

Customer Service

Entry Level 1 – Level 2

Skills for Life and Work
Unit Specification

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Unit Aim

This unit is part of the Skills for Life, Skills for Work, and Skills for Life and Work qualifications, available at Entry Level 1–3, Level 1 and Level 2 to support the 14-16 Curriculum for Wales.

The Customer Service suite of units has been designed to develop learners understanding of good customer service skills in different work contexts and develop the communication skills to put them into practice and to deal with problems

Units from Other Awarding Organisations

Only units that form part of the approved Open Awards Skills for Life, Skills for Work, and Skills for Life and Work qualifications may contribute towards achievement of this qualification.

Units certificated by other Awarding Organisations, or units taken from other Open Awards qualifications, cannot contribute to the achievement of this qualification. This requirement applies across all levels and qualification sizes.

Qualification Documentation

This Unit Specification is a mandatory document and must be read and applied alongside the relevant Qualification Guide (level-specific) and the Open Awards Provider Handbook.

Progression Across Levels

This suite of units has been designed for learners ranging from Entry Level 1 – Level 2. Learners may progress through the levels throughout their education journey, or start at a higher level as appropriate to their level of learning, education targets and aspirations.

The table below summarises the areas of learning included within the units and how these are treated at each level.

Concept	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Communication with customers	Identify simple greetings and responses	Show appropriate greetings and responses	Demonstrate verbal and non-verbal communication	Describe and adapt communication methods	Apply and adapt communication strategies for different customers
Helping customers	Recognise helpful behaviour	Respond to simple customer needs	Demonstrate behaviours that support customers	Describe how to support different customers	Apply approaches to support a range of customer needs
Dealing with problems	Identify a simple problem and who to tell	State actions to take when a problem occurs	Demonstrate responses to familiar complaints	Respond to queries and complaints using procedures	Manage complaints and reflect on effectiveness
Understanding customer service	Recognise helpful and unhelpful behaviour	Identify effects of good and poor service	Explain importance of customer service	Explain impact on customers and organisations	Analyse and compare impact of service quality
Independence and application	Participate with support	Respond with guidance	Demonstrate independently in familiar contexts	Apply skills in structured situations	Apply and adapt skills in varied contexts
Cognitive demand	Recognise / identify	Identify / show / respond	Explain / demonstrate	Describe / explain / apply	Analyse / compare / reflect

Delivery Requirements

Before delivery, providers must have an approved Delivery and Assessment Plan that maps teaching, learning and assessment to all (level-specific) assessment criteria in this Unit Specification.

Providers are expected to plan and deliver learning and assessment activities within standard school/college/training provider facilities. This unit should be accessible and deliverable without requiring specialist infrastructure, high-cost resources or restrictive entry conditions.

Staffing Resources

Providers must ensure suitably qualified and experienced teachers are available to deliver and assess this unit.

Delivery staff must:

- have knowledge and understanding of customer service practices in different contexts
- be able to support learners in developing communication and interpersonal skills
- understand safeguarding requirements and know how to respond appropriately to learner disclosures or concerns

Delivery should be supported by:

- staff who can facilitate role play, discussion and practical activities
- staff who can model positive communication and customer service behaviours
- access to pastoral or safeguarding support where required

Delivery staff should hold, or be working towards, a recognised teaching or training qualification where this is a requirement of the provider.

Physical Resources

Providers must ensure suitable and sufficient resources are available to deliver and assess this unit.

Providers should ensure learning materials, activities and examples are inclusive, culturally relevant and adaptable to learners' communication, sensory and processing needs.

As a minimum this should include:

Learning Environment

- a safe and inclusive environment that supports discussion, role play and practical activities

Teaching and Learning Materials

- structured lesson plans and session materials to support consistent delivery
- learner handouts and activity materials to support understanding of customer service concepts
- scenario-based materials and case studies to explore customer interactions and problem-solving
- visual resources such as prompts, images and communication examples

Equipment

- presentation equipment, e.g., projector or interactive screen
- access to a computer or laptop for digital resources
- classroom resources including whiteboard and writing materials

Practical Resources

- materials to support role play activities, e.g., prompt cards, scenario cards, workplace simulations
- simple props to simulate customer service environments where appropriate

Entry Requirements

Learners do not require any prior learning or qualifications for any of the units within this suite. However, as the level of complexity of language increased through the levels, the provider must complete robust initial assessments to ensure the learner is able to access the content at the level they are starting.

Assessment Approach

This suite of units has been designed to be assessed through assessment tasks and activities designed by the provider.

Providers must undertake pre-course verification prior to assessment taking place to confirm tasks cover all assessment criteria and are appropriate to the level.

All assessment criteria must be met in full for the learner to be awarded a 'pass'. No partial award can be made if any assessment criteria is not met.

Learners are required to collate evidence in a portfolio of evidence. This can be presented digitally (e.g., through an e-portfolio system) or as paper-based as appropriate to the individual learner. Wherever possible, e-portfolios are encouraged.

Assessors must assess the evidence collated by the learner against the assessment criteria within the unit to determine whether each has been met in full or not. All assessment decisions are subject to internal quality assurance (IQA) by the provider and external quality assurance (EQA) by Open Awards before the result is confirmed.

The following types of assessment tasks have been determined to be suitable for this unit at each level.

Entry Level 1

Assessment of Customer Service at Entry Level 1 should include:

Assessment Type	Examples of Tasks
Matching	Match helpful and unhelpful behaviours.
Picture Selection	Select images showing helpful behaviour.
Identification	Identify a customer service problem from images or scenarios.
Demonstration (Supported)	Show how to help a customer (e.g., greeting, handing an item).
Simple Verbal Response	State a question to ask a customer or who to tell about a problem.
Scenario Task (Supported)	Respond to a simple customer query using a rehearsed phrase or gesture.

Entry Level 2

Assessment of Customer Service at Entry Level 2 should include:

Assessment Type	Examples of Tasks
Matching	Match helpful and unhelpful behaviours.
Picture Selection	Select images showing helpful behaviour.
Identification	Identify a customer service problem from images or scenarios.
Demonstration (Supported)	Show how to help a customer (e.g., greeting, handing an item).
Simple Verbal Response	State a question to ask a customer or who to tell about a problem.
Scenario Task (Supported)	Respond to a simple customer query using a rehearsed phrase or gesture.

Entry Level 3

Assessment of Customer Service at Entry Level 3 should include:

Assessment Type	Examples of Tasks
Verbal / Written Response	Give examples of good and poor customer service using verbal, written or visual communication approaches appropriate to learner/ customer needs.
Explanation Task	Explain why customer service is important using discussion, visual prompts or supported communication methods
Observation of Practice	Demonstrate behaviours that show good customer service, including adapting communication for different customer needs.
Role Play	Respond to a familiar customer complaint using verbal, visual or practical communication approaches where appropriate.
Group Activity	Demonstrate verbal and non-verbal greetings through practical activities that support different learner and customer communication needs.

Level 1

Assessment of Customer Service at Level 1 should include:

Assessment Type	Examples of Tasks
Written / Oral Task	Outline why good customer service is important using written, verbal, visual or other supported communication approaches.
Scenario Task	Explain importance of positive communication and first impressions using discussion, visual prompts or practical examples relevant to different customer needs.
Observation of Practice	Demonstrate good customer service in a practical task, including adapting verbal, visual or non-verbal communication for different customers.
Role Play	Respond to customer queries following procedures, using verbal, visual or practical communication approaches where appropriate.
Role Play / Scenario	Respond to customer complaints following procedures while demonstrating communication methods suitable for different learner and customer needs.

Level 2

Assessment of Customer Service at Level 2 should include:

Assessment Type	Examples of Tasks
Explanatory Task	Explain importance of first impressions.
Written Task	Describe how customer service builds confidence.
Comparison Task	Compare effects of good and poor customer service.
Scenario Task	Apply communication strategies for different customers.
Observation of Practice	Demonstrate customer service in a realistic scenario.
Problem-Solving Task	Respond to customer complaints.
Reflective Task	Reflect on performance and identify improvements.

Unit Content

Entry Level 1

Unit Title: Customer Service

Unit Reference Number: CBM216

Level: Entry Level 1

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners understanding of good customer service skills in different work contexts and develop the communication skills to put them into practice and to deal with problems

Principles of Progression

Progress step 1 - I can use single and multi-clause sentences, and I can communicate meaning using extended speech and/or gesture

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know what makes good customer service	1.1 Recognise helpful behaviour
	1.2 Recognise unhelpful behaviour
2. Know how to greet customers	2.1 Identify a positive greeting
	2.2 Identify appropriate gestures
	2.3 State a question to ask customers
3. Know how to respond to customer service issues	3.1 Identify a customer service problem
	3.2 State who to tell about the problem
4. Understand how to help customers	4.1 Show how to help a customer
	4.2 Respond to a customer query with support

Indicative Content

LO1	AC 1.1 Learners must recognise helpful behaviour. Learners may recognise helpful behaviour such as: • Saying “hello” or “good morning” • Smiling at a customer • Giving the correct item • Listening to a customer’s question AC 1.2 Learners must recognise unhelpful behaviour. Learners may recognise unhelpful behaviour such as: • Ignoring the customer • Speaking in a rude tone • Giving the wrong item • Not listening or walking away
LO2	AC 2.1 Learners must identify a positive greeting (e.g., “Bore Da”, “Hello”, “Welcome”, “Good morning/afternoon”) AC 2.2 Learners must identify appropriate gestures to use when dealing with customers (e.g., smile, nod, wave, eye contact) AC 2.3 Learners must state a question to ask customers such as: • “Do you need help?”, “Can I help you?” • “How are you?”
LO3	AC 3.1 Learners must identify a familiar customer service problem. Learners may identify problems such as: • The customer did not get what they asked for. • The customer is waiting too long. • The customer looks upset or confused. AC 3.2 Learners must state who to tell about the problem. Learners may indicate: • A manager • A teacher or supervisor • A team leader
LO4	AC 4.1 Learners must show to help a customer (e.g., using a greeting phrase or gesture, showing how to hand over an item)

AC 4.2 .2 Learners must respond to a customer query with support. Learners may:

- Say “I will get someone to help” or “I do not know, but I’ll ask”
- Point to the correct item or person
- Use a rehearsed phrase or gesture

Area of Learning Experience	Languages, Literacy and Communication
Statement of What Matters	Expressing ourselves through languages is key to communication.
Links to the Four Purposes	Purpose 2 - Enterprising, creative contributors ready to play a full part in life and work.
Cross-curricular Skills	Literacy / Digital
Integral Skills	Critical thinking and problem solving
Understanding of sustainability in the world of work and/or everyday work	Providing reliable customer service; building positive relationships; supporting customer satisfaction and repeat business; understanding how behaviour affects team performance and organisational reputation; responding to customer needs; handling complaints appropriately; contributing to a positive and inclusive customer experience.

Relevant Cross-Cutting Themes	
Theme	Rationale
Local, national and international contexts	Enable learners to think about customer service skills in terms of living in Wales (ie communicating in Welsh) and outside Wales.

Entry Level 2

Unit Title: Customer Service

Unit Reference Number: CBM217

Level: Entry Level 2

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop Learners' understanding of good customer service skills in different work contexts and develop the communication skills to put them into practice and to deal with problems.

Principles of Progression

Progress step 2 - I can use single and multi-clause sentences.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the impact of good customer service	1.1 Identify an example of good customer service
	1.2 State how good customer service can have a positive effect
2. Understand the impact of poor customer service	2.1 Identify an example of poor customer service
	2.2 State how poor customer service can have a negative effect
3. Be able to communicate with customers	3.1 Show positive ways to greet a customer
	3.2 Give an example of a question customers may ask
	3.3 Respond appropriately
	3.4 State what to do if a customer has a problem

Indicative Content

LO1	AC 1.1 Learners must identify an example of good customer service, Examples may include: • Saying hello and smiling at a customer • Helping a customer politely when they ask a question • Giving the correct item or service • Listening carefully to what the customer needs • Being friendly and respectful AC 1.2 Learners must state why good customer service can have a positive effect. Examples may include: • The customer feels happy • The customer may come back again • The customer may tell other people good things • The business looks good • There are fewer problems or complaints
LO2	AC 2.1 Learners must identify one example of poor customer service. Examples could include: • Ignoring the customer or being rude • Giving the wrong item or service • Not listening to the customer • Speaking in a bad tone or using unkind words • Making the customer wait too long AC 2.2 Learners must state how bad customer service can have a negative effect. Examples could include: • The customer feels upset or angry • The customer may not come back • The customer may tell others not to use the service • The business may get complaints • The business may lose money
LO3	AC 3.1 Learners must show positive ways to greet a customer. Examples could include: • Saying "Hello, how can I help you?" or "Good morning" • Using a greeting that the teacher has shown or practised • Speaking clearly and politely • Using a friendly voice

AC 3.2 Learners must give an example of a question customers may ask. Examples could include

- “Can you help me?”
- “Where is this item?”
- “When will my food be ready?”

AC 3.3 Learners must respond to the chosen question appropriately (e.g., “can you help me?” > “yes of course”, “where is this item?” > “it’s over here”)

AC 3.4 Learners must state what to do if a customer has a problem (e.g., help them, say sorry, tell someone else)

Area of Learning Experience	Languages, Literacy and Communication
Statement of What Matters	Expressing ourselves through languages is key to communication.
Links to the Four Purposes	Purpose 2 - Enterprising, creative contributors ready to play a full part in life and work.
Cross-curricular Skills	Literacy and Digital
Integral Skills	Critical thinking and problem solving
Understanding of sustainability in the world of work and/or everyday work	Providing reliable customer service; building positive relationships; supporting customer satisfaction and repeat business; understanding how behaviour affects team performance and organisational reputation; responding to customer needs; handling complaints appropriately; contributing to a positive and inclusive customer experience.

Relevant Cross-Cutting Themes	
Theme	Rationale
Local, national and international contexts	Enable learners to think about customer service skills in terms of living in Wales (ie communicating in Welsh) and outside Wales.

Entry Level 3

Unit Title: Customer Service

Unit Reference Number: CBM218

Level: Entry Level 3

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop Learners' understanding of good customer service skills in different work contexts and develop the communication skills to put them into practice and to deal with problems

Principles of Progression

Progression step 3 - I can adapt and manipulate language and make appropriate choices about vocabulary, idiomatic language and syntax in order to express myself with fluency and clarity.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the impact of good customer service	1.1 Give examples of good customer service
	1.2 Explain why good customer service is important
2. Understand the impact of poor customer service	2.1 Give examples of poor customer service
	2.2 Explain the impact of poor customer service
3. Be able to provide good customer service	3.1 Demonstrate verbal and non-verbal greetings
	3.2 Demonstrate behaviours that show good customer service
	3.3 Demonstrate how to respond to a familiar customer complaint

Indicative Content

LO1 AC 1.1 Learners must give examples of good customer service. Examples could include:

- Saying “hello” and smiling when a customer arrives.
- Helping a customer find what they need.
- Listening carefully and answering politely.
- Saying “thank you” after a sale or enquiry.

AC 1.2 Learners must explain why good customer service is important. Examples could include

- Customers are more likely to come back.
- Happy customers tell others about the business.
- Fewer complaints and problems.
- Staff feel proud when they help people.

LO2 AC 2.1 Learners must give examples of poor customer service. Examples could include:

- Ignoring the customer or being rude.
- Not helping when asked or giving wrong information.
- Speaking in a rushed or unfriendly tone.
- Looking bored or distracted
- Failing to adapt communication for different customer needs, including not using clear visual communication or appropriate communication aids where needed.

AC 2.2 Learners must explain the impact of poor customer service. Examples could include:

- The customer feels upset or angry.
- The customer may not come back.
- The customer might complain or leave a bad review.
- The customer may tell others not to use the service.

LO3 AC 3.1 Learners must demonstrate verbal and non-verbal greetings (e.g., smile, nod, wave, open doors, “Bore Da”, “Welcome”), including appropriate greetings in culturally diverse customer interaction scenarios and inclusive workplace settings.

AC 3.2 Learners must demonstrate behaviours that show good customer service (e.g., helping people, finding out information, keeping the customer happy)

AC 3.3 Learners must demonstrate how to respond to a familiar customer complaint (e.g., if an item is faulty > follow the returns policy, if a customer doesn't like the product > help them find a new one)

Area of Learning Experience	Languages, Literacy and Communication
Statement of What Matters	Expressing ourselves through languages is key to communication.
Links to the Four Purposes	Purpose 2 - Enterprising, creative contributors ready to play a full part in life and work.
Cross-curricular Skills	Literacy and Digital
Integral Skills	Critical thinking and problem solving
Understanding of sustainability in the world of work and/or everyday work	Providing reliable customer service; building positive relationships; supporting customer satisfaction and repeat business; understanding how behaviour affects team performance and organisational reputation; responding to customer needs; handling complaints appropriately; contributing to a positive and inclusive customer experience.

Relevant Cross-Cutting Themes	
Theme	Rationale
Local, national and international contexts	Enable learners to think about customer service skills in terms of living in Wales (ie communicating in Welsh) and outside Wales.

Level 1

Unit Title: Customer Service

Unit Reference Number: CBM219

Level: One (1)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' understanding of effective customer service skills in different work contexts and develop the communication skills to put them into practice and to deal with problems.

Principles of Progression

Progression Step 4 - I can make informed choices about vocabulary, idiomatic language, and syntax in order to express myself with fluency, clarity and accuracy

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the principles of good customer service	1.1 Outline why good customer service is important
	1.2 Explain the importance of making a good impression when dealing with customers
	1.3 Outline how poor customer service can affect customers and organisations
2. Be able to communicate positively with customers	2.1 Describe ways of communicating with customers
	2.2 Explain why it is important to communicate positively
	2.3 Describe how to adapt communication style for different customers
3.	3.1 Demonstrate good customer service

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
Be able to provide good customer service	3.2 Respond to a customer query following a policy
	3.3 Respond to a customer complaint following a policy

Indicative Content	
LO1	AC 1.1 Learners must outline why good customer service is important. Examples could include helping a customer find a product quickly and being polite may make them come back to the shop again, helping a customer might mean they tell their friends about their experience and more business is gained. AC 1.2 Learners must explain the importance of making a good impression when dealing with customers. Examples could include helps customers feel welcome and confident in the organisation, which can improve customer satisfaction and sales. AC 1.3 Learners must outline how poor customer service can affect customers and organisations. Examples could include make customers feel unhappy, frustrated or unwilling to return, which can damage the organisation's reputation and reduce sales. For example, ignoring a customer or speaking rudely may lead to complaints or negative online reviews.
LO2	AC 2.1 Learners must describe ways of communicating with customers. Examples could include different methods of communication such as face-to-face, telephone, email and online messaging, including inclusive customer service approaches that support customers with different communication needs, backgrounds and preferences. AC 2.2 Learners must explain why it is important to communicate positively. Examples could include helping customers feel respected and valued, improving their experience and supporting the organisation's reputation, including through adapting communication for different customer needs and using clear visual communication where appropriate. AC 2.3 Learners must describe how to adapt communication style for different customers. Examples could include speaking more slowly and

	clearly for an elderly customer, or using simple instructions when helping a customer who does not understand the product.
LO3	AC 3.1 Learners must demonstrate good customer service. Learners must show good customer service skills such as greeting customers politely, listening carefully and offering help or solutions. For example, welcoming a customer, asking how they can help, and helping them find a product. AC 3.2 Learners must respond to a customer question by following workplace procedures such as checking information, giving accurate answers and referring to a supervisor if needed. For example, checking the returns policy before telling a customer whether they can return an item. AC 3.3 Learners must respond to a customer complaint calmly and politely to a complaint, follow the organisation's complaints procedure and report the issue if required. For example, apologising to a customer about a faulty product and following the complaints process to arrange a refund or replacement.

Area of Learning Experience	Languages, Literacy and Communication
Statement of What Matters	Expressing ourselves through languages is key to communication.
Links to the Four Purposes	Purpose 2 - Enterprising, creative contributors ready to play a full part in life and work.
Cross-curricular Skills	Literacy and Digital
Integral Skills	Critical thinking and problem solving
Understanding of sustainability in the world of work and/or everyday work	Providing reliable customer service; building positive relationships; supporting customer satisfaction and repeat business; understanding how behaviour affects team performance and organisational reputation; responding to customer needs; handling complaints appropriately; contributing to a positive and inclusive customer experience.

Relevant Cross-Cutting Themes	
Theme	Rationale
Local, national and international contexts	Enable learners to think about customer service skills in terms of living in Wales (ie communicating in Welsh) and outside Wales.

Level 2

Unit Title: Customer Service

Unit Reference Number: CBM220

Level: Two (2)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' understanding of effective customer service skills in different work contexts and develop the communication skills to put them into practice and to deal with problems.

Principles of Progression

Progression Step 5 - I can make informed choices about vocabulary and grammar to enhance my communications skills.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the benefits of good customer service to an organisation	1.1 Describe how good customer service promotes customers' confidence in an organisation
	1.2 Compare the effects of good and poor customer service
	1.3 Explain the economic impact of poor customer service on an organisation
2. Be able to communicate positively with customers	2.1 Explain why it is important to make a good first impression on a customer
	2.2 Demonstrate how to create a positive first impression when communicating with customers; a) face to face b) on the telephone c) in writing
	2.3 Apply different communication styles for different customers

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
3. Be able to manage complaints	3.1 Describe approaches to resolve complaints
	3.2 Respond to a customer complaint
	3.3 Reflect on what went well
	3.4 Reflect on what could be improved

Indicative Content	
LO1	AC 1.1 Learners must describe how good customer service promotes customers' confidence in an organisation. Examples may include good customer service, such as promptly resolving complaints or providing helpful product advice, reassures customers that the organisation is reliable, increasing their trust and likelihood of repeat purchases. AC 1.3 Learners must compare the effects of good and poor customer service. Examples may include how good service can lead to increased customer loyalty and positive word-of-mouth, while poor service, such as long wait times or rude staff, can result in lost sales and damage to the organisation's reputation. AC 1.3 Learners must explain the economic impact of poor customer service on an organisation. Examples could include how poor customer service can reduce revenue and increase costs due to lost customers, negative reviews, and the need to spend more on marketing to attract new clients.
LO2	AC 2.1 Learners must explain why it is important to make a good first impression on a customer. Examples could include how a good first impression builds trust and sets the tone for the customer relationship, encouraging repeat business. AC 2.2 Learners must demonstrate how to create a positive first impression when communicating with customers. Examples may include: a) Face to face: Smile, make eye contact, and use polite, confident language; e.g., a receptionist welcoming visitors with a friendly greeting. b) On the telephone: Speak clearly, use a pleasant tone, and listen actively; e.g., a call centre agent addressing a caller's concerns politely. c) In writing: Use correct spelling, professional language, and a courteous tone; e.g., replying to an email enquiry promptly and respectfully

AC 2.3 Learners must apply different communication styles for different customers e.g., english as a second language; disability or learning difficulty; communication challenges; different religions; different ethnicities. Examples could include adjusting tone, pace, and language to suit the customer's needs; for example, using simple, clear language for someone unfamiliar with a product, or technical terms when speaking to an expert.

LO3 AC 3.1 Learners must describe approaches to resolve complaints. Examples could include listening actively, apologising sincerely, offering a solution, and following up to ensure satisfaction, and adapting communication for different customer needs through the use of clear visual communication or communication aids where appropriate

AC 3.2 Learners must respond to a customer complaint. The responses should be acknowledged calmly, addressed promptly and resolved with a clear action. This can be demonstrated in writing, in person or over the phone, including in culturally diverse customer interaction scenarios where respectful and inclusive communication is required.

AC 3.3. Learners must reflect on what went well in their response (e.g., listened to the customer, solved the issues quickly)

AC 3.4 Learners must reflect on what could be improved (e.g. "I could've spent more time explaining clearly why the issue happened")

Area of Learning Experience	Languages, Literacy and Communication
Statement of What Matters	Expressing ourselves through languages is key to communication.
Links to the Four Purposes	Purpose 2 - Enterprising, creative contributors ready to play a full part in life and work.
Cross-curricular Skills	Literacy and Digital
Integral Skills	Critical thinking and problem solving
Understanding of sustainability in the world of work and/or everyday work	Providing reliable customer service; building positive relationships; supporting customer satisfaction and repeat business; understanding how behaviour affects team performance and organisational reputation; responding to customer needs; handling complaints appropriately; contributing to a positive and inclusive customer experience.

Relevant Cross-Cutting Themes

Theme	Rationale
Local, national and international contexts	Enable learners to think about customer service skills in terms of living in Wales (ie communicating in Welsh) and outside Wales.