

London Borough of Barking and Dagenham

**Done in One**

**Customer Care Standards for Staff**

*Mapping to the Adult Literacy Core Curriculum*

# Done in One - Customer Care Standards for Staff

## Mapping to the Adult Literacy Core Curriculum

### RATIONALE

- 1 The Adult Literacy Core Curriculum descriptors at Level 1 are featured prominently in this document because it is at this level that the largest amount of relevant descriptors can be found. This does not mean that the Customer Care Standards for Staff should be considered a Level 1 attainment. An Adult Literacy Core Curriculum reference range is included because of this.
- 2 The column entitled 'Adult Literacy Core Curriculum Reference Range' shows the possible range of levels at which attainment of the Customer Care Standards for Staff could be deemed acceptable. The ranges, however, vary in their breadth, sometimes including entry level standards and sometimes not.

This is so for two reasons:

- a) The Adult Literacy Core Curriculum descriptors do not always trace progression of one skill through the levels. For example, judging how much to write and the level of detail to include (Wt/L1.2) appears only at Level 1. Entry levels describe only the skills that, when viewed collectively, lead towards the attainment of Wt/L1.2. Therefore, only the Level 1 descriptor is shown in the reference range as individual entry level skills in this area would not be sufficient to meet the Customer Care Standard.

In other areas, entry level descriptors are shown, such as in speaking clearly in a way that suits the situation (SLlc/L1.1). Here, speaking clearly in a simple exchange (SLlc/E1.1) is acceptable as clear speech is the same at all levels and simple exchanges are likely to occur in such contexts with particular candidates.

- b) In some areas of attainment it would not be appropriate to function below Level 1 even where it is possible to trace progression of the same skill from entry level. The frequency of correct spelling, for example, obviously should never fall below Level 1 in any context within the Customer Care Standards for Staff.
- 3 At some points in the Customer Care Standards for Staff, only Level 2 descriptors are shown. This occurs in the areas relating to the identification of appropriate ways of responding to complainants and their complaints and in the maintaining of conversations when relating to colleagues. These areas are underpinned by high level skills that do not appear at other levels.

- 4 Occasionally, the Core Curriculum reference range includes more than one descriptor at the same level as in SLIc/L1.1 (speak clearly in a way that suits the situation) which includes SLIc/E3.1 and SLIc/E3.2. This is because in this context speech would not be clear (SLIc/E3.1) unless formal language and register was used (SLIc/E3.2).

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## RECEPTION AREAS

Done in One Standard – Reception Areas	Objectives	Adult Literacy Core Curriculum Descriptor at Level 1	Adult Literacy Core Curriculum Reference Range	
<ul style="list-style-type: none"> <li>✓ Remember, first impressions are important, be friendly and welcoming.</li> <li>✓ Ensure customers are acknowledged on arrival and obtain their names. Check that they are in the right place.</li> <li>✓ Ensure waiting times are kept to a minimum...If this is not possible, explain to the customer why there is a delay and give a new time to be seen. Please speak with your manager if you cannot meet this standard.</li> <li>✓ Ask customers if they require any assistance...</li> <li>✓ For guidance on how to deal with disabled people, please refer to the Equality for Disabled People Booklet.</li> </ul>	Welcome and assist the customers.	<b>SLIr/L1.4</b> Provide feedback and confirmation when listening to others.	SLIr/E3.4; <b>SLIr/L1.4</b>	
		<b>SLIr/L1.5</b> Make contributions relevant to the situation and subject.	SLIr/E3.5; <b>SLIr/L1.5</b>	
		<b>SLIc/L1.1</b> Speak clearly in a way that suits the situation.	SLIc/E1.1; SLIc/E2.1; SLIc/E3.1; SLIc/E3.2; <b>SLIc/L1.1</b> ; SLIc/L2.1	
	Obtain relevant information from the customers.		<b>SLIr/L1.1</b> Listen for and identify relevant information...	SLIr/E1.1; SLIr/E2.1; SLIr/E3.1; <b>SLIr/L1.1</b>
			<b>SLIr/L1.3</b> Use strategies to clarify and confirm understanding.	SLIr/E2.4; SLIr/E3.4; <b>SLIr/L1.3</b>
			<b>SLIr/L1.4</b> Provide feedback and confirmation when listening to others	SLIr/E3.5; <b>SLIr/L1.4</b>
			<b>SLIc/L1.1</b> Speak clearly in a way that suits the situation.	SLIc/E1.1; SLIc/E2.1; SLIc/E3.1; SLIc/E3.2; <b>SLIc/L1.1</b> ; SLIc/L2.1
			<b>SLc/L1.2</b> Make requests and ask questions to obtain information.	SLIc/E1.3; SLIc/E2.2; SLIc/E3.4; <b>SLIc/L1.2</b> ; SLIc/L2.2
	Give relevant information to the customers.		<b>SLIc/L1.1</b> Speak clearly in a way that suits the situation.	SLIc/E1.1; SLIc/E2.1; SLIc/E3.1; SLIc/E3.2; <b>SLIc/L1.1</b> ; SLIc/L2.1
			<b>SLc/L1.3</b> Express clearly statements of fact, explanations, instructions, accounts and descriptions.	SLIc/E1.4; SLIc/E2.3; SLIc/E3.3; <b>SLIc/L1.3</b> ; SLIc/L2.3
			<b>SLc/L1.4</b> Present information and ideas in a logical sequence and include detail and develop ideas where appropriate.	<b>SLIc/L1.4</b> ; SLIc/L2.4

	Select and present up-to-date and relevant information in the form of leaflets and posters.	<b>Rt/L1.3</b> Identify the main points and specific detail and infer meaning from images which is not explicit in the text.	Rt/E2.3; Rt/E2.4; Rt/E3.4; Rt/E3.9; <b>Rt/L1.3</b> ; Rt/L2.3
		<b>Rt/L1.4</b> Use organisational and structural features to locate information.	Rt/E3.5; <b>Rt/L1.4</b> ; Rt/L2.6
		<b>Rt/L1.5</b> Use different reading strategies to find and obtain information.	Rt/E3.6; <b>Rt/L1.5</b> ; Rt/2.7
	Read with understanding any relevant guidance information.	<b>Rt/L1.1</b> Trace and understand the main events of continuous descriptive, explanatory and persuasive texts.	Rt/E2.1; Rt/E3.1; <b>Rt/L1.1</b> ; Rt/L2.1
		<b>Rt/L1.3</b> Identify the main points and specific detail and infer meaning from images which is not explicit in the text.	Rt/E2.3; Rt/E2.4; Rt/E3.4; Rt/E3.9; <b>Rt/L1.3</b> ; Rt/L2.3
		<b>Rt/L1.4</b> Use organisational and structural features to locate information.	Rt/E3.5; <b>Rt/L1.4</b> ; Rt/L2.6
		<b>Rw/L1.1</b> Use reference material to find the meaning of unfamiliar words.	Rw/E3.1; <b>Rw/EL1.1</b> ; Rw/EL2.1
		<b>Rw/L1.2</b> Recognise and understand the vocabulary associated with different types of text...	Rw/E3.1; <b>Rw/L1.2</b> ; Rw/L2.3

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## TELEPHONE CALLS

Done in One Standard – Telephone Calls	Objectives	Adult Literacy Core Curriculum Descriptor at Level 1	Adult Literacy Core Curriculum Reference Range	
<ul style="list-style-type: none"> <li>✓ All calls must be answered in the agreed corporate style.</li> <li>✓ Where you are unable to help the caller straight away, you should take the customer’s name, address and telephone number. Tell the callers when you expect to come back to them...or, alternatively, ensure that the appropriate officer contacts them.</li> <li>✓ At the end of the call, ask the customer if there is anything else you can help with (when appropriate).</li> <li>✓ When making a call...announce who you are early on in the conversation. If you need to transfer a call, make sure that the caller will be dealt with and give as much information as possible to prevent the caller from having to repeat him/herself.</li> <li>✓ If you are going to be out or unavailable, agree with a colleague to redirect your phone, use voicemail or ask to have the “hunt system”</li> </ul>	Answer telephone calls in the agreed corporate style.	<b>SLc/L1.1</b> Speak clearly in a way which suits the situation.	SLlc/E1.1; SLlc/E2.1; SLlc/E3.1; SLlc/E3.2; <b>SLlc/L1.1</b> ; SLlc/L.2	
		<b>SLc/L1.3</b> Express clearly statements of fact, explanations and descriptions.	SLlc/E1.4; SLlc/E2.3; SLlc/E3.3; <b>SLlc/L1.3</b> ; SLlc/L2.3	
	Obtain appropriate information from the caller.	<b>SLlr/L1.1</b> Listen for and identify relevant information...	SLlr/E2.1; SLlr/E3.1; <b>SLlr/L1.1</b> ; SLlr/L2.1	
		<b>SLlr/L1.2</b> Listen for and understand explanations, instructions and narratives on different topics in a range of contexts.	SLlr/E2.2; SLlr/E3.2; <b>SLlr/L1.2</b>	
		<b>SLlr/L1.3</b> Use strategies to clarify and confirm understanding.	SLlr/E3.4; <b>SLlr/L1.3</b>	
		<b>SLlr/L1.4</b> Provide feedback and confirmation when listening to others.	SLlr/E3.4; <b>SLlr/L1.4</b>	
		<b>SLlc/L1.1</b> Speak clearly in a way that suits the situation.	SLlc/E1.1; SLlc/E2.1; SLlc/E3.1; SLlc/E3.2; <b>SLlc/L1.1</b> ; SLlc/L2.1	
		<b>SLc/L1.2</b> Make requests and ask questions to obtain information.	SLlc/E1.3; SLlc/E2.2; SLlc/E3.4; <b>SLlc/L1.2</b> ; SLlc/L2.2	
		Give information to the caller or to the recipient of a transferred call.	<b>SLlc/L1.1</b> Speak clearly in a way that suits the situation.	SLlc/E1.1; SLlc/E2.1; SLlc/E3.1; SLlc/E3.2; <b>SLlc/L1.1</b> ; SLlc/L2.1
		<b>SLc/L1.3</b> Express clearly statements of fact, explanations, instructions, accounts and descriptions.	SLlc/E1.4; SLlc/E2.3; SLlc/E3.3; <b>SLlc/L1.3</b> ; SLlc/L2.3	

<p>installed in your office. To discuss either of the latter options, please call IT helpdesk...</p>		<p><b>SLc/L1.4</b> Present information and ideas in a logical sequence and include detail and develop ideas where appropriate.</p>	<p><b>SLlc/L1.4</b>; SLlc/L2.4</p>
<p>✓ Keep a notepad by your telephone and offer to take a message if you are answering a call for someone who is not available, or help the caller yourself if you are able to.</p>	<p>Write down relevant information based on the telephone call.</p>	<p><b>Wt/L1.2</b> Judge how much to write and level of detail to include.</p>	<p><b>Wt/L1.2</b>; Wt/L2.2</p>
		<p><b>Wt/L1.5</b> Use format and structure for different purposes.</p>	<p><b>Wt/L1.5</b>; Wt/L2.5</p>
<p>✓ Try to resist the temptation to interrupt and ask the caller to repeat a message if you do not understand it.</p>		<p><b>Wt/L1.6</b> Proofread and revise writing for accuracy and meaning.</p>	<p>Wt/E3.4; <b>Wt/L1.6</b>; Wt/L2.7</p>
		<p><b>Ww/L1.2</b> Produce legible text.</p>	<p>Ww/E2.3; Ww/E3.3; <b>Ww/L1.2</b>; Ww/L2.2</p>
<p>✓ You have to be aware of how to deal with (Type talk or Minicom) calls. Please ask your line manager for guidance in your work place.</p>	<p>Communicate with colleagues to ensure telephone calls are dealt with effectively.</p>	<p><b>SLlr/L1.2</b> Listen for and understand explanations, instructions and narratives on different topics in a range of contexts.</p>	<p>SLlr/E2.2; SLlr/E3.2; <b>SLlr/L1.2</b></p>
		<p><b>SLlr/L1.3</b> Use strategies to clarify and confirm understanding.</p>	<p>SLlr/E2.4; SLlr/E3.4; <b>SLlr/L1.3</b></p>
<p>✓ Be patient (with non-native English speakers), try and identify which is their language and contact language line for a translator. Please ask your line manager for guidance in your work place.</p>		<p><b>SLlc/L1.1</b> Speak clearly in a way that suits the situation.</p>	<p>SLlc/E1.1; SLlc/E2.1; SLlc/E3.1; SLlc/E3.2; <b>SLlc/L1.1</b>; SLlc/L2.1</p>
		<p><b>SLc/L1.2</b> Make requests and ask questions to obtain information.</p>	<p>SLlc/E1.3; SLlc/E2.2; SLlc/E3.4; <b>SLlc/L1.2</b>; SLlc/L2.2</p>
<p>✓ Be aware that someone may have a speech impediment or learning difficulty and may require a lot of time.</p>	<p>Maintain an exchange appropriate to the needs of the caller.</p>	<p><b>SLd/L1.1</b> Follow and contribute to discussions on a range of straightforward topics.</p>	<p>SLd/E2.1; SLd/E2.2; SLd/E3.1; <b>E3.2/L1.1</b>; SLd/L2.1</p>
		<p><b>SLd/L1.2</b> Respect the turn-taking rights of others during discussions.</p>	<p>SLd/E3.3; <b>SLd/L1.3</b></p>
<p>✓ Ask the customer if he/she requires any other assistance.</p>		<p><b>SLd/L1.3</b> Use appropriate phrases for interruption.</p>	<p><b>SLd/L1.3</b>; SLd/L2.3</p>

# London Borough of Barking and Dagenham – Customer Care Standards for Staff

## LETTERS, FAXES, EMAILS, INFORMAL NOTES AND TEMPLATES

Done in One Standard – Letters, faxes, emails, informal notes and templates	Objectives	Adult Literacy Core Curriculum Descriptor at Level 1	Adult Literacy Core Curriculum Reference Range
<ul style="list-style-type: none"> <li>✓ All written correspondence...must be responded to. If...a full response will not be available in that time, you must send an acknowledgement to the customer...(including all relevant details).</li> <li>✓ Make sure standard letters are appropriate and properly addressed.</li> <li>✓ Always use the corporate style template and headed paper (with appropriate font style).</li> <li>✓ Before corresponding ascertain the needs of the customer to ensure that you correspond in the right format.</li> <li>✓ Make sure your template includes (all relevant details).</li> <li>✓ Corporate templates are available on the intranet...find them.</li> <li>✓ Stop and think before you write and make a note of the points you want to make in a logical order.</li> </ul>	Write an acknowledgement, including all relevant details, when appropriate, to all written correspondence.	<b>Rt/L1.3</b> Identify the main points and specific detail and infer meaning from images which is not explicit in the text.	Rt/E2.3; Rt/E2.4; Rt/E3.4; Rt/E3.9; <b>Rt/L1.3</b> ; Rt/L2.3
		<b>Wt/L1.3</b> Present information in a logical sequence...	<b>Wt/L1.3</b> ; Wt/L2.3
		<b>Wt/1.4</b> Use language suitable for purpose and audience.	<b>Wt/L1.4</b> ; Wt/L2.5; Wt/L2.6
	Write standard letters using correct layout and conventions.	<b>Wt/L1.5</b> Use format and structure for different purposes.	<b>Wt/L1.5</b> ; Wt/L2.5
		Use vocabulary and tone appropriate to the audience.	<b>Wt/L1.4</b> Use language suitable for purpose and audience.
	Write clearly and concisely.	<b>Wt/L1.1</b> Plan and draft writing.	Wt/E3.1; <b>Wt/L1.1</b> ; Wt/L2.1
		<b>Wt/L1.2</b> Judge how much to write and the level of detail to include.	<b>Wt/L1.2</b> ; Wt/L2.2
		<b>Wt/L1.3</b> Present information in a logical sequence using paragraphs where appropriate.	<b>Wt/L1.3</b> ; Wt/L2.3
		<b>Ws/L1.1</b> Write in complete sentences.	Ws/E3.1; <b>Ws/L1.1</b>
		<b>Ws/L1.2</b> Use correct grammar...	Ws/E3.2; <b>Ws/L1.2</b> ; Ws/L2.2
	<b>Ws/L1.3</b> Punctuate sentences correctly and use punctuation so that meaning is clear.	Ws/E2.3; Ws/E3.3; <b>Ws/L1.3</b> ; Ws/L2.4	

<ul style="list-style-type: none"> <li>✓ Use the customer's name whenever it's known and sign off (appropriately).</li> <li>✓ Be human when you write. Try and imagine you are talking to your reader...</li> <li>✓ Get to the point quickly. The beginning must interest your readers and make them want to continue.</li> <li>✓ Be punchy lively and direct...</li> <li>✓ Be clear. Don't waffle or stray from the main point or message...</li> <li>✓ Always read and check everything you write and don't forget to check your spellings...</li> </ul>		<b>Ww/L1.1</b> Spell correctly words used most often in work, studies and daily life.	<b>Ww/L1.1</b> ; Ww/L2.1
	Use drafts to ensure logical ordering of points.	<b>Wt/L1.1</b> Plan and draft writing.	Wt/E3.1; <b>Wt/L1.1</b> ; Wt/L2.1
		<b>Wt/L1.3</b> Present information in a logical sequence using paragraphs where appropriate.	<b>Wt/L1.3</b> ; Wt/L2.3
	Proofread written communications before sending.	<b>Wt/L1.6</b> Proofread and revise writing for accuracy and meaning.	Wt/E3.4; <b>Wt/L1.6</b> ; Wt/L2.7
		<b>Ws/L1.1</b> Write in complete sentences.	Ws/E3.1; <b>Ws/L1.1</b>
		<b>Ws/L1.2</b> Use correct grammar...	Ws/E3.2; <b>Ws/L1.2</b> ; Ws/L2.2
		<b>Ws/L1.3</b> Punctuate sentences correctly and use punctuation so that meaning is clear.	Ws/E2.3; Ws/E3.3; <b>Ws/L1.3</b> ; Ws/L2.4
	<b>Ww/L1.1</b> Spell correctly words used most often in work, studies and daily life.	<b>Ww/L1.1</b> ; Ww/L2.1	

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## EMAILS

Done in One Standard – Reception Areas	Objectives	Adult Literacy Core Curriculum Descriptor at Level 1	Adult Literacy Core Curriculum Reference Range
<ul style="list-style-type: none"> <li>✓ Emails should not be sent without text in the “Subject” field.</li> <li>✓ Do not type emails in capitals.</li> <li>✓ Turn on your “auto office assistant” (when appropriate). (Use standard corporate message.)</li> <li>✓ When either sending or replying to an email (use the standard corporate sign-off.)</li> <li>✓ Always check the spelling before sending or replying to an email.</li> <li>✓ All emails...must be read and answered, if appropriate.</li> <li>✓ (Follow instructions to) set up an automatic sign- off that will appear on all your emails.</li> </ul>	Use appropriate layout for emails in accordance with corporate guidelines.	<b>Wt/L1.5</b> Use format and structure for different purposes.	<b>Wt/L1.5</b> ; Wt/L2.5
	Follow instructions for setting up ‘out of office’ messages, automatic sign-offs and signature templates.	<b>Rt/L1.1</b> Trace and understand the main events of continuous descriptive, explanatory and persuasive texts.	Rt/E2.1; Rt/E3.1; <b>Rt/L1.1</b> ; Rt/L2.1
		<b>Rt/L1.4</b> Use organisational and structural features to locate information.	Rt/E3.5; <b>Rt/L1.4</b> ; Rt/L2.6
	Read with understanding all emails received.	<b>Rt/L1.1</b> Trace and understand the main events of continuous descriptive, explanatory and persuasive texts.	Rt/E2.1; Rt/E3.1; <b>Rt/L1.1</b> ; Rt/L2.1
		<b>Rt/L1.2</b> Recognise how language and other textual features are used to achieve different purposes.	<b>Rt/L1.2</b> ; Rt/L2.2
		<b>Rt/L1.3</b> Identify the main points and specific detail and infer meaning from images which is not explicit in the text.	Rt/E2.3; Rt/E2.4; Rt/E3.4; Rt/E3.9; <b>Rt/L1.3</b> ; Rt/L2.3
		<b>Rt/L1.4</b> Use organisational and structural features to locate information.	Rt/E3.5; <b>Rt/L1.4</b> ; Rt/L2.6
	Write emails including responses, where appropriate, to emails received	<b>Wt/L1.2</b> Judge how much to write and the level of detail to include.	<b>Wt/L1.2</b> ; Wt/L2.2
		<b>Wt/L1.3</b> Present information in a logical sequence using paragraphs	<b>Wt/L1.3</b> ; Wt/L2.3

		where appropriate.	
		<b>Ws/L1.1</b> Write in complete sentences.	Ws/E3.1; <b>Ws/L1.1</b>
		<b>Ws/L1.2</b> Use correct grammar...	Ws/E3.2; <b>Ws/L1.2</b> ; Ws/L2.2
		<b>Ws/L1.3</b> Punctuate sentences correctly and use punctuation so that meaning is clear.	Ws/E2.3; Ws/E3.3; <b>Ws/L1.3</b> ; Ws/L2.4
		<b>Ww/L1.1</b> Spell correctly words used most often in work, studies and daily life.	<b>Ww/L1.1</b> ; Ww/L2.1
	Proofread all emails before sending.	<b>Wt/L1.6</b> Proofread and revise writing for accuracy and meaning.	Wt/E3.4; <b>Wt/L1.6</b> ; Wt/L2.7
		<b>Ws/L1.1</b> Write in complete sentences.	Ws/E3.1; <b>Ws/L1.1</b>
		<b>Ws/L1.2</b> Use correct grammar...	Ws/E3.2; <b>Ws/L1.2</b> ; Ws/L2.2
		<b>Ws/L1.3</b> Punctuate sentences correctly and use punctuation so that meaning is clear.	Ws/E2.3; Ws/E3.3; <b>Ws/L1.3</b> ; Ws/L2.4
		<b>Ww/L1.1</b> Spell correctly words used most often in work, studies and daily life.	<b>Ww/L1.1</b> ; Ww/L2.1

# London Borough of Barking and Dagenham – Customer Care Standards for Staff

## COMPLAINTS

Done in One Standard – Reception Areas	Objectives	Adult Literacy Core Curriculum Descriptor at Level 1	Adult Literacy Core Curriculum Reference Range	
<ul style="list-style-type: none"> <li>✓ When responding to complaints, remember to answer all points raised by the complainant.</li> <li>✓ You should record all informal and formal complaints.</li> <li>✓ Ensure you listen to the complainant and check you have interpreted the complaint correctly. Ask the complainant how he/she feels the matter should be resolved.</li> <li>✓ Take the opportunity to learn from complainants to improve services. Trends need to be monitored and appropriate action points instigated.</li> <li>✓ (Read) definition of a complaint, who can complain and what about. (Read) guidance...in the corporate complaints procedure and social services complaints procedures.</li> <li>✓ (If a complaint is) dealt with initially as a comment/query...it should still be recorded with the outcome.</li> </ul>	Listen to and check understanding of all oral complaints.	<b>SLIr/L1.1</b> Listen for and identify relevant information...	SLIr/E2.1; SLIr/E3.1; <b>SLIr/L1.1</b> ; SLIr/L2.1	
		<b>SLIr/L1.2</b> Listen for and understand explanations, instructions and narratives on different topics in a range of contexts.	SLIr/E2.2; SLIr/E3.2; <b>SLIr/L1.2</b>	
		<b>SLIr/L1.3</b> Use strategies to clarify and confirm understanding.	SLIr/E2.4; SLIr/E3.4; <b>SLIr/L1.3</b>	
	Write down all informal and formal complaints.	Read with understanding all written complaints.	<b>Wt/L1.2</b> Judge how much to write and the level of detail to include.	<b>Wt/L1.2</b> ; Wt/L2.2
			<b>Wt/L1.3</b> Present information in a logical sequence using paragraphs where appropriate.	<b>Wt/L1.3</b> ; Wt/L2.3
			<b>Wt/L1.6</b> Proofread and revise writing for accuracy and meaning.	Wt/E3.4; <b>Wt/L1.6</b> ; Wt/L2.7
			<b>Rt/L1.1</b> Trace and understand the main events of continuous descriptive, explanatory and persuasive texts.	Rt/E2.1; Rt/E3.1; <b>Rt/L1.1</b> ; Rt/L2.1
			<b>Rt/L1.3</b> Identify the main points and specific detail and infer meaning from images which is not explicit in the text.	Rt/E2.3; Rt/E2.4; Rt/E3.4; Rt/E3.9; <b>Rt/L1.3</b> ; Rt/L2.3
	Write clearly, relevantly and fully in response to complaints.		<b>Wt/L1.1</b> Plan and draft writing.	Wt/E3.1; <b>Wt/L1.1</b> ; Wt/L2.1
			<b>Wt/L1.2</b> Judge how much to write and the level of detail to include.	<b>Wt/L1.2</b> ; Wt/L2.2
			<b>Wt/L1.3</b> Present information in a logical sequence using paragraphs	<b>Wt/L1.3</b> ; Wt/L2.3

		where appropriate.	
		<b>Wt/1.4</b> Use language suitable for purpose and audience.	<b>Wt/L1.4</b> ; Wt/L2.5; Wt/L2.6
		<b>Wt/L1.6</b> Proofread and revise writing for accuracy and meaning.	Wt/E3.4; <b>Wt/L1.6</b> ; Wt/L2.7
		<b>Ws/L1.1</b> Write in complete sentences.	Ws/E3.1; <b>Ws/L1.1</b>
		<b>Ws/L1.2</b> Use correct grammar...	Ws/E3.2; <b>Ws/L1.2</b> ; Ws/L2.2
		<b>Ws/L1.3</b> Punctuate sentences correctly and use punctuation so that meaning is clear.	Ws/E2.3; Ws/E3.3; <b>Ws/L1.3</b> ; Ws/L2.4
		<b>Ww/L1.1</b> Spell correctly words used most often in work, studies and daily life.	<b>Ww/L1.1</b> ; Ww/L2.1
	Read with understanding corporate guidance relevant to complaints.	<b>Rt/L1.1</b> Trace and understand the main events of continuous descriptive, explanatory and persuasive texts.	Rt/E2.1; Rt/E3.1; <b>Rt/L1.1</b> ; Rt/L2.1
		<b>Rt/L1.3</b> Identify the main points and specific detail and infer meaning from images which is not explicit in the text.	Rt/E2.3; Rt/E2.4; Rt/E3.4; Rt/E3.9; <b>Rt/L1.3</b> ; Rt/L2.3
		<b>Rt/1.4</b> Use organisational and structural features to locate information.	Rt/E3.5; <b>Rt/L1.4</b> ; Rt/L2.6
		<b>Rw/L1.1</b> Use reference material to find the meaning of unfamiliar words.	Rw/E3.3; <b>Rw/L1.1</b> ; Rw/L2.2
		<b>Rw/L1.2</b> Recognise and understand the vocabulary associated with different types of text...	<b>Rw/L1.2</b> ; Rw/L2.3
	Identify appropriate ways of responding to complainants and their complaints.	<b>SLIr/L1.5</b> Make contributions relevant to the situation and the subject.	SLIr/E3.5; <b>SLIr/L1.5</b>
		<b>SLIr/L1.6</b> Respond to questions on a range of topics.	SLIr/E3.6; <b>SLIr/L1.6</b> ; SLIr/L2.3
		<b>Rt/L2.5</b> Read critically to evaluate	

		<p><b>information and compare information, ideas and opinions from different sources.</b></p>	
		<p><b><u>Rt/L2.8</u> Summarise information from longer documents.</b></p>	
		<p><b><u>Wt/L2.3</u> Present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate.</b></p>	
		<p><b><u>Wt/L2.6</u> Use different styles of writing for different purposes.</b></p>	

# London Borough of Barking and Dagenham – Customer Care Standards for Staff

## HOME VISITS

Done in One Standard – Reception Areas	Objectives	Adult Literacy Core Curriculum Descriptor at Level 1	Adult Literacy Core Curriculum Reference Range
<ul style="list-style-type: none"> <li>✓ Check with the customer that you are in the right place, with the right customer, before proceeding with the purpose of your visit.</li> <li>✓ If visiting someone with a visual impairment or door entry system, ask if he/she would prefer the use of a password before visiting.</li> <li>✓ If taking notes, check with the customer for accuracy and explain why you are taking notes.</li> <li>✓ Offer help if there are forms to explain or complete.</li> </ul>	Obtain relevant information from the customers.	<b>SLIr/L1.1</b> Listen for and identify relevant information...	SLIr/E2.1; SLIr/E3.1; <b>SLIr/L1.1</b> ; SLIr/L2.1
		<b>SLIr/L1.2</b> Listen for and understand explanations, instructions and narratives on different topics in a range of contexts.	SLIr/E2.2; SLIr/E3.2; <b>SLIr/L1.2</b>
		<b>SLIr/L1.3</b> Use strategies to clarify and confirm understanding.	SLIr/E2.4; SLIr/E3.4; <b>SLIr/L1.3</b>
		<b>SLIr/L1.4</b> Provide feedback and confirmation when listening to others.	SLIr/E3.4; SLIr/E3.5; <b>SLIr/L1.4</b>
		<b>SLIc/L1.1</b> Speak clearly in a way that suits the situation.	SLIc/E1.1; SLIc/E2.1; SLIc/E3.1; SLIc/E3.2; <b>SLIc/L1.1</b> ; SLIc/L2.1
		<b>SLc/L1.2</b> Make requests and ask questions to obtain information.	SLIc/E1.3; SLIc/E2.2; SLIc/E3.4; <b>SLIc/L1.2</b> ; SLIc/L2.2
<ul style="list-style-type: none"> <li>✓ Reflect and sum up at the end of the visit...</li> <li>✓ If you are unsure about something, say so but find out the answer as soon as possible and let the customer know.</li> <li>✓ If you are running late, telephone the customer to explain this and give a</li> </ul>	Give relevant information to the customers.	<b>SLIc/L1.1</b> Speak clearly in a way that suits the situation.	SLIc/E1.1; SLIc/E2.1; SLIc/E3.1; SLIc/E3.2; <b>SLIc/L1.1</b> ; SLIc/L2.1
		<b>SLc/L1.3</b> Express clearly statements of fact, explanations, instructions, accounts and descriptions.	SLIc/E1.4; SLIc/E2.3; SLIc/E3.3; <b>SLIc/L1.3</b> ; SLIc/L2.3
		<b>SLc/L1.4</b> Present information and ideas in a logical sequence and include detail and develop ideas where appropriate.	<b>SLIc/L1.4</b> ; SLIc/L2.4

<p>revised time...</p> <p>✓ If you are on sick leave, ask a colleague to contact any customers with appointments to let them know.</p> <p>✓ Sometimes it is more appropriate and customers prefer a visit from someone of the same gender.</p> <p>✓ Make sure you read any background information/correspondence prior to visiting. Find out beforehand if you are likely to need support services...</p>	<p>Present written information to the customer.</p>	<p><b>SLc/L1.4</b> Present information and ideas in a logical sequence and include detail and develop ideas where appropriate.</p>	<p><b>SLlc/L1.4</b>; SLlc/L2.4</p>
		<p><b>Wt/L1.2</b> Judge how much to write and the level of detail to include.</p>	<p><b>Wt/L1.2</b>; Wt/L2.2</p>
		<p><b>Wt/L1.5</b> Use format and structure for different purposes.</p>	<p><b>Wt/L1.5</b>; Wt/L2.5</p>
		<p><b>Ww/L1.1</b> Spell correctly words used most often in work, studies and daily life.</p>	<p><b>Ww/L1.1</b>; Ww/L2.1</p>
		<p><b>Ww/L1.2</b> Produce legible text.</p>	<p>Ww/E2.3; Ww/E3.3; <b>Ww/L1.2</b>; Ww/L2.2</p>
	<p>Identify when explanations and/or help are necessary.</p>	<p><b>SLlr/L1.3</b> Use strategies to clarify and confirm understanding.</p>	<p>SLlr/E2.4; SLlrE3.4; <b>SLlr/L1.3</b></p>
		<p><b>SLc/L1.2</b> Make requests and ask questions to obtain information in familiar and unfamiliar contexts.</p>	<p>SLlc/E1.3; SLlc/E2.2; SLlc/E3.4; <b>SLlc/L1.2</b>; SLlc/L2.2</p>
	<p>Give explanations clearly and concisely.</p>	<p><b>SLlc/L1.1</b> Speak clearly in a way that suits the situation.</p>	<p>SLlc/E1.1; SLlc/E2.1; SLlc/E3.1; SLlc/E3.2; <b>SLlc/L1.1</b>; SLlc/L2.1</p>
		<p><b>SLc/L1.3</b> Express clearly statements of fact, explanations, instructions, accounts and descriptions.</p>	<p>SLlc/E1.4; SLlc/E2.3; SLlc/E3.3; <b>SLlc/L1.3</b>; SLlc/L2.3</p>
		<p><b>SLc/L1.4</b> Present information and ideas in a logical sequence and include detail and develop ideas where appropriate.</p>	<p><b>SLlc/L1.4</b>; SLlc/L2.4</p>
	<p>Liaise with colleagues as appropriate.</p>	<p><b>SLc/L1.2</b> Make requests and ask questions to obtain information in familiar and unfamiliar contexts.</p>	<p>SLlc/E1.3; SLlc/E2.2; SLlc/E3.4; <b>SLlc/L1.2</b>; SLlc/L2.2</p>
		<p><b>SLd/L1.1</b> Follow and contribute to discussions on a range of straightforward topics.</p>	<p>SLd/E2.1; SLd/E2.2; SLd/E3.1; <b>E3.2/L1.1</b>; SLd/L2.1</p>
	<p>Read with understanding any relevant background</p>	<p><b>Rt/L1.1</b> Trace and understand the main events of continuous descriptive, explanatory and</p>	<p>Rt/E2.1; Rt/E3.1; <b>Rt/L1.1</b>; Rt/L2.1</p>

	information.	persuasive texts.	
		<b>Rt/L1.3</b> Identify the main points and specific detail and infer meaning from images which is not explicit in the text.	Rt/E2.3; Rt/E2.4; Rt/E3.4; Rt/E3.9; <b>Rt/L1.3</b> ; Rt/L2.3
		<b>Rt/1.4</b> Use organisational and structural features to locate information.	Rt/E3.5; <b>Rt/L1.4</b> ; Rt/L2.6
		<b>Rw/L1.1</b> Use reference material to find the meaning of unfamiliar words.	Rw/E3.3; <b>Rw/L1.1</b> ; Rw/L2.2
		<b>Rw/L1.2</b> Recognise and understand the vocabulary associated with different types of text...	<b>Rw/L1.2</b> ; Rw/L2.3

# London Borough of Barking and Dagenham – Customer Care Standards for Staff

## CONTACT WITH COLLEAGUES

Done in One Standard – Reception Areas	Objectives	Adult Literacy Core Curriculum Descriptor at Level 1	Adult Literacy Core Curriculum Reference Range
<ul style="list-style-type: none"> <li>✓ Respect each others issues.</li> <li>✓ Do what you've committed to do.</li> <li>✓ Work together to give good customer services.</li> <li>✓ Continually challenge whether it is the best way to do things.</li> </ul>	Listen to and acknowledge your colleagues' statements.	<b>SLIr/L1.1</b> Listen for and identify relevant information...	SLIr/E2.1; SLIr/E3.1; <b>SLIr/L1.1</b> ; SLIr/L2.1
		<b>SLIr/L1.2</b> Listen for and understand explanations, instructions and narratives on different topics in a range of contexts.	SLIr/E2.2; SLIr/E3.2; <b>SLIr/L1.2</b>
		<b>SLIr/L1.3</b> Use strategies to clarify and confirm understanding.	SLIr/E2.4; SLIr/E3.4; <b>SLIr/L1.3</b>
		<b>SLIr/L1.4</b> Provide feedback and confirmation when listening to others.	SLIr/E3.4; <b>SLIr/L1.4</b>
	Speak clearly to convey your own point of view.	<b>SLIc/L1.1</b> Speak clearly in a way that suits the situation.	SLIc/E1.1; SLIc/E2.1; SLIc/E3.1; SLIc/E3.2; <b>SLIc/L1.1</b> ; SLIc/L2.1
		<b>SLc/L1.3</b> Express clearly statements of fact, explanations, instructions, accounts and descriptions.	SLIc/E1.4; SLIc/E2.3; SLIc/E3.3; <b>SLIc/L1.3</b> ; SLIc/L2.3
		<b>SLc/L1.4</b> Present information and ideas in a logical sequence and include detail and develop ideas where appropriate.	<b>SLIc/L1.4</b> ; SLIc/L2.4
	Maintain a conversation.	<b>SLd/L1.1</b> Follow and contribute to discussions on a range of straightforward topics.	SLd/E2.1; SLd/E2.2; SLd/E3.1; <b>E3.2/L1.1</b> ; SLd/L2.1
		<b>SLd/L1.2</b> Respect the turn-taking rights of others during discussions.	SLd/E3.3; <b>SLd/L1.3</b>
		<b>SLd/L1.3</b> Use appropriate phrases for interruption.	<b>SLd/L1.3</b> ; SLd/L2.3
	Use appropriate	<b>SLIr/L2.4</b> Respond to criticism	

	strategies to promote effective working relationships.	<b>and criticise constructively.</b>	
		<b><u>SLd/L2.1</u> Make relevant contributions and help to move discussions forward.</b>	
		<b><u>SLd/L2.4</u> Support opinions and arguments with evidence.</b>	
		<b><u>SLd/L2.5</u> Use strategies intended to reassure.</b>	