

Cambridge **TECHNICALS LEVEL 2**

Cambridge  
**TECHNICALS**  
**2016**

# **RETAIL**

## **Unit 2**

### **Understand customer expectations and issues**

**Y/615/5442**

**Guided learning hours: 30**

**Version 1 September 2018**

## LEVEL 2

### UNIT 2: Understand customer expectations and issues

Y/615/5442

**Guided learning hours: 30**

**Essential resources required for this unit: None**

**This unit is externally assessed by an OCR set and marked examination.**

#### UNIT AIM

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Customers and consumers are vital to the success and survival of any business. No matter which vocational area you choose to work in, it is likely that you will be dealing with customers in some form. This unit considers why customers' expectations are important, why you must be aware of consumer rights and the importance of data confidentiality.

In this unit you will also learn about workplace etiquette for providing excellent service to all customers whether these be your colleagues, external customers or other businesses that you will deal with. You will understand the importance of communication with customers and how to recognise appropriate communication in different situations.

You will develop essential underpinning knowledge and understanding through this unit and Unit 1 Principles of working in service sector organisations.

We strongly recommend that you complete Units 1 and 2 before undertaking assessment in other units because these areas of learning will underpin the whole qualification.

## TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative.

Where teaching content contains i.e. and e.g. under specific areas of content, the following rules will be adhered to when we set questions for an exam:

- A direct question may be asked about teaching content which follows an i.e.
- Where unit content is shown as an e.g. a direct question will not be asked about that example.

	Learning Outcome The Learner will:		Teaching Content The Learner must be taught:		Teaching exemplification
1	Understand the impact that organisational structure has on customer service, retail and business administration operations	1.1	1. Impact of organisational structure upon customer service, retail and business administration operations i.e. <ol style="list-style-type: none"> <li>hierarchical</li> <li>matrix</li> <li>functional</li> </ol> 2. Relationship and communication between functional/operational areas in service sector organisations i.e. <ol style="list-style-type: none"> <li>human resources</li> <li>sales and marketing</li> <li>finance</li> <li>customer service</li> <li>IT</li> <li>administration</li> <li>logistics</li> </ol> 3. Levels of employee status and their impact on decision making	1.1	

	Learning Outcome The Learner will:			Teaching exemplification
		Teaching Content The Learner must be taught:		
		4. Impact of customer service, retail and business administration operations on achieving the long-term goals of an organisation i.e. <ol style="list-style-type: none"> <li>a. making profits</li> <li>b. survival</li> <li>c. growth</li> <li>d. increasing market share</li> <li>e. supporting communities</li> </ol>		
2	Understand the needs and expectations of customers	2.1 Understand the expectations of different types of customers i.e. <ol style="list-style-type: none"> <li>1. Internal customers</li> <li>2. External customers</li> <li>3. Business to business (B2B)</li> </ol>	2.1	To include the needs and expectations of the different types of customer/consumer.
		2.2 Understand the behaviours of customers i.e. <ol style="list-style-type: none"> <li>1. Demanding/undemanding</li> <li>2. Patient/impatient</li> <li>3. Certain/unsure</li> <li>4. Familiar/unfamiliar with product/service</li> <li>5. Assertive/passive</li> <li>6. Impulsive/measured</li> </ol>	2.2	
		2.3 How to make customers feel important and valued i.e. <ol style="list-style-type: none"> <li>1. Acknowledge customers immediately</li> <li>2. Treat all customers equally</li> <li>3. Learn a customer's name and use it (e.g. some may prefer title plus surname, others may prefer their first name)</li> </ol>	2.3	To include understanding that for a business to be successful, they need repeat customers. Making customers feel important is one way that the employees of the business can help to achieve this. Learners should recognise that methods

	Learning Outcome The Learner will:	Teaching Content The Learner must be taught:	Teaching exemplification
		<ol style="list-style-type: none"> <li>4. Smile and make eye contact</li> <li>5. Listen carefully, even if it is not relevant to the sale</li> <li>6. Remember something about them for their next visit</li> <li>7. Thank customers after every purchase</li> <li>8. Respond to email and telephone enquiries quickly</li> <li>9. Personalise telephone calls i.e. try to avoid sounding like you are using a set format/script</li> <li>10. Make it easy for customers to return items/gain refunds etc.</li> </ol>	<p>may differ depending on the type of business that they work for and whether it is an internal or external customer.</p>
		<p>2.4 What customers and consumers will need and expect when they contact a business with the intention to buy i.e.</p> <ol style="list-style-type: none"> <li>1. Methods of contact i.e. <ol style="list-style-type: none"> <li>a. by email</li> <li>b. by telephone</li> <li>c. face-to-face</li> <li>d. online</li> </ol> </li> <li>2. Customer needs and expectations i.e. <ol style="list-style-type: none"> <li>a. easily navigable environment, to include: <ol style="list-style-type: none"> <li>i. layout that makes it easy to find products, facilities, reception, offices etc.</li> <li>ii. clear signposting</li> <li>iii. ease of movement (e.g. wide aisles, accessible changing rooms, toilets)</li> </ol> </li> <li>b. easily navigable and informative website i.e. <ol style="list-style-type: none"> <li>i. contact details</li> <li>ii. booking information</li> <li>iii. delivery information</li> <li>iv. returns policy</li> <li>v. frequently asked questions (FAQs)</li> </ol> </li> <li>c. efficient service</li> <li>d. friendly, helpful staff</li> </ol> </li> </ol>	<p>2.4 Learners must know what customer and consumer needs and expectations are in order to meet these within a job role.</p> <p>Learners must recognise that these needs and expectations may differ depending on the vocational area.</p>

	Learning Outcome The Learner will:		Teaching Content The Learner must be taught:		Teaching exemplification
			<ul style="list-style-type: none"> <li>e. good quality at a competitive price</li> <li>f. prompt replies to emails, telephone calls and online contact</li> <li>g. quick service</li> <li>h. clean and tidy sales area, free from hazards and obstructions</li> <li>i. staff having sufficient product knowledge to answer questions accurately</li> <li>j. sufficient stock available</li> <li>k. that all products are in satisfactory condition</li> </ul>		
3	Understand how to deliver customer service in line with business and customer expectations	3.1	<p>Customer service policies and procedures i.e.</p> <ol style="list-style-type: none"> <li>1. The role of an employee when dealing with a customer i.e. <ul style="list-style-type: none"> <li>a. providing help and advice</li> <li>b. dealing with refunds</li> <li>c. dealing with store credits</li> <li>d. dealing with exchanges</li> </ul> </li> <li>2. Methods of introducing employees to a business' customer service policy i.e. <ul style="list-style-type: none"> <li>a. displayed in the workplace</li> <li>b. induction training</li> <li>c. written policy handbooks</li> </ul> </li> <li>3. Reasons why all employees should follow the formal customer service policy set by their employer i.e. <ul style="list-style-type: none"> <li>a. all employees will follow the same policy which results in consistent performance</li> <li>b. customers may be aware of the policy and expect it to be followed</li> <li>c. consequences if the customer service policy is not followed</li> </ul> </li> </ol>	3.1	<p>Learners must know that most businesses have a formalised customer service policy that identifies how all employees should treat a customer throughout the buying process. Learners must know what their role may be in the workplace when dealing with customers i.e.</p> <ul style="list-style-type: none"> <li>– providing help and advice i.e. is this focused on providing good customer service or trying to make a sale?</li> <li>– when a customer returns an item for a refund i.e. what is the business' refund policy? Does the customer need to have a receipt? What are the benefits to the business of requesting a customer to provide proof of purchase?</li> <li>– when a customer returns an item for a store credit i.e. what is a store credit? Is proof of purchase required for a store credit?</li> <li>– when a customer returns an item for an exchange i.e. what is an exchange? What happens if the</li> </ul>

	Learning Outcome The Learner will:		Teaching Content The Learner must be taught:		Teaching exemplification
					<p>value of the exchange is greater than the value of the product returned? What happens if the value of the exchange is less than the value of the product returned?</p> <p>To include the benefits to a business of all employees following the customer service policy and a formal customer complaints procedure. Learners must know why it is important that they follow the customer service policy set by their employer i.e. benefits to the business of its employees following a formal complaints procedure.</p>
		3.2	<p>Workplace etiquette when dealing with a customer that has an issue/complaint i.e.</p> <ol style="list-style-type: none"> <li>1. Acknowledge that the customer is upset/angry/disappointed</li> <li>2. Do not blame the customer</li> <li>3. Listen carefully to the issue</li> <li>4. Clarify that you have understood the issue</li> <li>5. Show empathy</li> <li>6. Present a solution or escalate the issue to a more senior colleague to present a solution</li> <li>7. Take appropriate action</li> <li>8. Follow up if appropriate to ensure that the customer is satisfied that the issue has been resolved to their satisfaction</li> <li>9. If appropriate, use the issue as a learning experience</li> </ol>	3.2	Learners should consider scenarios for the different vocational areas of how this etiquette could be used.
		3.3	<p>Customer expectations and their influence on the business i.e.</p> <ol style="list-style-type: none"> <li>1. The impact on a business of i.e. <ol style="list-style-type: none"> <li>a. meeting customer service expectations</li> <li>b. failing to meet customer expectations</li> <li>c. exceeding expectations</li> </ol> </li> </ol>	3.3	To include, that serious errors in customer service may result in media attention and/or legal action.

	Learning Outcome The Learner will:	Teaching Content The Learner must be taught:	Teaching exemplification
		<ul style="list-style-type: none"> <li>d. errors made by employees</li> <li>2. How employee actions can influence i.e.                             <ul style="list-style-type: none"> <li>a. customer perceptions of the business</li> <li>b. whether customers are likely to visit or use the business again</li> <li>c. whether customers will recommend the business to others</li> </ul> </li> </ul>	



	Learning Outcome The Learner will:	Teaching Content The Learner must be taught:	Teaching exemplification
4	Understand why you should keep the personal information of customers and consumers confidential	<p>4.1 Data Protection Act i.e.</p> <ol style="list-style-type: none"> <li>1. Reasons why businesses might hold personal information for customers/consumers i.e.               <ol style="list-style-type: none"> <li>a. after-sales service e.g. emailing newsletters and special offers</li> <li>b. booking/reservation details</li> <li>c. delivery information for orders</li> <li>d. direct debits or standing orders e.g. for paying utility bills</li> <li>e. finance contract</li> <li>f. payment for online orders</li> <li>g. warranty or guarantee information</li> </ol> </li> <li>2. How employees can maintain the confidentiality of personal information i.e.               <ol style="list-style-type: none"> <li>a. not leaving information in view of other customers and/or colleagues</li> <li>b. not providing others with customer details before checking that the request is genuine</li> <li>c. ensuring that hard copies of information are kept in a secure place and cannot be accessed without authorisation</li> <li>d. escalating requests for information, as necessary, to a line manager</li> <li>e. understanding the business' policy regarding confidentiality and sharing information</li> <li>f. maintaining the security of computer files/details stored on computer</li> </ol> </li> </ol>	<p>4.1 Only the aspects of legislation specifically mentioned here will be assessed. The acts of legislation these are drawn from should be those specified or their equivalent, should it be revised during the lifetime of this qualification or differ, for example, in Northern Ireland.</p> <p>To include reasons why businesses in each vocational area might hold personal information.</p> <p>You will have learnt this in Unit 1:</p> <ul style="list-style-type: none"> <li>– Forms of personal information that a business might hold about customers and consumers which are covered by the Data Protection Act (or its equivalent) i.e.           <ul style="list-style-type: none"> <li>○ name</li> <li>○ address</li> <li>○ date of birth</li> <li>○ contact details</li> <li>○ bank account details</li> </ul> </li> </ul>
		<p>4.2 Reasons why businesses maintain the confidentiality of customers' personal information i.e.</p> <ol style="list-style-type: none"> <li>1. Adverse media attention if customer/consumer personal information is made public</li> <li>2. Adverse media attention if information becomes public</li> </ol>	<p>4.2 Customers and consumers have a right to expect that any information relating to them remains confidential.</p> <p>To include that it is a serious issue if learners, as employees, or any</p>

	Learning Outcome The Learner will:	Teaching Content The Learner must be taught:	Teaching exemplification
		<ol style="list-style-type: none"> <li>3. Financial implications if information is made public i.e.               <ol style="list-style-type: none"> <li>a. loss of revenue</li> <li>b. being fined</li> <li>c. paying compensation</li> </ol> </li> <li>4. Financial implications if confidentiality is maintained (e.g. gain/keep customers if the business is seen to be trustworthy)</li> <li>5. If confidentiality is not maintained, customers/consumers are at risk of identity theft and fraud</li> <li>6. Legal requirement</li> <li>7. To maintain customer trust</li> </ol>	<p>colleagues make public any personal customer/consumer information, whether purposefully or unintentionally. Learners should therefore carefully consider their actions when gaining, using and storing such information.</p> <p>To include the implications for both the business and the customer/consumer i.e.</p> <ul style="list-style-type: none"> <li>– adverse media attention is likely to reduce the number of customers and therefore business' sales</li> <li>– fines, compensation payments and loss of revenue resulting from legal action will impact on the money the business has to pay employees, expand, buy new stock etc.</li> <li>– if customers/consumers no longer trust the business then they will purchase from competitors</li> <li>– if customers/consumers trust the business then they are more likely to continue to purchase from that business</li> <li>– identify theft and/or fraud could have serious implications for the customer/consumer such as money being taken from bank accounts, credit or debit card details being used to make online purchases, loans or credit cards being taken out in the customer's name.</li> </ul>

	Learning Outcome The Learner will:		Teaching Content The Learner must be taught:		Teaching exemplification
5	Understand customers' rights and be able to suggest a resolution for a customer issue regarding faulty products and services	5.1	<p>Understand the rights of a customer who has a faulty product or a service not matching what was agreed or not being provided with reasonable care and skill i.e.</p> <ol style="list-style-type: none"> <li>1. Products i.e.           <ol style="list-style-type: none"> <li>a. a customer must be offered a full refund if the product is returned or the fault reported within 30 days of purchase</li> <li>b. a customer must be offered a repair or replacement if it is outside of 30 days but within six months from the date of purchase</li> <li>c. all employees should know the business' policy as to when an issue should be escalated</li> <li>d. warranties and guarantees will give customer's additional legal rights</li> </ol> </li> <li>2. Services i.e.           <ol style="list-style-type: none"> <li>a. if the service has been ordered at home i.e.               <ol style="list-style-type: none"> <li>i. if the service has been ordered at home, then the customer has 14 days to cancel the order</li> <li>ii. if the customer has agreed that the service will begin within this time then the business may charge for what has been used</li> </ol> </li> <li>b. for services ordered on business premises i.e.               <ol style="list-style-type: none"> <li>i. a customer can ask for the service to be repeated or fixed if it is not carried out with reasonable care and skill, or get money back if it cannot be fixed</li> <li>ii. if it is not possible to get the work done again, if it would take too long to get the work done again, or if it would be very inconvenient for the customer, then a discounted price should be agreed</li> <li>iii. all employees should know the business' policy as to when a service issue should be escalated</li> </ol> </li> </ol> </li> </ol>	5.1	<p>Only the aspects of legislation specifically mentioned here will be assessed. The acts of legislation these are drawn from should be those specified or their equivalent, should it be revised during the lifetime of this qualification or if it differs, for example, in Northern Ireland.</p> <p>Teaching content is based on the Consumer Rights Act and the Consumer Contracts Regulations 2013 (or its equivalent). Any future amendments should be taken into consideration.</p> <p>Learners should be aware of how these customer issues could relate to customers for each vocational area.</p> <p>Learners should be aware that warranties and guarantees add to a customer's legal rights, particularly if a product develops a fault after six months from purchase.</p>

	Learning Outcome The Learner will:		Teaching Content The Learner must be taught:		Teaching exemplification
			<p>3. Customer and consumer issues relating to products and services i.e.</p> <ul style="list-style-type: none"> <li>a. faulty products bought in a shop</li> <li>b. faulty products ordered at home i.e. <ul style="list-style-type: none"> <li>i. online, catalogue,</li> <li>ii. face-to-face</li> <li>iii. in the home</li> </ul> </li> <li>c. services paid for on business premises that do not match what was agreed or were not provided with reasonable care</li> <li>d. services ordered at home that do not match what was agreed or were not provided with reasonable care</li> </ul> <p>4. Faulty product definition i.e.</p> <ul style="list-style-type: none"> <li>a. not of satisfactory quality i.e. broken or damaged</li> <li>b. not fit for purpose i.e. unusable</li> <li>c. does not match any advertising or the seller's description</li> </ul>		
6	Understand the importance of appropriate communication when dealing with customers	6.1	<p>Understand the appropriate forms of communication for different situations/audiences.</p> <ol style="list-style-type: none"> <li>1. Audiences <ul style="list-style-type: none"> <li>a. internal audience</li> <li>b. external customer audience</li> <li>c. external (B2B) audience</li> </ul> </li> <li>2. Situations <ul style="list-style-type: none"> <li>a. informal (e.g. one-to-one conversation with a customer or an update with a manager)</li> <li>b. formal (e.g. presentation to the business, booking confirmation to a customer, dealing with complaints)</li> </ul> </li> </ol>	6.1	<p>In Unit 1, learners will have learnt to identify types and features of different types of communication.</p> <p>Different types of communication to include:</p> <ul style="list-style-type: none"> <li>– written i.e. <ul style="list-style-type: none"> <li>○ email</li> <li>○ letter</li> <li>○ report</li> </ul> </li> <li>– verbal i.e. <ul style="list-style-type: none"> <li>○ face-to-face</li> <li>○ presentations</li> <li>○ telephone</li> </ul> </li> </ul>

	Learning Outcome The Learner will:		Teaching Content The Learner must be taught:	Teaching exemplification
				<ul style="list-style-type: none"> <li>– electronic i.e.               <ul style="list-style-type: none"> <li>○ email</li> <li>○ picture message (MMS)</li> <li>○ social media</li> <li>○ text message (SMS)</li> </ul> </li> </ul> <p>In this unit, learners are expected to understand in more detail the features of each form of communication that make them appropriate for different situations/audiences, which may involve an understanding of how a specific context/scenario can affect this.</p>
		6.2	<p>The importance of appropriate communication i.e.</p> <ol style="list-style-type: none"> <li>1. Resolving issues quickly and effectively</li> <li>2. Providing good customer service</li> <li>3. Meeting customer expectations</li> <li>4. Creating a professional image</li> <li>5. Upholding the business identity/brand</li> <li>6. Ensuring business/legislative procedures are followed</li> </ol>	<p>6.2</p> <p>In this Unit, learners are expected to understand the importance of selecting appropriate methods of communication.</p> <p>Learners must be able to review different forms of communication for different situations/audiences and assess their appropriateness.</p>

## LEARNING OUTCOME (LO) WEIGHTINGS

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Each learning outcome in this unit has been given a percentage weighting. This reflects the size and demand of the content you need to cover and its contribution to the overall understanding of this unit. See table below:

<b>LO1</b>	6-18%
<b>LO2</b>	20-32 %
<b>LO3</b>	28-40 %
<b>LO4</b>	6-14%
<b>LO5</b>	6-18 %
<b>LO6</b>	8-18 %

## ASSESSMENT GUIDANCE

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All Learning Outcomes are assessed through an externally set and marked examination paper, worth a maximum of 45 marks and 1 hour in duration.

The assessment comprises of short and medium response questions, based on short scenarios.

Please note in relation to LO3 and LO4 by current legislation we mean the legislation specified, or its equivalent or if it differs, for example, in Northern Ireland.

## MEANINGFUL EMPLOYER INVOLVEMENT – A REQUIREMENT FOR TECHNICAL CERTIFICATE QUALIFICATIONS

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This unit is mandatory in the following qualifications:

Level 2 Technical Certificate in Business Practices

Level 2 Cambridge Technical Diploma in Business Administration

Level 2 Cambridge Technical Diploma in Customer Service

Level 2 Cambridge Technical Diploma in Retail

These qualifications have been designed to be recognised as Technical certificates in performance tables in England. It is a requirement of these qualifications for centres to secure employer involvement through delivery and/or assessment of these qualifications for every learner.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the Qualification Centre Handbook (Section 5, Involving employers in teaching, learning and assessment) for further information including a list of activities that are not considered to meet this requirement.

### Meaningful employer involvement

It is recommended that students undertake structured work-experience or work-placements that develop skills and knowledge relevant to these qualifications.

They may also benefit from industry professionals visiting the centre to act as guest speakers.

You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)
- [DfE work experience guidance](#).

**ocr.org.uk/business**

OCR customer contact centre

**Vocational qualifications**

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