












<p>Title</p>	<p>Work Readiness Programme Customer Service, Secretary, Manager Assistant</p>		
<p>Topic Summary</p>	<p>Due to the increasing demand from employers in recent years for training and preparing employees, especially those who occupy public positions such as customer service and secretarial services. This certificate aims to train and develop the skills of customer service and secretarial staff or people looking to fill this position. The trainee will become familiar with the following skills:</p> <ol style="list-style-type: none"> 1- Building and managing relationships in the work environment. 2- Communication skills in the work environment 3- Skills for business meetings 4- Dealing with daily problems 5- Front office operation 6- Reception Skills 7- Using the telephone Skills 8- Necessary Computer Skills such as, outlook, Excel, and word. 		
<p>Target Audience</p>	<ul style="list-style-type: none"> - The minimum age for access to the qualification is 16 because the qualifications are focused on preparation for entering employment. - For people who wish to fill the following positions: Secretary, Customer Service, Assistant Manager. 	<p>Length of Study</p>	<p>203 hrs</p>

**Unit(s)
Learning
Outcomes**

Unit 1: Communication in the workplace	
<p>Learning Outcome - 1:  Understand the importance of positive verbal and non-verbal interaction in the workplace.</p>	<p>Assessment Criteria:</p> <ul style="list-style-type: none"> ▪ Describe the importance and benefits of positive verbal communication with colleagues in the workplace. ▪ Describe the importance and benefits of positive verbal communication with customers/clients. ▪ Describe, giving examples, what is meant by non-verbal communication and explain its importance in face-to-face interaction. ▪ Describe the importance of clarity, tone and manner when communicating by telephone.
<p>Learning Outcome - 2:  Be able to demonstrate positive verbal and non-verbal interaction.</p>	<p>Assessment Criteria:</p> <ul style="list-style-type: none"> ▪ Demonstrate appropriate and inappropriate ways of communicating verbally. ▪ Demonstrate ways in which non-verbal communication can be used positively to support face-to-face communication. ▪ Listen and respond to others, acknowledging their right to hold opinions that differ from own.
<p>Learning Outcome - 3:  Be able to produce positive written communications in the workplace.</p>	<p>Assessment Criteria:</p> <ul style="list-style-type: none"> ▪ Produce written business communications in at least two formats, using language, tone and register appropriate to the recipient and the formality of the situation.
Unit 2: Dealing with problems in daily life	
<p>Learning Outcome - 1:  Know how to recognize a straightforward problem and identify ways to tackle it.</p>	<p>Assessment Criteria:</p> <ul style="list-style-type: none"> ▪ Describe a straightforward problem and describe its effects. ▪ Suggest ways in which they might tackle the problem. ▪ Select a way to tackle the problem and agree it with an appropriate person.

<p>Learning Outcome - 2:  Be able to plan and carry out activities to tackle a problem.</p>	<p>Assessment Criteria:</p> <ul style="list-style-type: none"> ▪ Plan the activities needed to tackle the problem. ▪ Identify resources to help tackle the problem. ▪ Carry out planned activities.
<p>Learning Outcome - 3:  Be able to carry out a review of their methods and the skills they used in tackling the problem.</p>	<p>Assessment Criteria:</p> <ul style="list-style-type: none"> ▪ Review the approach used to tackle the problem. ▪ Describe what went well and what did not go so well. ▪ Identify whether the problem has been solved.
<p>Unit 3: Reception Skills</p>	
<p>Learning Outcome - 1:  Know how and why to make visitors welcome.</p>	<p>Assessment Criteria:</p> <ul style="list-style-type: none"> ▪ Outline workplace procedures for receiving visitors. ▪ Give examples of how a visitor can be made to feel welcome. ▪ State the importance of body language in making visitors feel welcome. ▪ Give examples of when and how to seek assistance with problems raised by visitors.
<p>Learning Outcome - 2:  Be able to follow procedures for welcoming and assisting visitors.</p>	<p>Assessment Criteria:</p> <ul style="list-style-type: none"> ▪ Demonstrate how to follow workplace procedures for: <ul style="list-style-type: none"> (a) Welcoming visitors (b) Questioning visitors to establish the purpose of their visit (c) Informing colleagues that visitors have arrived (d) Assisting visitors with their requirements while waiting.
<p>Unit 4: Developing Meeting Skills</p>	
<p>Learning Outcome - 1:  Understand that there are different purposes to meetings.</p>	<p>Assessment Criteria:</p> <ul style="list-style-type: none"> ▪ Describe a range of reasons and purposes for holding meetings. ▪ Describe how meetings differ depending on their nature and purpose, size, the people involved and the organizational culture.

Learning Outcome - 2:

- ✚ Understand meeting conventions and processes.

Assessment Criteria:

- Describe key aspects of the meeting process and procedures.
- Describe the importance of having an agenda.
- Describe the structure of a conventional agenda.
- Describe the types of information and documentation that may be needed at a meeting.
- Describe the importance of taking notes and recording outcomes and decisions.
- Describe the role of the Chair in a meeting.
- Give examples of acceptable and unacceptable behaviours in a meeting.

Learning Outcome - 3:

- ✚ Be able to participate in a meeting.

Assessment Criteria:

- Make clear contributions to a meeting which are relevant to the point in discussion.
- Listen to others' contributions without interrupting.
- Communicate in a style appropriate to the purpose and level of formality of the meeting.

Unit 5: Online Essentials

Learning Outcomes:

- ✚ Understand web browsing and online security concepts.
- ✚ Use the web browser and manage browser settings, bookmarks, and web outputs.
- ✚ Search effectively for online information and critically evaluate web content.
- ✚ Understand key copyright and data protection issues.
- ✚ Understand concepts of online communities, communications and email.
- ✚ Send, receive e-mails and manage email settings.
- ✚ Organize and search emails and use calendars.

Assessment Criteria:

- Understand Web Browsing Concepts.
- Using the web browser security setting.
- Using web browser to search effectively.
- Understand Communication Concepts.
- Using e-mail effectively.

Unit 6: Word Processing

Learning Outcomes:

- ✚ Work with documents and save them in different file formats.
- ✚ Choose built-in options, such as the Help function, to enhance productivity.
- ✚ Create and edit small-sized word processing documents that will be ready to share and distribute.
- ✚ Apply different formats to documents to enhance them before distribution; recognize good practice in choosing the appropriate formatting options.
- ✚ Insert tables, images, and drawn objects into documents.
- ✚ Prepare documents for mail merger operations.
- ✚ Adjust document page settings.
- ✚ Check and correct spelling before finally printing the document.

Assessment Criteria:

- Working with documents and enhancing productivity.
- Create a document (Enter Text, Select, and edit).
- Insert and format table and graphical objects.
- Preparing document to printout.
- Using mail Merge.

Unit 7: Spreadsheet**Learning Outcomes:**

- ✚ Work with spreadsheets and save them in different file formats.
- ✚ Choose built-in options, such as the Help function, within the application to enhance productivity.
- ✚ Enter data into cells; use good practice in creating lists.
- ✚ Select, sort and copy, move and delete data.
- ✚ Edit rows and columns in a worksheet.
- ✚ Copy, move, delete, and appropriately rename worksheets.
- ✚ Create mathematical and logical formulas using standard spreadsheet functions; use good practice in formula creation; recognize error values in formulas.
- ✚ Format numbers and text content in a spreadsheet.
- ✚ Choose, create, and format charts to communicate information meaningfully.
- ✚ Adjust spreadsheet page settings.
- ✚ Check and correct spreadsheet content before finally printing spreadsheets.

Assessment Criteria:

- Using the application
- Working with cells (Insert, Select, Edit, Sort, Copy, Move, Delete)
- Managing Worksheet (Rows, columns, and worksheet)
- Using formulas and functions.
- Formatting contents and cells.
- Insert and Formatting Charts.
- Prepare Outputs.

Unit 8: Building and Managing Workplace Relationships

Learning Outcome - 1:

- ✚ Understand acceptable boundaries to behaviour in the workplace.

Assessment Criteria:

- Describe at least two examples of unacceptable behaviour and explain why they are unacceptable in the workplace.
- Describe at least two examples of acceptable behaviour and explain why they are acceptable in the workplace.

Learning Outcome - 2:

- ✚ Know how to recognise and respond to different behaviours.

Assessment Criteria:

- Describe examples of aggressive, passive and assertive behaviour in workplace situations.
- Describe the potential impact of these different behaviours on workplace relationships.
- Demonstrate how to respond appropriately to examples of aggressive, passive and assertive behaviour in workplace situations.

Learning Outcome - 3:

- ✚ Know how to give and respond to constructive criticism.

Assessment Criteria:

- Demonstrate at least two feedback models and how these can be applied to criticise constructively in workplace situations.
- Describe how constructive criticism can benefit an individual and contribute to their personal development and growth.
- Demonstrate how to respond to constructive criticism in an open and nondefensive way.

Learning Outcome - 4:

- ✚ Know how to give and respond to constructive criticism.

Assessment Criteria:

- Demonstrate how to negotiate and achieve a win-win situation, using constructive behaviour, in examples of conflict situations in the workplace.






Unit 9: Using the Telephone

Learning Outcome - 1:

- ✚ Know how to use the telephone system in an office environment.

Assessment Criteria:

- Describe how to use a telephone system to make contact with people inside and outside an organisation.
- State the importance of confidentiality and security when dealing with callers.
- List different ways of obtaining the names and numbers of people to be called.

<p>Learning Outcome - 2:  Be able to answer telephone calls in an office environment.</p>	<p>Assessment Criteria:</p> <ul style="list-style-type: none"> ▪ Outline workplace procedures for receiving calls. ▪ Give examples of how to present a positive image of the organisation when answering calls. ▪ Demonstrate how to: (a) Answer calls according to workplace procedures (b) Transfer calls to colleagues (c) Pass on messages to colleagues about callers.
<p>Learning Outcome - 3:  Be able to make telephone calls in an office environment.</p>	<p>Assessment Criteria:</p> <ul style="list-style-type: none"> ▪ Outline workplace procedures for making calls. ▪ Give examples of information to be gathered prior to a call to ensure that the call meets its objective. ▪ Demonstrate how to: (a) Make a call according to workplace procedures (b) Find answers to specified questions during a call.
<p>Unit 10: Front office Operations</p>	
<p>Learning Outcome - 1:  Know the purpose of the front office.</p>	<p>Assessment Criteria:</p> <ul style="list-style-type: none"> ▪ State how the front office meets the needs of different customers. ▪ State the role of the front office in maintaining security. ▪ State the importance of communication with other departments.
<p>Learning Outcome - 2:  Know the structure of the front office.</p>	<p>Assessment Criteria:</p> <ul style="list-style-type: none"> ▪ Identify job roles in the front office. ▪ Describe the responsibilities of different job roles in the front office.
<p>Learning Outcome - 3:  Be able to work in the front office.</p>	<p>Assessment Criteria:</p> <ul style="list-style-type: none"> ▪ Meet and greet customers. ▪ Follow procedures when answering telephone calls. ▪ Pass on simple messages accurately. ▪ Deal with routine enquiries including enquiries about local events and services. ▪ Prepare and copy routine documents.

Delivery Style

The workshop is designed to be practical, relevant and participative with the emphasis focused on improving Skills, Knowledge and Motivation. The training methods are based on best practice for the most appropriate transfer of knowledge and learning:

- Trainer presentation.
- Training exercises.
- Syndicate workshop.
- Skill practice/Role play.
- Group Discussion.