

Unit 370

Introduction to retail

UAN:	A/507/5167
Level:	Entry 3
Credit value:	1
GLH:	12
Aim:	The aim of this unit is to give the learner a broad introduction to the retail industry. It will introduce the learner to the different types of retailers, their services and the job roles within the sector.
Assessment:	Learner portfolio
Barring:	This unit is barred with the following unit within 5546: <ul style="list-style-type: none">• 485 Introduction to retail

Learning outcome
The learner will: 1. Be able to identify different types of retailer.
Assessment criteria
The learner can: 1.1 give examples of different types of retailer .

Range
1.1 Retailer High street store, department store, chain, online, franchise, independent.

Learning outcome
The learner will: 2. Be able to identify where different types of retailers are located.
Assessment criteria
The learner can: 2.1 identify different types of retail location 2.2 outline the reasons for a particular retail location.

Range
2.1 Retail location Shopping centre, high street, retail parks, outlets, markets.

Learning outcome
The learner will: 3. Know the different ways to shop within the retail industry.
Assessment criteria
learner can: 3.1 state different ways to shop within the retail industry 3.2 give examples of products sold by different retailers.

Range
3.1 Different ways In person, catalogue, online, television, mobile phone
3.2 Products Fashion, homeware, garden, groceries, hardware, electrical, sports equipment.

Learning outcome
The learner will: 4. Know a range of services retailers offer to their customers.
Assessment criteria
learner can: 4.1 outline a range of services retailers can offer their customers 4.2 give examples of some of the services that a retailer can offer their customers.

Range
4.1 and 4.2 Services Delivery service, financial services, mobility aids, bureau de change, personal shoppers, planning and design tools, collect in store, refunds and returns, cafes and restaurants, crèche, self-service checkouts, promotions.

Learning outcome
The learner will: 5. Be able to identify different job roles within a retail environment.
Assessment criteria
learner can: 5.1 give examples of different job roles within a retail environment 5.2 outline the main responsibilities of a job role within a retail environment.

Range
5.1 Job roles Manager, a sales assistant, a stock room assistant, a visual merchandiser.

Unit 370

Introduction to retail Supporting information

Guidance and Evidence

For 1.1 the learner must be able to state different types of retailer. This could be defined by size, products and services available etc.

For 2.1 the learner must identify at least two different types of retail location.

For 2.2 the learner must outline the reasons why a retailer is located in one particular place. For example free parking, access, public transport etc.

For 3.2 the learner must identify at least two products sold by different retailers.

For 4.1 the learner must consider promotional offers such as store/loyalty cards, credit facilities, Buy One Get One Free (BOGOF).

For 4.2 the learner must give at least two examples of services retailers offer to their customers.

For 5.1 the learner must identify at least two roles within a retail environment for example.

For 5.2 the learner must outline the main responsibilities for the job role chosen in 5.1.

Evidence requirements

Evidence may be gathered from the following range of assessment methods:

- questions and answers
- learner statement
- tutor/assessor statement
- review and tutorial records
- worksheets
- diary
- witness testimony.

Unit 371

Introduction to customer service

UAN:	K/507/5178
Level:	Entry 3
Credit value:	1
GLH:	12
Aim:	The aim of this unit is to give the learner a broad introduction to customer service. It covers the importance of personal appearance, first impressions, different types of customer and how to communicate with them.
Assessment:	Learner portfolio
Barring:	This unit is barred with the following unit within 5546: <ul style="list-style-type: none">• 486 Introduction to customer service

Learning outcome
The learner will: 1. Know why personal appearance is important in the workplace.
Assessment criteria
The learner can: 1.1 state why personal appearance is important for work 1.2 state why following a dress code is important for work 1.3 state why personal hygiene is important for work.

Learning outcome
The learner will: 2. Know the difference between internal and external customers.
Assessment criteria
The learner can: 2.1 define the term internal customer 2.2 define the term external customer.

Learning outcome
The learner will: 3. Know how to communicate with customers.
Assessment criteria
The learner can: 3.1 state how to greet customers in a positive way 3.2 outline the importance of use of tone when communicating with customers 3.3 outline the importance of speaking clearly when communicating with customers 3.4 outline the importance of positive body language when communicating with customers.

Range
3.1 Positive Confidence, tone, language, body language etc.

Unit 371

Introduction to customer service

Supporting information

Guidance and Evidence

Evidence may be a written or verbal learner statement, an assessor record, images with text.

For 1.1 the learner will be able to state two examples of why personal appearance is important for work. For example first impressions, company representation, approachability.

For 1.2 the learner will give two examples of why a dress code is important for work. For example: hygiene, Personal Protective Equipment (PPE), company brand eg uniforms, name badges.

For 2.1 the learner will define what an internal customer is. For example people within companies that provide services to deliver their company's products or services.

For 2.2 the learner will define what an external customer is. For example people that buy companies' products or services.

For 3.1 the learner could demonstrate an ability to greet colleagues or customers in a positive way using role play.

Evidence requirements

Evidence may be gathered from the following range of assessment methods:

- questions and answers
- learner statement
- tutor/assessor statement
- review and tutorial records
- worksheets
- diary
- witness testimony.

Unit 375

Behaviour in a business administration environment

UAN:	T/508/4448
Level:	Entry 3
Credit value:	2
GLH:	16
Aim:	The aim of this unit is for the learners to understand appropriate behaviours for working in a business administration environment.
Assessment:	Learner portfolio
Barring:	This unit is barred with the following unit within 5546: <ul style="list-style-type: none">• 475 Behaviour in a business administration environment

Learning outcome
The learner will: 1. Understand how to communicate in a business administration environment.
Assessment criteria
The learner can: 1.1 communicate appropriately with others in a business administration environment 1.2 use appropriate language for a business administration environment.

Learning outcome
The learner will: 2. Know how to behave appropriately in a business administration environment.
Assessment criteria
The learner can: 2.1 state the importance of workplace values 2.2 give examples of appropriate work place behaviour.

Learning outcome
The learner will: 3. Know about the requirements that organisations' have relating to confidentiality and security.
Assessment criteria
The learner can: 3.1 give examples of requirements that relate to <ul style="list-style-type: none">• confidentiality• security.

Guidance and Evidence

For 1.1 the learner understands the ways to communicate with different levels of colleagues using methods appropriate to the situation eg face to face, telephone, e-mail (between colleagues, instructional emails, informative, instructional etc), notice board, taking messages, at meetings. The learner can demonstrate this by any suitable method.

For 1.2 Appropriate language includes body language, tone of voice, written language in a tone and style appropriate to the situation including the use of emoticons/text speak.

For 2.1 Work place values can include mission statements, core values, vision statements etc.

For 2.2 appropriate workplace behaviour includes attitudes, mind-set, perceptions (how the learners sees themselves and others) etc. Evidence should include examples of employer requirements.

For 3.1 the learner can give examples of good practice eg passwords, locking filing cabinets, locking keyboards, keeping sensitive information out of sight, the use of security passes.

Evidence requirements

Evidence may be gathered from the following range of assessment methods:

- questions and answers
- learner statement
- tutor/assessor statement
- review and tutorial records
- worksheets
- diary

Unit 376

Create a good impression on customers

UAN:	R/508/4456
Level:	Entry 3
Credit value:	2
GLH:	15
Aim:	The aim of this unit is to help the learner to show they can understand dress codes for different job roles, the importance of creating good impressions and to meet customer expectations.
Assessment:	Learner portfolio
Barring:	This unit is barred with the following unit within 5546: <ul style="list-style-type: none">• 476 Create a positive impression on customers

Learning outcome
The learner will: 1. Know a range of dress codes for different job roles.
Assessment criteria
The learner can: 1.1 list appropriate dress codes for different job roles 1.2 state inappropriate dress for different job roles 1.3 identify different dress codes in different industries.

Learning outcome
The learner will: 2. Know the importance of creating a good impression on customers.
Assessment criteria
The learner can: 2.1 state the importance of making a good first impression on customers 2.2 list reasons why personal appearance may cause different reactions from customers 2.3 outline ways to present self to make a good impression on customers.

Learning outcome
The learner will: 3. Know how to meet customer expectations.
Assessment criteria
The learner can: 3.1 list methods of communicating with customers to establish expectations 3.2 state appropriate methods of communication when dealing with customers 3.3 list types of language that should be avoided when dealing with customers 3.4 list ways to confirm customer expectations have been met.

Unit 376

Create a good impression on customers

Supporting information

Guidance and Evidence

For 1.1 the learner needs to list at least **three** different dress codes for different job roles. Learners could consider organisations who issue uniforms, name badges and/or specific clothing to meet health and safety requirements.

For 1.2 the learner needs to state at least **three** examples of inappropriate dress in different job roles. They could use examples from their own experiences, paying attention to areas such as a failure to wear uniform/name badge, untidy or dirty clothing, clothing that is too revealing or dressing without consideration to health and safety risks.

For 1.3 the learner must identify different dress codes used in different industries for example:

- Overalls (eg garage staff, decorators, supermarket)
- Special clothing for hygiene purposes (eg hats to keep hair tucked in, plastic gloves if working with food)
- Smart suit (often worn in offices or banks to meet customer expectations of professionalism)
- Fashionable clothing (worn in a shop to advertise that shop's latest fashion)
- Clothing that fits a colour scheme to match the organisation's colours.
- Dress code could also vary to indicate different levels of responsibility eg a shirt, tie and formal trousers/skirt in a fast-food restaurant might signify more responsibility whereas staff in different roles level might wear a colour polo shirt and more robust trousers.

For **2.1** the learner can state the importance of making a good first impression on customers; whether this is verbally, in writing or face-to-face with internal or external customers. They must consider how their behaviour and attitude influences customer trust, satisfaction, loyalty and whether the customer chooses to do business with your organisation.

For **2.2** the learner can list reasons why personal appearance may cause different reactions from customers. For example, somebody with dirty nails, unkempt hair, untidy appearance, too much makeup/perfume and revealing clothing might cause a negative impression. They should understand that appearance also incorporates attitude and body language.

For **2.3** the learner can outline ways to present themselves to make a positive impression on customers. This can include dress, physical appearance, behaviour and attitude.

For **3.1** the learner will be able to list at least **three** methods of communicating with customers to establish expectations. For example asking the right questions, being responsive, acting within limits of responsibility, respecting personal space, not being over familiar etc.

For **3.2** the learner must state appropriate methods of communication when dealing with customers in different situations. They could use examples from written communication methods eg letter, email, text message, and verbal communication methods eg telephone, face-to-face.

For **3.3** the learner must list at least **three** types of language that should be avoided when dealing with customers. For example swearing, slang, inappropriate comments relating to gender, race, culture, age or disability and why they should never use any offensive language with customers regardless of how angry or aggressive the communication received becomes or if confrontation develops eg it will upset or aggravate the customer, it is not professional.

For 3.4 the learner must list at least **three** ways to confirm customer expectations have been met. For example customer feedback, customer retention/loyalty, reviews and recommendations etc.

Evidence requirements

Evidence may be gathered from the following range of assessment methods:

- questions and answers
- learner statement
- tutor/assessor statement
- review and tutorial records
- worksheets
- diary

Unit 377

The customer service experience

UAN:	H/508/4459
Level:	Entry 3
Credit value:	2
GLH:	15
Aim:	The aim of this unit is to help the learner build an understanding of the customer experience. Including identifying different customer service situations and processes as well as helping to provide customer satisfaction and build positive relationships.
Assessment:	Learner portfolio
Barring:	This unit is barred with the following unit within 5546: <ul style="list-style-type: none">• 477 The customer service experience

Learning outcome
The learner will: 1. Know about the customer service experience.
Assessment criteria
The learner can: 1.1 list a range of customer service situations 1.2 list steps in a customer service process.

Learning outcome
The learner will: 2. Know how customer satisfaction is achieved.
Assessment criteria
The learner can: 2.1 identify the link between customer expectations and customer satisfaction 2.2 identify customer service delivery that provides customer satisfaction.