

<b>Unit Title:</b>	<b>Customer care</b>
OCR unit number:	1
Unit reference number:	R/601/8726
Level:	2
Credit value:	6
Guided learning hours:	40

## Unit aim

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This aim of this unit is that learners will:

- Know how to identify different types of customers and their requirements
- Understand the appropriate conduct for a workplace
- Know how to apply types of communication

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<p><b>The Learner will:</b></p> <p>1 Know how to identify different types of customers and their requirements</p>	<p><b>The Learner can:</b></p> <p>1.1 Describe types of customers as appropriate to organisations</p> <p>1.2 Identify individuals used by the organisation to support the customer</p> <p>1.3 Identify different types of customer support requirements</p>	<ul style="list-style-type: none"> <li>• a range of criteria that differentiates different types customers such as: <ul style="list-style-type: none"> <li>- age</li> <li>- gender</li> <li>- location e.g. local, regional, national</li> <li>- cultural considerations e.g. ethnicity, creed, language</li> <li>- specialist groups e.g. software developers, cabling experts</li> </ul> </li> <li>• the different types of customer support personnel: <ul style="list-style-type: none"> <li>- team members e.g.: colleagues, supervisor, manager</li> <li>- others – internal or external, security personnel, suppliers, contractors, distributors</li> <li>- themselves</li> </ul> </li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		<ul style="list-style-type: none"> <li>• the wide range of customer support needs:               <ul style="list-style-type: none"> <li>- training requirements</li> <li>- technical support</li> <li>- location of technical information</li> <li>- new hardware and software requirements</li> </ul> </li> </ul>
2 Understand the appropriate conduct for a workplace	2.1 Describe the cultures of different workplaces 2.2 Identify examples of different behaviours within a workplace 2.3 Explain the impact of different behaviours and conduct in the workplace	<ul style="list-style-type: none"> <li>• the different types of workplace, and their different work cultures</li> <li>• different behaviours within a workplace and how these affect the conduct and behaviour of individuals</li> <li>• positive and negative behaviours</li> </ul>
3 Know how to apply types of communication	3.1 Describe a range of communication techniques and explain their appropriate application within an organisation 3.2 Identify a range of organisational procedures used to collect and collate customer support information 3.3 Describe methods used to communicate technical and specialist issues within and across teams 3.4 Develop documentation for supporting a customer	<ul style="list-style-type: none"> <li>• a range of verbal and written communication techniques</li> <li>• a range of information gathering techniques and how the options are used for varying customers. They should also understand the types of detail they will need to collect to fully support the customer</li> <li>• information gathering techniques include:               <ul style="list-style-type: none"> <li>- questionnaires</li> <li>- audit trails</li> <li>- call logging</li> <li>- access and support logs</li> <li>- internet/e-mail logs</li> <li>- electronic submission</li> </ul> </li> <li>• how to collate, action and present information</li> <li>• different communication methods for communicating technical and specialist information to:               <ul style="list-style-type: none"> <li>- other technical staff</li> <li>- customers</li> </ul> </li> <li>• how to develop documentation to support the customer</li> </ul>

## Assessment

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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 criteria. The unit assessment criteria 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 criteria, tutors must make sure that the supporting knowledge, understanding and skills requirements for each criteria 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 criteria 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

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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 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

## Additional information

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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](http://www.ocr.org.uk) .