

Unit Specification



Unit title: Retailing: Satisfying Customer Needs (National 5)

Unit code: HH8L 75

Superclass: BC

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Unit purpose

This unit has been designed as a mandatory unit of the National 5 Retailing Course but can also be taken as a free-standing unit.

The unit focuses on how to provide a high degree of customer satisfaction in a retail environment. Learners will learn about customer needs, good communication skills, consumer law, selling to customers and dealing effectively with customer complaints.

On completion of the unit learners should be able to demonstrate good customer care skills, effective communications skills, how to maximise sales and have an understanding of how consumer law impacts on retailers.

Outcomes

On successful completion of the unit the learner will be able to:

- 1 Investigate a range of products and/or services from a retailer.
- 2 Establish and respond to customer needs in a retail environment.
- 3 Explain how key areas of current consumer law affect retailers.
- 4 Deal with a customer complaint in a retail environment.

Credit points and level

1 National unit credit at National 5: (6 SCQF credit points at National 5)

Unit title: Retailing: Satisfying Customer Needs (National 5)

Recommended entry to the unit

Entry is at the discretion of the centre. *Retailing: Satisfying Customer Needs* is intended as an introductory level qualification, as such there are no recommended entry requirements.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this unit specification.

There is no automatic certification of Core Skills or Core Skill components in this unit.

Context for delivery

If this unit is delivered as part of a course, it is recommended that it should be taught and assessed within the subject area of the course to which it contributes.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website
www.sqa.org.uk/assessmentarrangements.

National unit specification: Statement of standards

Unit title: Retailing: Satisfying Customer Needs (National 5)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Investigate a range of products and/or services from a retailer.

Performance criteria

- (a) Identify the features and benefits of three products and/or services.
- (b) Identify the features and benefits of a further three products and/or services that complement or provide an alternative to each of those selected.
- (c) Explain how complementary items can be used to maximise sales.
- (d) Explain the importance of product knowledge when satisfying customer needs

Outcome 2

Establish and respond to customer needs in a retail environment.

Performance criteria

- (a) Open the interaction with a positive and helpful tone and adhere to organisational guidelines.
- (b) Establish customer needs by using listening and questioning techniques.
- (c) Respond to customer needs providing products, service and information appropriate to the interaction.
- (d) Explain how to overcome customer objections when making a sale.
- (e) Explain the importance of non-verbal language and the importance of recognising signals when responding to customers.
- (f) Close the interaction and adhere to organisational guidelines.
- (g) Identify methods of obtaining feedback from customers, including those that use technology.

National unit specification: Statement of standards (cont)

Unit title: Retailing: Satisfying Customer Needs (National 5)

Outcome 3

Explain how key areas of current consumer law affect retailers.

Performance criteria

- (a) Explain clearly the law that applies to the sale of goods that affects retailers.
- (b) Explain clearly the law that protects consumers when buying goods.
- (c) Explain clearly what law applies to retailers to ensure access to goods and services to customers with disabilities.
- (d) Explain clearly what law applies to the protection of customer information collected by retailers.

Outcome 4

Deal with a customer complaint in a retail environment.

Performance criteria

- (a) Seek information on the nature of the problem through effective questioning.
- (b) Identify and confirm with the customer the reasons for dissatisfaction.
- (c) Explain clearly organisational procedures for dealing with customer dissatisfaction.
- (d) Take appropriate action to resolve the customer's problem.
- (e) Maintain a positive attitude and tone throughout the interaction.

Evidence requirements for this unit

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria.

Performance and recorded evidence is required for this unit.

- ◆ Performance evidence for this unit can either take the form of role play within a simulated environment or be evidenced under supervision in a realistic working environment.
- ◆ Written and/or oral evidence is required which demonstrates knowledge and understanding of factors which contribute to satisfying customers in a retail environment.

National unit specification: Statement of standards (cont)

Unit title: Retailing: Satisfying Customer Needs (National 5)

Outcome 1 — Written and/or oral evidence

Learners will investigate a range of products and/or services from a retailer of their choice.

For the chosen retailer learners should:

- ◆ identify the features and benefits of three products and/or services offered by the retailer.
- ◆ identify the features and benefits of a further three products or services that either complement those previously identified or provide an alternative to each of those selected.
- ◆ explain how complementary items can be used to maximise sales.
- ◆ explain the importance of product knowledge when satisfying customer needs.

The evidence will be gathered in an individual learner folio under open-book conditions at appropriate points throughout the unit.

Outcome 2 — Performance evidence and written and/or oral evidence

Performance evidence will be required which demonstrates, on one occasion, that the learner has established customer needs using effective communication skills and has responded to them in an appropriate manner. Learners should demonstrate during the interaction that they can:

- ◆ open the interaction with a positive and helpful tone of voice while adhering to organisational guidelines.
- ◆ use a mix of open and closed questioning techniques and appropriate listening techniques.
- ◆ provide information on suitable products or services relevant to the customer's needs and recognise non-verbal signals.
- ◆ explain how to overcome customer objections when making a sale.
- ◆ conclude the interaction while adhering to organisational guidelines.
- ◆ identify three methods of obtaining customer feedback including the use of technology.

This assessment must take place within either an actual retail environment or in a simulated retail environment. A role play scenario will be provided if a simulated environment is used. Assessor observation checklists will be retained by the centre to provide evidence of the learner's performance.

National unit specification: Statement of standards (cont)

Unit title: Retailing: Satisfying Customer Needs (National 5)

Outcome 3 — Written and/or oral evidence

Learners will be required to explain how key areas of law affect retailers.

Evidence must be provided that the learner has provided a clear explanation of the following:

- ◆ The law that applies to the sale of goods that affects retailers
- ◆ What law protects consumers when buying goods
- ◆ What law applies to retailers to ensure access to goods and services to customers with disabilities
- ◆ What law applies to the protection of customer information collected by retailers

Evidence should be gathered under open-book, supervised conditions and generated on one assessment occasion.

Outcome 4 — Performance evidence — Written and/or oral evidence

Performance evidence will be required that demonstrates, on one occasion, that the learner has dealt with a customer complaint.

Learners should demonstrate during the interaction that they can:

- ◆ gather information on the nature of the problem by using at least one open question and one closed question.
- ◆ establish at least one reason for the customer's dissatisfaction and confirm this with the customer.
- ◆ clearly explain organisational procedures for dealing with a problem of this nature.
- ◆ explain the actions they are going to take to resolve the customer's problem.
- ◆ maintain a positive attitude and tone throughout the interaction.

A role play scenario will be provided. The assessor will complete an assessor observation checklist that must be retained as evidence of the learner's performance.

The Assessment Support pack provided for this unit illustrates the standard that should be applied. It includes templates for product and service investigation, role play scenarios for both establishing and responding to customer needs and for dealing with customer complaints, assessor observation checklists and objective test questions. If a centre wishes to design its own assessments for this unit, they should be of a comparable standard.

National unit specification: Statement of standards (cont)

Unit title: Retailing: Satisfying Customer Needs (National 5)

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this unit. Employability is a key aspect of Skills for Work and is present throughout the unit. In addition, there are a number of other skills that learners will be expected to improve on and develop as they undertake this unit, these can be drawn from the main skills areas listed below. These must be built into the unit where there are appropriate opportunities.

Skills for learning, life and work	Development opportunities
Literacy 1.1 Reading 1.2 Listening and talking	<ul style="list-style-type: none"> ◆ Learners must work closely with customers to establish their needs ◆ Learners must use a variety of questioning techniques and listening techniques ◆ Learners must investigate key laws that apply to consumer rights
Health and wellbeing 3.1 Personal learning 3.5 Relationships	<ul style="list-style-type: none"> ◆ Learners must work on the solutions to a given customer problem. This will take into consideration the nature of the problem and the skills and attitudes that need to be demonstrated to resolve the problem to the customer's satisfaction.
Employability, enterprise and citizenship 4.1 Employability 4.3 Working with Others	<ul style="list-style-type: none"> ◆ The learner will be expected to demonstrate a positive attitude in resolving issues and learning ◆ The learner must demonstrate a willingness to advise and help others
Thinking Skills 5.1 Remembering 5.2 Understanding	<ul style="list-style-type: none"> ◆ The learner will be expected to remember and understand aspects of consumer law

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *National unit support notes*.

National unit support notes

Unit title: Retailing: Satisfying Customer Needs (National 5)

Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this unit

This unit introduces the learners to the need for good communication skills when aiming to satisfy customers in a retail environment. This unit can be delivered in a simulated retail environment. However, centres are encouraged to arrange visits to retail organisations and to have guest speakers from local retailers. Opportunities to observe customer interactions within retail settings are encouraged as they will offer a platform for discussion within the classroom.

Where possible a visit to or from the nearest Trading Standards Office would help learners to recognise the importance of consumer law and its effect on retailers.

Outcomes 1 and 2

Response to customer needs is often in relation to a customer query about a product or service and by investigating three products and services learners will build up their knowledge, which can then be applied to given situations. Outcome 1 allows learners the opportunity to gain such knowledge. This knowledge may be used in Outcome 2 where learners are required to demonstrate how they would use it in meaningful customer interaction.

Outcome 2 allows learners to use appropriate types of questioning, both open and closed, while responding to a customer. The interaction demands that the learner also use listening skills. Both verbal and non-verbal communication should be addressed including positive body language and tone of voice. By selecting appropriate types of communication, learners will learn that they can be of much greater value to the customer as they will have been able to learn more about the needs of the customer and therefore be able to respond in an appropriate manner.

Outcome 3

Outcome 3 looks at consumer rights and the law that is currently in place. While it is not intended that learners learn 'the law', it will be necessary to explore the key points of each piece of law listed in the Outcome to ensure learners understand what rights consumers have. This information should then be linked to how this impacts on retailers.

National unit support notes (cont)

Unit title: Retailing: Satisfying Customer Needs (National 5)

Learners must learn when a customer is entitled to a refund and when in fact a refund is given through retailer goodwill. They should also learn that retailers can't mislead customers through false descriptions of goods whether this is made verbally, in writing or by visual means. Learners should become aware of how Retailing has had to adapt and change to meet the needs of customers with disabilities and they need to recognise what customer information can be given out or held, and under what circumstances.

Outcome 4

Learners will explore types of complaints and learn how to respond positively to negative situations. Complaints may be in relation to either service issues or product complaints. They will also consider how different responses to complaints impact on the situation and how this can affect the retailer's sales performance in both the short and long term. While completing this Outcome learners should be made aware of the importance of 'ownership' of a problem and how customers' expectations can often be exceeded by a member of staff delivering that 'extra mile' of service particularly in a difficult situation.

Guidance on approaches to delivery of this unit

Wherever possible the learning and teaching approaches taken for this unit should be practical and experiential. It is possible to reinforce learning within this unit in a realistic working environment, although some aspects of underpinning knowledge, such as communication skills and information about current law, may require to be delivered in a classroom environment

Learners should be encouraged to discuss personal experiences in relation to customer service and complaints and groups should use these illustrations to evaluate the service provided and how it could be improved upon. Guest speakers from local retailers and perhaps the Citizens Advice Bureau or Trading Standards can add to the variety of stimulation possible within delivery of this unit.

Role plays and the use of ICT, including appropriate video, DVD and on-line resources, should be encouraged. Learners should also be encouraged to observe situations in retail stores. Learners should reflect on what they have observed and to discuss their thoughts with their teacher/lecturer.

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

National unit support notes (cont)

Unit title: Retailing: Satisfying Customer Needs (National 5)

It is recommended that learners complete their folio for Outcome 1 before attempting the assessments for either Outcome 2 or Outcome 4. Both Outcomes 2 and 4 may be achieved through role play scenarios, which will be observed by the assessor. Learners can work in either pairs or small groups to undertake the role play, with each member of the pair or group taking on the role of the sales assistant at an appropriate time. An assessor observation checklist will be completed and retained as evidence of each learner's performance.

If a learner is in a realistic working environment, dealing with customers, it is possible to assess Outcomes 2 and 4 within that environment. An assessor observation checklist should be used to record evidence.

Outcome 3 is assessed using a series of questions and may provide an opportunity for centres to consider e-assessment. Should a learner require more than one attempt at remediation for this assessment, a new set of questions should be provided.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core Skills

Oral Communication at SCQF level 5

The delivery and assessment of this unit may offer opportunities to develop this Core Skill. Oral Communication at SCQF level 5 involves using vocabulary and a range of spoken language structures appropriate to purpose and audience. This can be demonstrated in Outcome 2 where learners are required to establish and respond to customer needs in a retail context.

Accessing Information at SCQF level 4

The delivery and assessment of this unit may offer opportunities to develop this Core Skill. Accessing Information at SCQF level 4 involves carrying out straightforward searches, or one sustained search, for information using appropriate *ICT*. This can be demonstrated in Outcome 3 where learners will be required to understand the key law relating to customer needs.

National unit support notes (cont)

Unit title: Retailing: Satisfying Customer Needs (National 5)

Critical Thinking at SCQF level 5

The delivery and assessment of this unit may offer opportunities to develop this Core Skill. Critical Thinking at SCQF level 5 involves developing an approach to deal with a situation or issue. This can be demonstrated in Outcome 4 where a learner is required to deal with a customer complaint in a retail environment.

Working Co-operatively with Others at SCQF level 4

The delivery and assessment of this unit may offer opportunities to develop this Core Skill. Working Co-operatively with Others at SCQF level 4 involves actively providing relevant and appropriate support to others. This can be demonstrated in Outcome 4 where a learner is required to deal with a customer complaint in a retail environment.

General information for learners

Unit title: Retailing: Satisfying Customer Needs (National 5)

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This unit is about satisfying customer needs through excellent product knowledge, knowing your customers' requirements and by providing excellent customer service. You will also learn about the legal responsibilities that apply to retailing and how they affect you and your customers.

This unit will provide you with the opportunity to learn about the importance of excellent customer service in retailing and the knowledge and skills required to perform effectively in this role. You will also experience delivering customer service through dealing with customers in a number of different scenarios.

Retailing is a profession and this unit will help you to recognise the customer service skills that are required to be successful in retailing.

In this unit you will have opportunity to develop Core Skills in the following areas:

- ◆ *Communication*
- ◆ *Information and Communication Technology (ICT)*
- ◆ *Problem Solving*
- ◆ *Working with Others*

Administrative information

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History of changes to National unit specification

Version	Description of change	Authorised by	Date

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