

Customer service

Unit delivery and assessment pack



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Contents

This unit delivery and assessment pack provides teachers with the information they need to deliver this unit.

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The UK Government has announced plans to restrict social media use by children under 16, which may impact some of our qualifications. We will keep our qualifications under review and make any necessary updates as further details become available

Unit overview

Title	Customer service
Suite	Skills for Work
Unit Codes	S655E1 S655E2 S655E3 S655L1 S655L2
GLH	20
Unit Aim	To develop learners' understanding of good customer service skills in different work contexts and develop the communication skills to put them into practice and to deal with problems.
Unit Summary	This unit introduces learners to customer service and the business and organisational consequences of failing to deliver a good service to its customers. At Entry Level, learners are introduced to what good customer service is by identifying simple examples, recognising basic benefits for organisations, and showing basic key skills required in a customer-facing role. They learn to spot effective and ineffective communication with customers and understand, in simple terms, how working as part of a team supports good service. At Levels 1 and 2, learners build on this foundation by explaining and applying excellent customer service in more detail. They explore business benefits and consequences, develop verbal and non-verbal communication skills for different customer scenarios, including complaints, and adapt their approach to meet customer needs. Learners also deepen their understanding of teamwork, roles and responsibilities, and how effective collaboration contributes to consistently high-quality customer service.
Curriculum for Wales	Areas of learning and experience: This unit supports progress towards the Health and Well-Being statements of what matters: <i>our decision-making impacts on the quality of our lives and the lives of others</i>. When exploring this unit, learners will understand how their decisions and actions within the workplace will impact themselves and others. It can also help learners understand the factors that influence decision-making, thus placing them in a better position to make more informed and considered decisions. Integral and cross curricular skills: Learners will have opportunities to develop their literacy skills, enabling them to use a range of discipline-specific vocabulary to express their answers, using speaking and listening skills to respond effectively and present work in writing where appropriate. Learners will explain and give reasons for their answers and begin to use different sources of information to develop their knowledge and understanding. Learners

will use their reading skills when reading case studies and scenarios. This unit will also hone critical thinking skills, giving learners opportunities to identify solutions for potential problems that may arise within a customer service role.

Cross cutting themes: Careers and work-related experiences will be explored as learners develop the essential skills needed for the workforce, encouraging them to adapt to a range of people and scenarios. Diversity is promoted as learners will have the opportunity to broaden awareness and understand the attitudes and points of view of others. They will explore and express their own feelings and develop an insight into the experiences of others.

Entry Level Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment Criteria (the learner can)		
	Entry 1	Entry 2	Entry 3
LO1 Know what good customer service is	E1 1.1 Point out at least two examples of good customer service from a set of examples. E1 1.2 Point out two ways in which providing good customer service can benefit an organisation, from a set of examples.	E2 1.1 Give a statement about what good customer service is. E2 1.2 Recognise two ways in which providing good customer service can benefit an organisation.	E3 1.1 Describe good customer service. E3 1.2 Suggest two ways in which good customer service benefits organisations. E3 1.3 Demonstrate two skills needed to deliver good customer service, with actions or words.
LO2 Be able to communicate with customers	E1 2.1 Show two examples of effective communication from a set of examples. E1 2.2 Show two examples of ineffective communication from a set of examples.	E2 2.1 Recognise two examples of effective communication with customers. E2 2.2 Recognise two examples of ineffective communication with customers.	E3 2.1 Demonstrate two examples of effective communication with customers and how this affects customer service. E3 2.2 Suggest two examples of how ineffective customer service leaves customers feeling.

LO3 Know how to work as part of a team to provide customer service	E1 3.1 Point out strong teamwork from a range of examples. E1 3.2 Name two examples of the teamworking skills needed for good customer service.	E2 3.1 Give a statement about the importance of teamwork to customer service. E2 3.2 Give a statement about how teamwork contributes to good customer service.	E3 3.1 State why teamwork is important to deliver good customer service. E3 3.2 Give a description of how teamwork contributes to good customer service. E3 3.3 Give a description of a time when you used your skills to work as part of a team.
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Level 1 and Level 2 Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment Criteria (the learner can)	
	Level 1	Level 2
LO1 Understand how to deliver excellent customer service	L1 1.1 Explain what excellent customer service looks like, using two specific examples. L1 1.2 Explain two key benefits to businesses and organisations of delivering excellent customer service. L1 1.3 Outline two key skills needed to deliver excellent customer service.	L2 1.1 Explain how you would ensure you delivered excellent customer service. L2 1.2 Discuss two potential consequences to a business if they do not deliver excellent customer service. L2 1.3 Compare two skills needed to deliver excellent customer service. L2 1.4 Evaluate times when you have received good and bad customer service.
LO2 Be able to communicate effectively with customers in various scenarios	L1 2.1 Give examples of verbal and non-verbal communication. L1 2.2 Demonstrate two examples of positive communication skills when engaging with customers. L1 2.3 Explain why you would have to change your customer service style depending on the customer.	L2 2.1 Discuss the importance of verbal and non-verbal communication, using examples. L2 2.2 Demonstrate two examples of communication skills when engaging with customers, including handling customer complaints. L2 2.3 Analyse the importance of changing your customer service style depending on the customer. L2 2.4 Discuss the concept of 'the customer is always right'.

LO3 Understand the importance of teamwork for the delivery of excellent customer service	L1 3.1 Explain why teamwork is important when delivering customer service. L1 3.2 Give two examples of skills you need to work well as part of a team.	L2 3.1 Discuss how teamwork contributes to the delivery of excellent customer service. L2 3.2 Identify two skills needed to work effectively as part of a team in different customer service roles. L2 3.3 Identify two roles members of a team may undertake and how they both contribute to excellent customer service.
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Delivery guidance

Planning courses

Each unit in the Skills for Life and Work suite is awarded individually. When planning courses, teachers should consider the potential qualification outcomes for individual learners. Closely related units that might be delivered alongside Customer service include Fairness and inclusion in the workplace, Rights and responsibilities in the workplace, Understanding the changing labour market, Working in Wales, and Wellbeing in work. These units complement each other by developing learners' knowledge of working practices, job availability and the skills and behaviours required in the workplace, all within the context of working in Wales. For full details of the Skills for Life and Work units and qualifications please refer to the qualification specification.

Amplification of Learning Outcomes

The amplification of the learning outcomes provided below should support teachers in developing content for delivery. Teachers can develop and tailor content as appropriate to their learners, whilst ensuring that the learners are provided with knowledge, understanding and the opportunity to develop and apply the skills needed to meet the learning outcomes and assessment criteria. Content should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources
- local, national and international contexts as appropriate.

Teachers may find it helpful to refer to the level descriptors within the qualification specification.

Learning outcome	Amplification
LO1	Learners should know: • customer service is how businesses/organisations interact with and support customers before, during and after they receive a service or buy a product • delivering good customer service benefits businesses/organisations. Examples of good customer service include, but are not limited to: • providing useful advice • being friendly, helpful and polite • meeting customers' needs • getting value for money or a good service • the idea of 'going above and beyond'. Examples of the benefits to the business/organisation of delivering good customer service include, but are not limited to: • customers will want to come back • customers will encourage their friends and family to use the business/organisation

	- the business or organisation looks good and has a good reputation. At Entry Level 3, learners should be able to outline skills needed to deliver good customer service. Examples of these skills include, but are not limited to: - communication skills - teamwork - presentation skills. At Level 1 and 2, learners should know: - how customer service is different within different industries and organisations - what is defined as excellent customer service - the benefits to the business/organisation of delivering good customer service. Examples of excellent customer service include, but are not limited to: - identifying customer needs - meeting customer needs - adapting to customer needs. Examples of the benefits to the business/organisation of delivering good customer service include, but are not limited to: - returning customers - positive reviews and recommendations - public image of business/organisation - customer loyalty. At Level 2, learners should: - reflect on examples of customer service from own experience.
LO2	Learners should know: - communication is an important part of good customer service - what poor communication with customers looks like - how these actions impact the customer's experience. Examples of why communication is an important part of good customer service include, but are not limited to: - positive first impressions - representing the business/organisation - understanding the customer's needs. Examples of what poor communication with customers looks like include, but are not limited to: - not listening and ignoring the customer - being rude - talking over the customer - using negative statements and language - being unhelpful.

	Level 1 and 2 learners should know: - the importance of both verbal and non-verbal strategies when engaging with customers - how to identify customer needs through questioning skills, listening skills and understanding body language - how to adapt communication style to meet the needs of the customer (for example a customer whose first language is not English or a customer who can't hear very well) - how to effectively handle customer complaints and the role communication plays in this. Examples of verbal and non-verbal strategies include, but are not limited to: - verbal – tone of voice, listening, using appropriate and professional language and being positive - non-verbal – smiling, appearing to be friendly and approachable, body language, listening and how you show you are listening (for example, nodding or maintaining eye contact). Examples of how effective communication when handling complaints includes, but is not limited to, the importance of: - language - tone - empathy. Level 2 learners should be able to discuss 'the customer is always right' and type of scenarios where further help or support should be sought.
LO3	Learners should: - know the importance of teamwork in providing customer service - have knowledge of teamworking skills. Teamworking skills include, but are not limited to: - communication - understanding own role and role of others - planning and organisation - reliability - respecting others. At Level 1 and 2, learners should: - understand the importance of teamwork when providing customer service in a range of organisations and sectors, using real-life examples - discuss the need for the delivery of excellent customer service by all team members and the consequences of not doing so.

	At Level 2, learners should: • understand that individuals need to work together and understand the roles and goals of the team • identify different team roles and how each team member could contribute to excellent customer service in a different way. Examples of the different roles in a team could include, but are not limited to: • Team leader/Supervisor – Supports the team day to day, allocates tasks, monitors performance, and helps resolve customer issues. • Manager – Sets service standards, manages staff and resources, and ensures customers receive a consistent, high-quality service. • Customer service assistant/Front-line staff – Deals directly with customers, answers questions, provides products or services, and handles basic problems. • Complaints handler – Listens to customer complaints, investigates issues, and works to resolve problems fairly and professionally. • Quality assurance/Compliance staff – Checks that customer service meets policies, procedures, and legal requirements. • Support staff (such as stock, cleaning, facilities) – Ensures the workplace is well stocked, clean, and safe so customers have a positive experience.
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Suggested activities

This section gives some suggested activities to support teaching and learning in a vocational context consistent with the philosophy and intent of the unit and associated qualifications. Useful resources and contacts that could be made in the delivery of the learning are also signposted.

The following activities would be suitable for use with Entry Level learners:

- Tutors could lead a discussion about customer service and why it is important.
- Tutors could facilitate a discussion about communication and ask learners to participate in role-play scenarios which have been designed to showcase good and poor communication styles.
- Tutors could provide learners with a set of images that show different non-verbal communication styles (for example, smiling, or eye contact, or frowning and disinterest). Learners could be asked to determine if these images show positive or negative communication.
- Learners could be presented with a range of different statements that they need to select from, some of which identify reasons why teamwork is important to customer service.

- Learners could be presented with a fictional or real-life workplace that needs to provide customer service (for example, a shop), with examples of different people working there (such as multiple retail assistants, a cashier and a shop manager). Learners could then be asked to comment on or discuss how these individuals need to work together.

The following activities would be suitable for use with Level 1 and 2 learners:

- Learners could be asked to discuss different customers in small groups and identify how communication should be adapted for that specific customer. For example, a small group could be asked to discuss the communication needs of someone who is deaf or hard of hearing, a child, or someone whose first language is not English.
- Learners could be tasked with researching a workplace of their choosing and identifying who is responsible for delivering customer service. Part of this research should also include exploring how different members of that workplace could work together to deliver customer service.
- Learners could be encouraged to share and reflect on their own personal experiences of customer service.
- Learners could participate in more challenging role-play scenarios, for example a customer complaint (at Level 2, this could stretch the concept of 'the customer is always right' and challenge learners to identify unacceptable customer behaviour).

Sources of evidence

This unit is centre assessed and externally quality assured by WJEC. Assessment must be accessible, using clear language and reflecting the learner's level. Learners should demonstrate knowledge and skills through realistic activities such as role-play, case studies, or projects. While evidence may be verbal, written, practical or visual, extended written work is not required unless appropriate. Each unit must be assessed independently, even if tasks cover multiple criteria. Assessor judgements should focus on meeting the standard, not spelling or presentation unless specifically assessed. Full assessment guidance is available in the qualification specification.

Possible sources of evidence may include:

- teacher observation notes (group discussion, one-to-one discussion, role-play)
- completed worksheet
- source log of resources and research notes
- annotated case studies
- annotated scenarios
- peer discussion notes
- completed sorting activity
- annotated photographic evidence of sorting activity
- recording of practical demonstrations of evidence, such as role plays or discussions.

Experiences

To provide a real-world context you could:

- visit a local shop to gain real-world customer service experience
- ask a local employer to talk to learners about how they train staff and deliver customer service.

Resources and organisations

Resources required for delivery

This unit has been designed to be delivered using standard classroom environments, supported by access to appropriate practical spaces when demonstrations are required and commonly available resources.

Resources available to support delivery

BBC Bitesize	Information about importance of good customer service and interactive quiz. To find out more go to: https://www.bbc.co.uk/bitesize/topics/znr2rmn/articles/zf2jfdm
Careers Wales	An overview of customer service and retail industry in Wales. To find out more go to: https://careerswales.gov.wales/future-jobs-wales/jobs-in-retail-and-customer-service
The Sustainability Academy	The Sustainability Academy supports customer service teams by building the knowledge, confidence, and skills they need to support sustainable services and respond to customer enquiries clearly and consistently. To find out more go to: The Sustainability Academy Training for the Sustainable Development Goals

Resources required for assessment

Assessment of this unit should not require any specific resources.

References to third-party materials and links to external websites in this document are provided for convenience and informational purposes only.

We select and review these resources at the time of publication to support teaching and learning; however, their inclusion does not imply endorsement or guarantee of the organisations, content or opinions expressed.

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