

COURSE PLAN

Course	Kick-start your career in Customer Service: Call Centre operations		
Learn Local Organisation	GEST		
Teacher		Date	26/08/19
		Version	2

Part 1 – overview

Course description. Course focus and content, number of hours, place in overall program, pathway to further courses, accredited training or employment

This Learn Local Industry Pathway program, developed by SPALG, focuses on developing the skills and knowledge learners need to prepare them for possible further study and/or entry into the call centre industry in the La Trobe Valley. This course has come about as a result of consultation between Berry Street Learn Local and Aussie Broadband in Morwell. Aussie Broadband is a growing employer in the Valley, as they recruit the equivalent of 2 new FTE positions per 5,000 customers. They are committed to employing young people in the La Trobe Valley.

Focus and content:

Utilising workplace texts, complemented by class discussion, observational work experience and course work, the course will focus on the following elements of learning:

- Effective customer service skills
- Effective communication skills (a 1-day session conducted by and external consultant supported through Latrobe Valley Authority)
- Conflict resolution
- Professional accountability & confidentiality and privacy
- Data entry skills (typing proficiency)
- Language and literacy skills to support learners to apply for positions and address KSC
- Work experiences within the Aussie Broadband as appropriate

Duration: 3 days over 6 weeks: 72 hrs total.

Supervised observational work experience for young people:

Supervised, observational work experience is an essential part of this course. This work experience is supervised by a Learn Local trainer, conducted as a group, and ideally involves a contract between the LLO and the organisation where supervised work is taking place. It aims to expose our learners to employability skills in a real-world setting. The intention is that learners will be allocated observational tasks, simulated exercises and hands on opportunities where possible.

Priority learner cohorts involved in this program will have the opportunity interact with:

- Aussie Broadband call centre staff
- other call centres and industries in the La Trobe Valley

Please refer to the ACFE work experience guidelines available at:

<https://www.education.vic.gov.au/training/providers/learnlocal/Pages/Pre-accredited-Work-Experience.aspx>

Pathways:

We will be working with LVA to develop a further study pathway on to a tailored skillset of accredited units nominated by the employer, potentially through the Skills Uplift program. The units will be chosen in consultation with Aussie Broadband and are likely to be from Cert III in Customer Engagement.

Learners may have the opportunity to apply for positions whilst in the course, although there is no expectation that they will be given a position. Pathways into Certificate III or IV in Business or Customer Engagement through Federation Training could also be an option.

Planning and consultation. Process undertaken for course development/improvement

Consultation with the Transition to Work services has identified a need for this type of training course to provide general entry level skills and knowledge to young people who are developing skills to enter the workplace.

Aussie Broadband is committed to providing young people with a pathway into employment. Like many industries, they have identified that applicants often lack the basic employability skills that are required in this position. They are part of a growing group of employers that recruit for attitude and not only KSC.

Discussion with LVA indicate that this is a course that will get uptake in other parts of the industry, as there are 5 call centres in the valley now, so there is potential to roll this out to other centres.

Ongoing monitoring of program content will be maintained via the use of the PQF A frame Course Evaluation form that will be provided to each Learner at the completion of each intake of the program.

Prerequisites. Eg computer skills and access, literacy/numeracy levels etc

Learners who wish to undertake this course will require the ability to read and understand basic texts.

Learners need a good basic level of computer skills but do not require an IT qualification.

Learners should be approaching ACSF Level 3 as this level is regarded as the “minimum required for individuals to meet the complex demands of everyday life and work in the emerging knowledge-based economy”. (See <http://www.bksb.com.au/australian-core-skills-framework/>).

Learners will be closely supervised and supported by a facilitator throughout the program.

Teacher skills. Skills, experience, qualifications needed

The Facilitator will have a sound understanding and knowledge of how to provide supportive learning experience to young people.

Experience in working in customer service or call centres and advantage

Pre-accredited learners *select options below that apply*

- people from culturally and linguistically diverse backgrounds and those who require assistance with English as a second language
- people who have been marginalised and have not accessed education, training and employment
- people who have experienced barriers to education in the past and need intensive support to re-engage with learning
- people who have limited access to learning opportunities eg rural
- other (please describe below)

Outcomes. What do you want your learners to know and be able to do as a result of the course?

At the completion of the course, learners will:

Understand what the employment options are in the call centre industry and how it operates.

Develop effective communication skills, and contextualise those to the call centre industry

Understand how to conduct a customer enquiry

Develop customer service skills in dealing with difficult customers

Review and develop data entry skills focusing on more advanced features of outlook, Excel, Word, and PowerPoint as required in the workplace

Understand how to keep accurate records of customer interactions and transactions

Have conducted research into the job opportunities available in the call centre industry in the La Trobe Valley

Prepare a letter of application for a position related to the industry and participate in a mock interview.

Employability. What employability skills will you address? What strategies will you use to build learners' employability skills?

Speaking and listening

Learners will use questioning techniques effectively, demonstrate active listening skills, including paraphrasing, focussing on exemplary telephone techniques.

Reading and writing

Learners can read and understand workplace specific texts that outline how to handle a technical or other enquires.

Numeracy

Learners will complete required numeracy tasks to enhance their current skill levels.

Teamwork

Learners are aware of the importance of teamwork in a call centre facility and how this supports the ability to solve account queries and complaints.

Problem solving

Learners will perform small group tasks that will require them to problem solve and interpret instructions in context of the workplace.

Initiative and enterprise

Learners will be supported to use their own initiative to seek out solutions to problems within class activities

Planning and organising

Learners will complete set home works tasks and utilise time management skills

Self management

Learners will understand how important it is to maintain professional working relationships with customers.

Learning

Develop skills in knowing when and how to direct calls and enquiries to the designated level

Technology

Learner will be using computers and data entry software to experience an authentic call centre workplace.

Delivery. What teaching and learning approaches will you use?

Facilitator lead class discussions, based on materials provided by the workplace, where practical and appropriate

Achievement of outcomes. How will you measure the outcomes?

Facilitator observation and feedback. Self assessment, (based on determining own levels of confidence and self reliance); completion of learner workbooks and class attendance.

Evaluation. How will you evaluate the effectiveness of the course and plan improvements?

Learners will complete the Review section of the Course Plan, (Part 2). Facilitator will review completed documents.
Post course moderation

Acknowledgement. How will you acknowledge what learners have achieved?

Learners will be provided with a Certificate of Completion at the end of the program

Pathways. Where will this course lead for most learners? How can you provide support?

Internal pathway

Advanced computer and data entry skills based on accredited units in keyboarding

External pathway

We will be working with LVA to develop a further study pathway on to a tailored skillset of accredited units nominated by the employer, potentially through the Skills Uplift program. The units will be chosen in consultation with Aussie Broadband and are likely to be form Cert III in Customer Engagement as negotiated with Federation Training or a Learn Local RTO.

Support provided

Learners will have access to a Careers practitioner and will receive or be referred out to relevant wrap around services and career advice.

Some options to consider for course planning

Tick any options you plan to use:

How		How		How	
Employability <i>embedding skill development</i>		Delivery <i>teaching and learning methods</i>		Achievement <i>ways of gathering evidence</i>	
Embed processes		<input checked="" type="checkbox"/>	group presentation and discussion	<input checked="" type="checkbox"/>	demonstration
<input checked="" type="checkbox"/>	group work and active learning	<input checked="" type="checkbox"/>	group and pair activities	<input checked="" type="checkbox"/>	questioning and discussion
<input type="checkbox"/>	team projects	<input type="checkbox"/>	demonstration by tutor or learner	<input type="checkbox"/>	interview
<input type="checkbox"/>	problem-based challenges	<input checked="" type="checkbox"/>	modelling by tutor or learner	<input type="checkbox"/>	group work
<input checked="" type="checkbox"/>	planning, scheduling and monitoring	<input type="checkbox"/>	games	<input type="checkbox"/>	scenario
<input type="checkbox"/>	learning-to-learn modelling	<input checked="" type="checkbox"/>	self-directed worksheets or units	<input type="checkbox"/>	case study
<input checked="" type="checkbox"/>	computer-based tasks and products	<input type="checkbox"/>	lecture style presentation	<input type="checkbox"/>	problem and solution
Build explicit skills		<input type="checkbox"/>	DVD-based activities	<input type="checkbox"/>	role play
<input type="checkbox"/>	using email, phone and web tools for group tasks	<input type="checkbox"/>	case studies	<input checked="" type="checkbox"/>	self assessment
<input checked="" type="checkbox"/>	time management	<input type="checkbox"/>	web-based activities	<input type="checkbox"/>	journals
<input checked="" type="checkbox"/>	dealing with different opinions	Add others		<input type="checkbox"/>	written test
<input checked="" type="checkbox"/>	brainstorming and mapping			<input type="checkbox"/>	online quiz
<input type="checkbox"/>	task and project planning			<input type="checkbox"/>	portfolio
<input type="checkbox"/>	work-group collaboration methods			<input checked="" type="checkbox"/>	action plan
<input checked="" type="checkbox"/>	Internet researching			<input type="checkbox"/>	project
<input checked="" type="checkbox"/>	organising learning			<input type="checkbox"/>	research and data collection
<input type="checkbox"/>	decision-making in groups (including meetings)			<input type="checkbox"/>	observation
Add others				Add others	

How		Which		Where to	
Evaluation <i>improving the course</i>		Acknowledgement <i>recognising achievement</i>		Pathways <i>providing pathway support</i>	
<input checked="" type="checkbox"/>	learner feedback sheet	<input checked="" type="checkbox"/>	certificate of participation	<input checked="" type="checkbox"/>	discussion of needs and aspirations via Learner Plan
<input checked="" type="checkbox"/>	monitoring during the course	<input type="checkbox"/>	exhibition of work	<input type="checkbox"/>	class discussion of internal and external options
<input type="checkbox"/>	group interviews	<input type="checkbox"/>	demonstration	<input checked="" type="checkbox"/>	Internet links
<input type="checkbox"/>	in-course reviews (strengths, issues)	<input type="checkbox"/>	publicity	<input checked="" type="checkbox"/>	careers advisors
<input type="checkbox"/>	post-course surveys	<input type="checkbox"/>	film, computer or oral presentation	<input type="checkbox"/>	other programs, other providers
<input type="checkbox"/>	benchmarking other courses	<input type="checkbox"/>	performance	<input type="checkbox"/>	community advertisements
<input type="checkbox"/>	feedback from critical friends	<input type="checkbox"/>	letter, note, email	<input type="checkbox"/>	mentoring
<input checked="" type="checkbox"/>	client feedback (employers/community)	<input type="checkbox"/>	skills portfolio	Add others	
Add others		<input type="checkbox"/>	community recognition		
		Add others			