

**The Further Education and Training Awards Council (FETAC)
was set up as a statutory body on 11 June 2001
by the Minister for Education and Science.
Under the Qualifications (Education & Training) Act, 1999,
FETAC now has responsibility for making awards
previously made by NCVA.**



Module Descriptor

Customer Service

Level 5 D20151

September 2001

www.fetac.ie

Level 5 Module Descriptor

Summary of Contents

Introduction	Describes how the module functions as part of the national vocational certificate framework.
Module Title	Indicates the module content. This title appears on the learner's certificate. It can be used to download the module from the website www.fetac.ie .
Module Code	An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework.
Level	Indicates where the module is placed in the national vocational certificate framework, from Level 3 to Level 6.
Credit Value	Denotes the amount of credit that a learner accumulates on achievement of the module.
Purpose	Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.
Preferred Entry Level	Recommends the level of previous achievement or experience of the learner.
Special Requirements	Usually 'none' but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment.
General Aims	Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.
Units	Structure the learning outcomes; there may be no units.
Specific Learning Outcomes	Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.
Portfolio of Assessment	Provides details on how the learning outcomes are to be assessed.
Grading	Provides details of the grading system used.
Individual Candidate Marking Sheets	List the assessment criteria for each assessment technique and the marking system.
Module Results Summary Sheet	Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate's achievements.
Appendices	Can include approval forms for national governing bodies.
Glossary of Assessment Techniques	Explains the types of assessment techniques used to assess standards.
Assessment Principles	Describes the assessment principles that underpin FETAC approach to assessment.

Introduction

A module is a statement of the standards to be achieved to gain an FETAC award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While FETAC is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners' needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners' **core skills** is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one's own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.

1	Module Title	Customer Service
2	Module Code	D20151
3	Level	5
4	Credit Value	1 credit
5	Purpose	<p>This module has been developed to enable learners to deliver quality customer service in any industry.</p> <p>The focus of the module is on the skills and knowledge required to perform effectively as a representative of an organisation. The module is designed to develop appropriate knowledge and attitudes in order to implement this skill and knowledge.</p> <p>This is a mandatory vocational module for the Level 5 Certificate in Tourism. It may also be included as an elective module in a wide range of certificates.</p>
6	Preferred Entry Level	Level 4 Certificate, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.
7	Special Requirements	None.
8	General Aims	<p><i>Learners who successfully complete this module will:</i></p> <p>8.1 understand the role of customer service in organisational effectiveness</p> <p>8.2 understand the role and responsibilities of a representative of an organisation and work effectively as part of a team</p> <p>8.3 acquire a range of verbal and non-verbal skills in order to meet customer needs, handle customer complaints and deliver good customer care</p> <p>8.4 become familiar with consumer protection legislation</p>

8.5 appreciate the rights of all customers regardless of gender, marital status, family status, sexual orientation, religion, age, disability, race or culture.

9 Units **The specific learning outcomes are grouped into 5 units.**

Unit 1	Customer Focus
Unit 2	Customer Contact Skills
Unit 3	Quality Service, Policy and Practice
Unit 4	Dealing with Difference
Unit 5	Consumer Legislation

10 Specific Learning Outcomes

Unit 1 **Customer Focus**

Learners should be able to:

- 10.1.1 define the term customer service
- 10.1.2 identify elements of good customer practice
- 10.1.3 give examples of organisations which practise good customer care
- 10.1.4 distinguish between internal and external customers
- 10.1.5 explain how the identification of customer needs benefits organisations
- 10.1.6 identify and anticipate customer needs and wants
- 10.1.7 explain what is meant by customer perceptions
- 10.1.8 give examples of ways in which customer perceptions can be influenced
- 10.1.9 outline the potential consequences of good and bad first impressions on customer behaviour
- 10.1.10 identify the role of customer service in organisational effectiveness
- 10.1.11 identify the role of customer contact staff in an organisation

10.1.12 identify the skills, qualities and attitudes required to perform effectively when dealing with customers in an organisation.

Unit 2 Customer Contact Skills

Learners should be able to:

10.2.1 maintain a positive attitude

10.2.2 differentiate between verbal and non-verbal communication

10.2.3 use active listening skills

10.2.4 demonstrate positive body language

10.2.5 recognise negative body language

10.2.6 outline the potential impact of organisational presentation on customer perceptions e.g. physical environment, written materials etc

10.2.7 outline the potential impact of personal presentation and appearance on customer perceptions

10.2.8 outline the potential consequences of positive and negative attitudes of a customer contact person on customer perceptions

10.2.9 respond to customer complaints in accordance with the policy of the organisation

10.2.10 respond to compliments

10.2.11 deal with a range of challenging situations e.g. late arrivals, unexpected clients, awkward customers, changing environments etc

10.2.12 observe and comment on customer behaviour

10.2.13 use appropriate telephone techniques in dealing with a range of situations

10.2.14 work effectively as part of a team in providing customer care

10.2.15 identify his/her own strengths and weaknesses in dealing with customers.

Unit 3 Quality Service, Policy and Practice

Learners should be able to:

- 10.3.1** explain the term quality service
- 10.3.2** identify the means by which quality service is measured e.g. Q mark, ISO, CE Mark, Hotel Star ratings, entry in the Michelin Guide, and other industry specific indicators
- 10.3.3** outline an organisation's Customer Care Policy
- 10.3.4** explain the purpose of a Customer Charter as a quality assurance mechanism
- 10.3.5** outline an organisation's policy for dealing with customer complaints
- 10.3.6** explain the relative advantages and disadvantages of various means of transmitting information e.g. fax, telex, electronic mail, radio pagers, mobile phones etc
- 10.3.7** process appropriate records e.g. incoming and outgoing mail, appointment book, orders, invoices, payments etc
- 10.3.8** explain the importance of good presentation in relation to communication with customers (written, face to face, telephone etc).

Unit 4 Dealing with Difference

Learners should be able to:

- 10.4.1** outline current equal status legislation
- 10.4.2** explain the term discrimination
- 10.4.3** describe a range of learning, sensory, physical and intellectual disabilities which can interfere with customers' access to services
- 10.4.4** identify provisions that may be needed to satisfy different customer's needs
- 10.4.5** discuss ways of being alert to and avoiding practices and behaviour that would discriminate against an individual on the basis of culture, race, gender, socio-economic circumstance and learning, sensory, physical and intellectual disability

10.4.6 identify the benefits to organisations of meeting a broad diversity of customer needs.

Unit 5 Consumer Legislation

Learners should be able to:

10.5.1 identify elements of consumer legislation relevant to the vocational area

10.5.2 outline the legal rights of the consumer with reference to: the Sale of Goods Act 1980 and Sale of Goods and Supply of Services Act 1983

10.5.3 outline the role of the

- Advertising Standards Authority
- Small Claims Court
- Director of Consumer Affairs

10.5.4 name a range of organisations and services which provide consumer protection, representation and redress e.g. ombudsman, ombudsman for credit institutions, Bord Fáilte, consumer associations.

11 Portfolio of Assessment

Please refer to the glossary of assessment techniques and the note on assessment principles at the end of this module descriptor.

All assessment is carried out in accordance with FETAC regulations.

Assessment is devised by the internal assessor, with external moderation by FETAC.

Summary	Skills Demonstration	60%
	Assignment	20%
	Examination (Theory -Based)	20%

11.1 Skills Demonstration

In one or more skills demonstrations, candidates will be assessed in a range of customer contact skills as described in the specific learning outcomes in Unit 2.

The internal assessor will devise suitable exercises to test these skills and can include role play of simulated work situations. The skills may be assessed at any time throughout the learning process.

11.2 Assignment

The internal assessor will devise a brief that requires the candidate to produce evidence that demonstrates an understanding and application of a range of specific learning outcomes.

The evidence will take the form of a customer observation conducted over a period of 1 hour. Candidates are required to note and comment on customers' and service providers' actions and reactions in various situations.

To complete the assignment, candidates will provide:

- a description of the observation site, including its physical environment, function of area, staffing, equipment, type of customer contact, and special circumstances relating to its vocational area
- a log of customer behaviour over the 1 hour period that includes information on timing, number and type of contacts, nature of contacts, customer behaviour, customer needs and wants
- a log of the provider(s) behaviour over the same period that includes information on customer contact skills employed, response to needs and wants, and outcome of contact
- an evaluation of the customer care that was observed with conclusions and recommendations.

The assignment may be presented in a variety of media, for example written, audio, video, graphic, visual or any combination of these. Any audio or video evidence must be provided on tape.

11.3 Examination

The internal assessor will devise a theory-based examination that assesses candidates' ability to recall and apply theory and understanding, requiring responses to a range of structured questions. The questions may be answered in different media such as in writing or orally.

The examination will be based on a broad range of specific learning outcomes and will be 1 hour in duration.

The format of the examination will be as follows:

3 structured questions

Candidates are required to answer 2 (10 marks each).

12 Grading

Pass	50 - 64%
Merit	65 - 79%
Distinction	80 - 100%

Individual Candidate Marking Sheet 1		Customer Service D20151 Skills Demonstration 60% Assignment 20%
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Candidate Name: _____ **PPSN.:** _____

Centre: _____ **Centre No.:** _____

Assessment Criteria	Maximum Mark	Candidate Mark
Skills Demonstration		
• effective use of verbal and non verbal communication skills	10	
• effective handling of complaints and compliments, in accordance with company policy	10	
• efficient and professional handling of challenging situations	10	
• efficient use of telephone techniques	10	
• effective participation as part of a team	10	
• critical analysis of personal strengths and weaknesses	10	
Subtotal	60	
Assignment		
• comprehensive description of observation site	5	
• detailed log of customer and provider behaviour over a period of 1 hour	10	
• critical evaluation of the observed customer care with logical conclusions and recommendations	5	
Subtotal	20	
TOTAL MARKS	80	
<i>This mark should be transferred to the Module Results Summary Sheet</i>		

Internal Assessor's Signature: _____ **Date:** _____

External Authenticator's Signature: _____ **Date:** _____

Glossary of Assessment Techniques

Assignment *An exercise carried out in response to a brief with specific guidelines and usually of short duration.*

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

Collection of Work

A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment eg art work, engineering work etc

Examination

A means of assessing a candidate's ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.

Examinations may be:

- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate's ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

Learner Record

A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.

Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book.

The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner's experience.

Project

A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.

Projects may involve:

- research – requiring individual/group investigation of a topic
- process – eg design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: (*some of these – about 2-4*)

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/planning implementation and review skills/ planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.

Skills

Demonstration

Assessment of mastery of specified practical, organisational and/or interpersonal skills.

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.

FETAC Assessment Principles

- 1** Assessment is regarded as an integral part of the learning process.
- 2** All FETAC assessment is criterion referenced. Each assessment technique has **assessment criteria** which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.
- 3** The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.
- 4** Assessment techniques in FETAC modules are valid in that they test a range of appropriate learning outcomes.
- 5** The reliability of assessment techniques is facilitated by providing support for assessors.
- 6** Arising from an extensive consultation process, each FETAC module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.
- 7** To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.
- 8** Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.
- 9** Group or team work may form part of the assessment of a module, provided each candidate's achievement is separately assessed.

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