



National Unit Specification: general information

UNIT Retailing: Satisfying Customer Needs (Intermediate 2)

CODE F33J 11

COURSE Retailing (Intermediate 2)

SUMMARY

This Unit has been designed as a mandatory Unit of the Intermediate 2 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. Candidates will learn about customer needs, good communication skills, consumer legislation, selling to customers and dealing effectively with customer complaints.

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

OUTCOMES

- 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 legislation affect retailers.
- 4 Deal with a customer complaint in a retail environment.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Superclass: BC

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National Unit Specification: general information (cont)

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CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in the *Guidance on Learning and Teaching Approaches for this Unit*.

National Unit Specification: statement of standards

UNIT Retailing: Satisfying Customer Needs (Intermediate 2)

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 or services that complement or provide an alternative to each of those selected.
- (c) Explain how complementary items can be used to maximise sales.

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) Identify appropriate products or services that maximise opportunities for sales in the interaction.
- (e) Conclude the interaction and adhere to organisational guidelines.

OUTCOME 3

Explain how key areas of current consumer legislation affect retailers.

Performance Criteria

- (a) Explain clearly how the Sale and Supply of Goods Act affects retailers.
- (b) Explain clearly how the Trade Descriptions Act affects retailers.
- (c) Explain clearly how the Disability Discrimination Act affects retailers.
- (d) Explain clearly how the Data Protection Act affects retailers.

National Unit Specification: statement of standards (cont)

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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 must be produced to demonstrate that all Outcomes and Performance Criteria have been met.

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.

Outcome 1 — Written and/or Oral Evidence

Candidates will investigate a range of products and/or services from a retailer of their choice. For the chosen retailer candidates 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

The evidence will be gathered in an individual candidate Folio under open-book conditions at appropriate points throughout the Unit.

Outcome 2 — Performance Evidence

Performance evidence will be required which demonstrates, on one occasion, that the candidate has established customer needs using effective communication skills and has responded to them in an appropriate manner. Candidates 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
- ◆ identify an additional product or service that could maximise the opportunity for sales
- ◆ conclude the interaction while adhering to organisational guidelines

National Unit Specification: statement of standards (cont)

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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 candidate's performance.

Outcome 3 — Written and/or Oral Evidence

Candidates will be required to explain how the key areas of legislation affect retailers.

Evidence must be provided that demonstrates that the candidate has provided a clear explanation of how the:

- ◆ Sale and Supply of Goods Act affects retailers
- ◆ Trade Descriptions Act affects retailers
- ◆ Disability Discrimination Act affects retailers
- ◆ Data Protection Act affects retailers

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

Outcome 4 — Performance Evidence

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

Candidates 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 candidate's performance.

The NAB 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: support notes

UNIT Retailing: Satisfying Customer Needs (Intermediate 2)

This part of the Unit Specification is offered as guidance. The support notes 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 candidates 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 candidates to recognise the importance of consumer legislation and its affect 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 candidates will build up their knowledge, which can then be applied to given situations. Outcome 1 allows candidates the opportunity to gain such knowledge. This knowledge may be used in Outcome 2 where candidates are required to demonstrate how they would use it in meaningful customer interaction.

Outcome 2 allows candidates to use appropriate types of questioning, both open and closed, while responding to a customer. The interaction demands that the candidate 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 candidates 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 legislation that is currently in place. While it is not intended that candidates learn 'the law', it will be necessary to explore the key points of each piece of legislation listed in the Outcome to ensure candidates understand what rights consumers have. This information should then be linked to how this impacts on retailers.

Candidates must learn when a customer is entitled to a refund under the Sale and Supply of Goods and Services Act and when in fact a refund is given through retailer goodwill. They should also learn from the Trade Descriptions Act that retailers can't mislead customers through false descriptions of goods whether this is made verbally, in writing or by visual means. Candidates should become aware of how the Disability Discrimination Act has meant major changes to retailers' premises and service offering and finally under the Data Protection Act they need to recognise what information can be given out or held and under what circumstances.

National Unit Specification: support notes (cont)

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Outcome 4

Candidates 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 candidates 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.

Employability Skills

Achievement of the following employability skills will be clearly identified as a result of the evidence generated through the assessment activities for this Unit:

- ◆ customer care skills
- ◆ flexibility and adaptability
- ◆ listening and talking skills
- ◆ problem solving
- ◆ self respect and showing respect and consideration of others
- ◆ understanding roles and responsibilities in the workplace

In addition, depending on the nature of the practical activities undertaken, there may be opportunities for candidates to develop the following employability skills:

- ◆ positive attitude to workplace and learning

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR 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 legislation, may require to be delivered in a classroom environment

Candidates 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. Candidates should also be encouraged to observe situations in retail stores. Candidates should reflect on what they have observed and to discuss their thoughts with their teacher/lecturer.

National Unit Specification: support notes (cont)

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OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

The tasks carried out in this Unit require the candidate to use effective *Communication* skills. This will provide the opportunity to further develop the Core Skill:

- ◆ Communication

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Opportunities for the use of 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 communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education* (AA1641, March 2003), *SQA Guidelines on e-assessment for Schools* (BD2625, June 2005).

It is recommended that candidates 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. Candidates 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 candidate's performance.

If a candidate 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 candidate require more than one attempt at remediation for this assessment, a new set of questions should be provided.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).