

Cambridge TECHNICALS LEVEL 2

# SPORT AND PHYSICAL ACTIVITY

Cambridge  
TECHNICALS  
2016

Unit 5

Customer service in sport and  
physical activity

J/615/2388

Guided learning hours: 30

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## **LEVEL 2**

### **UNIT 5: Customer service in sport and physical activity**

**J/615/2388**

**Guided learning hours: 30**

**Essential resources required for this unit: None**

**This unit is internally assessed and externally moderated by OCR.**

#### **UNIT AIM**

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Providing excellent customer service is a key aim for everyone involved in the delivery of successful sport and physical activity. Whether you are an Assistant Fitness Instructor, Assistant Sports Coach or Leisure Assistant, understanding who your customers are and what their needs are is crucial in giving them an excellent experience.

In this unit you will learn the skills that are involved in delivering good customer service and be given the opportunity to apply these skills in sport and physical activity environments.

Regardless of the quality of service, complaints are generally inevitable. Being able to handle complaints efficiently and effectively is a sign of good customer service and so you will also demonstrate your skills in complaint handling.

## TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>1. Understand what customer service involves and its importance to sport and physical activity providers</p>	<p>1.1 Definition of customer service, i.e.</p> <ul style="list-style-type: none"> <li>• the assistance and advice provided by a company to those people who buy or use its products or services</li> </ul> <p>1.2 Different situations in which customer service is provided, i.e.</p> <ul style="list-style-type: none"> <li>• for external customers (e.g. providing information, giving advice, keeping customer records, providing assistance, dealing with problems and complaints, dealing with dissatisfied customers and offering additional services to customers)</li> <li>• for internal customers (such as staff, contractors, suppliers of goods and services) (e.g. appraisals, staff reward schemes, appropriate pay, training and career development, paying invoices on time )</li> </ul> <p>1.3 Sport and physical activity environments in which customer service is delivered (e.g. leisure facility, gym, sports hall, outdoor playing fields)</p> <p>1.4 The importance of providing excellent customer service, i.e.</p> <ul style="list-style-type: none"> <li>• external customers (e.g. increased sales, satisfied customers, improved public image, edge over competition)</li> <li>• internal customers (e.g. improved job satisfaction, improved chances of promotion within an organisation, more efficient workforce, improved working relationships with suppliers, repeat business, improved reputation within the industry)</li> </ul>
<p>2. Be able to identify how to improve the customer experience of those who use sport and physical activity facilities</p>	<p>2.1 Different customer types, i.e.</p> <ul style="list-style-type: none"> <li>• groups (e.g. sports teams, party groups)</li> <li>• individuals (e.g. participants, parents, colleagues)</li> <li>• young people</li> <li>• elderly people</li> <li>• people from different cultures</li> <li>• people with specific needs (e.g. people with disabilities)</li> <li>• GP Referrals/Customers with specific medical conditions</li> <li>• sports clubs</li> <li>• societies</li> </ul>

	<p>2.2 Specific needs of different customer types and how they are met by sport and physical activity providers (e.g. people with specific needs may need adapted facilities, non-English speakers may need signage in a different language/interpreter, elderly people/young people may need concessionary prices, specific exercise programmes or appropriately trained staff for GP referrals, concessionary prices for clubs and societies)</p>
<p>3. Be able to demonstrate effective communication and personal presentation skills when delivering customer service in a sport and physical activity environment</p>	<p>3.1 Components of effective communication, i.e.</p> <ul style="list-style-type: none"> <li>• appropriate language (e.g. for age, level of understanding, seniority)</li> <li>• pitch and tone of voice (e.g. loud in a noisy area)</li> <li>• asking appropriate questions (e.g. open and closed questions)</li> <li>• active listening</li> <li>• appropriate body language</li> </ul> <p>3.2 Methods of communication used in sport and physical activity environments, i.e.</p> <ul style="list-style-type: none"> <li>• verbal (e.g. face to face, telephone, walkie talkie)</li> <li>• written (e.g. email, signage, posters)</li> </ul> <p>3.3 Barriers to communication, i.e.</p> <ul style="list-style-type: none"> <li>• language (e.g. foreign languages, jargon)</li> <li>• environment (e.g. noisy swimming pool area, loud music)</li> <li>• physical barriers (e.g. hearing impairments, problems with speech)</li> </ul> <p>3.4 Elements of effective personal presentation (e.g. appropriate dress/uniform, personal hygiene, behaviour, attitude, body language/posture)</p>
<p>4. Be able to handle customer complaints effectively</p>	<p>4.1 Stages of handling a complaint effectively in a range of situations, i.e.</p> <ul style="list-style-type: none"> <li>• respond in a timely manner</li> <li>• show you understand why the customer is complaining</li> <li>• apologise for any issues the problem has caused for the customer</li> <li>• make the customer aware that the reason for the complaint will be investigated</li> <li>• see the problem from the customer's point of view</li> <li>• find an appropriate and realistic solution to the problem</li> <li>• respond in the most appropriate manner (e.g. verbal, written)</li> </ul>

## GRADING CRITERIA

LO	Pass	Merit	Distinction
The learner will:	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Understand what customer service involves and its importance to sport and physical activity providers	*P1: Describe a range of different situations in sport and physical activity where customer service can be provided		
	*P2: Describe a range of impacts of providing excellent customer service		
2. Be able to identify how to improve the customer experience of those who use sport and physical activity facilities	*P3: Describe the main customer types that use sport and physical activity facilities	M1: Demonstrate effective communication skills for a range of customer types in a sport and physical activity environment	
	*P4: Identify the needs of different customer types and ways of improving the customer experience for them		
3. Be able to demonstrate effective communication and personal presentation skills when delivering customer service in a sport and physical activity environment	*P5: Demonstrate effective communication skills in a sport and physical activity environment	M2: Explain why personal presentation is important for delivering good customer service in a sport and physical activity facility	D1: Explain why communication needs to be adapted to suit different customer types
	P6: Demonstrate appropriate personal presentation for a sport and physical activity facility		
4. Be able to handle customer complaints effectively	P7: Demonstrate how to handle a straightforward complaint, with support, in a sport and physical activity environment	M3: Demonstrate how to handle a complex customer complaint effectively in a sport and physical activity environment	D2: Demonstrate how to handle complaints which require supervisor input effectively in a sport and physical activity environment

## SYNOPTIC ASSESSMENT

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It will be possible for learners to make connections between other units over and above the unit containing the key tasks for synoptic assessment, please see section 6 of the centre handbook for more detail. We have indicated in this unit where these links are with an asterisk and provided more detail in the Assessment Guidance.

## ASSESSMENT GUIDANCE

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### **LO1: Understand what customer service involves and its importance to sport and physical activity providers**

For P1, learners must describe at least three situations in which customer service is provided and go on to describe a range (more than two) of impacts of providing excellent customer service. Learners must refer to internal and external customers.

For P2, learners must describe at least three impacts of providing excellent customer service. Again, learners must refer to both internal and external customers.

### **LO2: Be able to identify how to improve the customer experience of those who use sport and physical activity facilities**

For P3, learners must describe all of the customer types identified in Teaching Content 2.1.

For P4, learners must identify the needs of at least three of the different customer types and ways that sport and physical activity facilities can improve their customer experience.

For this LO, learners may benefit from drawing on learning from Unit 1 – Physical activity, health and wellbeing, LO4, Know trends in participation in sport and physical activity and Unit 2 – Physical preparation and readiness for sport and physical activity, LO4, Understand the needs of different participants in sport and physical activity.

### **LO3: Be able to demonstrate effective communication and personal presentation skills when delivering customer service in a sport and physical activity environment**

For P5, learners must demonstrate communication and personal presentation skills suitable to the sport or physical activity environment they are in. Environments can include in a leisure facility, in a gym or dance studio, in a sports hall or outdoors when delivering a coaching or activity session. The skills must be demonstrated over a period of at least two hours (broken up into parts or in one go) and can be assessed alongside Diploma pathway units that include key tasks (units 8, 11 and 13).

For M1, learners should be given the opportunity to practically demonstrate their customer service skills when dealing with at least three types of customer as outlined in the Teaching Content. These types of customer must be different from those communicated with in P3, and this activity can be simulated.

For this LO, learners may benefit from drawing on learning from Unit 4 Leading sport and physical activity sessions.

**LO4: Be able to handle customer complaints effectively.**

For M3, learners should be given the opportunity to practically demonstrate their ability to handle a complaint in a sport and physical activity environment. To access the distinction criteria learners have to deal with three types of customer complaint e.g. straight forward, complex and requiring supervisor input. Role play scenarios could be face to face, over the phone or a written response to complaints.

**Feedback to learners:** you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced **to inform their** thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR *Guide to Referencing* available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

## MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for Technical Certificate qualifications

These qualifications have been designed to be recognised as Technical certificates in performance tables in England. It is a requirement of these qualifications for centres to secure employer involvement through delivery and/or assessment of these qualifications for every learner.

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This unit is mandatory in the Assistant Sports Coach, Assistant Fitness Instructor and Leisure Assistant pathways.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the Qualification Handbook for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement – eligible activities	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	Learners could demonstrate their ability to provide effective customer service and handle complaints in a work placement setting. Learners could also help contribute to developing the organisation's customer service charter.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Role play and complaint scenarios could be set using industry experts.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	A guest lecturer from the chosen sport and physical activity provider could co-deliver sessions on their customer types and how their needs are met.
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	Expert witnesses from the industry could be used when assessing role play scenarios or during work placement duties.

You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)
- [DfE work experience guidance](#)



To find out more  
**[ocr.org.uk/sport](http://ocr.org.uk/sport)**

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **[vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)**



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