

by doing the things you have promised clients you will do, such as placing orders or contacting them when new items are available.

Learning outcome
1. Provide a personalised service to retail clients
Performance indicator
You need to: 1.1 use available information in the client records to help you prepare for consultations 1.2 before starting a consultation, check that the work area is clean and tidy and that all the equipment you need is to hand 1.3 quickly create a rapport with the client at the start of the consultation 1.4 talk and behave towards the client in ways that project the company image effectively 1.5 ask questions that encourage the client to tell you about their buying needs, preferences and priorities 1.6 where appropriate, tactfully check how much the client wants to spend 1.7 explain clearly to the client the features and benefits of the products or services you are recommending and relate these to the client's individual needs 1.8 identify suitable opportunities to sell additional or related products or services that are suited to the client's needs 1.9 make recommendations to the client in a confident and polite way and without pressurising them 1.10 pace client consultations so you make good use of your selling time while maintaining good relations with the client 1.11 meet your company's customer service standards in your dealings with the client
Knowledge and understanding
You need to know and understand: 1.1 what consultative selling is, and how this is different from other kinds of retail selling 1.2 your company's desired image and how to project this to clients 1.3 how to use information in client records to prepare for client visits 1.4 how to create and maintain a rapport with clients, both new and existing 1.5 the types of question to ask clients to find out about their buying needs, preferences and priorities 1.6 when and how to ask clients tactfully how much they want to spend 1.7 how to keep yourself informed about the brands and services you are expected to sell, including: <ul style="list-style-type: none">• seasonal trends• new brands or services• promotions• stock levels• competitor comparisons• additional services such as store cards, gift wrapping or

delivery
1.8 how to relate the features and benefits of products or services to the client's needs
1.9 how to identify suitable opportunities to sell additional or related products
1.10 how to make recommendations to clients in a way that encourages them to take your advice, without pressurising them
1.11 why you need to balance the need to make immediate sales with the need to maintain good business relations with the client, and how to do so
1.12 the company's customer service standards and how to apply these when providing a personalised service to clients

Learning outcome
2. Provide an after-sales service to retail clients
Performance indicator
You need to:
2.1 follow the company's procedures for keeping client records up-to-date
2.2 record client information accurately and store it in the right places in your company's system
2.3 keep client information confidential and share it only with people who have a right to it
2.4 keep to clients' wishes as to how and when you may contact them
2.5 follow your company's policy and procedures for contacting clients
2.6 where you cannot keep promises to clients, tell them promptly and offer any other suitable products or services
Knowledge and understanding
You need to know and understand:
2.1 why you need to keep client records up-to-date and store them correctly
2.2 company procedures for updating client records
2.3 company systems and procedures for recording and storing client information
2.4 relevant aspects of the data protection laws and company policy for client confidentiality
2.5 why you should keep to clients' wishes as to how and when you may contact them
2.6 why you need to keep your promises to clients

Unit 306

Monitor and support secure till use during trading hours

Level:	6
Credit value:	3
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Specific evidence requirement:	Simulation is not allowed for any performance evidence within this unit.
Summary:	<p>This unit is about your responsibility for maintaining the secure use of the till during trading hours. The unit refers to a single till and service area, but you should take this to mean all the tills and service areas you are responsible for at any one time.</p> <p>You contribute to keeping cash, staff and data secure, both by monitoring the service area and carrying out transactions and adjustments within the limits of your authority. You do this during trading hours, so you need to ensure that customers are not kept waiting any longer than necessary and that you project a positive image of your company at all times.</p>

Learning outcome
1. Monitor and support secure till use during trading hours
Performance indicator
You need to: 1.1 during trading hours, check the till and service area often enough to ensure that personal data is kept confidential 1.2 authorise till transactions and adjustments within the limits of your authority and in line with company procedures for: <ul style="list-style-type: none">• customer service• security• stock control 1.3 refer till transactions and adjustments promptly to the right person when you cannot authorise these yourself 1.4 top up the change in the till in a timely fashion and in line with company security procedures 1.5 check the authorisation of anyone who draws cash or cash equivalents from the till during trading hours 1.6 prioritise your tasks so as to minimise customer waiting times and queue size

Knowledge and understanding

You need to know and understand:

- 1.1 the till and service area for which you are responsible
- 1.2 why it is important to keep personal data confidential
- 1.3 the data security risks which can arise at the till and how to minimise these
- 1.4 the types of till transactions and adjustments you are authorised to carry out
- 1.5 how to carry out the till transactions and adjustments for which you are responsible
- 1.6 who can authorise a transaction that is outside your level of authority, and how to contact that person
- 1.7 how to top up the change in the till, including company procedures for keeping cash and yourself secure in the process
- 1.8 how to monitor the till and service area whilst completing your other tasks
- 1.9 who is authorised to draw cash and cash equivalents from the till during trading hours

Unit 308

Monitor and help improve food safety in a retail environment

Level:	6
Credit value:	12
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Specific evidence requirement:	Simulation is not allowed for any performance evidence within this unit. The candidate may have undertaken formal food safety training that may contribute to the evidence for this unit.
Unit assessment:	Specialist Unit: If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.
Summary:	This unit is for you if you supervise staff who handle or prepare wrapped or unwrapped food, including food subject to temperature control. The unit is firstly about monitoring food safety in line with your company's food safety procedures. Secondly, the unit is about making a contribution to continuously improving food safety in your work area.

Knowledge and understanding which relates to the whole of this unit

You need to know and understand:

- 1.1 what the relevant food safety management principles are and why it is important to follow them
- 1.2 what critical control points, control points, critical limits and relevant variance are
- 1.3 why it is important to monitor critical control points and control points, and how to do so
- 1.4 your responsibilities under your organisation's food safety procedures, including the critical control points relating to your work activity
- 1.5 how to communicate responsibilities for food safety procedures to staff and make sure they understand these
- 1.6 how to make sure staff receive appropriate training to meet their food safety responsibilities

- 1.7 the impact of variance at critical control points and control points on food safety, public health and your organisation
- 1.8 the type and frequency of checks that you should perform to control food safety within your work activities, and how to obtain verification of those checks
- 1.9 the reporting procedures when control measures fail
- 1.10 the records required for controlling food safety and how to maintain them
- 1.11 how traceability works and why it is important to food safety
- 1.12 types and methods of corrective action to reduce, control or eliminate food safety hazards
- 1.13 why it is important to have food safety procedures in place
- 1.14 what continuous improvement is and why it is important to contribute to the improvement process

Learning outcome
1. Monitor food safety at critical control points
Performance indicator
You need to:
1.1 identify and monitor critical control points, which means you: <ul style="list-style-type: none"> • identify relevant food safety control measures • allocate and supervise food safety responsibilities • identify and meet staff training needs • complete all specified operational controls and checks at the set time frequency • keep accurate and complete records of checks • obtain verification for completed checks, following set procedures
1.2 troubleshoot, which means you: <ul style="list-style-type: none"> • take suitable corrective action with the appropriate degree of urgency when control measures fail • report to the appropriate person any procedures that are out of line with critical limits • seek expert advice and support for matters outside your own level of authority or expertise

Learning outcome
2. Contribute to continuous improvement of food safety
Performance indicator
You need to:
2.1 highlight areas for improvement, which means you: <ul style="list-style-type: none"> • identify and report any factors or issues that arise in your work activities which may affect the safety of food • identify and report any factors or issues within the environment, supplies or product which may affect the safety of food
2.2 contribute to improving food safety, which means you: <ul style="list-style-type: none"> • contribute to team meetings with ideas and suggestions to improve procedures or processes

- contribute to introducing new procedures and/or reviewing existing ones in order to improve food safety
- 2.3 interpret and use food safety management procedures, which means you:
- check that you understand and can use any new control measures that are introduced relating to food safety

Unit 308

Unit 308 Monitor and help improve food safety in a retail environment

Supporting information

Glossary

The glossary contains definitions of the terms used in unit 308. These definitions do not constitute range.

Control measures	Actions required to prevent or eliminate a food safety hazard or reduce it to an acceptable level.
Control point	A step in the food preparation process which can be controlled, but would <i>not</i> result in an unacceptable health risk if control was not exercised
Corrective action	The action to be taken when a critical limit is breached
Critical control point	A step in the food control or preparation process where you must deal with a food safety hazard by preventing it, removing it or reducing it to an acceptable level.
Critical limit	The minimum and maximum limits allowed in order to control a particular task or process
Food safety hazards	Something which may cause harm to the consumer and can be: <ul style="list-style-type: none">• microbiological (for example, bacteria, moulds, viruses)• chemical (for example, pesticides used on fruit and vegetables, chemicals used in cleaning or for pest control)• physical (for example, insects, parasites, glass, nails)• allergenic (for example, nuts, milk, eggs)
Food safety management	Putting into practice the policies, procedures, practices, controls and documentation that ensure that food is safe for consumers
Procedures	A series of clear steps or instructions on how to do things; rules. Some companies document their procedures formally in writing, and others simply have procedures that all staff understand and follow but which are not written down.
Training	Bringing an individual up to a desired level or standard of proficiency. This can be done by means of instruction or by formal training courses.
Variance	The difference between the planned or standard limits allowed and the actual values monitored

Verification	Using a selection of methods, procedures and tests to show and confirm that the system is operating in line with the plan
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Unit 309

Assist customers to obtain appropriate insurance

Level:	6
Credit value:	12
Endorsement by a sector or regulatory body:	This unit is endorsed by The Financial Skills Partnership the sector skills council representing the finance, accountancy and financial services sector.
Specific evidence requirement:	Simulation is not allowed for any performance evidence within this unit. The FSA, in particular, the FSA Training and Competence Sourcebook states that some assessment of both knowledge and of practical application of knowledge and skills will be required when assessing employees as competent.
Unit assessment:	Specialist Unit: the assessment must be carried out by 'the approved person (as defined by FSA regulations)', or someone designated by the approved person. If the Verifier does not have the technical competence, expert support must be sought from a person with suitable experience, to confirm the verification decision.
Summary:	This unit is for you if you sell extended warranties on domestic electrical goods. The provision of insurance products by retailers is regulated by the Financial Services Authority (FSA) and therefore a key aspect of this unit is to understand and comply with FSA requirements relating to the sale of insurance. You also need to understand the relevant principles and concepts of insurance. The unit is also about four aspects of selling and administering extended warranties. Firstly, it involves identifying suitable products for individual customers and giving them accurate information on products you are authorised to deal with. Secondly, it is about calculating the costs of extended warranties and explaining these costs to customers. The third aspect involves helping customers complete their applications for extended warranties and providing customers with the necessary documentation. Finally, the unit involves helping customers to make claims under extended warranties they bought through your store.

Knowledge and understanding which relates to the whole of this unit

You need to know and understand:

- 1.1 the principles and practice of insurance (an introductory knowledge only) including:
 - utmost good faith
 - insurable interest
 - indemnity
 - subrogation
 - contribution
 - risk as it relates to insurance
 - contract and agency
 - proximate cause
 - compulsory insurance
- 1.2 the legal and regulatory requirements relating to securing insurance products and arrangements, including:
 - an awareness of FSA rules and powers (for example Insurance Conduct of Business Rules)
 - your own and the company's responsibility for complying with all legislation including FSA rules, and the consequences of failing to comply
 - money laundering rules and cash limits
 - Data Protection Act (DPA)
 - consumer protection
 - financial promotions
 - crime prevention measures relating to insurance:
 - ABI data sharing project
 - guidelines on the exchange of information between the police, insurers and loss adjusters
 - acceptance criteria and guidelines for the reporting of suspected fraudulent insurance claims to the police
- 1.3 the limits of your own responsibility for dealing with insurance arrangements, complaints and claims

Learning outcome

2. Identify the customer's insurance needs

Performance indicator

You need to:

- 2.1 advise the customer of your status and your company's status in relation to the products you offer
- 2.2 accurately find out what the customer requires to meet his/her insurance needs
- 2.3 recognise any requests for product information that you are not authorised to deal with and promptly pass them to an appropriate authority

2.4	accurately complete and store all initial documentation in accordance with procedures
2.5	comply at all times with relevant legal and regulatory requirements
Knowledge and understanding	
You need to know and understand:	
2.1	the procedure for advising customers of your status and your company's status in relation to the products you offer
2.2	how to assist different types of customer: <ul style="list-style-type: none"> • retail/consumer/commercial • on the telephone, face-to-face • advised/non-advised basis
2.3	policies and procedures for obtaining and supplying information to customers, and keeping records of requests
2.4	when and how to pass requests for product information to a higher authority
2.5	the documentation that needs to be issued, and/or completed and stored, in durable medium, that may included: <ul style="list-style-type: none"> • status disclosure • demands and needs statements • key fact statement
2.6	legal and regulatory requirements relating to insurance products and their sale

Learning outcome	
3.	Agree insurance policies with the customer to enable them to be appropriately insured
Performance indicator	
You need to:	
3.1	identify the types of insurance products that can be offered to the customer that meet their needs
3.2	clearly and accurately describe the details of the product offered and provide a policy summary
3.3	provide details of exclusions and cancellation rights and complaints and claims procedures
3.4	where necessary, supply accurate written quotations for insurance cover in the required format
3.5	accurately calculate and confirm with the customer the premium due and arrange payment in accordance with procedures
3.6	where necessary, refer issues that arise during the arrangement of insurance to an appropriate authority
3.7	issue legible and accurate confirmation of cover where this is appropriate
3.8	accurately complete and store all necessary documentation in accordance with procedures
3.9	identify additional insurance services where appropriate and relevant to the needs of the customer
3.10	comply at all times with relevant legal and regulatory requirements
Knowledge and understanding	
You need to know and understand:	
3.1	how to identify the type of customer (retail/consumer or

	commercial)
3.2	how to identify the insurance products which best suit the customer
3.3	how to select different insurance products for different types of insurance needs and customer preferences, including: <ul style="list-style-type: none"> • types of insurance • types of cover • features and benefits of different types of insurance • terms and conditions of policies • exclusions and limitations on insurance cover • cancellation rights • duration of insurance cover • premiums and fees • complaints procedures • compensation schemes
3.4	how to prepare, present and record written and verbal quotes for insurance agreements
3.5	different methods of payment and their effect on total cost
3.6	cancellation of cover costs
3.7	when you must disclose commission
3.8	how to calculate the premium and any other associated fees if appropriate
3.9	your company's procedures for the handling of client money

Learning outcome	
4. Process insurance applications	
Performance indicator	
You need to:	
4.1	gather all necessary information to enable applications for insurance to proceed
4.2	send documentation and other necessary information to the insurers, or others, within the time agreed
4.3	where necessary, obtain further information from the customer where checks reveal inconsistencies or discrepancies in details supplied by the customer
4.4	where problems occur with insurance applications, seek advice and assistance from an appropriate authority
4.5	deal promptly with any complaints, refer issues to an appropriate authority and keep accurate records
4.6	keep the customer informed of progress at all stages
4.7	check and issue all documents to the customer within the time required
4.8	make accurate and complete records at all stages and store them correctly in the customer file
4.9	comply at all times with relevant legal and regulatory requirements
Knowledge and understanding	
You need to know and understand:	
4.1	how and when to carry out credit checks
4.2	how to recognise inconsistencies and discrepancies in information

- and the correct action to take
- 4.3 common problems that occur with insurance applications and when you need to seek advice on how to deal with them or refer them
 - 4.4 policies and procedures for dealing with and recording complaints
 - 4.5 how to inform customers of decisions about insurance arrangements
 - 4.6 the information and documentation that is needed, in the required format and in durable medium, in order to progress insurance applications, which may include:
 - statement of price
 - demands and needs statements
 - key fact statement
 - proposal form
 - certificate of insurance
 - policy summary
 - policy booklet
 - policy schedule
 - 4.7 where and how to store completed documentation
 - 4.8 legal and regulatory requirements relating to processing insurance applications

Learning outcome
5. Assist customers with claims
Performance indicator
<p>You need to:</p> <ul style="list-style-type: none"> 5.1 where appropriate, disclose whether you are acting on behalf of an insurer in relation to a claim 5.2 give customers appropriate guidance, according to procedures, to help them to make a claim 5.3 gather all necessary information to allow a valid claim, or to direct the claim to the appropriate people 5.4 where necessary, complete accurately the required documentation to process the claim 5.5 where appropriate, inform the customer of the progress of the claim and any outcome 5.6 deal with complaints or pass them to the appropriate authority 5.7 if necessary, refer issues to an appropriate authority 5.8 make accurate and complete records at all stages and store them correctly 5.9 comply at all times with relevant legal and regulatory requirements
Knowledge and understanding
<p>You need to know and understand:</p> <ul style="list-style-type: none"> 5.1 when to disclose conflicts of interest and how to manage them 5.2 policies and procedures for giving guidance to customers on claims, and keeping appropriate records 5.3 policies and procedures for directing claims to the appropriate people 5.4 documentation that needs to be completed in order to process a claim 5.5 your company's complaints procedure 5.6 the role of the Financial Ombudsman Service 5.7 when and how to pass issues to a higher authority 5.8 policies and procedures for keeping and storing accurate records about claims 5.9 legal and regulatory requirements relating to claims

Unit 311

Maintain the availability of goods for sale to customers in a retail environment

Level:	6
Credit value:	11
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Specific evidence requirement:	Simulation is not allowed for any performance evidence within this unit.
Summary:	This unit is for team leaders responsible for organising and monitoring the display of goods. Firstly, the unit is about briefing colleagues about display requirements and supervising the assembly of displays. Secondly, the unit is about assessing the effectiveness of displays prepared by colleagues under your supervision. The third aspect of the unit is concerned with keeping stock replenished and accurately priced, and making suggestions for improving displays. You do not need specialist visual merchandising skills for this unit.

Learning outcome
1. Organise staff to display goods for retail sale
Performance indicator
You need to: 1.1 confirm the purpose of the display and any relevant requirements and standards and, where necessary, check them with the appropriate authority 1.2 clearly explain to staff the purpose of the display and any relevant requirements and standards 1.3 provide opportunities for staff to check they understand the requirements and standards of the display 1.4 check that staff prepare the display area and put the display together in a way that causes the least inconvenience to customers 1.5 provide constructive feedback to staff on their performance 1.6 check that the assembled display conforms to company requirements and standards 1.7 obtain permission from the appropriate authority to modify or change the display 1.8 monitor that information has been placed accurately and legally, and is chosen and positioned to promote sales effectively 1.9 keep complete, accurate and up to date records of displays

Knowledge and understanding

You need to know and understand:

- 1.1 how different types of display help the store to reach its sales targets
- 1.2 how you can position information so that it helps to promote sales
- 1.3 how the layout of the selling area affects sales
- 1.4 the legal requirements for pricing goods for sales
- 1.5 the company's standards for putting displays together, including standards for cleaning and preparation
- 1.6 how to work out what type and quantity of resources you need to set up displays
- 1.7 how to brief staff in a way that encourages their involvement
- 1.8 how to check the work of staff preparing and putting displays together and how to give feedback to staff on their performance
- 1.9 the security, health and safety requirements and procedures relating to displaying goods
- 1.10 the customer's legal rights and the company's legal duties and responsibilities in relation to the display of goods including descriptions of goods
- 1.11 how to check that the information in displays is accurate and legal
- 1.12 how to use different price marking methods and technologies

Learning outcome

2. Assess how effective displays are in a retail environment

Performance indicator

You need to:

- 2.1 identify what standards the display should meet
- 2.2 check displays against all the relevant standards to decide how effective they are
- 2.3 encourage staff to make helpful comments and identify changes that may make the display more appealing to customers
- 2.4 ask the right person for permission to make any changes that you cannot authorise yourself
- 2.5 give staff clear instructions and encouragement so that they can make any changes needed to the display
- 2.6 take prompt and suitable action to deal with any risks to security or health and safety that your assessment has revealed

Knowledge and understanding

You need to know and understand:

- 2.1 the standards you should apply when assessing how effective displays are
- 2.2 how to assess displays against the relevant standards
- 2.3 how to identify displays that are unsafe or not secure enough
- 2.4 how to correct displays that are unsafe or not secure enough
- 2.5 who can authorise changes in the display
- 2.6 how to involve staff in assessing and changing displays

Learning outcome
3. Keep products available and maintain their quality in a retail environment
Performance indicator
<p>You need to:</p> <ul style="list-style-type: none"> 3.1 collect and record accurate information on price changes 3.2 give accurate, up-to-date price information to the staff who need it 3.3 regularly check price marking and promptly sort out any pricing problems you spot 3.4 make sure that stock replenishment plans are up-to-date and realistic 3.5 deal with out-of-date or deteriorating stock in line with company policy and any relevant laws 3.6 involve staff in spotting potential improvements to the way stock is organised and presented 3.7 spot realistic and effective ways of improving how stock is organised and presented 3.8 get permission from the right person, where necessary, to improve the way stock is organised and presented 3.9 make sure that you maintain customer goodwill and staff morale while stock is being re-organised
Knowledge and understanding
<p>You need to know and understand:</p> <ul style="list-style-type: none"> 3.1 how to collect and record information about prices 3.2 how to check stock rotation and the quality of goods on display 3.3 what can happen to stock that is not stored correctly or renewed as needed 3.4 how to replenish and rotate stock and deal with sub-standard goods 3.5 how to check pricing and price marking, correct mistakes and change prices 3.6 why it is important to record price changes accurately

Level:	6
Credit value:	11
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Specific evidence requirement:	Simulation is not allowed for any performance evidence within this unit.
Summary:	This unit is about managing a team when you are not a full time team leader. For example, you might lead a team responsible for a special event, sales preparation, stock-taking or emergency situations. You are expected to manage the smooth running of the team's work. You need to understand and act within the limits of your responsibility when acting as team leader, and to ask your manager for advice whenever you need it. The unit does not require you to take responsibility for formally developing or disciplining team members.

Learning outcome
1. Help to manage a retail team
Performance indicator
<p>You need to:</p> <ul style="list-style-type: none"> 1.1 set an example for the team by following company procedures and policies at all times 1.2 check that team members are following company procedures and policies 1.3 take prompt and suitable action when team members are not following company procedures and policies 1.4 give clear information and instructions to your team 1.5 use methods suited to individual team members' levels of motivation and expertise, when encouraging them to complete tasks 1.6 recognise when team members need support 1.7 choose and apply suitable methods for supporting team members 1.8 praise good performance promptly and tell your manager about it 1.9 manage your own time so that you carry out both your management duties and your other duties 1.10 recognise when you should treat information as confidential and release it only to those who have a right to it 1.11 share work and privileges fairly between team members 1.12 act within the limits of your responsibility and authority

1.13 promptly ask the right person for advice when problems are beyond your responsibility, authority or expertise to resolve

Knowledge and understanding

You need to know and understand:

- 1.1 company procedures and policies relating to the work of your team and the way your team's daily activities are managed, including:
 - health and safety
 - security
 - staffing levels
 - absence reporting
 - timekeeping
 - personal appearance
 - handling customer complaints
- 1.2 laws and regulations relating to the products your team sells
- 1.3 why you should set an example to team members by following the company's procedures and policies at all times
- 1.4 how to check that team members follow the company's procedures and policies
- 1.5 what you must do when team members are not following the company's procedures and policies
- 1.6 how clear communication helps teams to work effectively
- 1.7 how to give instructions so that team members will readily understand them and feel motivated to follow them
- 1.8 why you need to be approachable as a team leader
- 1.9 different ways of motivating and encouraging staff, and how to choose which method to use
- 1.10 the kinds of support team members are likely to need, what kinds of support you can provide and how to do so
- 1.11 how to plan, prioritise and delegate so that you can fulfil your management duties as well as your other duties
- 1.12 the types of confidential information to which team leaders have access, and the importance of respecting confidentiality
- 1.13 why you must treat all team members fairly
- 1.14 the challenges involved in managing people who also know you as a friend or fellow team member, and techniques for resisting pressure from team members to abuse your responsibilities
- 1.15 the limits of your responsibility and authority when managing the team
- 1.16 who can help to sort out problems that are beyond your responsibility, authority or expertise
- 1.17 the kinds of information your manager needs from you, when it is needed and in what format

Unit 313

Help customers to choose alcoholic beverages in a retail store

Level:	6
Credit value:	6
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Specific evidence requirement:	Simulation is not allowed for any performance evidence within this unit.
Unit assessment:	Specialist Unit: If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.
Summary:	This unit is about knowing how to help customers to choose the alcoholic beverages that best match their requirements. This involves knowing how to find out what customers are looking for, how to match products to requirements and how to support your recommendations with relevant product information. You also need to know how to establish a rapport with customers and how to recognise opportunities to increase sales by recommending associated or additional products where appropriate. Strict laws apply to the sale of alcohol in stores in the UK and you need to comply at all times with these and your store's policies.

Learning outcome
1. Help customers to choose alcoholic beverages in a retail store
Performance indicator
You need to: 1.1 follow all relevant laws and your store's policies relating to the sale of alcoholic beverages 1.2 when necessary, explain clearly and politely to customers the law and your store's policies relating to the sale of alcoholic beverages 1.3 use effective questioning techniques to establish a rapport with customers and find out what they are looking for 1.4 match products as closely as possible to customers' stated requirements, from the products available 1.5 support your product recommendations with factually correct information which is likely to give customers confidence in your

<p>recommendations</p> <p>1.6 compare and contrast products in ways that help customers choose the products that best meet their requirements</p> <p>1.7 encourage customers to ask you questions and respond to their questions, comments and objections in ways that promote sales and goodwill</p> <p>1.8 recognise and act on suitable opportunities to recommend to customers associated or additional products</p> <p>1.9 constantly check the store for security and potential sales whilst helping customers</p>
<p>Knowledge and understanding</p> <p>You need to know and understand:</p> <p>1.1 the laws and the store's policies relating to the sale of alcoholic beverages</p> <p>1.2 why you must follow the law and your store's policies for selling alcohol and what can happen to you and to the company if these are not followed</p> <p>1.3 when and how to explain to customers the law and your store's policies for selling alcohol</p> <p>1.4 how to establish a rapport with customers</p> <p>1.5 the kinds of questions you need to ask customers in order to find out their requirements</p> <p>1.6 where to find reliable information about the alcoholic content of the alcoholic beverages the store carries</p> <p>1.7 the characteristics of different alcoholic beverages and how to match these to customers' requirements</p> <p>1.8 how product information can give customers confidence in your product recommendations</p> <p>1.9 how to decide which product features are relevant and how much detail the customer needs to help them choose products</p> <p>1.10 effective ways of comparing and contrasting products for customers</p> <p>1.11 why it is important to encourage customers to ask questions about products</p> <p>1.12 how to respond to customers' questions in ways which promote sales and goodwill</p> <p>1.13 how to recognise opportunities to recommend associated or additional products</p> <p>1.14 why it is important to check the store for security and potential sales whilst helping customers</p>

Unit 314

Enable customers to apply for credit and hire purchase facilities

Level:	6
Credit value:	12
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Specific evidence requirement:	Simulation is not allowed for any performance evidence within this unit. Where the application for credit involves additional insurance products being offered the FSA rules need to be adhered to.
Unit assessment:	Specialist Unit: If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.
Summary:	This unit is about three aspects of enabling customers to apply for credit and hire purchase facilities. The first involves agreeing with the customer how much they will pay as a deposit and working out the remaining balance including any interest. Secondly, the unit is about explaining to customers how your store's borrowing facilities work. Lastly, the unit involves processing applications for credit or hire-purchase facilities, including making any credit checks needed.

Learning outcome
1. Identify the retail customer's credit or hire-purchase requirements
Performance indicator
You need to: 1.1 agree with the customer the deposit they need to pay to qualify for borrowing facilities 1.2 accurately work out the balance the customer needs to borrow so they can pay in full 1.3 accurately work out the interest the customer will have to pay on the amount they have borrowed 1.4 agree the customer's borrowing needs with them 1.5 identify the options you can offer to the customer in relation to their borrowing needs

1.6 strictly follow legal requirements in relation to borrowing in all aspects of the transaction
Knowledge and understanding
You need to know and understand:
1.1 the range of borrowing facilities your company offers
1.2 the legal requirements for all aspects of the borrowing transaction
1.3 the terms and conditions that apply to specific borrowing facilities
1.4 how to work out the annual percentage rate (APR) and the difference between the annual percentage rate and simple interest
1.5 how to carry out credit checks and authorise credit applications

Learning outcome
2. Advise retail customers on the features of borrowing facilities
Performance indicator
You need to:
2.1 explain to the customer clearly and accurately the terms and conditions of the borrowing facility
2.2 check with the customer that they understand their responsibilities in relation to the borrowing facility
2.3 give customers the chance to check they understand and to ask questions about the borrowing facility
2.4 give customers chance to compare the benefit and value of different borrowing options where they are available
2.5 give the customer accurate written quotations together with all the information your company and the law say you must provide
2.6 deal with the customer politely and in a way that promotes goodwill and confidence in you and the store
Knowledge and understanding
You need to know and understand:
2.1 the terms and conditions of the borrowing facilities you are authorised to offer customers
2.2 why you must help customers to understand their responsibilities in relation to the borrowing facility
2.3 how to explain the terms and conditions of borrowing facilities in ways that different customers can understand
2.4 how to give customers the chance to ask questions and check they understand
2.5 how to prepare accurate written quotations from the information the customer has given
2.6 the information that your company and the law need you to provide to customers in relation to borrowing facilities, and where you can get this
2.7 how to talk to customers about borrowing facilities in ways that promote goodwill and confidence in you and the store

Learning outcome
3.1 Process credit or hire purchase applications on behalf of retail customers
Performance indicator
<p>You need to:</p> <ul style="list-style-type: none"> 3.1 accurately fill in all the documents needed for the credit application 3.2 complete the necessary credit checks and authorisation procedures 3.3 tactfully and politely ask for more information from the customer where credit checks reveal problems in any information given 3.4 keep customer information strictly confidential 3.5 refer problems with applications to the right person when you are not authorised to sort out problems yourself 3.6 tell the customer politely and clearly the decision about their application to access credit or borrow funds 3.7 tactfully give reasons to the customer when credit has been refused and give contact details so that the customer can query or complain about the decision 3.8 offer additional or associated services to the customer where appropriate 3.9 keep a suitable level of confidentiality when processing information about customers
Knowledge and understanding
<p>You need to know and understand:</p> <ul style="list-style-type: none"> 3.1 the documents you need for credit or hire-purchase applications, and how to fill them in accurately 3.2 how to check for problems with information about customers, and how to question the customer tactfully about any problems 3.3 the credit checks you need to carry out and how to do this 3.4 company procedures for authorising credit applications 3.5 legal requirements that apply to credit or hire purchase including data protection 3.6 reasons why credit applications may be refused 3.7 how to explain tactfully to customers that credit applications have been refused 3.8 additional or associated services you are authorised to offer to customers, and how to spot suitable opportunities to offer these 3.9 the limits of your authority to make judgements about credit applications 3.10 who can help sort out problems with processing applications

Unit 315

Monitor and evaluate the quality of service provided to your customers by external suppliers

Level:	6
Credit value:	9
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Specific evidence requirement:	Simulation is not allowed for any performance evidence within this unit. It is highly unlikely that this unit will be able to be observed therefore the evidence generated will come from professional discussion supported by significant activity and testimony from an Expert Witness to confirm the candidate's competence.
Summary:	This unit involves monitoring the service provided by external suppliers your store places customer orders with. This involves checking the progress of orders, keeping customers informed and getting customer feedback about the service provided. The unit is also about using customer feedback to decide how the service provided by external suppliers could be improved, and encouraging suppliers to make improvements.

Learning outcome
1. Monitor the quality of customer service provided by external suppliers to your retail customers
Performance indicator
You need to: 1.1 keep accurate and up-to-date records of the customer orders sent from your store to external suppliers 1.2 regularly check the progress of orders to identify any difficulties or delays in dealing with them 1.3 when service is delayed, get an explanation and tell your customer promptly and accurately what is happening 1.4 accurately identify whether your customer is satisfied with the ordering service provided 1.5 identify and accurately note any customer dissatisfaction with the ordering service and the causes of this 1.6 tactfully explain when the problem is your customer's responsibility

- 1.7 clearly and accurately explain your customer's rights when the cause of the problem lies with the external supplier
- 1.8 regularly collect and accurately report, to those who need to know, feedback on the quality of suppliers' service

Knowledge and understanding

You need to know and understand:

- 1.1 which services external suppliers are giving your customers
- 1.2 the records you need to keep, including those the company needs
- 1.3 how to get feedback from customers
- 1.4 how to find out what is making customers dissatisfied
- 1.5 how to deal with dissatisfied customers in ways that promote goodwill and future sales

Learning outcome

2. Evaluate and improve external suppliers' service to your retail customers

Performance indicator

You need to:

- 2.1 assess information fairly to identify external suppliers' overall quality of service to customers
- 2.2 make evaluations which are consistent with the weight of evidence you have
- 2.3 use evaluations to develop realistic and cost-effective improvements to customer service
- 2.4 present the results of evaluations and suggestions for improvement clearly to external suppliers
- 2.5 invite external suppliers to suggest improvements they can make
- 2.6 accurately note, and report to your manager, agreements to improve customer service
- 2.7 make an accurate report to your manager, together with your recommendations for action, if suppliers do not improve service

Knowledge and understanding

You need to know and understand:

- 2.1 what the level of customer satisfaction is with individual suppliers
- 2.2 how to evaluate the quality of service given to customers
- 2.3 typical problems with services provided by external suppliers
- 2.4 how to present evaluations and suggestions to suppliers
- 2.5 what you can do when suppliers refuse to improve the quality of service

Unit 316

Demonstrate specialist products to customers in a retail environment

Level:	6
Credit value:	5
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Specific evidence requirement:	Simulation is not allowed for any performance evidence within this unit.
Summary:	This unit is about creating and making the most of opportunities to demonstrate specialist products to customers. Specialist products are ones for which many customers will welcome in-depth advice to help them to choose the products that best meet their needs.

Learning outcome
1. Demonstrate specialist products to customers in a retail environment
Performance indicator
You need to: 1.1 judge from customers' body language and immediate circumstances whether they are likely to respond positively to an invitation to watch or take part in a product demonstration 1.2 organise product demonstrations in ways that ensure a smoothly-run, efficient demonstration that meets health and safety requirements 1.3 give demonstrations that clearly show the customer the use and value of the product 1.4 offer customers the opportunity to use the product themselves, when it is safe, legal and cost-effective to do so 1.5 encourage customers to ask questions about the products being demonstrated 1.6 respond to customers' comments and questions during demonstrations in ways that promote sales and goodwill 1.7 take the necessary steps, within the limits of your own authority, to minimise any security risks associated with the demonstrations you carry out
Knowledge and understanding
You need to know and understand: 1.1 how demonstrations can help to promote and sell specialist products 1.2 the elements of a positive customer experience in relation both to

your company and to the specialist products you demonstrate to customers

- 1.3 how customers' circumstances, such as who they are with or the time of day, affect their willingness to watch or take part in a product demonstration
- 1.4 how to recognise from customers' body language whether they are likely to respond positively to an invitation to watch or take part in a product demonstration
- 1.5 how to establish a rapport with individual customers and maintain this throughout a product demonstration
- 1.6 the health and safety requirements that apply to the demonstrations you give
- 1.7 what constitutes a smoothly-run and efficient product demonstration
- 1.8 how to keep customers interested during product demonstrations
- 1.9 how to respond to customers' comments and questions during demonstrations in ways that promote sales and goodwill
- 1.10 the steps you are authorised to take to minimise the security risks associated with product demonstrations

Unit 317

Organise the delivery of reliable customer service

Level:	6
Credit value:	6
Endorsement by a sector or regulatory body:	This unit is endorsed by CfA, the Sector Skills Council for Business Skills.
Specific evidence requirement:	Simulation is not allowed for any performance evidence within this unit. See Supporting Information.
Summary:	This unit is about how you deliver and maintain excellent and reliable customer service. Your role may or may not involve supervisory or management responsibilities but you are expected to take some responsibility for the resources and systems you use which support the service that you give. In your job you must be alert to customer reactions and know how they can be used to improve the service that you give. In addition, customer service information must be recorded to support reliable service.

Knowledge and understanding which relates to the whole of this unit

You need to know and understand:

- 1.1 organisational procedures for unexpected situations and your role within them
- 1.2 resource implications in times of staff sickness and holiday periods and your responsibility at these times
- 1.3 the importance of having reliable and fast information for your customers and your organisation
- 1.4 organisational procedures and systems for delivering customer service
- 1.5 how to identify useful customer feedback and how to decide which feedback should be acted on
- 1.6 how to communicate feedback from customers to others
- 1.7 organisational procedures and systems for recording, storing, retrieving and supplying customer service information
- 1.8 legal and regulatory requirements regarding the storage of data

Learning outcome
1. Plan and organise the delivery of reliable customer service
Performance indicator
You need to:
1.1 plan, prepare and organise everything you need to deliver services or products to different types of customers
1.2 organise what you do to ensure that you are consistently able to give prompt attention to your customers
1.3 reorganise your work to respond to unexpected additional workloads

Learning outcome
2. Review and maintain customer service delivery
Performance indicator
You need to:
2.1 maintain service delivery during very busy periods and unusually quiet periods
2.2 maintain service delivery when systems, people or resources have let you down
2.3 consistently meet your customers' expectations
2.4 balance the time you take with your customers with the demands of other customers seeking your attention
2.5 respond appropriately to your customers when they make comments about the products or services you are offering
2.6 alert others to repeated comments made by your customers
2.7 take action to improve the reliability of your service based on customer comments
2.8 monitor the action you have taken to identify improvements in the service you give to your customers

Learning outcome
3. Use recording systems to maintain reliable customer service
Performance indicator
You need to:
3.1 record and store customer service information accurately following organisational guidelines
3.2 select and retrieve customer service information that is relevant, sufficient and in an appropriate format
3.3 quickly locate information that will help solve a customer's query
3.4 supply accurate customer service information to others using the most appropriate method of communication

Unit 317 Organise the delivery of reliable customer serviceOrganise the delivery of reliable customer service

Supporting information

Evidence collected in a realistic working environment or a work placement is not permissible for this unit.

Evidence must be collected over a sufficient period of time with different customers on different occasions for the assessor to be confident that you are competent.

You need to include evidence that you have dealt with a variety of customers including:

- customers who are easy to deal with
- customers who are difficult to deal with
- existing customers
- new customers.

Your evidence must show that you have:

- taken responsibility for your own actions in the delivery of customer service
- used spontaneous customer feedback to improve customer service
- used customer feedback that you have requested to improve customer service.

The system you use for recording data can be manual or electronic.

Unit 318

Improve the customer relationship

Level:	6
Credit value:	7
Endorsement by a sector or regulatory body:	This unit is endorsed by CfA, the Sector Skills Council for Business Skills.
Specific evidence requirement:	Simulation is not allowed for any performance evidence within this unit. See Supporting Information.
Summary:	To improve relationships with your customers you need to deliver consistent and reliable customer service. In addition, customers need to feel that you genuinely want to give them high levels of service and that you make every possible effort to meet or exceed their expectations. This encourages loyalty from external customers or longer-term service partnerships with internal customers. You need to be proactive in your dealings with your customers and to respond professionally in all situations. You need to negotiate between your customers and your organisation or department in order to find some way of meeting your customers' expectations. In addition you need to make extra efforts to delight your customers by exceeding their customer service expectations.

Knowledge and understanding which relates to the whole of this unit

You need to know and understand:

- 1.1 how to make best use of the method of communication chosen for dealing with your customers
- 1.2 how to negotiate effectively with your customers
- 1.3 how to assess the costs and benefits to your customer and your organisation of any unusual agreement you make
- 1.4 the importance of customer loyalty and/or improved internal customer relationships to your organisation

Learning outcome
1.1 Improve communication with your customers
Performance indicator
You need to:
1.1 select and use the best method of communication to meet your customers' expectations
1.2 take the initiative to contact your customers to update them when things are not going to plan or when you require further information
1.3 adapt your communication to respond to individual customers' feelings

Learning outcome
2.1 Balance the needs of your customer and your organisation
Performance indicator
You need to:
2.1 meet your customers' expectations within your organisation's service offer
2.2 explain the reasons to your customers sensitively and positively when their expectations cannot be met
2.3 identify alternative solutions for your customers either within or outside the organisation
2.4 identify the costs and benefits of these solutions to your organisation and to your customers
2.5 negotiate and agree solutions with your customers which satisfy them and are acceptable to your organisation
2.6 take action to satisfy your customers with the agreed solution when balancing their needs with those of your organisation

Learning outcome
3.1 Exceed customer expectations to develop the relationship
Performance indicator
You need to:
3.1 make extra efforts to improve your relationship with your customers
3.2 recognise opportunities to exceed your customers' expectations
3.3 take action to exceed your customers' expectations within the limits of your own authority
3.4 gain the help and support of others to exceed your customers' expectations

Unit 318 Improve the customer relationship

Improve the customer service relationship

Supporting information

Evidence collected in a realistic working environment or a work placement is not permissible for this unit.

Evidence must be collected over a sufficient period of time with different customers on different occasions for the assessor to be confident that you are competent.

Your evidence must include examples of using:

- organisational procedures
- exceptions to standard practice that are legal and benefit your organisation.

You need to provide evidence that you have dealt with customers who:

- have different needs and expectations
- appear angry or confused
- behave unusually.

Unit 319

Work with others to improve customer service

Level:	6
Credit value:	8
Endorsement by a sector or regulatory body:	This unit is endorsed by CfA, the Sector Skills Council for Business Skills.
Specific evidence requirement:	Simulation is not allowed for any performance evidence within this unit. See Supporting Information.
Summary:	Teamwork is a key component of delivering and improving excellent customer service. The people you work with to improve customer service may include one or more of the following: team members; colleagues; suppliers; service partners; supervisors; managers; team leaders. The delivery of excellent customer service depends on your skills and those of others. It involves communicating with each other and agreeing how you can work together to give a more effective service. You need to work together positively. You must also monitor your own and the team's performance and change the way you do things if that improves customer service. This unit is about how you develop a relationship with others to improve your customer service performance.

Knowledge and understanding which relates to the whole of this unit

You need to know and understand:

- 1.1 who else is involved either directly or indirectly in the delivery of customer service
- 1.2 the roles and responsibilities of others in your organisation
- 1.3 the roles of others outside your organisation who have an impact on your services or products
- 1.4 what the goals or targets of your organisation are in relation to customer service and how these are set
- 1.5 how your organisation identifies improvements in customer service

Learning outcome
1. Improve customer service by working with others
Performance indicator
<p>You need to:</p> <ul style="list-style-type: none"> 1.1 contribute constructive ideas for improving customer service 1.2 identify what you have to do to improve customer service and confirm this with others 1.3 agree with others what they have to do to improve customer service 1.4 co-operate with others to improve customer service 1.5 keep your commitments made to others 1.6 make others aware of anything that may affect plans to improve customer service

Learning outcome
2. Monitor your own performance when improving customer service
Performance indicator
<p>You need to:</p> <ul style="list-style-type: none"> 2.1 discuss with others how what you do affects customer service performance 2.2 identify how the way you work with others contributes towards improving customer service

Learning outcome
3. Monitor team performance when improving customer service
Performance indicator
<p>You need to:</p> <ul style="list-style-type: none"> 3.1 discuss with others how teamwork affects customer service performance 3.2 work with others to collect information on team customer service performance 3.3 identify with others how customer service teamwork could be improved 3.4 take action with others to improve customer service performance

Unit 319

Work with others to improve customer service Work with others to improve customer service

Supporting information

Evidence collected in a realistic working environment or a work placement is not permissible for this unit.

Evidence must be collected over a sufficient period of time with different customers on different occasions for the assessor to be confident that you are competent.

Your evidence must include examples of agreeing customer service roles and responsibilities which are:

- part of your own role
- part of other people's roles

You must provide evidence that you have worked with two of these groups of people:

- team members or colleagues
- suppliers or service partners
- supervisors, team leaders or managers.

Your evidence must show that your work with others involves communication by two of these methods as expected within your job role:

- face to face
- in writing
- by telephone
- using text messages
- by e-mail
- using the internet (including social networking)
- using an intranet.

Unit 320

Monitor and solve customer service problems

Level:	6
Credit value:	6
Endorsement by a sector or regulatory body:	This unit is endorsed by CfA, the Sector Skills Council for Business Skills.
Specific evidence requirement:	Simulation is not allowed for any performance evidence within this unit. See Supporting Information.
Summary:	Your job involves delivering and organising excellent customer service. However good the service provided, some of your customers will experience problems and you will spot and solve other problems before your customers even know about them. This unit is about the part of your job that involves solving immediate customer service problems. It is also about changing systems to avoid repeated customer service problems. Remember that some customers judge the quality of your customer service by the way that you solve customer service problems. You can impress customers and build customer loyalty by sorting out those problems efficiently and effectively. Sometimes a customer service problem presents an opportunity to impress a customer in a way that would not have been possible if everything had gone smoothly.

Knowledge and understanding which relates to the whole of this unit

You need to know and understand:

- 1.1 organisational procedures and systems for dealing with customer service problems
- 1.2 organisational procedures and systems for identifying repeated customer service problems
- 1.3 how the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with service partners or internal customers
- 1.4 how to negotiate with and reassure customers while their problems are being solved

Learning outcome
1. Solve immediate customer service problems
Performance indicator
<p>You need to:</p> <ul style="list-style-type: none"> 1.1 respond positively to customer service problems following organisational guidelines 1.2 solve customer service problems when you have sufficient authority 1.3 work with others to solve customer service problems 1.4 keep customers informed of the actions being taken 1.5 check with customers that they are comfortable with the actions being taken 1.6 solve problems with service systems and procedures that might affect customers before they become aware of them 1.7 inform managers and colleagues of the steps taken to solve specific problems

Learning outcome
2.1 Identify repeated customer service problems and options for solving them
Performance indicator
<p>You need to:</p> <ul style="list-style-type: none"> 2.1 identify repeated customer service problems 2.2 identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option 2.3 work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of your organisation

Learning outcome
3. Take action to avoid the repetition of customer service problems
Performance indicator
<p>You need to:</p> <ul style="list-style-type: none"> 3.1 obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated 3.2 action your agreed solution 3.3 keep your customers informed in a positive and clear manner of steps being taken to solve any service problems 3.4 monitor the changes you have made and adjust them if appropriate

Unit 320 Monitor and solve customer service problems

Monitor and solve customer service problems

Supporting information

Evidence collected in a realistic working environment or a work placement is permissible for this unit.

Evidence must be collected over a sufficient period of time with different customers on different occasions for the assessor to be confident that you are competent.

Your evidence must include examples of problems which are:

- brought to your attention by customers
- are identified first by you and/or by a colleague.

The problems included in your evidence must include examples of a:

- difference between customer expectations and what is offered by your organisation
- problem resulting from a system or procedure failure
- problem resulting from a shortage of resources or human error.

You must show that you have considered the options of solving problems from the point of view of:

- your customer
- the potential benefits to your organisation
- the potential risks to your organisation.

You must provide evidence that you have made use of options that:

- follow organisational procedures or guidelines
- make agreed and authorised exceptions to usual practice.

Unit 321

Help to monitor and maintain the security of the retail unit

Level:	6
Credit value:	11
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Specific evidence requirement:	<p>It is expected that simulation will be used to gather evidence for taking action to deal with or contain security risks, threats & breaches and incidents of theft.</p> <p>This unit can be achieved in isolation of other units. However evidence for this unit will be generated holistically whilst the candidate is working towards competence in their selected units for the qualification. The evidence should take into account specialist training for evacuation.</p>
Summary:	<p>This unit is about two aspects of your responsibility for keeping the store secure. Firstly, it is about monitoring and maintaining the security of people, property, premises and cash as part of your daily routine. As well as personally checking the security of the work area and sorting out any problems you identify, you need to make sure that staff are clear about their own responsibilities for maintaining security and that they understand the security procedures they must follow.</p> <p>The second part of the unit is about your responsibility for monitoring levels of stock, equipment, cash and cash equivalents and identifying and investigating any losses. It also involves drawing conclusions about how wastage and losses can be prevented in future, taking preventive measures and training staff to help reduce wastage and losses as far as possible.</p>

Learning outcome
1. Put procedures into practice to maintain security in a retail environment
Performance indicator
You need to: 1.1 monitor the work area often enough to identify possible problems with security

1.2	identify problems with security and deal with them promptly, legally and in line with company requirements
1.3	brief and update staff clearly and often enough about security procedures and their responsibilities for maintaining security
Knowledge and understanding	
You need to know and understand:	
1.1	the security procedures to put into practice when opening, operating and closing your retail unit
1.2	the security threats most likely to happen in a retail unit
1.3	the company's policies for responsibility for security
1.4	different methods of briefing staff about security arrangements, and when it is appropriate to use each method
1.5	who has authority to stop and search staff and customers and how to contact the relevant authorities

Learning outcome	
2.	Monitor and investigate losses in a retail environment
Performance indicator	
You need to:	
2.1	monitor levels of stock, equipment, cash and cash equivalents thoroughly and often enough, using methods that are consistent with security policy and procedures
2.2	identify losses, record them accurately and investigate their causes promptly
2.3	identify and investigate ways of preventing wastage and loss and put them into practice
2.4	evaluate loss control thoroughly and accurately, using valid and reliable information
2.5	explain clearly to staff the nature and extent of wastage and losses, the problems caused by wastage and losses and how staff can help to reduce wastage and losses
Knowledge and understanding	
You need to know and understand:	
2.1	the company's security policy and procedures
2.2	procedures for identifying and recording losses
2.3	the company's investigation procedures and its definition of unacceptable losses
2.4	how unacceptable losses are likely to happen in a retail unit
2.5	items most likely to be at risk in the retail unit
2.6	the purpose of loss-control and stock taking systems
2.7	different strategies for preventing wastage and loss and when to use each one
2.8	how to check loss evaluations

Unit 328

Contribute to the continuous improvement of retail operations

Level:	6
Credit value:	10
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Specific evidence requirement:	<p>Simulation is not allowed for any performance evidence within this unit.</p> <p>It is highly unlikely that this unit will be able to be observed therefore the evidence generated will come from professional discussion supported by oral reports of real achievements and testimony from an Expert Witness to confirm the candidate's competence</p>
Summary:	<p>This unit is about helping your store to improve the way it operates, so that you or they can achieve or improve on sales targets and standards of service. You will need to have a thorough knowledge of day-to-day operations in your area of responsibility and be able spot things that could be improved and suggest practical and cost effective ways of improving them.</p> <p>The unit is also about presenting your recommendations persuasively to management. Finally, you need to put improvements into practice. This involves working with other people and sometimes experiencing their resistance to new ways of doing things. As a result, you need to communicate your plans persuasively, support staff through the change and demonstrate your own commitment to the change.</p>

Learning outcome
1. Identify opportunities for solving problems and improving retail operations
Performance indicator
You need to:
1.1 get accurate, up-to-date information from relevant sources about operations you are responsible for
1.2 accurately identify the causes of problems where operations are not meeting quality standards or sales targets
1.3 clearly and accurately identify the scope for further development

<p>where operations are achieving quality standards and sales targets</p> <p>1.4 accurately assess possible improvements to see if they are practical, consistent with company policy and style, and easy to put into practice</p> <p>1.5 identify the ideas that offer the greatest benefits for the organisation and its customers</p>
<p>Knowledge and understanding</p>
<p>You need to know and understand:</p> <p>1.1 the company's standards for customer service</p> <p>1.2 the sales targets your unit is expected to reach</p> <p>1.3 company policies, procedures and computerised systems affecting your work</p> <p>1.4 the main characteristics of the company's customer base and products or services</p> <p>1.5 different sources of facts and opinions about operational performance and how useful each one is</p> <p>1.6 common causes of failure to achieve quality standards and sales targets</p> <p>1.7 how to identify aspects of customer service and sales that could be improved</p> <p>1.8 how to generate ideas for improving customer service and sales</p> <p>1.9 how to evaluate the benefits of potential improvements and how urgent they are</p> <p>1.10 how to work out what resources you would need to put improvements into practice</p> <p>1.11 how to weigh the costs of your improvements against the benefits</p>

<p>Learning outcome</p>
<p>2.1 Recommend ways of improving retail operations</p>
<p>Performance indicator</p>
<p>You need to:</p> <p>2.1 offer recommendations to management that are clear, concise, in a suitable format and supported by relevant information</p> <p>2.2 clearly and honestly acknowledge recommendations that are based on suggestions from other people</p> <p>2.3 clearly explain the benefits the recommended improvements could bring and the resources needed to put them into practice</p> <p>2.4 discuss recommendations with the relevant decision makers</p>
<p>Knowledge and understanding</p>
<p>You need to know and understand:</p> <p>2.1 how to present your recommendations to management clearly, concisely and in a suitable format</p> <p>2.2 the types of questions and concerns management are likely to have when considering your recommendations, and how to handle these</p> <p>2.3 why it is important to encourage staff and colleagues to suggest ideas for improvement, and why it is important to make sure they get the credit if their ideas are put into practice</p>

Learning outcome
3.1 Contribute to putting improvements in retail operations into practice
Performance indicator
<p>You need to:</p> <p>3.1 explain plans to staff in a way which encourages understanding and involvement</p> <p>3.2 give appropriate support, encouragement, advice and training to members of staff for as long as they need it</p> <p>3.3 promptly ask for appropriate advice and support when you have problems putting improvements into practice</p> <p>3.4 consistently show staff by your behaviour that you are committed to achieving the benefits of the improvement</p>
Knowledge and understanding
<p>You need to know and understand:</p> <p>3.1 why it is important for staff to understand the purpose and intended benefits of improvements</p> <p>3.2 different ways of explaining plans to staff, and how to decide which one to use</p> <p>3.3 how your manner and behaviour while explaining improvements can affect your staff's response to plans</p> <p>3.4 why it is important to show enthusiasm and lead by example when putting improvements into practice</p> <p>3.5 how and why different people will need different levels of support, encouragement, advice and training to put improvements into practice</p> <p>3.6 how to identify problems with putting improvements into practice and who to ask for advice and support</p>

Unit 329

Develop productive working relationships with colleagues

Level:	6
Credit value:	9
Endorsement by a sector or regulatory body:	This unit is endorsed by CfA, the Sector Skills Council for Business Skills.
Specific evidence requirement:	Simulation is not allowed for any performance evidence within this unit. See Supporting Information.
Summary:	<p>This unit is about developing working relationships with colleagues, within your own organisation and within other organisations, that are productive in terms of supporting and delivering your work and that of the overall organisation.</p> <p>‘Colleagues’ are any people you are expected to work with, whether they are at a similar position or in other positions, including your manager.</p> <p>The NOS in this unit are from the Management and Leadership suite of NOS, overseen by CfA Business Skills @ Work.</p>

Learning outcome
1.1 Develop productive working relationships with colleagues
Performance indicator
You need to:
1.1 establish working relationships with all colleagues who are relevant to the work being carried out
1.2 recognise, agree and respect the roles and responsibilities of colleagues and, particularly in situations of matrix management, their managers’ requirements
1.3 understand and take account of the priorities, expectations, and authority of colleagues in decisions and actions
1.4 create an environment of trust and mutual respect where you have no authority, or shared authority, over those you are working with
1.5 understand difficult situations and issues from your colleague’s perspective and provide support, where necessary, to move things forward
1.6 fulfil agreements made with colleagues and let them know
1.7 advise colleagues promptly of any difficulties or where it will be impossible to fulfil agreements
1.8 identify and sort out conflicts of interest and disagreements with

- colleagues in ways that minimise damage to work being carried out
- 1.9 exchange information and resources with colleagues to make sure that all parties can work effectively
 - 1.10 provide feedback to colleagues on their performance and seek feedback from colleagues on your own performance in order to identify areas for improvement

Knowledge and understanding

You need to know and understand:

- 1.1 the benefits of developing productive working relationships with colleagues
- 1.2 the importance of creating an environment of trust and mutual respect where you have no authority, or shared authority, over those you are working with
- 1.3 the importance of understanding difficult situations and issues from your colleague's perspective and providing support, where necessary, to move things forward
- 1.4 principles of effective communication and how to apply them in order to communicate effectively with colleagues
- 1.5 how to identify disagreements with colleagues and the techniques for sorting them out
- 1.6 how to identify conflicts of interest with colleagues and the measures that can be used to manage or remove them
- 1.7 how to take account of diversity and inclusion issues when developing working relationships with colleagues
- 1.8 the importance of exchanging information and resources with colleagues
- 1.9 how to get and make use of feedback on your performance from colleagues
- 1.10 how to provide colleagues with useful feedback on their performance

Industry/sector specific knowledge and understanding

- 1.11 regulations and codes of practice that apply in the industry or sector
- 1.12 standards of behaviour and performance in the industry or sector
- 1.13 working culture of the industry or sector

Context specific knowledge and understanding

- 1.14 current and future work being carried out
- 1.15 colleagues who are relevant to the work being carried out, their work roles and responsibilities
- 1.16 processes within the organisation for making decisions
- 1.17 line management responsibilities and relationships within the organisation
- 1.18 the organisation's values and culture
- 1.19 power, influence and politics within the organisation
- 1.20 standards of behaviour and performance expected in the organisation
- 1.21 information and resources that different colleagues might need
- 1.22 agreements with colleagues

Behaviours which underpin effective performance

You need to:

- 2.1 present information clearly, concisely, accurately and in ways that promote understanding
- 2.2 seek to understand people's needs and motivations
- 2.3 make time available to support others
- 2.4 clearly agree what is expected of others and hold them to account
- 2.5 work to develop an atmosphere of professionalism and mutual support
- 2.6 model behaviour that shows respect, helpfulness and co-operation
- 2.7 keep promises and honour commitments
- 2.8 consider the impact of your own actions on others
- 2.9 say 'no' to unreasonable requests
- 2.10 show respect for the views and actions of others

Unit 329 Develop productive working relationships with colleagues

Supporting information

Possible sources of evidence for this unit are:

- (a) Records of activities and agreements with work colleagues that you have completed successfully:
- notes, minutes or other records of formal and informal meetings with colleagues relating to agreements for action by you and your performance in relation to these agreements
 - e-mails, memos and other correspondence with colleagues relating to actions you have agreed to undertake and your performance in relation to these agreements
 - personal statements (reflections on the nature and effectiveness of your relationships with work colleagues and your fulfilment of your commitments to them)
 - witness statements (comments by colleagues on the nature and effectiveness of your relationships with them and your fulfilment of your commitments to them).
- (b) Records of relationship difficulties or conflicts at work that you have successfully addressed and feedback you have given and received:
- notes, minutes or other records of formal and informal meetings with colleagues relating to relationship difficulties or conflicts
 - e-mails, memos and other correspondence with colleagues relating to relationship difficulties or conflicts
 - notes or other records of verbal feedback and copies of memos, e-mails and letters you have sent in which you have given feedback to colleagues
 - notes or other records of verbal feedback and copies of memos, e-mails and letters you have received in which colleagues have given feedback to you
 - personal statements (reflections on your ability to deal effectively with relationship difficulties or conflicts)
 - witness statements (comments by colleagues on your ability to deal effectively with relationship difficulties or conflicts).

Unit 401

Organise the receipt and storage of goods in a retail environment

Level:	7
Credit value:	11
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Specific evidence requirement:	Simulation is not allowed for any performance evidence within this unit.
Summary:	This unit is firstly about organising staff to receive goods, for example when preparing for seasonal intake of stock. Secondly, the unit involves organising storage facilities and training and supervising staff in the use of the storage system.

Learning outcome
1. Organise staff to receive and check incoming deliveries in a retail environment
Performance indicator
You need to: 1.1 gather enough competent staff and brief them well enough before deliveries are received 1.2 make sure that the area for receiving goods is prepared and that you have enough storage space for the delivery 1.3 check that deliveries are unloaded safely and securely 1.4 make sure that goods are promptly checked against requirements 1.5 make sure that delivery records are complete and accurate and processed promptly 1.6 use delivery records to check that each supplier has met your company's service needs 1.7 spot problems with deliveries and sort them out properly
Knowledge and understanding
You need to know and understand: 1.1 how to prepare to receive and handle different types of goods 1.2 procedures for receiving goods, including dealing with incorrect, damaged and late deliveries 1.3 which staff are involved in or are affected by a delivery schedule and the information they need to receive goods efficiently 1.4 the company's standards for acceptable goods 1.5 why incoming goods must be checked against requirements straight after unloading

- | |
|---|
| 1.6 recording and control system including procedures for checking goods received |
| 1.7 safety and security procedures for receiving goods |

Learning outcome

2. Organise and maintain storage facilities in a retail environment

Performance indicator

You need to:

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|--|
| 2.1 organise storage facilities to take account of day-to-day work, safety requirements and the need to keep goods secure and in a saleable condition |
| 2.2 give staff accurate, up-to-date information and suitable training so they can use the storage system securely, safely and in line with relevant legal requirements |
| 2.3 give staff clear roles and responsibilities for storing and moving goods and check they understand these roles and responsibilities |
| 2.4 develop and update plans to cope with unforeseen storage problems |
| 2.5 check regularly that staff are storing and moving goods competently, safely, securely and in line with relevant legal requirements |
| 2.6 keep complete, accurate and up-to-date stock records that can be found easily by everyone who needs them |

Knowledge and understanding

You need to know and understand:

- | |
|--|
| 2.1 how effective storage systems contribute to reducing stock loss |
| 2.2 how to work out what storage facilities are needed for goods on order |
| 2.3 how to protect goods from various causes of deterioration and damage |
| 2.4 how to work out suitable storage layouts and solve storage problems efficiently, safely and securely |
| 2.5 how to run the stock recording and controlling systems efficiently and accurately, including using them to monitor and record stock loss |
| 2.6 the legal requirements for storing stock, including health and safety requirements |

Learning outcome

3. Check the storage and care of stock in a retail environment
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Performance indicator

You need to:

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| 3.1 keep up a routine for checking storage facilities and stock |
| 3.2 carry out spot checks of storage facilities and stock at suitable intervals |
| 3.3 make sure staff have the information and training they need to spot stock that is out of date or at risk of deteriorating, and to deal with it in line with legal and company requirements |

- 3.4 check the storage and movement of stock to make sure that stock is reaching the shop floor as it is needed
- 3.5 evaluate the storage, care and movement of stock and find ways of running storage and movement systems more profitably

Knowledge and understanding

You need to know and understand:

- 3.1 when and how to check stock and storage, including both routine and spot checks
- 3.2 legal and company requirements for removing out-of-date stock
- 3.3 the company's requirements for storing and moving stock, and how to check that these requirements are being met
- 3.4 how to work out if ideas for improving the ways stock is stored and moved are likely to be profitable
- 3.5 the causes of stock deterioration and damage and how these affect products
- 3.6 the company's requirements and quality standards for storage
- 3.7 the information colleagues need to be able to use the storage system effectively
- 3.8 company policy and procedures for protecting goods that are at risk of damage or deterioration
- 3.9 the company's systems and procedures for moving and storing stock

Unit 402

Audit stock levels and stock inventories in a retail environment

Level:	7
Credit value:	6
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Specific evidence requirement:	Simulation is not allowed for any performance evidence within this unit.
Summary:	This unit involves organising an audit, managing the audit team and preparing an audit report. The audit team may consist of people who don't normally work together, and you need not necessarily be a team leader in your day-to-day work.

Learning outcome
1. Put an audit programme into practice in a retail environment
Performance indicator
You need to: 1.1 find out and make sure you understand when to carry out an audit, why it is needed, what it should cover and who needs the audit report 1.2 find out how the report should be laid out and the level of detail needed 1.3 find out what resources are available to carry out the audit 1.4 spot any problems that are likely to prevent you from carrying out the audit effectively in the time available, and sort them out before you start the audit 1.5 choose staff to help with the audit, check their availability and give responsibilities to each of them 1.6 brief your audit team so that they know what their responsibilities are during the audit, and how to carry out those responsibilities 1.7 plan the work of the audit team so you make sure it is accurate and will cause as little disruption as possible to normal work 1.8 check on the audit team's progress at suitable intervals and help them to sort out any problems they may be having in completing the audit
Knowledge and understanding
You need to know and understand: 1.1 why it is important to audit levels of stock inventories 1.2 how often you need to carry out audits

1.3	the information held in the stock inventory and how to access it
1.4	how to interpret information and correct mistakes in the stock inventory
1.5	the types of situation that can make it difficult to carry out an effective audit in the time available, and how to prevent them
1.6	the resources you need to be able to carry out an audit
1.7	when and how to tell colleagues that an audit is to take place, and how it is likely to affect colleagues' work
1.8	how to choose people to help you with the audit and give them responsibilities
1.9	how to explain to your audit team what their responsibilities are during the audit and how you want these responsibilities to be carried out
1.10	how to check on the progress of the audit

Learning outcome	
2.	Report the findings of a retail stock audit
Performance indicator	
You need to:	
2.1	organise your findings so that you can easily spot any problems
2.2	spot problems and note them clearly for investigation
2.3	work out which problems are most important and should be investigated first
2.4	investigate problems methodically and sort them out as far as you can within the scope of the audit and with the resources available
2.5	prepare your final report in the layout needed and include comments on any problems which still exist
2.6	give or send your report to the people who need to see it, so that each person receives it on time
Knowledge and understanding	
You need to know and understand:	
2.1	how to organise audit findings so that problems can be easily identified
2.2	methods for spotting problems in audit findings
2.3	the types of problem that can happen and how to sort them out
2.4	the layout needed for the audit report
2.5	who needs to see the report
2.6	how to distribute the report so that each person receives it on time

Unit 403

Source required goods and services in a retail environment

Level:	7
Credit value:	10
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Specific evidence requirement:	Simulation is not allowed for any performance evidence within this unit.
Summary:	This unit is suitable for you if you order stock for a small, independent store and you are responsible for choosing the store's suppliers as well as ordering stock directly from them. The unit involves working out what needs replenishing and choosing which suppliers to use. It also involves ordering stock, checking that the right stock is delivered on time, and evaluating supplier's performance.

Learning outcome
1. Choose suppliers and order stock for retail sale
Performance indicator
You need to:
1.1 check the stock records at suitable intervals and spot which stock needs replenishing
1.2 follow a suitable routine for asking colleagues if they expect to have any special orders
1.3 compare purchase requisitions to spot items you can order together
1.4 use the purchasing records to find out who the regular suppliers have been, if any
1.5 choose suitable suppliers to use, taking account of stock availability, prices, delivery times and the extent to which the supplier's practices are compatible with your company's sustainability policy
1.6 order items accurately, promptly and from suitable suppliers
1.7 accurately work out the total cost of an order
1.8 keep complete, accurate and up-to-date purchasing records
1.9 store purchasing records so that they can be easily found by the people who need them

Knowledge and understanding

You need to know and understand:

- 1.1 the types of goods the company normally needs
- 1.2 how to use the stock records to find out what needs to be ordered
- 1.3 the suppliers currently being used
- 1.4 the suppliers who have been used in the past and why they are no longer being used
- 1.5 how to find possible new suppliers and check whether they are suitable
- 1.6 company policy for choosing suppliers, including relevant aspects of your company's sustainability policy
- 1.7 what makes a legally binding contract
- 1.8 why you need to check suppliers' terms and conditions
- 1.9 company procedures for placing orders
- 1.10 company procedures for keeping records of orders

Learning outcome

2. Check and evaluate the performance of suppliers of stock for retail sale

Performance indicator

You need to:

- 2.1 promptly match deliveries with orders so you can spot overdue items
- 2.2 spot items which are overdue and promptly contact the supplier about them
- 2.3 tell colleagues promptly if their orders will not be fulfilled on time and tell them what choices they have
- 2.4 follow procedures for returning goods and getting them replaced
- 2.5 check the quality, price and times of deliveries against the company's requirements
- 2.6 ask colleagues for comments about the quality and delivery times of items received from suppliers
- 2.7 provide accurate comments to suppliers on the level of service they provide

Knowledge and understanding

You need to know and understand:

- 2.1 company systems and procedures for returning goods
- 2.2 the company's legal rights as a buyer
- 2.3 company policy for paying creditors, and who to consult in the accounts department if a supplier suspends the account
- 2.4 the records your company keeps about suppliers' performance and how to find and use them
- 2.5 who in your company can comment on the quality and delivery time of goods or services received, and when and how to ask for their comments
- 2.6 how to complain to suppliers
- 2.7 how to respond positively when colleagues complain to you about the speed or quality of suppliers' performance

Unit 404

Plan, monitor and adjust staffing levels and schedules in a retail environment

Level:	7
Credit value:	11
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Specific evidence requirement:	Simulation is not allowed for any performance evidence within this unit.
Unit assessment:	Specialist Unit: If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.
Summary:	<p>This unit is about working out how many staff need to be on duty in the store to maintain the levels of customer service and profitability needed.</p> <p>You need to produce plans and schedules that take account of all the relevant factors and that are easy to understand and use. You also need to collect, analyse and evaluate information about progress towards work targets, and make justifiable recommendations for changes in staffing.</p>

Learning outcome
1. Plan staffing levels and prepare work schedules for a retail team
Performance indicator
You need to:
1.1 produce staffing plans and schedules that cover all operational needs and take account of operational limits
1.2 produce staffing plans and schedules that include accurate numbers and realistic levels of skill, work allocation, places where people will work and start and finish times
1.3 schedule hours of work that keep to relevant laws, company policy and contracts of employment
1.4 produce plans that are easy for the relevant people to understand and use
1.5 include realistic emergency plans to cope with abnormal situations

Knowledge and understanding

You need to know and understand:

- 1.1 why staffing plans are needed
- 1.2 relevant laws, company policy and contract terms and conditions which affect the hours that staff must work
- 1.3 the relationship between staffing plans and work targets
- 1.4 how to work out staffing requirements
- 1.5 how to produce and present staffing plans in a form suitable for the needs of the relevant people
- 1.6 how to schedule work so that you meet operational needs and take account of operational limits

Learning outcome

2. Monitor staffing levels and schedules against the work targets of a retail team

Performance indicator

You need to:

- 2.1 collect and organise enough information about the staff available and the work they are doing
- 2.2 assess realistically whether you have enough staff for the targets you need to achieve
- 2.3 find out what progress is being made towards achieving your work targets
- 2.4 use the information about staffing and progress towards targets to make realistic and justifiable assessments of how effective staff are
- 2.5 adjust staffing levels and schedules so that you can meet targets
- 2.6 clearly and promptly recommend changes in staffing to your manager
- 2.7 promptly pass on the results of assessments to the people who need them
- 2.8 use the results of assessments to encourage staff to reach their targets

Knowledge and understanding

You need to know and understand:

- 2.1 how staffing levels and the way in which staff are used can affect the work that can be done
- 2.2 how to collect and evaluate information on staffing
- 2.3 how to adjust staffing levels and schedules
- 2.4 the factors, other than staffing, that may affect progress towards work targets, and the effect these are likely to have
- 2.5 how to justify assessments of effectiveness
- 2.6 how your manner and behaviour when presenting the results of assessments is likely to influence staff's response to them

Unit 405

Promote continuous improvement

Level:	7
Credit value:	7
Endorsement by a sector or regulatory body:	This unit is endorsed by CfA, the Sector Skills Council for Business Skills.
Specific evidence requirement:	Simulation is not allowed for any performance evidence within this unit. See Supporting Information.
Summary:	This unit covers the key competence of the customer service professional. You must be dedicated to the continuous improvement of customer service and this involves organising changes in the way customer service is delivered over and over again. You need to identify potential changes, think through their consequences and make them work. Above all, this unit covers the competence of organising and seeing through change that is sustainable and is in the spirit of continuous improvement in customer service.

Knowledge and understanding which relates to the whole of this unit

You need to know and understand:

- 1.1 how service improvements in your area affect the balance between overall customer satisfaction, the costs of providing service and regulatory requirements
- 1.2 how customer experience is influenced by the way service is delivered
- 1.3 how to collect, analyse and present customer feedback
- 1.4 how to make a business case to others to bring about change in the products or services you offer

Learning outcome

1. Plan improvements in customer service based on customer feedback

Performance indicator

You need to:

- 1.1 gather feedback from customers that will help to identify opportunities for customer service improvement
- 1.2 analyse and interpret feedback to identify opportunities for

customer service improvements and propose changes
1.3 discuss with others the potential effects of any proposed changes for your customers and your organisation
1.4 negotiate changes in customer service systems and improvements with somebody with sufficient authority to approve trial or full implementation of the change

Learning outcome
2. Implement changes in customer service
Performance indicator
You need to:
2.1 organise the implementation of authorised changes
2.2 implement the changes following organisational guidelines
2.3 inform people inside and outside your organisation who need to know of the changes being made and the reasons for them
2.4 monitor early reactions to changes and make appropriate fine-tuning adjustments

Learning outcome
3. Review changes to promote continuous improvement
Performance indicator
You need to:
3.1 collect and record feedback on the effects of changes
3.2 analyse and interpret feedback and share your findings on the effects of changes with others
3.3 summarise the advantages and disadvantages of the changes
3.4 use your analysis and interpretation of changes to identify opportunities for further improvement
3.5 present these opportunities to somebody with sufficient authority to make them happen

Unit 405 Promote continuous improvement

Promote continuous improvement

Supporting information

Evidence collected in a realistic working environment or a work placement is not permissible for this unit.

Evidence must be collected over a sufficient period of time with different customers on different occasions for the assessor to be confident that you are competent.

You must show that your proposals for improvements:

- are based on planned and analysed customer feedback
- take into account all relevant regulations
- take into account the costs and benefits to the organisation.

You may carry out this work alone or with colleagues. However, you must provide evidence that you have taken an active role in:

- collecting and analysing feedback
- proposing initiatives for change
- implementing the change
- evaluating and reviewing the change.

Your evidence must clearly show the part you have played in each step of the continuous improvement process.

The changes that you propose and initiate may be changes in how services or products are supplied or in how you and your colleagues behave when delivering services or products.



Appendix 1 SVQ units and expert witness testimony

Following is a list of SVQ units for which expert witness testimony is required if the assessor is not an expert in the specialism covered by the unit:

City & Guilds ref	Unit ref	Unit title
104	B.20	Contribute to food safety in a retail environment
110	C.58	Provide a counter/takeaway service (People 1 st)
206	C.12	Promote loyalty schemes to customers in a retail environment
211	B.10	Process bake-off products for sale in a retail environment
213	B.12	Process greengrocery products for sale in a retail environment
214	B.13	Finish meat products by hand in a retail environment
216	B.31	Hand-process fish in a retail environment
217	B.32	Contribute to the control and efficiency of dough production in a retail environment
218	B.21	Maintain food safety while working with food in a retail environment
219	C.11	Assemble retail products in customer's home/workplace
220	C.17	Provide the lingerie fitting service in a retail environment
221	C.35	Promote beauty products to retail customers
222	C.37	Help customers to buy National Lottery products in a retail environment
225	C.18	Follow guidelines for planning and preparing visual merchandising displays
226	C.19	Follow guidelines for dressing visual merchandising displays
227	C.20	Order graphic materials for visual merchandising displays
228	C.21	Dismantle and store visual merchandising displays
229	C.22	Make props for visual merchandising displays
230	C.23	Put visual merchandising displays together
232	C.09	Process payments and credit applications for purchases in a retail environment
233	C.10	Process cash and credit transactions in a retail environment
236	B.33	Select, weigh and measure bakery ingredients (Improve)
237	B.34	Hand divide, mould and shape fermented doughs (Improve)
241	C.43	Maintain a display of cut flowers in a retail store

City & Guilds ref	Unit ref	Unit title
242	B.23	Receive driver-controlled deliveries of fuel on a petrol forecourt
243	B.24	Control deliveries of motor fuel on a forecourt
244	C.39	Process the self-service dispensing and purchase of motor fuel on a forecourt
245	C.40	Establish customer needs and provide advice regarding tiling products
246	C.41	Advise customers upon measuring and planning for the fixing of tiles
247	C.42	Advise customers upon the fixing of tiles
248	C.54	Help customers to choose delicatessen products in a retail outlet
249	C.55	Portion delicatessen products in a retail outlet to meet individual customers' requirements
258	C.47	Promote the store's credit card to customers
259	C.52	Help customers to apply for the store's credit card and associated insurance products
304	C.30	Develop individual retail service opportunities
305	C.31	Provide a personalised sales and after-sales service to your retail clients
308	B.22	Monitor and help improve food safety in a retail environment
309	C.38	Assist customers to obtain appropriate insurance (FSSC)
313	C.45	Help customers to choose alcoholic beverages in a retail store
314	C.15	Enable customers to apply for credit and hire purchase facilities
322	C.24	Choose merchandise to feature in visual merchandising displays
323	C.25	Plan, monitor and control how graphics are used in visual merchandising displays
324	C.26	Monitor the effect of visual merchandising displays and layouts
325	C.27	Allocate, monitor and control visual merchandising project resources against budgets
326	C.28	Contribute to developing and putting into practice the company's visual merchandising policy
327	C.29	Create plans, elevations and drawings to realise visual merchandising ideas
404	E.12	Plan, monitor and adjust staffing levels and schedules in a retail environment

Appendix 2 SVQ units and simulated activities

Following is a list of SVQ units for which simulated activities are allowed:

City & Guilds ref	Unit ref	Unit title
101	E.03	Work effectively in your retail team
102	B.01	Move goods and materials manually in a retail environment
105	B.02	Keep stock at required levels in a retail environment
106	C.01	Wrap and pack goods for customers in a retail environment
107	E.01	Help to keep the retail unit secure
108	E.02	Help to maintain health and safety in a retail environment
109	E.04	Keep the retail environment clean and hygienic (non-food)
239	E.06	Help to maintain health and safety in a retail environment
240	E.07	Help to keep the retail unit secure
242	B.23	Receive driver-controlled deliveries of fuel on a petrol forecourt
243	B.24	Control deliveries of motor fuel on a forecourt
244	C.39	Process the self-service dispensing and purchase of motor fuel on a forecourt
310	E.18	Monitor and maintain health and safety in a retail environment
321	E.11	Help to monitor and maintain the security of the retail unit



Appendix 3 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: intcg@cityandguilds.com

Centres

Exam entries, Certificates,
Registrations/enrolment, Invoices,
Missing or late exam materials,
Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: centresupport@cityandguilds.com

Single subject qualifications

Exam entries, Results, Certification,
Missing or late exam materials,
Incorrect exam papers, Forms
request (BB, results entry), Exam
date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: singlesubjects@cityandguilds.com

International awards

Results, Entries, Enrolments,
Invoices, Missing or late exam
materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: intops@cityandguilds.com

Walled Garden

Re-issue of password or username,
Technical problems, Entries,
Results, e-assessment, Navigation,
User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: walledgarden@cityandguilds.com

Employer

Employer solutions, Mapping,
Accreditation, Development Skills,
Consultancy

T: +44 (0)121 503 8993

E: business@cityandguilds.com

Publications

Logbooks, Centre documents,
Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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City & Guilds Group

The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

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