

Cambridge TECHNICALS LEVEL 3

BUSINESS

Cambridge
TECHNICALS
2016

Unit 4

Customers and communication

Model assignment

A/507/8151

Version 1 September 2016

Contents

Guidance for tutors on using this assignment	3
General.....	3
Before using this assignment to carry out assessment.....	3
When completing the assignment.....	4
Resources to complete the tasks.....	4
Time.....	4
Format of evidence	4
Group work	5
After completing the assignment	5
Reworking the assignment	5
Modifying the model assignment	5
General information for learners	7
Assignment for learners	9
Scenario	9
The tasks	10
Task 1: Review of existing business practices.....	10
Task 2: Demonstration of customer communication techniques.....	12
Evidence Checklist	14

Please note:

You can use this assignment to provide evidence for summative assessment, which is when the learner has completed their learning for this unit and is ready to be assessed against the grading criteria.

You can use this assignment as it is, or you can modify it or write your own; we give more information in this document under Guidance for tutors.

ALL THESE MATERIALS MAY BE PHOTOCOPIED. Any photocopying will be done under the terms of the Copyright Designs and Patents Act 1988 solely for the purposes of assessment.

Guidance for tutors on using this assignment

General

OCR Cambridge Technical model assignments are available to download from our website: www.ocr.org.uk.

The purpose of this assignment is to provide a scenario and set of tasks that are typical of how people communicate with customers, to enable you to assess your learner against the requirements specified in the grading criteria. The scenario and its tasks are intended to give a work-relevant reason for applying the skills, knowledge and understanding needed to achieve the unit.

This assignment will not instruct learners how to meet the highest grade. Whether learners achieve a pass, merit or distinction will depend on what evidence they produce.

You can modify the scenario we provide in this assignment to make it more relevant to your local or regional needs. Please refer to the information under 'Modifying the model assignment' later in this section.

You don't have to use this assignment. You can use it as a guide to help you to design your own assignment, and we provide an assignment checking service. You'll find more information on these matters in section 8 of the qualification handbook.

In the tasks, we'll refer to the format of evidence. Learners are **not** required to follow that format **unless** we tell them otherwise.

It's essential that the work every learner produces is their own. Please make sure you read through the information we give on authenticity in section 8 of the qualification handbook and make sure that your learners and any staff involved in assessment understand how important authenticity is.

We provide this assignment to be used for summative assessment. You must not use it for practice or for formative assessment.

Before using this assignment to carry out assessment

Learners will need to take part in a planned learning programme that covers the knowledge, understanding and skills of the unit.

When your learners are ready to be assessed, they must be provided with a copy of the following sections of this assignment:

- General information for learners
- Assignment for learners
- Evidence Checklist

They may carry out preparation prior to undertaking the tasks and there is no time limit for this.

When completing the assignment

You should use this assignment in conjunction with the unit specification and qualification handbook.

Resources to complete the tasks

You'll need to give them a copy of the scenario and the tasks.

The learners will require access to a medium-sized business. In the context of this assignment, learners should have the opportunity to study a sports, fitness and / or spa facility. Centres are advised to recommend appropriate businesses for the learners to study. A visit to the business or a visiting speaker would enhance the learner journey.

For Task 2A, the tutor should act as a customer complaining about the food service in the Golf Club House. The learner will act as the customer service advisor for the New Town Golf and Country Club. The learner should be given opportunities to demonstrate both their verbal and non-verbal communication skills.

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.

Time

You should plan for learners to have 10 hours to complete this assignment.

Learners must be allowed sufficient time to complete all the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual learners. To help with your planning, against each of the tasks we've given an indication of how long it should take.

Learners can produce evidence in several sessions.

Format of evidence

Learners have to produce evidence that demonstrates how they have met the grading criteria. At the very least they must produce evidence that meets **all** of the pass criteria.

Please make sure your learners realise that missing just one pass criterion means they will not pass the unit, even if they have successfully met the merit and distinction criteria.

We do require that evidence **must** take a specific format for some/all of the tasks in this assignment. We have made that clear in the tasks. Where we prescribe the format, we state this as 'You must produce an xxx' or 'Your evidence must include a xxx'. When we do not prescribe the format, we say 'You could include a report on...'. Please look out for this and make sure learners realise that we have prescribed the format for some/all of the tasks. The evidence does not have to follow any specific reporting conventions. You can modify the format of the evidence but you must make sure the format does not prevent the learner from accessing the grading criteria.

For more guidance on generation and collection of evidence, please refer to the section 8 'Internal Assessment', in the qualification handbook.

Group work

This assignment **has not** been designed to include group work. If you plan to ask learners to work in a team to complete work for assessment, you need to determine at which point in an assessment task learners can work together.

You must be sure that each learner can produce evidence of their own contribution to each grading criterion. You can give constructive feedback to learners about working as a group and direct them on team working skills because evidence of team working skills is not required by the unit. See our information on authentication, including group work and feedback to learners, in section 8 of the qualification handbook.

If witness statements are used to support learners' evidence, you'll need to complete an individual statement for each learner.

After completing the assignment

Once the learner has submitted their work to you to be assessed, you must judge or 'mark' the work against the grading criteria for the unit and identify one grade for the unit. For further information about assessment, please refer to section 8 of the qualification handbook.

Your assessment decisions must be quality assured across the cohort of learners in your centre who are being entered for the same unit. This must be done through an internal standardisation process. We give information on internal assessment and standardisation in the qualification handbook.

Reworking the assignment

If you and the learner feel they've not performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment. If a learner is working on improving their work before it is resubmitted, you and the learner must continue to make sure the work is the learner's own.

Any feedback you give to the learner must not direct them on how to improve their work. You can identify what area of the work could be improved but you cannot give the learner any details about how they could improve it. You must follow the guidelines given in section 8 of the qualification handbook under 'Authenticity of learner work'.

Modifying the model assignment

The tasks in this assignment allow learners access to the full range of grades detailed in the grading criteria of this unit.

If you modify this assignment you must **not** change the grading criteria provided in the tasks for the learner or in the evidence checklist. These grading criteria are taken from the unit.

You can modify the scenario to suit your local or regional needs and the tasks may be contextualised to match any changes you have made to the scenario. If you supply your own drawings to support a different scenario, these must be sufficiently detailed for learners to complete the tasks.

You can modify the type of evidence and the format it takes, unless we expressly state that evidence must take a specific format.

If modifications are made to the model assignment, whether to the scenario alone, or to both the scenario and individual tasks, it's your responsibility to make sure that all grading criteria can still be met and that learners can access the full range of grades.

If you're using this model assignment and delivering the Foundation Diploma or Diploma you have an opportunity to secure meaningful employer involvement by working with an employer to modify it.

You must also make sure that you avoid discrimination, bias and stereotyping and support equality and diversity. For more information, please see the section 'Designing your own assignments for internally assessed units' in section 8 of the qualification handbook.

.

General information for learners

Q *What do I need to do to pass this assignment?*

A You need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to. If you miss just one pass criterion, you will not achieve this unit and will receive an unclassified result.

Q *What do I need to do if I want to get a merit or distinction for this assignment?*

A For a merit, you need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to **and** you need to produce evidence to meet **all** the merit criteria.

For a distinction, in addition to the above, you also need to meet **all** the distinction criteria for this unit.

Q *What help will I get?*

A Your tutor will support you when completing this assignment and will make sure that you know what resources or facilities you need and are allowed to use. We've given your tutor information about how much support they can give you.

Q *What if I don't understand something?*

A It's your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.

Q *I've been told I must not plagiarise. What does this mean?*

A Plagiarism is when you take someone else's work and pass this off as your own, or if you fail to acknowledge sources properly. This includes information taken from the internet.

It's not just about presenting a whole copied assignment as your own; you will also be plagiarising if you use the ideas or words of others without acknowledgement, and this is why it's important to reference your work correctly (see Q&A below for more information on referencing).

Plagiarism has serious consequences; you could lose the grade for this unit or you may not be allowed to achieve the whole qualification.

Always remember that the work you produce must be your own work. You will be asked to sign a declaration to say that it is.

Q *What is referencing and where can I find out more information about it?*

A Referencing is the process of acknowledging the work of others. If you use someone else's words and ideas in your assignment, you must acknowledge it, and this is done through referencing.

You should think about why you want to use and reference other people's work. If you need to show your own knowledge or understanding about an aspect of subject content in your assignment, then just quoting and referencing someone else's work will not show that **you** know or understand it. Make sure it's clear in your work how you are using the material you have referenced **to inform** your thoughts, ideas or conclusions.

You can find more information about how to reference in the [The OCR Guide to Referencing](http://www.ocr.org.uk/i-want-to/skills-guides/) available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

Q ***Can I work in a group?***

A Yes. However, if you work in a group at any stage, you must still produce work that shows your individual contribution. Your tutor can advise you how to do this.

Q ***Does my work for each task need to be in a particular format?***

A You can present your work in a variety of ways – it can be handwritten, word-processed, on video or in digital media. What you choose should be appropriate to the task(s) and your tutor can advise you. There may be times when you need proof that you have completed the work yourself: for example, if you do something during work placement that you want to use as evidence, the tutor might ask the employer to provide a witness statement.

Make sure you check the wording in each task carefully. For each task, we'll tell you if your evidence has to be in a specific format:

- If we say use the word '**must**', for example 'You must produce a report' or 'Your evidence/work must include a diagram', then you must produce the work in the stated format.
- If we use the word '**could**', for example 'You could include sketches of your ideas' or 'You could do this by annotating your diagram', this means that you are not required to follow the format we have given, but you must make sure that the work you do produce allows you to demonstrate the requirements of the grading criteria.

If you are unsure about what evidence you need, please ask your tutor.

Q ***Can I ask my tutor for feedback on my work?***

A Yes, but they can't give you detailed feedback.

We have given your tutor instructions on what kind of feedback they can give you. For example, they are **not** allowed to tell you exactly what to do to make your work better, but they **can** remind you about what they've taught you and you can use this additional learning to try and improve your work independently. They can say what they've noticed might be wrong with your work, for example if your work is descriptive where an evaluation is required, but your tutor can't tell you specifically what you need to do to change it from a description to an evaluation – you will need to work out what you need to do and then do it for yourself.

Q ***When I have finished, what do I need to do?***

A If you have included the personal details (such as name, address or date of birth) of someone other than yourself in your work, this must be blanked out (anonymised) – your tutor will tell you how to do this. You don't need to do this for information contained in references.

You can complete the evidence checklist to show your tutor where they can find the evidence for each grading criterion in your work.

You should make sure your work is labelled, titled and in the correct order for assessing.

Hand in the work that you've completed for each task to your tutor. They might ask to see your draft work, so please keep your draft work in a safe place.

Q ***How will my work be assessed?***

A Your work will be marked by someone in your centre who has been authorised to do so. They will use the information in the grading criteria to decide which grade your work meets. The grading criteria are detailed in each unit and are also given in the tasks within this assignment. Please ask your tutor if you are unsure what the grading criteria are for this assignment.

Assignment for learners

Unit 4: Customers and Communication

Scenario

New Town Golf and Country Club

New Town Golf and Country Club has an 18 hole golf course with club house and an extensive spa and fitness centre. The Club is open to members only, but allows visitors on several weekends throughout the year.

Golf lessons are available from registered professionals at the club and there is a shop selling specialist sports clothing and equipment.

For the purpose of this assignment, you have been asked by the managers of New Town Golf and Country Club to review their existing customer communication techniques. Your tutor will provide you with guidance on the business in your local area that will act as New Town Golf and Country Club.

The tasks

Task 1: Review of existing business practices

(This task should take between 5 and 6 hours.)

Learning Outcome 1: *Understand who customers are and their importance to businesses*

Learning Outcome 2: *Understand how to communicate with customers*

Learning Outcome 5: *Know the constraints and issues which affect the sharing, storing and use of information for business communications*

Part A

Your task is to produce a presentation, with accompanying notes, for the managers of New Town Golf and Country Club.

Your presentation **must** include:

1. An explanation for New Town Golf and Country Club of who its customers are **and** what influences their behaviour when using their services.
2. A description of the Club's actions that have been taken to meet the differing needs of its customers.
3. An assessment of whether or not the **form, style, and layout** of the following is suitable for the intended audience and purpose. You should review:
 - a. A membership application form
 - b. A Club newsletter
 - c. A formal letter.
4. A summary of the Club's corporate standards and corporate profile **and** an explanation of the importance of these standards and profile to the Club.
5. A description of the legal constraints, ethical and security issues faced by the Club in relation to sharing and storing business communication.

Your presentation **could** include an explanation of how the Club manages its corporate profiles through media activity.

Pass	Merit	Distinction
P1: explain who the customers of a specific business are and what influences their behaviour	M2: explain how a specific business manages its corporate profiles through media activity	
P2: describe actions that a specific business has taken in response to the differing needs of its 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		

Pass	Merit	Distinction
P10: describe the legal constraints, ethical and security issues faced by a specific business in relation to sharing and storing business communication		
Evidence		
<ul style="list-style-type: none"> Your presentation will be assessed by your tutor. You are only required to produce the presentation documents for this part of the assignment. If you choose to present your work, your tutor may decide to record your presentation as evidence. You will be given a witness statement and feedback based on the presentation, accompanying notes and any handouts you have produced. You could include practical examples that support your descriptions and explanations. 		

Part B

You should add further slides and accompanying notes to your presentation for the managers of New Town Golf and Country Club.

Your presentation **must** include an explanation of the range of customer services that are provided and how each area of the business has responded to the need to provide customer service.

Your presentation **could** include:

- An analysis of the benefits to the Club and to its members and customers of maintaining and developing its customer service.
- Recommend and justify changes to the customer service provided by the Club in order to improve the customer experience.

Pass	Merit	Distinction
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.
Evidence		
<ul style="list-style-type: none"> Your presentation will be assessed by your tutor. You are only required to produce the presentation documents for this part of the assignment. If you choose to present your work, your tutor may decide to record your presentation as evidence. You will be given a witness statement and feedback based on the presentation, accompanying notes and handouts you have produced. You could include practical examples that support your descriptions and explanations. 		

Task 2: Demonstration of customer communication techniques

(This task should take between 4 and 5 hours.)

Learning Outcome 3: *Be able to establish a rapport with customers through non-verbal and verbal communication skills*

Learning Outcome 4: *Be able to convey messages from business purposes*

Part A

Your task is to participate in a role play.

Your tutor will act as the customer and you will act as a customer service agent for New Town Golf and Country Club.

Following the role play you will be required to produce a written piece of work that:

1. explains the importance of listening skills in building a rapport with specific customers.
2. reviews your own use of non-verbal and verbal skills during the role play.
3. recommends improvements you could make to your own performance.

Pass	Merit	Distinction
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		
Evidence		
<ul style="list-style-type: none">• Your role play will be assessed by your tutor. Your tutor may decide to record the role play as evidence. You will be given a witness statement and feedback based on the role play.• You could produce written evidence that explains the importance of listening skills.• You could prepare a review of your own non-verbal and verbal skills, suggesting appropriate improvements.		

Part B

New Town Golf and Country Club are to hold an 'Open Weekend' for potential new members.

You are required to:

1. Prepare a press release for the 'Open Weekend'. You should consider the type of events and activities that could be offered.
2. Produce and present a presentation to potential new customers. The presentation should include details of what is available at the New Town Golf and Country Club.
3. Prepare written work that reviews your own use of verbal and written skills when communicating business messages. Suggest improvements that you could make.
4. Prepare a short document that justifies how to adapt the structure, method of delivery and any other considerations when conveying your business message to meet different audience needs, for example a group of disabled people wishing to join the Club.

Pass	Merit	Distinction
P8: structure and deliver a verbal business communication so that its content and type of communication is appropriate for its audience and purpose	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
P9: structure a written business communication so that its content and type of communication is appropriate for its audience and purpose		
Evidence		
<ul style="list-style-type: none"> • Your presentation will be assessed by your tutor. Your tutor may decide to record your presentation as evidence. You will be given a witness statement and feedback based on the presentation, accompanying notes and any handouts you have produced. 		

Evidence Checklist

OCR Level 3 Cambridge Technicals in Unit 4: Customers and communication

LEARNER NAME:

For PASS have you: (as a minimum you have to show you can meet every pass criterion to complete the unit)	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
Explained who the customers of a specific business are and what influenced their behaviour (P1)	
Described actions that a specific business has taken in response to the differing needs of its customers (P2)	
Explained 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 (P3)	
Assessed whether or not the form, style and layout of different communications are suitable for the intended audience and purpose (P4)	
Summarised the corporate standards and corporate profile of a specific business and explained their importance to that business (P5)	
Demonstrated non-verbal and verbal skills when communicating with a specific customer (P6)	
Explained the importance of listening skills in building a rapport with specific customers (P7)	
Structured and delivered a verbal business communication so that its content and type of communication is appropriate for its audience and purpose (P8)	
Structured a written business communication so that its content and type of communication is appropriate for its audience and purpose (P9)	
Described the legal constraints, ethical and security issues faced by a specific business in relation to sharing and storing business communication (P10)	

For Merit have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
Analysed the benefits to a specific business and to its customers of maintaining and developing customer service (M1)	
Explained how a specific business managed its corporate profiles through media activity (M2)	
Reviewed own use of non-verbal and verbal skills when communicating with a specific customer and suggested improvements (M3)	
Reviewed own use of verbal and written skills when communicating business messages and recommended improvements (M4)	

For Distinction have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
Recommended and justified changes to the customer service provided by a specific business in order to improve the customer experience (D1)	
Justified how to adapt the structure, method of delivery and any other considerations to convey a business message for differing audience requirements (D2)	

To find out more
ocr.org.uk/business

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

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



OCR is part of Cambridge Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. ©OCR 2015 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.