OCR
Oxford Cambridge and RSA

Unit Title:	**Customer care**
OCR unit number:	2
Unit reference number:	D/601/8728
Level:	3
Credit value:	7
Guided learning hours:	45

Unit aim

The aim of this unit is that learners will:

- Know how to analyse customer types and requirements

- Know how to manage customer expectations

- Be able to research the varying workplace cultures that exist

- Be able to apply communication techniques

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills

The Learner will:
1   Know how to analyse customer types and requirements
	The Learner can:
	1.1 Compare types of customers as appropriate to organisations
	1.2 Describe individuals and their job roles employed to support the customer within an identified organisation
	1.3 Detail different types of customer support requirements and the environment in which they will occur
		• a range of criteria that differentiates different types of customers such as:
		  - age
		  - gender
		  - location e.g. local, regional, national
		  - cultural considerations e.g. ethnicity, creed, language
		  - specialist groups e.g. software developers, cabling experts
		• the different types of customer support personnel:
		  - team members e.g.: colleagues, supervisor, manager
		  - others – internal or external, security personnel, suppliers, contractors, distributors
		  - themselves

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills

		• the wide range of customer support needs:
		  - training requirements
		  - technical support
		  - location of technical information
		  - new hardware and software requirements

2 Know how to manage customer expectations	2.1 Identify the factors that influence customer expectations
	2.2 Describe how a range of these can be managed to ensure customer satisfaction
		• the factors both positive and negative that influence or affect customer expectations and how these expectations can be formed over time. For example:
		  - previous experiences within similar support scenarios
		  - competitors performance
		• other influences i.e.
		  - colleagues
		  - word of mouth
		  - historical data
		  - communication and accuracy of information
		  - specifications and work details given
		  - meeting timescales
		• how customer expectations can be met

3 Be able to research the varying workplace cultures that exist	3.1 Research how a range of workplace cultures have developed over time within different workplaces or sectors
	3.2 Explain why these workplace cultures may not be transferable across a range of customer types
		• different workplace cultures that exist e.g.:
		  - dress code
		  - men attending all women environments and vice versa
		  - language barriers
		  - secure location access

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills

4 Be able to apply communication techniques	4.1 Describe how communication techniques may need to be adapted across a range of customer types
	
	4.2 Explain what makes these communication techniques effective
	
	4.3 Compare a range of methods of sourcing data to be communicated to and maintained for on-going customer support
	
	4.4 Describe methods used to communicate technical and specialist issues within and across teams
	
	4.5 Develop documentation for supporting a customer
	
	4.6 Create a multi-page customer support document to assist customers
		• the need to adapt their methods and styles of communication to suit the customer type and situation
		• how information should be stored to support colleagues, customers and future customers and to reduce the work implications in their support role
		• a variety of sources of information including:
		  - online
		  - written
		  - others (telephone-help lines, manufacturers, verbal)
		  - manual logs
		  - call logging software
		  - electronic submission
		  - verbal
		• how to create customer support documents
		• the methods used to provide information to customers (internal and external):
		  − FAQ's
		  − support documentation
		  − databases
		• user guides

Assessment

The qualification has been designed to develop knowledge, understanding and skills in the full range of functions involved in the planning and control, hardware, software and systems installation, software solutions and the production of customer support materials. It also provides opportunities for learners to study towards system and network management, to specialise in one or more specific programming languages in addition to being able to take units that are vendor specific.

Each unit within the specification is designed around the principle that candidates will build a portfolio of evidence relating to progression towards meeting the unit assessment objectives. The unit assessment objectives reflect the demands of the learning outcomes for each unit.

In order for candidates to be able to effectively progress towards meeting the requirements of each assessment objective, tutors must make sure that the supporting knowledge, understanding and skills requirements for each objective are fully addressed. The identified knowledge, understanding and skills are not exhaustive and may be expanded upon or tailored to particular contexts to which the unit is being taught and the assessment objective applied.

We recommend that teaching and development of subject content and associated skills be referenced to real vocational situations, through the utilisation of appropriate industrial contact, vocationally experienced delivery personnel, and real life case studies.

All the learning outcomes and assessment criteria must be clearly evidenced in the submitted work, which is externally moderated by OCR.

Results will be Pass or Fail.

Guidance on assessment

Candidates do not have to achieve units in any particular order and tutors should tailor learning programmes to meet individual candidate needs. It is recommended that, wherever possible, centres adopt a holistic approach to the delivery of the qualification and identify opportunities to link the units.

Centres are free to deliver this qualification using any mode of delivery that meets the needs of their candidates. Whatever mode of delivery is used, centres must ensure that learners have appropriate access to appropriate resources and consider the candidates' complete learning experience when designing learning programmes. This is particularly important in relation to candidates studying part time alongside real work commitments where candidates may bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors.

It is difficult to give a detailed answer to how much evidence is required as it depends on the type of evidence collected and the judgement of assessors. The main principles, however, are as follows: for a candidate to be judged competent in a unit, the evidence presented must satisfy:

- all the items listed, in the section 'Learning Outcomes'

- all the areas in the section 'Assessment Criteria'

Questioning the candidate is normally an ongoing part of the assessment process, and is necessary to:

- test a candidate's knowledge of facts and procedures

- check if a candidate understands principles and theories *and*

- collect information on the type and purpose of the processes a candidate has gone through

- candidate responses must be recorded

The quality and breadth of evidence provided should determine whether an assessor is confident that a candidate is competent or not. Assessors must be convinced that candidates working on their own can work independently to the required standard.

Evidence could be in the form of:

- a report

- audio/visual recording

- annotated screenshots

- a component part of a presentation with speaker notes

- a leaflet

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications'* on the OCR website www.ocr.org.uk .