

Title:	Customer Service Skills.
Level:	Entry Level 3
Credit value:	2
GLH:	20
Unique Reference Number:	H/505/0392
Sector Subject Area:	14.1: Foundations for Learning and Life.
Aim:	The aim of this unit is to provide learners with the knowledge and skills to understand the importance of good customer service, recognise the impact of poor service, appreciate first impressions and assist customers effectively.
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	Assessment decisions for skills-based learning outcomes must be made by direct observation. Knowledge-based learning outcomes may be assessed through oral questioning, written tests or assignments.

Learning outcomes	
<i>The learner will:</i>	
1. Understand the benefits of good customer service to an organisation.	
Delivery content:	
<p>The aim of this learning outcome is to provide learners with the knowledge and skills to identify examples of good customer service and understand why it is important for an organisation.</p> <p>The learner must:</p> <ul style="list-style-type: none"> 1.1 Give examples of good customer service. 1.2 List reasons why good customer service is important for an organisation. 	
2. Understand the possible consequences of poor customer service.	

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to understand how poor customer service can affect customers, the organisation and its staff.

The learner must:

- 2.1 Give an example of how poor customer service can affect **customers, the organisation and staff**.

3. Understand the importance of first impressions.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to understand why first impressions matter and demonstrate how a customer service assistant can create a positive impression.

The learner must:

- 3.1 State why it is important to make a **good first impression**.
- 3.2 Demonstrate how a customer service assistant can make a **good impression when serving customers**.

4. Know how to assist customers.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to understand organisational policy, identify the types of assistance customers need, explain how to provide it and handle problems or complaints.

The learner must:

- 4.1 State why it is important to know the **organisation's policy** about the actions that can be taken when serving customers.
- 4.2 Give examples of the **types of assistance customers may require**.
- 4.3 Give examples of how **assistance can be provided**.
- 4.4 Identify **customer problems or complaints** and how a customer service assistant can help resolve these.

<p>Scope of Training</p> <p>The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.</p>	
<p>Requirements</p>	
<p>1.1: Good customer service:</p>	<p>Definition: Good customer service includes greeting customers warmly, listening carefully to their needs, responding promptly and helpfully, resolving problems effectively, treating all customers with respect and following up to ensure satisfaction.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Defining good customer service and its core characteristics. • Teaching learners to recognise examples of good service in different settings. • Providing a range of sector-specific examples for learners to evaluate. • Supporting learners to describe good customer service in their own words. • Reinforcing that good service can be consistently delivered through learned behaviours. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Examining examples of good customer service from real or simulated scenarios. • Role-playing customer service interactions with positive outcomes. • Comparing good service examples across different sectors. • Discussing what learners find helpful as customers themselves.
<p>1.2: Important for an organisation:</p>	<p>Definition: Good customer service is important for an organisation</p>

	<p>because it builds customer loyalty, generates repeat business, attracts new customers through positive word-of-mouth, protects the organisation's reputation and ultimately supports financial sustainability.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Defining why customer service has direct business impact. • Teaching learners the link between service quality and organisational success. • Providing at least three distinct reasons with clear explanations. • Supporting learners to understand the long-term consequences of good service. • Reinforcing that individual customer interactions affect the whole organisation. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Examining case studies of organisations with strong customer service reputations. • Discussing the consequences for a business that loses customers. • Exploring online reviews and their impact on organisations. • Researching how organisations measure customer satisfaction.
<p>2.1: Customers, the organisation and staff:</p>	<p>Definition:</p> <p>Poor customer service affects customers by leaving them dissatisfied, frustrated or feeling disrespected. It affects the organisation through lost business, damaged reputation and potential complaints or legal issues. It affects staff through increased workload dealing with complaints, reduced morale and job insecurity if the organisation suffers commercially.</p> <p>Teaching must include:</p>

	<ul style="list-style-type: none"> • Defining poor customer service and its contrast with good service. • Teaching learners to consider the impact from three distinct perspectives. • Providing examples of each impact type. • Supporting learners to articulate effects for each group. • Reinforcing that poor service has a ripple effect across multiple stakeholders. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Discussing real examples of poor service and who was affected. • Role-playing complaint scenarios from customer and staff perspectives. • Analysing online negative reviews and their impact on businesses. • Exploring how poor service affects staff morale and turnover.
<p>3.1: Good first impression:</p>	<p>Definition: Making a good first impression is important because customers form judgements within seconds of their first contact. A positive first impression creates trust, sets a welcoming tone, increases customer confidence and makes it more likely they will return.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Defining first impressions and why they form so quickly. • Teaching learners the elements that create a first impression (appearance, greeting, manner). • Providing examples of good and poor first impressions in customer service. • Supporting learners to understand that first impressions are difficult to reverse. • Reinforcing that consistent first impressions reflect on the whole organisation. <p>Teaching could include:</p>

	<ul style="list-style-type: none"> • Discussing what creates a positive first impression in different service settings. • Role-playing initial customer greetings. • Comparing first impressions in face-to-face, phone and online contexts. • Evaluating first impressions from customer service video clips.
<p>3.2: Good impression when serving customers:</p>	<p>Definition: A customer service assistant can make a good impression by smiling and making eye contact, greeting customers promptly and warmly, maintaining a neat and professional appearance, speaking clearly and politely, listening attentively and displaying a positive, helpful attitude throughout the interaction.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Defining the specific behaviours that create a good impression. • Teaching learners to demonstrate each behaviour consistently. • Providing practice opportunities through role play and simulation. • Supporting learners to self-evaluate their impression-making behaviours. • Reinforcing that a good impression is created through multiple small behaviours working together. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Practising customer greetings in role-play scenarios. • Self-evaluating impression-making behaviours against a checklist. • Observing experienced customer service workers and noting their behaviours. • Discussing how to maintain a good impression when under pressure.
<p>4.1: Organisation's policy:</p>	<p>Definition: Knowing the organisation's policy about actions when serving</p>

	<p>customers is important because it defines what employees are authorised to do, ensures consistency across the team, protects both the customer and the organisation legally, and gives staff confidence in handling situations appropriately.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Defining organisational policy in a customer service context. • Teaching learners to locate and understand key policies (refunds, complaints, data). • Providing examples of how policies guide specific customer service decisions. • Supporting learners to understand that acting outside policy can cause problems. • Reinforcing that policy knowledge enables confident, compliant service delivery. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Reading example customer service policies. • Role-playing scenarios where policy knowledge is required. • Discussing what to do when a situation is not covered by policy. • Exploring the consequences of acting outside policy.
<p>4.2: Types of assistance customers may require:</p>	<p>Definition:</p> <p>Types of assistance customers may require include information about products or services, help locating items, support with completing forms or transactions, assistance for customers with disabilities or language barriers, directions, complaints handling and after-sales support.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Defining the range of assistance types encountered in customer service. • Teaching learners to anticipate common customer needs.

	<ul style="list-style-type: none"> • Providing examples of assistance types across different sectors. • Supporting learners to identify which assistance types apply in their own context. • Reinforcing that understanding customer needs is the foundation of good service. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Brainstorming and categorising types of customer assistance. • Reviewing common customer enquiries in a specific sector. • Role-playing a variety of assistance scenarios. • Discussing how assistance needs vary by customer group.
<p>4.3: Assistance can be provided:</p>	<p>Definition: Assistance can be provided through direct help (showing rather than just telling), clear and patient communication, using appropriate resources such as leaflets or signage, involving a colleague with specialist knowledge, adapting communication for customers with specific needs and following up to ensure the customer is satisfied.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Defining different methods of providing assistance. • Teaching learners to match method of assistance to the customer's need. • Providing practice delivering assistance through role play. • Supporting learners to adapt their approach for different customers. • Reinforcing that effective assistance requires flexibility and judgement. <p>Teaching could include:</p>

	<ul style="list-style-type: none"> • Practising providing assistance in varied role-play scenarios. • Comparing different ways of providing the same type of assistance. • Discussing how to help customers with communication or accessibility needs. • Evaluating the quality of assistance provided in role plays.
<p>4.4: Customer problems or complaints:</p>	<p>Definition: Customer problems or complaints may include receiving incorrect or damaged goods, experiencing poor service, waiting too long, being given wrong information or feeling disrespected. A customer service assistant can help resolve these by listening without interrupting, apologising sincerely, clarifying the problem, offering a solution within their authority and escalating to a manager when needed.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Defining common types of customer problems and complaints. • Teaching learners a structured approach to complaint handling (listen, apologise, resolve, follow up). • Providing practice handling complaints through role play. • Supporting learners to identify the limit of their authority and when to escalate. • Reinforcing that well-handled complaints can increase customer loyalty. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Role-playing complaint handling scenarios. • Practising active listening and empathy in complaint situations. • Discussing when to escalate a complaint to a manager. • Evaluating complaint handling outcomes in case study scenarios.

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