Unit 475	Behaviour in a business administration environment

UAN:	A/508/4449
Level:	1
Credit value:	2
GLH:	16
Aim:	The aim of this unit is for the learners to understand and be able to demonstrate appropriate behaviours for working in a business administration environment.
Assessment:	Learner portfolio.
Barring:	This unit is barred with the following unit within 5546: • **375** Behaviour in a business administration environment

Learning outcome
The learner will:
1. Understand how to communicate effectively in a business administration environment.
Assessment criteria
The learner can:
1.1 state the importance of effective communication in a business administration environment
1.2 state the advantages of using appropriate language in a business administration environment
1.3 state the disadvantages of using inappropriate language in a business administration environment.

Learning outcome
The learner will:
2. Be able to communicate effectively in a business administration environment.
Assessment criteria
The learner can:
2.1 demonstrate effective communication within a business administration environment
2.2 demonstrate the use of appropriate language for a business administration environment.

Learning outcome
The learner will:
3. Understand professional behaviour in a business administration environment.
Assessment criteria
The learner can:
3.1 outline the importance of workplace values
3.2 state the advantages of appropriate behaviour in a business administration environment
3.3 state the disadvantages of inappropriate behaviour in a business administration environment.

Learning outcome
The learner will:
4. Be able to display professional behaviour for a business administration environment.
Assessment criteria
The learner can:
4.1 demonstrate professional behaviour for a business administration environment.

Learning outcome
The learner will:
5. Understand how policies and procedures impact employees' behaviour within an organisation.
Assessment criteria
The learner can:
5.1 give examples of policies and procedures that impact on employee behaviour.

Unit 475   Behaviour in a business administration environment
Supporting information

Guidance and evidence

For 1.1 the learner can state the importance effective communication in a business administration environment (benefits to the organisation, reputation, credibility etc).

For 1.2 and 2.1 the learner can demonstrate ways to communicate with different levels of colleagues using methods appropriate to the situation eg interaction via face to face, telephone, electronic communication, notice boards, taking messages, at meetings. Appropriate language includes body language, tone of voice, gestures, attentiveness, written language in a tone and style appropriate to the situation. Evidence may include the use of role play, witness testimony, video evidence or any other acceptable method.

For 1.3 and 1.5 the learner can state and demonstrate the advantages of using appropriate language in a business administration environment in both written and spoken communication. This should include professionalism, accuracy, context etc.

For 1.4 the learner can state the disadvantages of using inappropriate language in a business administration environment (giving and receiving wrong messages, unprofessionalism, credibility, personal/organisational reputation etc).

For 2.2 the learner can demonstrate the use of appropriate language for a business administration environment. For example formal/informal, content, tone etc.

For 3.1 the learner can outline the importance of work place values which can include mission statements, core values, vision statements etc.

For 3.2 the learner can understand the benefits of appropriate workplace behaviour for example higher productivity, team working, efficiency etc. Evidence should include the impact on others (self, colleagues, customers, organisation/business administration).

For 3.3 the learner can understand inappropriate workplace behaviour which includes negative attitudes/mind-set, poor time keeping, poor attendance etc Evidence should include the impact on others (self, colleagues, customers, organisation/business administration).

For 4.1 the learner can display professional behaviour for a business administration environment. Evidence may include the use of role play, witness testimony, video evidence or any other acceptable method.

For 5.1 the learner can understand how policies and procedures can impact employees' behaviour within an organisation. For example
Misconduct – disciplinary, job loss

confidentiality – breach of data security

security – unauthorised access

health and safety – of self and others

ICT systems – acceptable use (social media, internet and email policies), computer misuse act

equality and diversity – fairness for all.

Evidence Requirements

Evidence may be gathered from the following range of assessment methods:

- questions and answers
- learner statement
- tutor/assessor statement
- review and tutorial records
- worksheets
- diary
- witness testimony
- observation.

Unit 476   Create a positive impression on customers

UAN:	Y/508/4457
Level:	1
Credit value:	2
GLH:	15
Aim:	The aim of this unit is to help the learner to show they can understand dress codes for different job roles, the importance of creating positive impressions and to meet customer expectations.
Assessment:	Learner portfolio.
Barring:	This unit is barred with the following unit in 5546: • **376** Create a good impression on customers

Learning outcome
The learner will:
1. Understand a range of dress codes for different job roles.
Assessment criteria
The learner can:
1.1   describe appropriate dress codes for different job roles
1.2   describe inappropriate dress for different job roles
1.3   identify different dress codes in different industries.

Learning outcome
The learner will:
2. Understand the importance of creating a positive impression on customers.
Assessment criteria
The learner can:
2.1   describe the importance of making a positive impression on customers
2.2   state reasons why personal appearance may cause different reactions from customers
2.3   describe ways to present self to make a positive impression on customers.

Learning outcome
The learner will:
3. Understand how to meet customer expectations.
Assessment criteria
The learner can:
3.1 describe methods of communicating with customers to establish expectations
3.2 describe appropriate methods of communication when dealing with customers
3.3 describe what types of language should be avoided when dealing with customers
3.4 describe ways to confirm customer expectations have been met.

Unit 476   Create a positive impression on customers
Supporting information

Guidance and evidence

For 1.1 the learner needs to describe different dress codes for different job roles. Learners could consider organisations who issue uniforms, name badges and/or specific clothing to meet health and safety requirements.

For 1.2 the learner needs to describe inappropriate dress in different job roles. They could use examples from their own experiences, paying attention to areas such as a failure to wear uniform/name badge, untidy or dirty clothing, clothing that is too revealing or dressing without consideration to health and safety risks.

For 1.3 the learner must identify different dress codes used in different industries for example:

* Overalls (eg garage staff, decorators, supermarket)
* Special clothing for hygiene purposes (eg hats to keep hair tucked in, plastic gloves if working with food)
* Smart suit (often worn in offices or banks to meet customer expectations of professionalism)
* Fashionable clothing (worn in a shop to advertise that shop's latest fashion)
* Clothing that fits a colour scheme to match the organisation's colours.
* Dress code could also vary to indicate different levels of responsibility eg a shirt, tie and formal trousers/skirt in a fast-food restaurant might signify more responsibility whereas staff in different roles level might wear a colour polo shirt and more robust trousers.

For 2.1 the learner can describe the importance of making a good first impression on customers; whether this is verbally, in writing or face-to-face with internal or external customers. They must consider how their behaviour and attitude influences customer trust, satisfaction, loyalty and whether the customer chooses to do business with your organisation.

For 2.2 the learner can state reasons why personal appearance may cause different reactions from customers. For example, somebody with dirty nails, unkempt hair, untidy appearance, too much makeup/perfume and revealing clothing might cause a negative impression. They should understand that appearance also incorporates attitude and body language.

For 2.3 the learner can describe ways to present themselves to make a positive impression on customers. This can include dress, physical appearance, behaviour and attitude.

For 3.1 the learner will be able to describe methods of communicating with customers to establish expectations. For example asking the right

questions, being responsive, acting within limits of responsibility, respecting personal space, not being over famiilar etc.

For 3.2 the learner must describe appropriate methods of communication when dealing with customers in different situations. They could use examples from written communication methods eg letter, email, text message, and verbal communication methods eg telephone, face-to-face.

For 3.3 the learner must describe what types of language should be avoided when dealing with customers. For example swearing, slang, inappropriate comments relating to gender, race, culture, age or disability and why they should never use any offensive language with customers regardless of how angry or aggressive the communication received becomes or if confrontation develops eg it will upset or aggravate the customer, it is not professional.

For 3.4 the learner must describe ways to confirm customer expectations have been met. For example customer feedback, customer retention/loyalty, reviews and recommendations etc.

Evidence Requirements
Evidence may be gathered from the following range of assessment methods:
- questions and answers
- learner statement
- tutor/assessor statement
- review and tutorial records
- worksheets
- diary
- witness testimony
- observation.

Unit 477 The customer service experience

UAN:	L/508/4701
Level:	L1
Credit value:	2
GLH:	15
Aim:	The aim of this unit is to help the learner build an understanding of the customer experience. Including identifying different customer service situations and processes as well as helping to provide customer satisfaction and build rapport.
Assessment:	Learner portfolio.
Barring:	This unit is barred with the following unit in 5546: • **377** The customer service experience

Learning outcome
The learner will:
1. Know about the customer service experience.
Assessment criteria
The learner can: 1.1   describe a range of customer service situations 1.2   describe steps in a customer service process.

Learning outcome
The learner will:
2. Know how customer satisfaction is achieved.
Assessment criteria
The learner can: 2.1   describe the link between customer expectations and customer satisfaction 2.2   describe customer service delivery that provides customer satisfaction.

Learning outcome
The learner will:
3. Be able to build a rapport with customers.
Assessment criteria
The learner can: 3.1   recognise customer feelings to build a rapport with them 3.2   speak clearly to customers to put them at their ease.

Unit 477   The customer service experience
Supporting information

Guidance and evidence

For 1.1 the learner must describe at least **four** different customer service situations. These could be on the telephone or face-to-face. They could also involve internal or external customers. The learner could use their own positive or negative experiences as a customer when describing these customer service situations.

For 1.2 the learner must describe the steps of a customer service process explaining each stage followed from:

- Identifying the customer's need – what they require, by when, gathering information through questioning
- Searching for information or product/service specifications – researching choices or options, looking for solutions
- Giving the customer options – offering choices to meet the desired outcome, dealing with requests or queries
- Confirming the customer's decision – selecting a product or service or a solution to the request or query
- Ensuring the customer is satisfied – meeting the desired outcome, offering alternatives or follow ups when customer satisfaction is not achieved.

For 2.1 the learner must describe the link between customer expectations and customer satisfaction. For example expectation of a certain level of customer service and delivering a good level of customer service.

For 2.2 the learner must describe **three** elements of customer service delivery which contribute to the customer being satisfied. This could include their query being answered promptly, problems resolved swiftly and positively, service is easy to use, the staff are knowledgeable and helpful. The learner could use their own positive experiences as a customer.

For 3.1 the learner must recognise customer feelings. For example happy, upset, confused, angry. The learner should show an interest in the customer, address them appropriately and listen to their needs. The learner should consider how they respond appropriately to the customer for example thank them, apologise to them if things go wrong etc. This could be evidenced through the use of role play.

For 3.2 the learner must speak clearly, politely and professionally, using appropriate body and verbal language. That they have adopted a professional and helpful tone (e.g. smiling and maintaining regular eye contact etc). This could be evidenced through the use of role play.

Evidence Requirements

Evidence may be gathered from the following range of assessment methods:

- questions and answers
- learner statement
- tutor/assessor statement
- review and tutorial records
- worksheets
- diary
- witness testimony
- observation.

Unit 480   Introduction to working in healthcare, adult care and child care

UAN:	M/507/4985
Level:	1
Credit value:	3
GLH:	27
Aim:	The aim of this unit is to give the learner an overview of the values, principles, skills and attitudes required for working in health, adult care and child care.
Assessment:	Learner portfolio.
Barring:	None.

Learning outcome
The learner will:
1. Know the range of service provision available in health care, adult care and child care.
Assessment criteria
The learner can:
1.1   identify different services available within:
a. health care
b. adult care
c. child care
1.2   give examples of individuals who might access adult care services
1.3   give examples of why individuals might access health care services
1.4   outline the difference between statutory, private and third sector services
1.5   outline how **informal care** contributes to service provision.

Range
Informal care
Provided by family, friends, neighbours, volunteers, support groups, online forums etc.

Learning outcome
The learner will:
2. Know the range of job roles within health care, adult care and child care.
Assessment criteria
The learner can:
2.1 identify job roles within:
a. health care
b. adult care
c. child care.

Learning outcome
The learner will:
3. Know the range of **skills** and **attitudes** essential to work within health care, adult care and child care.
Assessment criteria
The learner can:
3.1 list **skills** and **attitudes** essential to work within health care, adult care and child care
3.2 identify own **skills** and **attitudes** that require further development to gain employment within health care, adult care and child care.

Range
Skills
What you must be able to do.
Attitudes
Ways of thinking that influence how you approach your work with individuals, informal carers and other professionals.

Learning outcome
The learner will:
4. Know legislation, principles and values that underpin health care, adult care and child care.
Assessment criteria
The learner can:
4.1 identify legislation, standards and guidance that underpin the principles and values of health care, adult care and child care
4.2 outline what is meant by 'person centred practice' or 'child centred practice'
4.3 outline what is meant by 'confidentiality' in the context of health care, adult care and child care
4.4 outline what is meant by 'duty of care' in health care, adult care and child care
4.5 outline what is mean by 'equality' and 'inclusion' within health care, adult care and child care
4.6 outline the importance of equality and inclusion within health care, adult care and child care.

Unit 486   Introduction to customer service
Supporting information

Guidance and evidence

For outcome 1.1 different types of service could include any of the following:
- Community based services for adults
- Community based services for children and young people
- Domiciliary services for adults
- Domiciliary services for children and young people
- Day services for adults
- Residential services for adults
- Nursery provision
- Children's Care Learning and Development
- Tele Care
- Extra Care
- Supported Housing
- Supported Employment
- Self Directed Support
- Acute Hospital Services
- Community Hospitals
- General Practitioner Services
- Pharmacy in Hospitals and Community
- Substance Misuse Services
- Complementary Healthcare
- End of life care
- Re-ablement
- Mental health services
- Sexual health services

For outcome 3.1 **skills** and **attitudes** include patience, positive body language, empathy, good listener, caring, literate, numerate, effective communicator, reliable, honest, punctual.

Evidence Requirements
Evidence may be gathered from the following range of assessment methods:
- questions and answers
- learner statement
- tutor/assessor statement
- review and tutorial records
- worksheets
- diary
- witness testimony
- observation.

Unit 486 Introduction to customer service

UAN:	R/507/5191
Level:	1
Credit value:	2
GLH:	16
Aim:	The aim of this unit is to give the learner an introduction to customer service. It covers the importance of personal appearance and first impressions. This unit also aims to give the learner an understanding of the different types of customer and communication.
Assessment:	Learner portfolio.
Barring:	This unit is barred with the following unit within 5546: • **371** Introduction to customer service

Learning outcome
The learner will: 1. Understand why personal appearance is important in the workplace.
Assessment criteria
The learner can: 1.1 give examples of how personal appearance can create a **positive impression** 1.2 give reasons why following a dress code is important for work 1.3 state why good personal hygiene is important for work.

Range
Positive impression
For the employer and the customer.