



Component Credit Value:	<b>3</b>
Component Level:	<b>One</b>
Component Guided Learning Hours:	<b>27</b>
Ofqual Component Reference No:	<b>F/616/0439</b>
Component Review Date:	<b>31/07/2022</b>
Component Sector:	<b>14.2 Preparation for Work</b>

**Component Summary**

This component introduces learners to the importance of good customer service. They will look at the impact/consequences of both good and bad customer service. They will learn how to interact positively with customers and gain an understanding of the importance of first impressions.

**Standards**

This component has **6** standards

<b>1</b>	Know the benefits to an organisation of good customer service
<b>2</b>	Know about the possible consequences of poor customer service
<b>3</b>	Know about the value of giving customers a positive first impression of an organisation
<b>4</b>	Know about verbal and non-verbal interaction with customers
<b>5</b>	Know how to respect customer needs
<b>6</b>	Know how to deal with customer complaints

It is expected that before the component is delivered, the Tutor/Assessor will have read the Qualification Handbook to ensure all conditions regarding Rules of Combination, delivery, assessment and internal quality assurance are fulfilled.

## Summary of Assessment

This component may be assessed through:

**1) an internally set, internally marked and externally verified portfolio of evidence.** The information on the following pages details what the learner must successfully complete to achieve the component. Knowledge that must be demonstrated by the learner is highlighted in purple and any associated assessment requirements have been provided. Assessment verbs are displayed in *italics* and expectations for these at each level, along with information on different assessment methods, are available in 'A Guide to Assessing AIM Awards Qualifications' on the AIM Awards website ([www.aimawards.org.uk](http://www.aimawards.org.uk)).

This document has been designed to be used as a Record of Learner Achievement Form; Assessors must make it clear to Internal and External Verifiers where achievement of each standard has been evidenced. Once the work has been marked and signed off as meeting the standards by the Assessor, final feedback should be provided to the learner.

Or

**2) an externally set, externally marked online Multiple Choice Question (MCQ) exam.** The online multiple choice exam must be invigilated by an AIM approved invigilator. Further information on our requirements is detailed in the qualification handbook.

**Where a component may be assessed through either portfolio of evidence, or an externally set, externally marked MCQ exam, the centre must choose one of these assessment methods in the assessment of the component.**

It is expected that before the component is delivered, the Tutor/Assessor will have read the Qualification Handbook to ensure all conditions regarding Rules of Combination, delivery, assessment and internal quality assurance are fulfilled.

**1** The learner will know the benefits to an organisation of good customer service

The learner must know:		Assessment Requirements		Evidence Location
<b>1.a</b>	Reasons why good customer service is important for an organisation	Learners should <i>outline</i> a minimum of three reasons why good customer service is important for an organisation.	The following assessment methods can be used in the assessment of this standard: <ul style="list-style-type: none"> <li>• Written tasks/questions and answers</li> <li>• Oral questions and answers</li> <li>• Group discussion</li> <li>• Learner log/reflective journal</li> <li>• Observation of practical ability</li> <li>• Expert witness evidence</li> <li>• Professional discussion</li> <li>• Report</li> </ul> This list is not exhaustive and other appropriate assessment methods may be used.	
<b>1.b</b>	Examples of good practice in customer service	Learners should <i>identify</i> a minimum of three examples of good practice in customer service.		

It is expected that before the component is delivered, the Tutor/Assessor will have read the Qualification Handbook to ensure all conditions regarding Rules of Combination, delivery, assessment and internal quality assurance are fulfilled.

**2** The learner will know about the possible consequences of poor customer service

The learner must know:	Assessment Requirements		Evidence Location
<p><b>2.a</b> How poor customer service can affect customers, the organisation and staff</p>	<p>Learner should <i>outline</i> how poor customer service can affect:</p> <p>(a) customers (b) the organisation (c) staff</p>	<p>The following assessment methods can be used in the assessment of this standard:</p> <ul style="list-style-type: none"> <li>• Written tasks/questions and answers</li> <li>• Oral questions and answers</li> <li>• Group discussion</li> <li>• Learner log/reflective journal</li> <li>• Observation of practical ability</li> <li>• Expert witness evidence</li> <li>• Professional discussion</li> <li>• Report</li> </ul> <p>This list is not exhaustive and other appropriate assessment methods may be used.</p>	

It is expected that before the component is delivered, the Tutor/Assessor will have read the Qualification Handbook to ensure all conditions regarding Rules of Combination, delivery, assessment and internal quality assurance are fulfilled.

**3** The learner will know about the value of giving customers a positive first impression of an organisation

The learner must know:		Assessment Requirements		Evidence Location
<b>3.a</b>	Why it is important to make a positive first impression to customers	Learners should <i>outline</i> why it is important to make a positive first impression to customers.	<p>The following assessment methods can be used in the assessment of this standard:</p> <ul style="list-style-type: none"> <li>• Written tasks/questions and answers</li> <li>• Oral questions and answers</li> <li>• Group discussion</li> <li>• Learner log/reflective journal</li> </ul>	
<b>3.b</b>	How to create a positive first impression when communicating with customers	<p>Learners should <i>give</i> a minimum of three examples (of each) of how to create a positive first impression when communicating with customers:</p> <p>(a) face to face                      (b) on the telephone                      (c) in writing (may include email)</p>	<ul style="list-style-type: none"> <li>• Observation of practical ability</li> <li>• Expert witness evidence</li> <li>• Professional discussion</li> <li>• Report</li> </ul> <p>This list is not exhaustive and other appropriate assessment methods may be used.</p>	

It is expected that before the component is delivered, the Tutor/Assessor will have read the Qualification Handbook to ensure all conditions regarding Rules of Combination, delivery, assessment and internal quality assurance are fulfilled.

**4** The learner will know about verbal and non-verbal interaction with customers

The learner must know:		Assessment Requirements		Evidence Location
<b>4.a</b>	Appropriate and inappropriate ways of communicating verbally with customers	Learners should <i>identify</i> a minimum of three (of each) appropriate and inappropriate ways of communicating verbally with customers.	The following assessment methods can be used in the assessment of this standard: <ul style="list-style-type: none"> <li>• Written tasks/questions and answers</li> <li>• Oral questions and answers</li> <li>• Group discussion</li> <li>• Learner log/reflective journal</li> <li>• Observation of practical ability</li> <li>• Expert witness evidence</li> <li>• Professional discussion</li> <li>• Report</li> </ul> This list is not exhaustive and other appropriate assessment methods may be used.	
<b>4.b</b>	Types of non-verbal communication	Learners should <i>give</i> a minimum of three examples of types of non-verbal communication.		

It is expected that before the component is delivered, the Tutor/Assessor will have read the Qualification Handbook to ensure all conditions regarding Rules of Combination, delivery, assessment and internal quality assurance are fulfilled.

**5** The learner will know how to respect customer needs

The learner must know:	Assessment Requirements		Evidence Location
<p><b>5.a</b> Ways to respect individual customer needs</p>	<p>Learners should <i>outline</i> ways to respect individual customer needs.</p>	<p>The following assessment methods can be used in the assessment of this standard:</p> <ul style="list-style-type: none"> <li>• Written tasks/questions and answers</li> <li>• Oral questions and answers</li> <li>• Group discussion</li> <li>• Learner log/reflective journal</li> <li>• Observation of practical ability</li> <li>• Expert witness evidence</li> <li>• Professional discussion</li> <li>• Report</li> </ul> <p>This list is not exhaustive and other appropriate assessment methods may be used.</p>	

It is expected that before the component is delivered, the Tutor/Assessor will have read the Qualification Handbook to ensure all conditions regarding Rules of Combination, delivery, assessment and internal quality assurance are fulfilled.

**6** The learner will know how to deal with customer complaints

The learner must know:		Assessment Requirements		Evidence Location
<b>6.a</b>	Types of complaints that are commonly made by customers	Learners should <i>list</i> a minimum of three types of complaints that are commonly made by customers.	The following assessment methods can be used in the assessment of this standard: <ul style="list-style-type: none"> <li>• Written tasks/questions and answers</li> <li>• Oral questions and answers</li> <li>• Group discussion</li> <li>• Learner log/reflective journal</li> <li>• Observation of practical ability</li> <li>• Expert witness evidence</li> <li>• Professional discussion</li> <li>• Report</li> </ul> This list is not exhaustive and other appropriate assessment methods may be used.	
<b>6.b</b>	Appropriate people that need to be informed in response to a customer complaint	Learners should <i>identify</i> appropriate people that need to be informed in response to a customer complaint.		
<b>6.c</b>	The details of a customer's complaint that need to be recorded	Learners should <i>identify</i> the details of a customer's complaint that need to be recorded.		
<b>6.d</b>	Positive ways of dealing with customer complaints	Learners should <i>give</i> a minimum of three examples of positive ways of dealing with customer complaints.		

It is expected that before the component is delivered, the Tutor/Assessor will have read the Qualification Handbook to ensure all conditions regarding Rules of Combination, delivery, assessment and internal quality assurance are fulfilled.



**Final Tutor Feedback (Strengths and Areas for Improvement):**

**Learner Submission Disclaimer**

I declare that this is an original piece of work and that all of the work is my own unless referenced.

**Assessor Disclaimer**

I confirm that this learner's work fully meets all the assessment requirements listed above at the correct level and that any specified evidence requirements have been addressed.

**Assessor:** \_\_\_\_\_ **Learner:** \_\_\_\_\_ **Date:** \_\_\_\_\_

It is expected that before the component is delivered, the Tutor/Assessor will have read the Qualification Handbook to ensure all conditions regarding Rules of Combination, delivery, assessment and internal quality assurance are fulfilled.

**Document Version History**

<i>Version Number</i>	<i>Date</i>	<i>Description</i>
2	07/10/2019	Component sector amended from 14.1 Foundations for Learning and Life to 14.2 Preparation for Work (page 1)
3	June 2021	MCQ assessment option available for this component (details on page 2)

It is expected that before the component is delivered, the Tutor/Assessor will have read the Qualification Handbook to ensure all conditions regarding Rules of Combination, delivery, assessment and internal quality assurance are fulfilled.