

Cambridge TECHNICALS LEVEL 3

BUSINESS

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Unit 4

Customers and communication

A/507/8151

Guided learning hours: 60

Version 4 Essential resources and Assessment
guidance updated (changes indicated by a black line)

February 2017

LEVEL 3

UNIT 4: Customers and communication

A/507/8151

Guided learning hours: 60

Essential resources required for this unit:

Learners will require access to a suitable business teaching environment with computer and internet access to carry out research.

Tutors should have a range of business communications available which the learners can use for reference, e.g. business flyers, leaflets, brochures, published accounts.

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

Customers are vital to the success of any business. It is essential that businesses consider the importance of the customer experience and ensure that they communicate effectively with them, whether internal or external.

Repeat business is crucial for future revenue and financial certainty. Businesses depend on customer satisfaction and customer loyalty. To build this you need to know who your customers are and what influences their behaviours.

In this unit you will learn the purpose, methods and importance of communication in business and the appropriateness of different forms of communication for different situations. You will develop the skills that will help you create a rapport with customers and have the opportunity to practise and develop your business communication skills.

You will also learn about the legal constraints, ethical and security issues that affect how businesses store, share and use information.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

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 in their work, although these do not need to be the same ones specified in the unit content.

For internally-assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Understand who customers are and their importance to businesses	<p>1.1 The different types of customers, i.e.</p> <ul style="list-style-type: none"> • internal and external customers • returning customers • one-off customers • potential/new customers <p>1.2 What influences customer behaviour, i.e.</p> <ul style="list-style-type: none"> • customer needs and expectations • customer demographics • cultural differences • location • level of satisfaction • how often they need to interact with the business <p>1.3 Actions businesses may take to manage the customer experience, i.e.</p> <ul style="list-style-type: none"> • creating a customer service offer to manage customer expectations • prioritising business needs - balance how to meet an objective to deliver high-quality customer service with an objective to reduce business overheads • prioritising customers' needs - when different customers have competing needs and not all of them can be met, businesses may have to decide whose needs are to be met • Maintaining contact with the customer (e.g. to encourage customer loyalty, to inform, to educate, to provoke a response) <p>1.4 Why customer service is important, i.e.</p> <ul style="list-style-type: none"> • provides a competitive advantage for businesses • helps a public or third sector organisation provide best value for money • affects reputation (e.g. It shows customers the business cares; it is what customers remember) <p>and how it can be integrated into all aspects of business activities</p>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
2. Understand how to communicate with customers	<p>2.1 How to consider the audience requirements when planning communication (e.g. age, gender, special needs, accessibility, knowledge, customer type)</p> <p>2.2 The purposes of communication in business situations, i.e.</p> <ul style="list-style-type: none"> • to inform • to confirm • to promote • to make a request • to instruct <p>2.3 The advantages and disadvantages of various forms of communication, i.e.</p> <ul style="list-style-type: none"> • face to face • in writing • by telephone • text message • email • websites • social media and networking • advertisement <p>when considering the purpose, content and audience of a business message</p> <p>2.4 How to use appropriate business formats and styles for written communication layouts</p> <p>2.5 The importance of corporate standards, i.e.</p> <ul style="list-style-type: none"> • colour schemes • writing guides • house styles • version control <p>2.6 The importance of managing corporate profile through media activity</p>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>3. Be able to establish a rapport with customers through non-verbal and verbal communication skills</p>	<p>3.1 Non-verbal skills, i.e.</p> <ul style="list-style-type: none"> • matching body language (e.g. posture, gestures, eye contact) • using body language to indicate interest (e.g. smiling and nodding, leaning forward) <p>3.2 Verbal skills, i.e.</p> <ul style="list-style-type: none"> • tone and pace (e.g. raising and lower pitch and speed of language) • clarifying • giving compliments • avoiding and responding to criticism • ice breakers/initiating a conversation • closing a conversation • addressing customers by name using appropriate convention (e.g. formal situation Mr/Mrs, informal Peter/Anisha) <p>3.3 Listening skills, i.e.</p> <ul style="list-style-type: none"> • recapping/reflecting back on what has been said • understanding instructions • interpreting task requirements • making notes • personal reflection • confirming understanding • seeking clarification
<p>4. Be able to convey messages for business purposes</p>	<p>4.1 How messages can be structured to convey messages, i.e.</p> <ul style="list-style-type: none"> • introduction, (e.g. to people, to topics, headings/subject bar) • body/main message • summary/recap of key points • conclusion (e.g. next steps, action points, recommendations, proposal) • inviting/seeking questions • frequently asked questions (FAQs) <p>4.2 Types of verbal and written business communications, i.e.</p> <ul style="list-style-type: none"> • verbal communications, i.e. <ul style="list-style-type: none"> ○ presentations ○ planned discussions, i.e. <ul style="list-style-type: none"> ▪ with people you are familiar with, ▪ with people you are not familiar with • written communications, i.e. <ul style="list-style-type: none"> ○ letters ○ social media (e.g. tweets, blogs, text message/short message service (SMS))

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<ul style="list-style-type: none"> ○ websites ○ emails ○ notices ○ newsletter ○ press release ○ promotional flyer/brief ○ report <p>4.3 Other considerations for conveying messages for business purposes, i.e.</p> <ul style="list-style-type: none"> ● appropriate technical language (e.g. only using acronyms/abbreviations if they will be understood by readers; technical language may be more appropriate in a one-to-one email than a promotional flyer) ● use of relevant graphical information/images to support key points ● accuracy (e.g.in use of technical terms, spelling, punctuation) ● timeliness of messaging
<p>5. Know the constraints and issues which affect the sharing, storing and use of information for business communications</p>	<p>5.1 Legal constraints (e.g., intellectual property rights, copyright, Data Protection Act, Freedom of Information Act, Computer Misuse Act, Advertising Standards Authority (ASA))</p> <p>5.2 Ethical issues, i.e.</p> <ul style="list-style-type: none"> ● organisation policies and codes of practice governing the use of information (e.g. use of internet policies, whistle blowing, staff handbooks, contracts of employment) ● advertising issues (e.g. advertising to children, appropriate content which can be stored or shared) <p>5.3 Security issues (e.g. monitoring of phone and email communications, confidentiality, information storage, backup policies and procedures, increasing levels of technology, operational costs)</p>

GRADING CRITERIA

LO	Pass	Merit	Distinction
The learner will:	The assessment criteria which 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 who customers are and their importance to businesses	P1*: Explain who the customers of a specific business are and what influences their behaviour		
	P2*: Describe actions that a specific business has taken in response to the differing needs of its customers		
	P3*: Explain the range of customer services a specific business provides and how each area of the business has responded to the need to provide customer service	M1: Analyse the benefits to a specific business and to its customers of maintaining and developing customer service	D1: Recommend and justify changes to the customer service provided by a specific business in order to improve the customer experience
2. Understand how to communicate with customers	P4*: Assess whether or not the form, style and layout of different communications are suitable for the intended audience and purpose		
	P5*: Summarise the corporate standards and corporate profile of a specific business and explain their importance to that business	M2: Explain how a specific business manages its corporate profiles through media activity	
3. Be able to establish a rapport with customers through non-verbal and verbal communication skills	P6*: Demonstrate non-verbal and verbal skills when communicating with a specific customer	M3: Review own use of non-verbal and verbal skills when communicating with a specific customer and suggest improvements	
	P7*: Explain the importance of listening skills in building a rapport with specific customers		

LO	Pass	Merit	Distinction
4. Be able to convey messages for business purposes	<p>P8*: Structure and deliver a verbal business communication so that its content and type of communication is appropriate for its audience and purpose</p> <p>P9*: Structure a written business communication so that its content and type of communication is appropriate for its audience and purpose</p>	M4: Review own use of verbal and written skills when communicating business messages and recommend improvements	D2: Justify how to adapt the structure, method of delivery and any other considerations to convey a business message for differing audience requirements
5. Know the constraints and issues which affect the sharing, storing and use of information for business communications	P10*: Describe the legal constraints, ethical and security issues faced by a specific business in relation to sharing and storing business communications		

ASSESSMENT GUIDANCE

It is important for learners to have the opportunity to learn and apply their knowledge and skills to meaningful substantial tasks, in order to successfully achieve the unit.

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/>.

For LO2, a work placement or part-time job will provide the learner with good opportunities to find examples of corporate standards and profiles in a real business context for P5, although corporate standards and profiles may well be publically available.

For LO3, verbal skills include being honest and admitting when you do not know the answer or have made a mistake. This LO includes the use of non-verbal skills (e.g. body language), verbal skills (e.g. tone and pace) and listening skills. These necessarily test the ability of the candidate to see, speak and hear. There can be adjustments to standard assessment arrangements on the basis of the individual needs of learners.

It's important that you identify as early as possible whether learners have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and choose a qualification or adjustment that allow them to demonstrate attainment.

The responsibility for providing adjustments to assessment is shared between your centre and us. Please read the JCQ booklet Access Arrangements, Reasonable Adjustments at www.jcq.org.uk.

For LO3, learners should consider a business and customer working relationship in action – this could be through a work placement, industry visit/speaker or a part-time job. This is also the case for LO4.

For LO3 P6, evidence must be of the learner's use of verbal and non-verbal skills when communicating with a specific customer. Evidence could be provided by audio recordings (showing verbal skills) and video recordings (showing non-verbal skills) and/or a witness statement. A witness statement on its own is unlikely to provide sufficient evidence unless it contains a detailed description of the learner's verbal and non-verbal performance (i.e. a transcript of the communication that also describes in detail the verbal and non-verbal skills used by the learner).

For LO4, the quality of written communication should be assessed for any written communication produced here. Learners can cover verbal and written communication as one activity for assessment purposes; for example they could deliver a presentation with hard copy notes/slide printouts with notes (hand-outs).

This LO covers other considerations for conveying messages for business purposes - learners should consider the use of plain English. This includes:

- keeping sentences short
- preferring active verbs
- use 'you' and 'we' instead of for example 'the customer' or 'the supplier'
- using words that are appropriate for the reader
- not being afraid to give instructions
- using lists where appropriate

For LO4 P8, evidence must address the learner's ability to structure and deliver a verbal business communication, so that its content and type of communication is appropriate for its audience and purpose. Evidence could be provided by: the learner's own preparatory notes (e.g. presentation plan, handouts, speaker's notes), audio recordings (of verbal skills), video recordings (showing non-verbal skills) and/or a witness statement. A witness statement on its own is unlikely to provide sufficient evidence unless it contains a detailed description of the context (i.e. audience and purpose), as well as the learner's verbal and non-verbal performance (i.e. a transcript of the communication that also describes in detail the verbal and non-verbal skills used by the learner).

The quality of written communication (QWC) must be assessed in any evidence supporting criterion P9, i.e. when producing written material, learners must:

- ensure that text is legible and that spelling, punctuation and grammar are sufficiently accurate to ensure ease of reading and clarity of meaning throughout
- select and use a form and style of writing appropriate to the purpose and subject matter
- organise information clearly and coherently, using technical/specialist vocabulary appropriately and as needed.

SYNOPTIC ASSESSMENT

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 next section.

*OPPORTUNITIES FOR APPLYING LEARNING ACROSS UNITS

This identifies opportunities for developing links between teaching and learning with other units in the business suite.

Name of other unit and related LO	This unit and specified LO
Unit 1 The business environment LO1 Understand different types of businesses and their objectives LO6 Understand the external influences and constraints on businesses and how businesses could respond	LO1 Understand who customers are and their importance to business LO5 Know the constraints and issues which affect the sharing, storing and use of information for business communications
Unit 2 Working in business LO1 Understand protocols to be followed when working in business LO5 Understand how to communicate effectively with stakeholders	LO4 Be able to convey messages for business purposes LO5 Know the constraints and issues which affect the sharing, storing and use of information for business communications
Unit 3 Business decisions LO1 Understand factors to be taken into account when making business decisions	LO2 Understand how to communicate with Customers
Unit 5 Marketing and market research LO4 Be able to validate and present market research findings	LO2 Understand how to communicate with Customers LO4 Be able to convey messages for business purposes
Unit 6 Marketing strategy LO4 Know what benefits branding can generate for businesses	LO2 Understand how to communicate with customers
Unit 7 Marketing campaign LO5 Be able to plan marketing campaigns LO6 Be able to pitch planned marketing campaigns	LO4 Be able to convey messages for business purposes LO3 Be able to establish a rapport with customers through non-verbal and verbal communication skills
Unit 8 Introduction to human resources LO5 Understand the importance of confidentiality within the human resources function	LO5 Know the constraints and issues which affect the sharing, storing and use of information for business communications
Unit 9 Human resources LO4 Understand factors influencing employee engagement within a business	LO4 be able to convey messages for business purposes
Unit 11 Accounting concepts LO1 Understand why businesses keep accurate accounting records	LO4 Be able to convey messages for business purposes
Unit 15 Change management LO3 Understand how to plan for change, manage change and overcome barriers	LO3 Be able to establish a rapport with customers through non-verbal and verbal communication skills

Name of other unit and related LO	This unit and specified LO
Unit 16 Principles of project management LO2 Understand the skills project managers need to have	LO4 Be able to convey messages for business purposes
Unit 17 Responsible business practices LO1 Understand how business operate responsibly	LO5 Know the constraints and issues which affect the sharing, storing and use of information for business communications
Unit 20 Business events LO1 Be able to prepare for a business event LO2 Be able to support the running of a business event	LO4 Be able to convey messages for business purposes LO3 Be able to establish a rapport with customers through non-verbal and verbal communication skills LO1 Understand who customers are and their importance to business
Unit 21 Being entrepreneurial – evaluating viable opportunities LO5 Be able to hold a dialogue and seek support for viable opportunities	LO4 Be able to convey messages for business purposes
Unit 22 Delivering a business project LO1 Be able to scope a project LO2 Be able to collaborate to deliver a project LO3 Be able to evaluate the effectiveness of the project against its objectives and own contribution towards the project	LO1 Understand who customers are and their importance to business LO3 Be able to establish a rapport with customers through non-verbal and verbal communication skills LO4 Be able to convey messages for business purposes LO5 Know the constraints and issues which affect the sharing, storing and use of information for business communications

To find out more

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