document can be found on our web-site at [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk)

### 1.1 What is the Regulated Qualifications Framework (RQF)?

The RQF provides a single, simple system for cataloguing all qualifications regulated by Ofqual.

Qualifications will be indexed by their 'level', type and size. Qualifications within the framework will have a level (ranging from entry level to level 8) to indicate the level of difficulty. They will also have a Total Qualification Time (TQT) value to indicate the size of the qualification which will be either an Award, Certificate or Diploma.

The RQF will also:

- allow Awarding Organisations to design more flexible programmes, suited to the needs of a wider range of learners and employers
- describe qualifications to employers, providers and learners in a way that is easy to understand
- allow learners to achieve skills and knowledge at their own pace

### 1.2 RQF Qualifications

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

## **2.0 Skillsfirst Awards**

### **2.1 Data protection**

Skillsfirst Awards takes the protection of data seriously and to this end has developed a data protection statement outlining how Skillsfirst and our centres, comply with the current legislation on data protection. It is important for centres to read our statement and ensure that our requirements are put in place. It is particularly important that centres make learners aware that data is shared with Skillsfirst Awards. Our policy statement on this and data requirements can be found in our centre handbook on our website [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk)

### **2.2 Equality and accessibility**

#### **Equality and accessibility**

Skillsfirst is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation and EU directives including the Equality Act 2010 (Amendment) Order 2012 and to ensure this occurs, has in place a policy on equality and accessibility which can be found on our website [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk) and within our centre handbook.

Skillsfirst will ensure that centres use a equality and accessibility policy that works together with ours and that they maintain an effective appeals procedure which along with the equality and accessibility policy, will be monitored by the external verifier. We expect centres to tell learners how to find and use their own equality and accessibility and appeals procedures.

#### **Access to assessment**

Skillsfirst Awards is committed to guaranteeing all learners are treated fairly and equally and to ensure this occurs, has in place a policy on reasonable adjustments and special considerations. This policy states clearly what centres can and, in some cases must, put in place to assist learners who may have particular requirements.

We expect centres to tell learners how to find and use their own reasonable adjustments and special considerations policy and will monitor implementation through the external verification process. This policy can be accessed at [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk) and within our centre handbook. Further advice on this policy and its application can be obtained from our customer services team at [customerservices@skillsfirst.co.uk](mailto:customerservices@skillsfirst.co.uk)

### **2.3 Enquiries and information sources**

Skillsfirst aims to provide accurate information in a variety of formats and media. Recognised centres are encouraged to make enquiries to the customer services team, or seek clarification from our website. Learners wishing to enquire about qualifications, aspects of qualifications or quality assurance policies and procedures are encouraged, in the first instance, to seek information from the recognised centre or their tutor/assessor. Where a satisfactory answer is unavailable, learners are encouraged to seek clarification from our website, or from the Skillsfirst customer services team.

As a guide, the majority of frequently requested information is available on our website or on request via the electronic helpline listed below.

Website: [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk)  
email: [customerservices@skillsfirst.co.uk](mailto:customerservices@skillsfirst.co.uk)

Tel: 0121 270 5100

In writing to:

Customer Services  
Skillsfirst Awards Limited  
Suite 416  
Fort Dunlop  
Fort Parkway  
Birmingham  
B24 9FD

## **2.4 Complaints and appeals**

### **Complaints**

Skillsfirst Awards will endeavour at all times to satisfy our customer's needs and ensure a quality service. There may be times when our centres do not feel we have met these needs. Should they wish, centres may complain in writing to the Skillsfirst Awards customer services manager. We will attempt to resolve all complaints within the published timescales and will record and review all complaints as part of our ongoing customer service commitment.

### **Appeals**

Skillsfirst Awards aims to ensure that at all times its decisions are fair, consistent and based on valid judgements. However, it is recognised that there may be occasions when a centre or a learner may wish to question a decision made. Skillsfirst Awards therefore has an appeals policy and process which clearly indicates the rights of the centre and the learner to appeal against a range of decisions taken by Skillsfirst.

The Skillsfirst Awards appeals policy and process can be accessed on our website [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk) and within our centre handbook. Centres are required to have a documented policy and procedure which allows learners to question decisions made by the centre. The final stage of such a procedure may be to appeal to the Skillsfirst Awards external verifier. This policy would form part of the original centre recognition process and its implementation will be monitored by the external verifier.

## **2.5 Malpractice and maladministration**

Skillsfirst Awards has a responsibility to ensure that malpractice and maladministration is addressed effectively and to publish procedures to centres for dealing with malpractice on the part of learners, centre staff and any others involved in providing the qualification. To meet this requirement, Skillsfirst Awards has a malpractice policy and process, the details of which can be accessed on our website [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk)

## **3.0 Occupational expertise of those who deliver, provide expert witness, assess performance, moderate and verify assessments**

This handbook provides details of the assessment strategy, which centres will need to apply in order to assess and quality assure the Level 2 Diploma in Customer Service Practice (RQF) and includes the:

- occupational expertise of those who assess performance, and moderate and verify assessments

- continuous professional development
- summary of assessment methods

### 3.1 Occupational expertise of deliverers, assessors, and moderators/internal verifiers

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent to make assessment judgements about the broad use of computerised payroll and accounting techniques either in the workplace or in Realistic Working Environments (RWE); and occupationally competent to make assessment judgements about the quality of assessment and the assessment process
- be occupationally knowledgeable in the area(s) for which they are delivering training. This knowledge must be at least to the same level as the training delivered.
- have credible experience of providing training.

Assessors and internal verifiers must hold the relevant and equivalent qualifications (such as D32, D33, A1, A2 or Level 3 TAQA for assessors and D34, V1 or Level 4 TAQA for internal verifiers), or be working towards an appropriate TAQA or equivalent qualification. Centre staff should have verifiable relevant experience and current knowledge of the occupational working area at, or above, the level they are assessing or verifying. This experience and knowledge must be of sufficient depth to be effective and reliable when judging learner competence or verifying assessment processes and decisions. This could be verified by:

- curriculum vitae and references
- possession of a relevant qualification
- records of continuous professional development
- corporate membership of a relevant professional institution

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but must never internally verify their own assessments.

### 3.2 Employer direct model

Where employers opt for an 'employer direct' model, the qualification requirements for assessors and internal verifiers may be waived.

The 'employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of Skillsfirst may choose between:

- achieving the appropriate approved qualifications for assessment/verification
- **or**
- demonstrating that their (the employer's) training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process **must** be agreed by Skillsfirst as providing the equivalent level of rigour and robustness as achievement of the approved assessment/verification qualification.

Each application to use the employer direct model will be considered on an individual organisation and qualification basis and agreed by the qualification regulators, including the

sector skills council. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the standards in association with Skillsfirst.

### **3.3 Continuous professional development**

Centres are responsible for ensuring that assessors and IVs plan and maintain their CPD. Centres are also expected to support their assessors and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Centres may have generic criteria and personnel specifications in addition to the above.

## **4.0 Summary of assessment methods**

For this qualification, learners will be required to provide a portfolio of evidence for **each** module.

### **4.1 Assessment principles**

Modules will be achieved through the acquisition of evidence by the learner and submission to their assessor. Units may be assessed through a number of different sources and forms, which must meet the requirements of the skills and knowledge requirements.

- Assessment should normally be at the learner's workplace, but where the opportunity to assess across the range of standards is unavailable other comparable working environments may be used, following agreement from the External Verifier.
- A holistic approach towards the collection of evidence should be encouraged, assessing activities generated by the whole work experience rather than focusing on specific tasks. e.g. If the learner is allocating work to their team, their communication skills and leadership style can also be assessed against both the modules covering communication and leading people.
- Assessors can only assess in their acknowledged area of occupational competence.
- Assessors and IVs will be registered with their centre and be accountable to the organisation for their assessment practice.
- Health and safety of customers/clients and employees must be maintained throughout the assessment process and if any person carrying out assessment or verification activities does not feel that there is due regard to health and safety then that person should refuse to continue with the activity(ies) until satisfied that due regard to health and safety is being taken.

### **4.2 Characteristics of assessment guidance**

The learner may produce evidence from a range of examples (as outlined below) which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of all the modules.

The assessor will need to be assured that the learner can meet all the learning outcomes of a module and pass all the skills and knowledge requirements of a module.

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner and the assessor.

### **4.3 Types of evidence**

Evidence is not required in any pre-set format and may be of many types and from diverse sources. Examples of types of evidence might include:

- learner statement
- notes
- review and tutorial records
- report
- diary
- worksheet
- audio/video recorded
- discussion/presentation/interview
- assessor observation
- witness statement
- product
- workbook

Please note that centres are not restricted to the types of evidence listed above.

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed.

### **4.4 Simulation and witness testimony**

Simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain in the work environment.

#### **Simulation**

Simulation can only be used to assess learners where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence. There are no modules that can be solely achieved by simulation. In the case of imported modules, where simulation is acceptable in the evidence requirements, it should only be used when performance evidence is unlikely to be generated through normal working practices.

#### **Witness testimony**

Skillsfirst recognise the use of witness testimony and expert witness testimony as appropriate methods for assessors to collect evidence on learner's performance.

Witness testimonies can be obtained from people that are occupationally competent and who may be familiar with the national occupational standards (NOS), such as the learner's line manager. They may also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards such as other people within the learner's workplace, customers and suppliers.

## 4.5 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness. Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process.

In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements.

## 5.0 Qualification information

### 5.1 Qualification aim and design

This qualification has been designed to meet both employer and individual demand for learners to meet the knowledge and competences outlined in the Customer Service Practitioner Apprenticeship standard.

The primary target group for this qualification would be all Apprentices who are enrolled on a Customer Service Practitioner standard. As a 'stand-alone' qualification, however, it would also appeal to learners whose job role requires them to deliver continually improving service to customers. These learners may be in roles that carry a customer service specific job title, or their primary responsibility is to deliver excellent service to customers.

This qualification can also be used by learners who may not regard customer service as their primary responsibility, but recognise that customer service competencies are essential to complement their technical skills.

## 6.0 Qualification information

### 6.1 Qualification requirements

Qual no.	Level	Qualification title	Number of modules
CSPD2	2	Level 2 Diploma in Customer Service Practice (RQF)	5 modules

Learners must achieve all 5 modules from Group M to achieve the qualification.

### 6.2 Total qualification time (TQT)

TQT is formulated by looking at the total Notional Hours of Learning for the qualification.

The TQT for the Level 2 Diploma in Customer Service Practice (RQF) is **390**.

The minimum guided learning hours (GLH) are **231**

### 6.3 List of available modules and their GLH value

The list below gives the module titles, their level and the GLH value of each module.

#### Group M - mandatory modules

RQF mod. no.	Skillsfirst mod. no.	Level	Modules title	GLH value
R/616/3717	CPR1	2	Understanding the customer	35
Y/616/3718	CPR2	2	Understanding the organisation	49
D/616/3719	CPR3	2	Self-management	63
R/616/3720	CPR4	2	Supporting the customer focused experience	56
Y/616/3721	CPR5	2	Communicating with customers	28

### 6.4 Learner entry requirements

#### Formal requirements

There are no formal entry requirements for learners undertaking this qualification; however, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.

#### Age restrictions

There are age limits attached to learners undertaking this qualification as this qualification is not approved for learners under the age of 16.

## **6.5 Progression opportunities**

On completion of the Level 2 Diploma in Customer Service Practice (RQF), learners may progress into employment or onto the following Skillsfirst qualifications:

- Level 3 Diploma in Business Administration (RQF)
- Level 3 Diploma in Customer Service (RQF)
- Level 3 Diploma in Team Management (RQF)
- Level 3 Diploma in Management (RQF)

or similar higher-level qualifications.

## **7.0 The Units of Learning**

### **7.1 Structure of the modules**

The modules that make up these qualifications are written in a standard format and comprise of:

- Skillsfirst reference number
- module title
- level
- module aim
- learning outcomes
- guided learning hours
- information on assessment
- learning outcomes and the skills and knowledge requirements

## 7.2 Group M - mandatory modules

# **CPR1**

## **Understanding the customer**

## **CPR1          Understanding the customer**

### **Level: 2**

#### **Module aims**

The aim of this module is to provide the learner with the opportunity to gain an understanding of their customers and their needs and priorities and to utilise this knowledge to build a good customer rapport whilst managing customer expectations.

#### **Learning outcomes**

There are **two** learning outcomes to this module. The learner will be able to:

1. Know customers
2. Build customer rapport

#### **Guided learning hours**

It is recommended that **35** hours should be allocated for this module. This may be on a full-time or part-time basis.

#### **Assessment information**

Learners will be required to provide a portfolio of evidence indicating that they have met all the module outcomes and the skills and knowledge requirements.

#### **Assessment guidance**

**Customer expectations** are what customers think should happen; and how they think they should be treated when asking for, or receiving customer service

Techniques to establish **customer rapport** may include:

- body language
- listening actively
- speech tone
- understand strengths and weaknesses of each other
- collaboration and partnership working
- build objectives and aims

## **CPR1            Understanding the customer**

Learning outcomes and the skills and knowledge requirements

### **Outcome 1    Know customers**

The learner can:

- 1    explain the distinctions between internal and external customers
- 2    describe the different types of customers.
- 3    explain the different needs and priorities of customers

### **Outcome 2    Be able to build customer rapport**

The learner can:

- 1    describe the different types of customer expectations
- 2    describe methods of managing customer expectations
- 3    explain the importance of knowing how to adapt own style to build customer rapport.
- 4    demonstrate a range of questioning skills, including listening and responding in a way that builds customer rapport

# **CPR2**

## **Understanding the organisation**

## CPR2      Understanding the organisation

**Level: 2**

### **Module aims**

The aim of this module is to provide the learner with the opportunity to gain an understanding of the values, culture and procedures within the organisation, as well as the regulations and legislation affecting customer service

### **Learning outcomes**

There are **two** learning outcomes to this module. The learner will be able to:

1. Know the values, culture and procedures within the organisation
2. Know the regulations and legislation affecting customer service

### **Guided learning hours**

It is recommended that **49** hours should be allocated for this module. This may be on a full-time or part-time basis.

### **Assessment information**

Learners will be required to provide a portfolio of evidence indicating that they have met all the module outcomes and the skills and knowledge requirements.

### **Assessment guidance**

**Core values** are the guiding principles that help to define how an organisation should behave in business and perhaps beyond, if they have an additional mission to serve the community. Core values are usually expressed in the organisation's mission statement.

A **service culture** is when staff in the organization take-on a customer-centric approach to their regular duties and work activities. It is defined as putting customer needs first when presenting solutions and providing support.

**Internal policies and procedures** should include any complaints processes and digital media policies that are relevant to the learner and the organisation

## **CPR2          Understanding the organisation**

Learning outcomes and the skills and knowledge requirements

### **Outcome 1    Know the values, culture and procedures within the organisation**

The learner can:

- 1 explain the purpose of the business and what 'brand promise' means.
- 2 describe the organisation's core values and how they link to the service culture.
- 3 explain the organisation's internal policies and procedures and how these affect their job role

### **Outcome 2    Know the regulations and legislation affecting customer service**

The learner can:

- 1 describe the legislation and regulatory requirements that affect the business.
- 2 explain own responsibility in relation to legislation and regulatory requirements
- 3 explain how to apply legislation and regulatory requirements when delivering service to customers

**CPR3**

**Self-management**

## CPR3 Self-management

### Level: 2

#### Module aims

The aim of this module is to provide the learner with the opportunity to gain an understanding of their own role and responsibilities for the delivery of customer service within their organisation and to utilise this knowledge to organise themselves and support others within the customer service environment.

#### Learning outcomes

There are **three** learning outcomes to this module. The learner will be able to:

1. Know own role and responsibility
2. Organise oneself
3. Support others

#### Guided learning hours

It is recommended that **63** hours should be allocated for this module. This may be on a full-time or part-time basis.

#### Assessment information

Learners will be required to provide a portfolio of evidence indicating that they have met all the module outcomes and the skills and knowledge requirements.

#### Assessment guidance

**Positive and confident language** could include:

- avoiding any negative or doubtful language
- showing an understanding of the customer's situation
- keeping conversations with customers relevant and concise
- using words that the customer can understand

**Actions** could include dealing with both internal and external customers.

**Personal service skills** could include:

- having empathy, patience and consistency.
- being adaptable to meet different customer needs and expectations
- ensuring that the information given to customers is clear and accurate
- having a strong work ethic, as customers appreciate someone who will see their problem through to its resolution.
- having a good knowledge of the products or services offered by the organisation

**Customer efficiency** is ensuring that any customer query or complaint is dealt with as quickly as possible, but maintaining excellent customer service.

### **CPR3 Self-management**

Learning outcomes and the skills and knowledge requirements

#### **Outcome 1 Know own role and responsibility**

The learner can:

- 1 describe their role and responsibility within the organisation
- 2 demonstrate personal pride in the job through appropriate dress and positive and confident language.
- 3 explain how the impact of their actions can affect others.
- 4 describe the targets and goals that are needed to be delivered against.

#### **Outcome 2 Be able to organise oneself**

The learner can:

- 1 demonstrate how to organise themselves by prioritising their own workload/activity and working to meet deadlines
- 2 take ownership for keeping own service knowledge and skills up-to-date
- 3 ensure an up-to-date knowledge of products or services that are available from own organisation
- 4 identify personal goals and propose developments that would help achieve them
- 5 act upon and seek feedback from others to develop or maintain personal service skills and knowledge.

#### **Outcome 3 Be able to support others**

The learner can:

- 1 consistently communicate and work with others in the interest of helping customer efficiency
- 2 share personal learning and case studies with others to support good practice
- 3 present recommendations for improvement to assist customer efficiency

# **CPR4**

## **Supporting the customer focused experience**

## CPR4 Supporting the customer focused experience

Level: 2

### Module aims

The aim of this module is to provide the learner with the opportunity to gain an understanding of how to identify a customer focused experience and then to deliver this experience to ensure that an excellent level of customer service is provided. The learner will also demonstrate their ability to deal with customer conflict and challenge.

### Learning outcomes

There are **three** learning outcomes to this module. The learner will be able to:

1. Identify a customer focused experience
2. Deliver a customer focused experience
3. Deal with customer conflict and challenge

### Guided learning hours

It is recommended that **56** hours should be allocated for this module. This may be on a full-time or part-time basis.

### Assessment information

Learners will be required to provide a portfolio of evidence indicating that they have met all the module outcomes and the skills and knowledge requirements.

### Assessment guidance

The **customer focused experience** is the total interaction between the customer and the organisation. Although customer service is part of this experience, it is important that, overall, the customer feels they have had a 'good' experience and would stay loyal to that organisation.

**Communication behaviours** should include:

- developing a clear understanding of the customers' needs
- maintaining clear communication with customers regarding expectations and time scales
- following through and responding to customers' requests, questions and complaints in a timely manner
- following up with customers after a problem has been resolved to inform them of any action taken
- taking personal responsibility for meeting commitments and correcting problems
- responding calmly to customers when under pressure

**Positive engagement** is building a good rapport and trust between the customer and the organisation, in order that the customer feels valued.

**Sign-posting** is the process of giving customers details of other services, products or information sources that will be able to help them.

**Service recovery** is converting a previously dissatisfied customer into a loyal customer. This can be achieved by solving problems before the customer can complain, or before they become dissatisfied. Customer satisfaction surveys can help to develop effective service recovery strategies.

## **CPR4 Supporting the customer focused experience**

Learning outcomes and the skills and knowledge requirements

### **Outcome 1 Be able to identify a customer focused experience**

The learner can:

- 1 explain the importance of building trust with a customer
- 2 demonstrate methods of building trust with a customer
- 3 set communication behaviours that establish clearly what each customer requires and manage their expectations.
- 4 explain how establishing the facts enable the creation of a customer focused experience

### **Outcome 2 Be able to deliver a customer focused experience**

The learner can:

- 1 use a range of questioning skills, including listening and responding in a way that achieves positive engagement and delivery
- 2 provide clear explanations and offer options in order to help customers make choices that are mutually beneficial to both the customer and your organisation
- 3 take ownership from the first contact and then take responsibility for the needs of customers
- 4 describe how to use systems, equipment and technology to meet the needs of customers
- 5 describe the types of measurement and evaluation tools available to monitor customer service levels

### **Outcome 3 Be able to deal with customer conflict and challenge**

The learner can:

- 1 demonstrate an understanding of the customer's point of view
- 2 demonstrate patience and calmness when dealing with a customer
- 3 use appropriate verbal and non-verbal communication skills to minimise customer conflict
- 4 use appropriate sign-posting or resolution to meet your customers' needs and manage expectations.
- 5 maintain informative communication during service recovery.

# **CPR5**

## **Communicating with customers**

## CPR5      Communicating with customers

### Level: 2

#### Module aims

The aim of this module is to provide the learner with the opportunity to gain an understanding of how to use communication skills with customers and to also demonstrate their ability to treat all customers as individuals.

#### Learning outcomes

There are **two** learning outcomes to this module. The learner will be able to:

1. Use communication skills with customers
2. Treat all customers as individuals

#### Guided learning hours

It is recommended that **28** hours should be allocated for this module. This may be on a full-time or part-time basis.

#### Assessment information

Learners will be required to provide a portfolio of evidence indicating that they have met all the module outcomes and the skills and knowledge requirements.

#### Assessment guidance

**Reinforcement techniques** are used to confirm understanding. Two examples of reinforcement techniques in **non-facing customer interactions** are:

- telephone communication - active listening, questioning, paraphrasing, etc.
- written communication - acknowledgement of information, confirmation of any action taken based upon the information, etc.

**Core values** are the guiding principles that help to define how an organisation should behave in business and perhaps beyond, if they have an additional mission to serve the community. Core values are usually expressed in the organisation's mission statement.

A **service culture** is when staff in the organization take-on a customer-centric approach to their regular duties and work activities. It is defined as putting customer needs first when presenting solutions and providing support.

## **CPR5          Communicating with customers**

Learning outcomes and the skills and knowledge requirements

### **Outcome 1    Be able to use communication skills with customers**

The learner can:

- 1 use appropriate verbal and non-verbal communication skills, along with summarising language, during face-to-face communications;
- 2 use a range of communication skills, along with reinforcement techniques, during non-facing customer interactions.
- 3 use an appropriate 'tone of voice' in all communications, including written and digital, that reflect the organisation's brand.

### **Outcome 2    Be able to treat all customers as individuals**

The learner can:

- 1 provide a personalised customer service experience by treating customers as individuals
- 2 demonstrate how the organisation's core values and service culture are maintained when dealing with customers

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