



**CUSTOMER SERVICE**

**PRACTITIONER**

**Level 2 Standard**



# CUSTOMER SERVICE PRACTITIONER LEVEL 2

## **Providing customer service for organisations including face-to-face, telephone, digital and written communication**

The role of a customer service practitioner is to deliver high quality products and services to the customers of their organisation. Their core responsibility is to provide this service to customers from the workplace, digitally, or through visiting the customer face to face.

These may be one-off or routine contacts and include dealing with orders, payments, offering advice, guidance and support, meet-and-greet, sales, fixing problems, after care, service recovery or gaining insight through measuring customer satisfaction. This apprenticeship can be used for customer service in any sector

Grey Seal support Customer Service Practitioners to have the knowledge, skills and behaviours to deliver on their responsibilities and personally develop within their role. They will learn new ideas, theories and methods as well as consolidating existing knowledge and experience. Having this knowledge and with the support of their Trainer they will have the confidence to put new knowledge into practice.

Customer Service actions will influence the customer experience and their satisfaction with the organisation. Practitioners will demonstrate excellent customer service skills and behaviours as well as product and/or service knowledge to customers. Practitioners will provide service in line with the organisation's customer service standards and strategy and within appropriate regulatory requirements.

Completion of this apprenticeship will lead to eligibility to join the Institute of Customer Service as an Individual member at Professional level.

## COURSE CONTENT

To develop rounded Customer Service Practitioners we cannot focus on knowledge alone. Practitioners need to be able to use the information they learn to develop skills and behaviours enabling them to be effective

Grey Seal trainers are experienced Customer Service managers who train and support apprentices to use their new knowledge and skills in their roles. Each module supports the knowledge, skills and behaviours to be effective.



# CUSTOMER SERVICE PRACTITIONER LEVEL 2

## MODULES

## KNOWLEDGE

### Knowing your customers

Understand who customers are

Understand the difference between internal and external customers

Understand the different needs and priorities of your customers and the best way to manage their expectations, knowing how to adapt your style to be highly effective

### Understanding your organisation

Know the purpose of the business and what 'brand promise' means

Know your organisation's core values and how they link to the service culture

Know the internal policies and procedures, including any complaints processes and digital media policies that are relevant to you and your organisation

### Meeting regulations and legislation

Know the appropriate legislation and regulatory requirements that affect your business

Know your responsibility in relation to this and how to apply it when delivering service

# CUSTOMER SERVICE PRACTITIONER LEVEL 2

## MODULES

## KNOWLEDGE

### Your role and responsibility

Understand your role and responsibility within your organisation and the impact of your actions on others

Know the targets and goals you need to deliver against

### Customer experience

Understand how establishing the facts enable you to create a customer focused experience and appropriate response

Understand how to build trust with a customer and why this is important

### Product and service knowledge

Understand the products or services that are available from your organisation and keep up-to-date

### Systems and resources

Know how to use systems, equipment and technology to meet the needs of your customers.

Understand types of measurement and evaluation tools available to monitor customer service levels.

# CUSTOMER SERVICE PRACTITIONER LEVEL 2

## MODULES

## SKILLS

### Interpersonal skills

Use a range of questioning skills, including listening and responding in a way that builds rapport, determines customer needs and expectations and achieves positive engagement and delivery

### Communication

Depending on your job role and work environment:  
Use appropriate verbal and non-verbal communication skills, along with summarising language during face-to-face communications; and/or  
Use appropriate communication skills, along with reinforcement techniques (to confirm understanding) during non-facing customer interactions

### Influencing skills

Provide clear explanations and offer options in order to help customers make choices that are mutually beneficial to both the customer and your organisation

### Personal organisation

Be able to organise yourself, prioritise your own workload/activity and work to meet deadlines

### Dealing with customer conflict and challenge

Demonstrate patience and calmness  
Show you understand the customer's point of view  
Use appropriate sign-posting or resolution to meet your customers needs and manage expectations  
Maintain informative communication during service recovery

# CUSTOMER SERVICE PRACTITIONER LEVEL 2

## MODULES

## BEHAVIOURS

### Developing self

Take ownership for keeping your service knowledge and skills up-to-date.  
Consider personal goals and propose development that would help achieve

### Being open to feedback

Act on and seek feedback from others to develop or maintain personal service

### Team working

Act on and seek feedback from others to develop or maintain personal service skills and knowledge  
Frequently and consistently communicate and work with others in the interest of helping customers efficiently

### Equality – treating all customers as individuals

Treat customers as individuals to provide a personalised customer service experience  
Uphold the organisations core values and service culture through your actions.

### Presentation – dress code, language

Demonstrate personal pride in the job through appropriate dress and positive and confident language

### “Right first time”

Use communication behaviours that establish clearly what each customer requires and manage their expectations  
Take ownership from first contact and then take responsibility for fulfilling your promise

# ON-PROGRAMME ASSESSMENT

# EPA ASSESSMENT GATEWAY

## COURSE DESIGN AND TRAINING DELIVERY

Grey Seal has a blended approach to the assessment of knowledge, skills and behaviours. The on-programme assessment will give an indication of performance against the final outcomes defined in the standard. Each programme whilst covering all the areas required will be individualised as much as possible to take account of learning styles, time allocation etc. During the programme, apprentices will be building a portfolio of work-based and academic evidence.

Methods and time scales of training delivery are tailored to the learner, topic and the facilities available. For example, some topics maybe better delivered in a workshop style but depending on facilities and locations of learners this can be undertaken by getting together in a small group or online using our video conferencing software.

We use a variety of training delivery methods and resources that can include:

- Trainer led group sessions face:face or online using video conferencing
- Individual training sessions face to face, telephone or video conferencing
- Resources – paper based, electronic and signposted external resources
- Online portfolio; accessed by learner and organisational contact e.g., line manager
- Virtual learning environment
- Individualised approach
- Access to a Trainer through the portfolio, phone, text, email, IM ...
- Follow a personalised programme for Maths and English
- Trainers are qualified and subject specialists with experience within the sector

Apprentices must demonstrate that they meet the knowledge, skills behaviours of the standard before being considered for the EPA. The decision as to whether apprentices are ready to undertake the EPA should be made jointly by the employer, apprentice and training provider.

The employer makes the final decision. Training providers are responsible for convening such panels on an as needs basis



# END POINT ASSESSMENT

The EPA will contain three components:

## ASSESSMENT METHOD

**Apprentice Showcase**  
**Weighting 65%**

The Apprentice Showcase enables apprentices to reflect and present examples of their development over the whole on-programme period. With guidance from the employer and/or training provider the apprentice will select appropriate evidence from the on programme portfolio to demonstrate the minimum requirements of the standard at the final stage of the programme as an 'Apprentice Showcase'. This will attest to professional competence at the level

**Practical Observation**  
**Weighting 20%**

The practical observation will be pre-planned and scheduled to when the apprentice will be in their normal place of work and will be carried out by the Independent Assessor. The observation should enable the apprentice to evidence their skills, knowledge and behaviour from across the standard to demonstrate genuine and demanding work objectives. Each situation within the observation will be different, and examples are, handling a general enquiry, dealing with a customer complaint or a need for further information or detail, but it is mandatory that the observation covers as a minimum: presentation, equality, interpersonal skills, communication and personal organisation. Those areas of the standard which are not able to be evidenced during the observation will be discussed subsequently as part of the professional discussion with the Independent Assessor.

**Professional Discussion**  
**Weighting 15%**

The professional discussion will be a structured discussion between the apprentice and the Independent Assessor, following the observation, to establish the apprentice's understanding and application of knowledge, skills and behaviours. The professional discussion will need to take place in a suitable environment and should last for a maximum of one hour. The discussion will be against set criteria in the occupational brief to ensure standardisation and consistency. It will be appropriately structured to draw out the best of the apprentice's energy, enthusiasm, competence and excellence



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