

CFACSB4 (SQA Unit Code – FE1X 04) Recognise diversity when delivering customer service



Overview

This Standard is part of the Customer Service Theme of Delivery. This Theme covers Customer Service behaviours and processes that have most effect on the customer experience during Customer Service delivery. Remember that customers include everyone you provide a service to. They may be external to your organisation or they may be internal customers.

Many customer service situations involve dealing with diverse groups of people inclusively and with respect. Responses to diversity can lead to discrimination that might or might not be deliberate. Discrimination can result from simply not knowing the beliefs and preferences of different groups or may result from actions based on stereotyping rather than on solid evidence obtained from your customer. This Standard is about how you establish your customer's expectations and needs in a way that takes full account of them as an individual. The Standard also covers the way you provide customer service to diverse groups of customers each of which has common likes and dislikes.

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Performance criteria

Respect customers as individuals and promote equality in customer service

You must be able to:

- P1 observe verbal and non-verbal clues that provide information about your customer's expectations and needs
- P2 identify and avoid features of stereotypes that might be applied to your customer and could carry the risk of causing offence
- P3 identify aspects of your customer's appearance or communication which risk leading you to treat them differently
- P4 consider aspects of your customer's appearance or communication in the light of your own beliefs about various groups of people that include your customer
- P5 question your customer to ensure that the impressions you are forming about their expectations and wishes are based on sound evidence
- P6 adjust your interpretation of your customer's expectations and wishes as a result of further evidence you have collected by talking to your customer

Adapt customer service to recognise the different needs and expectations of diverse groups of customers

You must be able to:

- P7 follow organisational procedures and guidelines that seek to make customer service inclusive for diverse groups of customers
- P8 show respect for your customer's individual beliefs, expectations and needs that may result from their membership of a particular group
- P9 vary your approach to your customer to take account of their beliefs, expectations and needs that result from their membership of a particular group
- P10 work with colleagues to identify consistent approaches that team members should adopt when dealing with a particular group

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Knowledge and understanding

You need to know and understand:

- K1 the importance of recognising diversity in relation to legal, regulatory, ethical and social requirements
- K2 reasons why consideration of diversity and inclusion issues affect customer service
- K3 organisational guidelines to make customer service inclusive for diverse groups of customers
- K4 how to observe and interpret non-verbal clues
- K5 how to listen actively for clues about your customer's expectations and needs
- K6 techniques for obtaining additional information from customers through tactful and respectful questions
- K7 behaviour that might cause offence to specific groups of people to whom you regularly provide customer service
- K8 how to impress specific groups of people to whom you regularly provide customer service

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SQA Evidence Requirements to Support this Unit

This Unit is designed to assess the skills and knowledge of candidates in the workplace. Candidate evidence should be generated under workplace conditions (**either paid or voluntary**) and evidence must be generated with different customers on different occasions over a sufficient period of time.

Observation should be the primary and preferred source of evidence of competent performance wherever possible. Observation of candidate performance will be supported by other methods of assessment which may include:

- ◆ witness testimony
- ◆ questioning
- ◆ candidate statement
- ◆ professional discussion
- ◆ product and photographic evidence,
- ◆ relevant active documentation, reports, presentations and
- ◆ other valid evidence which relates directly to learner performance under workplace conditions

A combination of performance and knowledge evidence is required to enable the assessor to confirm that the learner is competent.

Simulation should only be used in exceptional circumstances and it should only be for small parts of the Unit. Simulated assessments **must** be undertaken in a realistic working environment (RWE). A RWE is 'an environment which replicates the key characteristics in which the skill to be assessed is normally employed'. The RWE must provide conditions that are the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working. Guidelines for using RWE can be found in the Assessment Strategy for Customer Service SVQs at link: <http://www.sqa.org.uk/sqa/16732.html>

SQA's Guide to Assessment is designed to provide support for everyone who assesses for SQA qualifications. It looks at the principles of assessment, and brings together information on assessment in general as well as on best practice in assessment. The Guide to Assessment can be downloaded free from SQA's website www.sqa.org.uk

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Suite

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Key words

Diversity; recognition; discrimination; beliefs; preferences; stereotyping; customer expectations; individual; customer service; communication; problem solving; behaviours; work with others; teamwork