## **PPL2GEN9** **(J8HX 04)**

## Deal with Customers across a Language Divide

### Candidate’s statement

I confirm that the evidence detailed in this unit is my own work.

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| Candidate’s name |  |
| Candidate’s signature |  |
| Date |  |

### Assessor’s statement

I confirm that the candidate has achieved all the requirements of this unit.

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| Assessor’s name |  |
| Assessor’s signature |  |
| Date |  |
| Countersigning Assessor’s name(if applicable) |  |
| Countersigning Assessor’s signature(if applicable) |  |
| Date |  |

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### Internal Verifier’s statement

I confirm that the candidate’s sampled work meets the standards specified for this unit and may be presented for external verification.

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| Internal Verifier’s name |  |
| Internal Verifier’s signature |  |
| Date |  |
| Countersigning Internal Verifier’s name (if applicable) |  |
| Countersigning Internal Verifier’s signature (if applicable) |  |
| Date |  |

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| External Verifier’s initials (if sampled) |  |
| Date |  |

#### Unit overview

Customer service is frequently delivered across a language divide. In a multicultural society many customers may have a different first language from those delivering customer service to them. This language divide can present a real challenge to those who deliver customer service.

This standard is about preparing to deliver customer service across a language divide and seeing through that delivery. The standard covers the steps that are needed to deal with customers with different language preferences without having full access to your customer's first language.

#### Sufficiency of evidence

There must be sufficient evidence to ensure that the candidate can consistently achieve the required standard over a period of time in the workplace or approved realistic working environment.

#### Performance criteria (What you must do)

There must be evidence for all performance criteria (PC).

The assessor **must** assess PCs 1-6 by directly observing the candidate’s work.

PCs 7-16 may be assessed using alternative assessment methods if observation is not possible.

1. Identify the language or languages other than your own that you are most likely to come across when dealing with customers.
2. Learn a greeting, an expression of thanks and a farewell phrase in the language you expect to encounter.
3. Identify a source of assistance with a language you expect to encounter when delivering customer service.
4. Agree with colleagues informal signing options that may be used for key aspects of your services or products when dealing with somebody with a different first language.
5. Log useful words and phrases to support your dealings with a customer with a different first language.
6. Learn an appropriate phrase to explain to your customer in their first language that you do not speak that language fluently.
7. Deal with customers who speak a different first language from your own.
8. Identify your customer's first language and indicate to them that you are aware of this.
9. Establish the expectations of your customer regarding whether they expect to deal in your first language or theirs.
10. Speak clearly and slowly if using a language which is not the first language for either you or your customer.
11. Maintain a consistent tone and volume when dealing with somebody across a language divide.

12. Listen closely to your customer to identify any words they may be using in a way that differs from the way you would generally use the same words.

13. Check your understanding of specific words with your customer using questions for clarification.

14. Seek appropriate assistance from colleagues if you are unable to complete a customer transaction because of language barriers.

15. Reword a question or explanation if your customer clearly does not understand your original wording.

16. Use a few words of your customer's first language to create a rapport.

#### Performance criteria evidence (continued on next page)

| **Evidence reference** | **Evidence description** | **Date** | **PC1** | **PC 2** | **PC 3** | **PC 4** | **PC5** | **PC 6** | **PC 7** | **PC 8** | **PC9** | **PC 10** | **PC 11** | **PC 12** | **PC13** | **PC 14** |
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#### Performance criteria evidence (continued)

| **Evidence reference** | **Evidence description** | **Date** | **PC15** | **PC 16** |
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#### Scope / range (What you must cover)

No scope / range is stipulated for this unit.

#### Knowledge and understanding (What you must know and understand)

For those knowledge statements that relate to **how** the candidate should do something, the assessor may be able to infer that the candidate has the necessary knowledge from observing their performance or checking products of their work. In **all** other cases, evidence of the candidate’s knowledge and understanding must be gathered by alternative methods of assessment (eg oral or written questioning).

| **Knowledge statement** | **Evidence reference** | **Date** |
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| 1. The languages that you are most likely to encounter among groups of your customers.
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| 1. How to greet, thank and say farewell to customers in their first languages.
 |  |  |
| 1. The importance of dealing with customers in their first language if possible.
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| 1. How to explain to a customer that you cannot hold an extended conversation in their first language.
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| 1. The importance of tone, pace and volume when dealing with customers across a language divide.
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| 1. Possible sources of assistance to use when a language barrier demands additional language skills.
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#### Supplementary evidence

| **Reference** | **Evidence description** | **Date** |
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#### Assessor feedback on completion of the unit: