



cetb

Bord Oideachais agus
Oiliúna Chorcaí

*Cork Education and
Training Board*

Cork Education and Training Board

Programme Module for

Customer Service

Leading to

Level 4 FETAC

Customer Service 4N1989

Introduction

This programme module may be delivered as a standalone module leading to certification in a FETAC minor award. It may also be delivered as part of an overall validated programme leading to a Level 4 FETAC Certificate.

The teacher/tutor should familiarise themselves with the information contained in Cork Education and Training Board's programme descriptor for the relevant validated programme prior to delivering this programme module.

The programme module is structured as follows:

1. Title of Programme Module
2. FETAC Component Title and Code
3. Duration in hours
4. Credit Value of FETAC Component
5. Status
6. Special Requirements
7. Aim of the Programme Module
8. Objectives of the Programme Module
9. Learning Outcomes
10. Indicative Content
11. Assessment <ul style="list-style-type: none">a. Assessment Technique(s)b. Mapping of Learning Outcomes to Assessment Technique(s)c. Guidelines for Assessment Activities
12. Grading
13. Learner Marking Sheet(s), including Assessment Criteria

Integrated Delivery and Assessment

The teacher/tutor is encouraged to integrate the delivery of content where an overlap between content of this programme module and one or more other programme modules is identified. This programme module will facilitate the learner to develop language, literacy and numeracy skills relevant to the themes and content of the module.

Likewise the teacher/tutor is encouraged to integrate assessment where there is an opportunity to facilitate a learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module. The integration of the delivery and assessment of level 4 Communications and level 4 Mathematics modules with that of other level 4 modules is specifically encouraged.

Structured communication and teamwork is encouraged between the teacher/tutor delivering this programme module and the language, literacy, numeracy and learning support teacher/tutor, as appropriate, to facilitate the learner in completing the programme module and achieving certification in the award.

Indicative Content

The indicative content in Section 10 does not cover all teaching possibilities. The teacher/tutor is encouraged to be creative in devising and implementing other approaches, as appropriate. The use of examples is there to provide suggestions. The teacher/tutor is free to use other examples, as appropriate. The indicative content ensures all learning outcomes are addressed but it may not follow the same sequence as that in which the learning outcomes are listed in Section 9. It is the teacher's/tutor's responsibility to ensure that all learning outcomes are included in the delivery of this programme module.

Cork Education and Training Board

<p>1.Title of Programme Module Customer Service</p>
<p>2.Component Name and Code Customer Service 4N1989</p>
<p>3.Duration 100 Hours (typical learner effort, to include both directed and self directed learning)</p>
<p>4.Credit Value 10 Credits</p>
<p>5.Status This programme module may be compulsory or optional within the context of the validated programme. Please refer to the relevant programme descriptor, Section 9 Programme Structure</p>
<p>6.Special Requirements None</p>
<p>7. Aim of the Programme Module This programme module aims to equip the learners with the necessary knowledge, skills and competencies to provide effective and efficient customer service in work, social, voluntary and community environments under supervision.</p>
<p>8.Objectives of the Programme Module</p> <ul style="list-style-type: none"> • To enable the learner to explore and practice, Key Customer Service activities within a work, social or voluntary environment. • To facilitate the learner in identifying the key roles of a range of individuals involved in providing Customer Service and the relevant legislation that underpins it. • To assist the Learner in acquiring knowledge of the basic principles of Customer Service • To provide a forum for the learner to effectively participate in group activities that contribute to effective Customer Care in a work, social, voluntary or community environment. • To assist the learner to develop the language, literacy and numeracy skills related to Customer Service through the medium of the module themes and content. • To enable the Learner to take responsibility for his/her own learning.

9 Learning Outcomes of Level 4 FETAC Customer Service 4N1989

Learners will be able to:

1. Explain the principles of customer service
2. Outline the importance of quality customer service to the development and success of an organisation
3. Distinguish between internal and external customers
4. Outline the role of communications in customer service to include writing and listening skills, personal interaction and interpersonal skills.
5. Identify key customer service activities within a work, social or voluntary environment to include handling enquiries, customer charter, and complaints procedures
6. Identify the key roles of a range of individuals involved in providing customer service
7. Assume responsibility for dealing with customer complaints in a range of situations to include knowing how and when to refer complaints to a supervisor or manager when necessary.
8. Use with confidence the personal and practical skills required to carry out customer service interactions and responsibilities to include verbal and written skills using a range of technologies
9. Use the procedures, information sources and documentation associated with customer service in a work, voluntary or community environment.
10. Provide effective customer service to include consideration of specific customer needs including equality and diversity.
11. Participate in group or team based activities that contribute to effective customer care

10. Indicative Content

This section provides suggestions for programme content but is not intended to be prescriptive. The programme module can be delivered through classroom based learning activities, group discussions, one-to-one tutorials, field trips, case studies, role play and other suitable activities, as appropriate.

Section 1 : Introduction to the Principles of Good Customer Service

Explore with the learner the concept of Customer Service by identifying:

- Performance
- Quality
- Reliability
- Values
- Ambitions
- Abilities
- Explore the definition of Customer Service
- Consider the key skills needed in order to provide effective Customer Service
- Review with the learner elements of good customer practice
- Describe Customer Service Activities
- Investigate with the learner the role of Customer Service in the development and success of an organisation
- Discuss with learners the value of good Customer Service staff

Section 2: Communications and Interpersonal Skills

- Explore with the learner what is communication?
- Discuss with the learner what they know about listening skills - active listening skills, effective and ineffective listening skills etc.

Explore with the learner the benefits of:

- Listening to customers / people within a work, social or voluntary environment
- Writing skills, written communication, such as letters
- Verbal and Non-Verbal communication to include:
 - Personal Interaction
 - Personal Grooming including: posture, appearance etc
 - The importance of Good Personal Presentation and the effect it has on good

customer relations

- Consider the positive and negative effects of body language
- Interpersonal Skills
- Consider the practical skills required to carry out effective customer service for example, telephone skills, internet and email, fax machine etc.
- Discuss barriers to effective communication
- Explore with the learner personal strengths and weaknesses
- Identify the skills, and attitudes required to perform effectively when dealing with customers in an voluntary, community or work environment
- Explore with the learner, skills required to effectively deal with customers:
 - Communication skills
 - Good listening skills
 - Diplomacy skills
 - A thorough knowledge of the product or service being provided
 - An ability to view the problem from the customer's perspective
 - Problem-solving skills

Customer service staff need a positive attitude, a desire to assist the customer by providing a high quality customer service, and an enthusiastic attitude towards the goods and services provided by their organisation, which may be related to the voluntary, community or work environment

Identify the qualities required to perform effectively when dealing with customers which include the following:

Sincerity, Patience, Confidence, Interest, Empathy, Enthusiasm, Diligence, Efficiency, Sense of Humour, Tact, etc.

- Facilitate the learner to practice effective telephone skills, planning and making a telephone call, Answering the telephone, telephone technique practice/role plays
- Explore with the Learner other forms of communication used within an organisation

**Section 3:
Working as part of a Team**

- Explore the stages in a team's life – Forming, Norming, Storming, Performing,
- Discuss the characteristics of a successful team considering:
- Leadership Skills.
 - Team players

- Consider the individual role of each team member with particular emphasis on strengths, needs, goals and weaknesses
- Explore good communication with the learner and be clear as to what is expected of each member of the team
- Practice goal setting within a team. Plan short and long term goals in order to keep a team focused and motivated.
- Review with the learner success and failure within a team
- Explore with the learner, the importance of delegation
- Discuss with the learner why good communication skills are the key to successful teamwork.
- List good communication structures that may be put in place between the leader and the team.
- Explore with the learners, group or team-based activities.

**Section 4:
Quality Customer Service**

- Consider the characteristics of a quality service
- Discuss how effective Customer Service meets specific customer needs for example: how to assist a customer with special requirements.
- Practice the steps involved when handling customer enquiries and understand the procedures in regard to dealing with customer complaints / compliment
- Facilitate the learner to gain an understanding of what is The Customer Charter and the Standards of Excellence.
- Identify with learners all the individuals within a work, social or voluntary environment who provide Customer Service and how each role is different.
- Explain, showing examples of an organisation chart

**Section 5:
Legislation**

- Discuss with the Learner Consumer Legislation to include the Data Protection Act, Sale of Goods and Supply of Services,
- Discuss with the Learner Consumer Association of Ireland, ASAI, BCI,
- Discuss the TQM – Total Quality Management approach.
- Outline the main points of current legislation governing Safety, Health and Welfare At Work Act 2005

- Explore Consumer Rights and Responsibilities

**Section 6:
The Customer**

- Facilitate the Learner to define the following:
 - The external customer
 - The internal customer
 - Customer perception
- Facilitate the Learner to understand the needs of Internal and External Customers
- Discuss customer perception in relation to examples such as untidy premises, advertisements, and presentation
- Explore the forms of discrimination when dealing with customers for example ageism, disability, ethnicity, religious beliefs, racism, sexual orientation and how to avoid discrimination.

11. Assessment**11a. Assessment Techniques****Portfolio/Collection of Work 100%****11b. Mapping of Learning Outcomes to Assessment Techniques**

In order to ensure that the learner is facilitated to demonstrate the achievement of all learning outcomes from the component specification; each learning outcome is mapped to an assessment technique(s). This mapping should not restrict an assessor from taking an integrated approach to assessment.

Learning Outcome	Assessment Technique
1. Explain the principles of customer service	Portfolio/Collection of Work
2. Outline the importance of quality customer service to the development and success of an organisation	Portfolio/Collection of Work
3. Distinguish between internal and external customers	Portfolio/Collection of Work
4. Outline the role of communications in customer service to include writing and listening skills, personal interaction and interpersonal skills	Portfolio/Collection of Work
5. Identify key customer service activities within a work, social or voluntary environment to include handling enquiries, customer charter, and complaints procedures	Portfolio/Collection of Work
6. Identify the key roles of a range of individuals involved in providing customer service	Portfolio/Collection of Work
7. Assume responsibility for dealing with customer complaints in a range of familiar and unfamiliar situations to include knowing how and when to refer complaints to a supervisor or manager when necessary	Portfolio/Collection of Work
8. Use with confidence the personal and practical skills required to carry out customer service interactions and responsibilities to include verbal and written skills using a range of technologies	Portfolio/Collection of Work
9. Use the procedures, information sources and documentation associated with customer service in a work, voluntary or community environment	Portfolio/Collection of Work
10. Provide effective customer service to include consideration of specific customer needs including equality and diversity	Portfolio/Collection of Work
11. Participate in group or team activities that contribute to effective customer care	Portfolio/Collection of Work

11c. Guidelines for Assessment Activities

The assessor is required to devise assessment briefs, marking schemes and outline solutions for the Collection of Work.

In devising the assessment briefs care should be taken to ensure that the learner is given the opportunity to show evidence of achievement of **ALL** the learning outcomes. Assessment briefs may be designed to allow the learner to make use of a wide range of media in presenting assessment evidence, as appropriate. All instructions for the learner must be clearly outlined in assessment briefs

Collection of Work	100%
The collection of work may be produced throughout the duration of this programme module	
<p>The assessor is required to devise a brief(s) requiring the learner to demonstrate skills acquired incorporating all of the learning outcomes using a variety of assessment tools as follows:</p> <p>Task 1: (incorporating Learning Outcomes 1, 2 and 3)</p> <ul style="list-style-type: none"> • Explain the principles of customer service • Outline the importance of quality customer service to the development and success of an organisation in the work, social or voluntary environment. • Distinguish between internal and external customers • List and identify the key aspects of legislation governing customer service in a work, social or voluntary environment to include Health & Safety <p>Task 2: (Learning Outcome 6)</p> <ul style="list-style-type: none"> • Describe the structure of a chosen organisation in the work, social or voluntary sector and identify key customer service activities to include handling enquiries, customer charter and complaints procedures. <p>Task 3 (incorporating Learning Outcomes 4 and 5)</p> <ul style="list-style-type: none"> • Outline the role of communications in customer service to include writing and listening skills, personal interaction and interpersonal skills. • Identify key customer service activities within a work, social or voluntary environment to include handling enquiries, customer charter and complaints procedures. <p><i>Evidence for activities 1, 2 and 3 may take the form of written, oral, graphic, audio, visual or digital evidence, or any combination of these. Any audio, video or digital evidence must be provided in suitable format.</i></p> <p>Task 4: (incorporating Learning Outcomes 7, 8, 9 and 10)</p> <p>In 1 or more skills demonstrations, the learner is required to demonstrate skills acquired in the following:</p> <ul style="list-style-type: none"> • Assume responsibility for dealing with customer complaints in a range of familiar and unfamiliar situations to include knowing how and when to refer complaints to a supervisor or manager when necessary. • Use with confidence the personal and practical skills required to carry out customer service interactions and responsibilities to include verbal and written skills using a range of technologies. • Use the procedures, information sources and documentation associated with customer 	

service in a work, voluntary or community environment.

- Provide effective customer service to include consideration of specific customer needs including equality and diversity.

Evidence of planning and preparation must accompany the skills demonstrations to include:

- A personal reflection to include personal strengths, interpersonal and customer related skills.
- Identification of learning goals.
- Reflection of customer service experienced in different organisations in either the work, voluntary or community environment.

The Skills Demonstration(s) may be carried out using role play exercises within a class environment or within the workplace or a combination of both. Skills demonstrations carried out within the workplace must be verifiable.

Evidence for class based skills demonstrations must be audio/digitally recorded in a suitable format. The personal log may take the form of written, oral, graphic, audio, visual or digital evidence. Any audio, video or digital evidence must be provided in a suitable format.

Task 5: (Learning Outcome 11)

- Participate in group or team activities that contribute to effective customer care.

Evidence for task 5 may take the form of written, oral, graphic, audio, visual or digital evidence, or any combination of these. Any audio, video or digital evidence must be provided in suitable format.

12. Grading

Distinction:	80% - 100%
Merit:	65% - 79%
Pass:	50% - 64%
Unsuccessful:	0% - 49%

At levels 4, 5 and 6 major and minor awards will be graded. The grade achieved for the major award will be determined by the grades achieved in the minor awards.

Customer Service 4N1989	Learner Marking Sheet Collection of Work 100%
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Learner's Name: _____ Learner's PPSN: _____

Assessment Criteria	Maximum Mark	Learner Mark
Task 1 <ul style="list-style-type: none"> • Explained the principles of customer service • Outlined the importance of quality customer service to the development and success of an organisation • Distinguished between internal and external customers • Listed and identified the key aspects of legislation governing customer service in a work, social or voluntary environment to include Health & Safety 	30	
Task 2 <ul style="list-style-type: none"> • Described the structure of a chosen organisation in the work, social or voluntary sector and identified key customer service activities including handling enquiries, customer charter and complaints procedures. 	10	
Task 3 <ul style="list-style-type: none"> • Outlined the role of communications in customer service to include writing and listening skills, personal interaction and interpersonal skills. • Identified key customer service activities within a work, social or voluntary environment to include handling enquiries, customer charter and complaints procedures. 	10	
Task 4 <ul style="list-style-type: none"> • Assumed responsibility for dealing with customer complaints in a range of familiar and unfamiliar situations to include knowing how and when to refer complaints to a supervisor or manager where necessary. • Used with confidence the personal and practical skills required to carry out customer service interactions and responsibilities to include verbal and written skills using a range of technologies. • Used the procedures, information sources and documentation associated with customer service in a work, voluntary or community environment. • Provided effective customer service to include consideration of specific customer needs including equality and diversity. <p>Other Evidence Includes:</p> <ul style="list-style-type: none"> • Personal reflection is detailed to include personal strengths, interpersonal and customer related skills. • Learning goals are identified • Reflected on customer service experienced in different organisations in either the work, voluntary or community development environment. 	30	

Task 5 <ul style="list-style-type: none">Participated in group or team activities that contribute to effective customer care.	20	
TOTAL MARKS	100	

Assessor's Signature: _____

Date: _____

External Authenticator's Signature: _____

Date: _____