

Cambridge TECHNICALS LEVEL 2

BUSINESS PRACTICES

Cambridge
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Unit 10

Enhancing the customer experience

A/615/5630

Guided learning hours: 60

Version 1 September 2018

LEVEL 2

UNIT 10: Enhancing the customer experience

A/615/5630

Guided learning hours: 60

Essential resources required for this unit: None

Assessment: This unit is internally assessed and externally moderated by OCR.

UNIT AIM

Customer experience is the interactions between an organisation and its customers over the duration of their business relationship. The customer experience model has an impact on customer satisfaction and customer expectations, which has an effect upon customer retention.

This unit will enable you to gain knowledge about how customer expectations are formed. You will learn about the customer experience model of a specific organisation and you will be able to assess how this customer experience model impacts on customer satisfaction based on feedback you have obtained.

You will demonstrate your own customer service skills, in order to enhance the customer experience. You will be able to establish whether customer expectations have been met and propose ways the organisation could enhance the customer experience.

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: |
| 1. Know how customer expectations are formed for organisations | 1.1 How customer expectations are formed i.e. <ul style="list-style-type: none"> • what people hear and see • what people read • what organisations tell them • what happens during the customer experience (e.g. the interaction between the customer and an organisation throughout the duration of their relationship) • what has happened to people in other customer experiences 1.2 How customer satisfaction impacts on an organisation i.e. <ul style="list-style-type: none"> • positive i.e. <ul style="list-style-type: none"> ○ customer retention ○ increase in customer base ○ increase in profits ○ reduction in complaints ○ enhances reputation of organisation • negative i.e. <ul style="list-style-type: none"> ○ negative reputation of organisation ○ reduction in profits ○ loss of customer base ○ increase in complaints ○ organisation could close |
| 2. Understand the customer experience model of a specific organisation | 2.1 The customer experience model of a specific organisation i.e. <ul style="list-style-type: none"> • definition of the customer experience (e.g. interactions between a customer and an organisation throughout their business relationship, how this differs from customer service) • customer journey i.e. <ul style="list-style-type: none"> ○ the journey customers take with a specific organisation ○ steps required to buy a product/service, ○ activities to maintain the relationship (e.g. asking questions, removing barriers) • a specific organisation's customer experience model i.e. <ul style="list-style-type: none"> ○ customer experience vision ○ rewarding customer loyalty ○ policy regarding customer service for new and existing customers ○ customer retention |

| Learning outcomes | Teaching content |
|--|--|
| The Learner will: | Learners must be taught: |
| <p>3. Be able to assess how the customer experience model impacts on customer satisfaction for a specific organisation</p> | <p>3.1 To observe and record customer reactions to different situations i.e.</p> <ul style="list-style-type: none"> • their reaction when they were provided with a response to their complaint • their reaction in response to their request for support (e.g. answering their questions, queries etc.) <p>3.2 How the customer experience model impacts on customer satisfaction levels i.e.</p> <ul style="list-style-type: none"> • identify new and existing customers' expectations of the organisation • establish whether the customer experience model met or exceeded these expectations • identify the reasons why customer expectations were/were not met |

| | |
|--|---|
| <p>4. Be able to enhance the customer experience</p> | <p>4.1 To identify effectiveness of an organisation's ability to enhance the customer experience i.e.</p> <ul style="list-style-type: none"> • Identify the activities and skills used by employees and how they enhanced the customer experience i.e. <ul style="list-style-type: none"> ○ skills which helped the customer by meeting or exceeding their customer expectations • identify improvements to an organisation's activities to enhance the customer experience, based on customer feedback (refer to customer feedback from a specific organisation in 3.1) • ways of implementing these actions (e.g. training, read product/service information, ask questions, job shadow) • identifying timescales for implementing these actions <p>4.2 To demonstrate customer service skills which enhance the customer experience i.e.</p> <ul style="list-style-type: none"> • patience • attentiveness (e.g. listen carefully to the customer) • adaptability (e.g. willingness to carry out different tasks as and when required, adapting your style of language to meet different situations) • clear communication (e.g. when it comes to important points you need to relay to the customer, keep it simple and leave nothing to doubt) • work ethic (e.g. time management skills, pride in personal appearance and the working environment) • knowledge of product/service • ability to 'read' customers (e.g. look and/or listen for subtle clues about the current mood, patience level, personality of the customer) • following-up with other departments to ensure smooth customer journey • ensure the organisation's procedures are followed, in order to adhere to the customer experience model • ability to review own customer service skills in order to improve |
|--|---|

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. Know how customer expectations are formed for organisations | P1: Describe how customer expectations are formed | | |
| | P2: Assess how customer satisfaction can impact on an organisation | | |
| 2. Understand the customer experience model of a specific organisation | P3: Describe the steps of the customer journey for a specific organisation | M1: Explain the reasons for a specific organisation's customer experience model | |
| | P4: Describe the customer experience model of a specific organisation | | |
| 3. Be able to assess how the customer experience model impacts on customer satisfaction for a specific organisation | P5: Observe and record levels of customer satisfaction for a specific organisation | M2: Assess whether acceptable levels of customer satisfaction were achieved | |
| | P6: Describe how the customer experience model of a specific organisation impacts on customer satisfaction | | |
| 4. Be able to enhance the customer experience | P7: Identify how effective an organisation is in enhancing the customer experience | M3: Recommend how these actions could be implemented | D1: Create a guidance document for others to develop their skills to enhance the customer experience |
| | P8: Identify actions an organisation could take to enhance the customer experience | | |
| | P9: Demonstrate customer service skills which enhance the customer experience | | D2: Demonstrate the use of customer service skills that turn an unhappy customer into a happy customer |

ASSESSMENT GUIDANCE

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/>.

This unit should ideally be achieved via a real work placement in a specific organisation, in order for learners to gain knowledge and understanding about the customer experience and put their own skills into practise. However, if this is not possible, learners could choose a specific organisation to focus on/research, in this case the assessment would have to be simulated.

In order to meet Grading Criteria **P2**, learners must consider the impact of customer satisfaction on at least one **real** organisation. They should research how the organisation has been affected by good or poor customer satisfaction levels and the outcomes of this for the organisation (e.g. they had an increase in customer complaints regarding specific products, which led to a decline in sales of the product and a reduction in profits or a reduction in complaints about a product which led to an increase in sales and profit).

For **P3**, learners must explain the customer journey of a specific organisation (e.g. the journey customers take with a specific organisation; steps to buy a product/service, activities to maintain the relationship, questions, barriers, emotions). This would be more practically applied if the learners were to discuss with/interview a business owner or manager, in either customer service or retail, to obtain an understanding of the customer journey for their specific organisation and how this affects customer retention and how they measure this.

The customer journey: steps that an organisation identifies that the customer goes through during their interactions with them.

The customer experience model or strategy: is the plans and procedures that the organisation puts in place to ensure that the customer has a good customer experience and therefore retains their custom.

In order to meet **P5**, learners must observe and record customer reactions to **at least one of each** situation identified in the Teaching Content for 3.1. They must also record how the final outcome made the customer feel e.g.

- Disappointed
- Angry
- Happy

M2 requires learners to assess whether acceptable levels of customer satisfaction were achieved, on **at least two** occasions (these could relate to the situations detailed in 3.1, covered by **P5**.)

P6 requires learners to describe **at least three** different ways that the customer experience model of a specific organisation impacts on customer satisfaction.

To meet **P7** and **P8**, learners must identify how effective the organisation has been at enhancing the customer experience and identify actions to improve this, based on customer feedback detailed in the Teaching Content for 3.1.

For **M3**, the recommendation should include what actions need to be taken and a timetable for implementation of the planned actions.

Based on their own experience of development activities, **D1** requires learners to create a guidance document for others to use in future to develop their customer service skills. The document should make recommendations regarding suitable development activities which will help the individual to enhance the customer experience. The document should recommend activities for the development of **at least three** skills which will enable the individual to enhance the customer experience.

To meet **P9**, learners must demonstrate the use of customer service skills that enhance the customer experience, in line with the Teaching Content for 4.2. **D2** requires learners to use effective customer service skills to change a negative customer service situation into a positive i.e. that an unhappy customer becomes a happy customer thanks to the specific skills and knowledge utilised by the learner. Evidence may include video recordings, audio recordings (with necessary permissions) and/or witness testimonies from the assessor. Witness testimonies must clearly detail how the learner has fully met the requirements of each grading criterion.

SYNOPTIC ASSESSMENT

This unit is mandatory in both the Level 2 Cambridge Technical Diploma in Customer Service and the Level 2 Cambridge Technical Diploma in Retail.

Synoptic assessment is a feature of this qualification and it requires learners to use an appropriate selection of their skills, knowledge and understanding, acquired through all of the units that make up their qualification, in an integrated way and apply them to a key task or tasks.

This helps learners to develop their appreciation and understanding of the connections between the different elements of learning in this qualification to help make their curriculum meaningful and better prepare them for employment in the Retail sector, please see section 6 of the centre handbook for more detail.

Links between this unit and other units:

| Specific LO from this unit | Name of other unit and related LO |
|--|--|
| LO1 Know how customer expectations are formed for organisations | Unit 1 Principles of working in service sector organisations LO1, LO6 |
| LO2 Understand the customer experience model of a specific organisation | Unit 2 Understand customer expectations and issues LO2 Unit 5 CS Obtaining customer feedback LO3 |
| LO3 Be able to assess how the customer experience model impacts on customer satisfaction for a specific organisation | Unit 2 Understand customer expectations and issues LO3 Unit 4 CS Delivering effective customer service LO3 |
| LO4 Be able to enhance the customer experience | Unit 1 Principles of working in service sector organisations LO1 Unit 2 Understand customer expectations and issues LO2, LO3 Unit 4 CS Delivering effective customer service LO4 Unit 5 RT Selling techniques LO3 Unit 7 CS Handling challenging customer service situations LO4 |

Key:

CS Customer Service

RT Retail

MEANINGFUL EMPLOYER INVOLVEMENT – A REQUIREMENT FOR TECHNICAL CERTIFICATE QUALIFICATIONS

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 Level 2 Cambridge Technical Diploma in Customer Service and the Level 2 Cambridge Technical Diploma in Retail.

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 this qualification for every learner.

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 Handbooks for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement

It is recommended that learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to this unit.

They may also benefit from industry professionals visiting the centre to act as guest speakers.

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](#).

ocr.org.uk/business

OCR customer contact centre

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