

# SPECIFICATION

**IAO Level 2 Diploma in Retail Skills**  
**Qualification number: 601/1967/6**



Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing and we currently have qualifications in the following sectors:

**Active Leisure**  
**Business and Management**  
**Childcare**  
**Employability**  
**Retail**

**Health and Social Care**  
**Hospitality and Catering**  
**IT**  
**Logistics**  
**Education and Training**

We currently offer over 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date

[www.innovateawarding.org](http://www.innovateawarding.org)

This document will be updated if there are any changes so it is important to make sure you are working from the most up-to-date version, which is available to download from our website

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is recognised as an awarding organisation by the qualifications regulator Ofqual (England).

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800

Email: [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org)

---

*“We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications.”*

---

## Qualification summary

<b>Qualification Accreditation Number (QAN)</b>	601/1967/6
<b>Qualification review date</b>	31 <sup>st</sup> January 2022
<b>Guided Learning Hours (GLH)</b>	Minimum 115 hours
<b>Total Qualification Time (TQT)</b>	370 hours
<b>RQF level</b>	2
<b>Qualification credit value</b>	37 credits
<b>Minimum credits at/above level</b>	32 credits
<b>Assessment requirements</b>	Portfolio of Evidence  This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).
<b>Aims and objectives of the qualification</b>	This qualification is a competence-based qualification which requires Learners to demonstrate the skills and knowledge required when working in the retail industry, and is ideal for those working in their first retail role, or those who wish to progress in their retail career. This qualification forms part of the Intermediate Apprenticeship in Retail.
<b>Entry guidance</b>	There are no formal entry requirements for this qualification.  This qualification is suitable for those who work within the retail sector. It provides Learners with an opportunity to demonstrate their competence and skills in a wide range of job roles

**Progression opportunities**

Learners who achieve this qualification could progress into employment or further learning or training.

On completion of this course, Learners could progress to:

- Level 3 Certificate in Retail Knowledge
- Level 3 Diploma in Retail Skills (Management)
- Level 3 Diploma in Retail Skills (Visual Merchandising)
- Level 3 Diploma in Retail Skills (Sales Professional)
- Level 3 NVQ Certificate in Management

**Funding**

For details on eligibility for government funding please refer to the following websites:

<http://www.education.gov.uk/section96/>

<https://www.gov.uk/government/organisations/skills-funding-agency>

## **Innovate Awarding**

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative...everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website [www.innovateawarding.org](http://www.innovateawarding.org)

## **Feedback**

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org) or call us on 0117 314 2800.

## **Complaints**

If we do get things wrong, we'll make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint then we recommend you read our Complaints Procedure which can be found on our website.

## **Fees**

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

## **Enquiries and appeals**

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

## **Data Protection**

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

## **Equality and Diversity**

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

## **Reasonable Adjustment and Special Consideration**

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

## **Malpractice and Maladministration**

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

## **Recognition of Prior Learning (RPL)**

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website

**Please note the above is not a comprehensive guide to running qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.**

## **The Regulated Qualifications Framework (RQF)**

### **What is the RQF?**

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

### **Qualification Level**

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

### **Qualification Size**

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels, but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

## **Credit values**

Every unit and qualification on the RQF has been given a credit value, which denotes the number of credits that will be awarded to each candidate who successfully completes the unit or qualification.

- **1 credit represents 10 notional learning hours**

Notional learning hours represent the amount of time a learner is expected to take, on average, to complete the learning outcomes of the unit to the standard required within the assessment criteria. It is important to note that notional learning hours is not the same as guided learning hours (GLH). GLH represents the hours during which a tutor or trainer is present and contributing to the learning process. Notional learning hours represents the hours which are needed to successfully cover all the learning required to achieve the unit, either guided or independently.

## **RQF terminology**

Whilst the evidence outcomes required from RQF and NVQ units are the same, the RQF units use different terminology to the NVQ units. The assessment criteria for NVQ units are 'what you must do' and 'what you must know' whereas the RQF units are all 'the Learner can' or 'the Learner is able to'.

## **Rules of Combination (RoC)**

Every qualification on the RQF is structured through Rules of Combination. Rules of Combination are important because they define the number of credits which need to be achieved and where these credits must come from in order for a Learner to achieve the qualification. Rules of Combination also state what the potential is for Learners who wish to transfer credits between qualifications and awarding bodies.



## The Retail Sector's Assessment Principles for the Qualifications & Credit Framework

### 1 Key principles

Assessment methodologies and guidance for qualifications in the retail sector are developed and interpreted in accordance with the following key principles:

<b>Principle 1:</b> <b>Assessment should contribute to developing a skilled workforce</b>	Assessment practice in the retail sector should contribute to the development of a skilled workforce. The choice and application of assessment methods must be consistent with this principle.
<b>Principle 2:</b> <b>Systems for capturing evidence of competence should be integrated</b>	Skills formation in the retail sector, as delivered through staff induction and on-going training and development programmes, reflects the unique character and culture of the organisation. To this end, the assessment systems for both competence-based and the knowledge-based qualifications should, where possible, be integrated with organisations' training and HR models for developing and recognising the knowledge and competence of their workforce.
<b>Principle 3:</b> <b>Assessment methods should be appropriate for the level and nature of the qualification units to be assessed</b>	Methods of assessing achievement against learning outcomes and assessment criteria must be appropriate for the level being assessed and sector expectations of candidates at that level.
<b>Principle 4:</b> <b>Evidence of competence should come from workplace activity</b>	The sector's competence-based qualifications recognise competence in the workplace. Evidence of competence should therefore come from workplace activity and aim to reflect attainment within an organisational context. Observation should be the principle method to assess individuals at Level 2, but other methods such as professional discussion and assignments may be appropriate to assess achievement at Levels 3 and above.

## **2 Knowledge-based qualifications (Retail Knowledge)**

Assessment methodologies for the retail sector's knowledge-based qualifications are developed by the Awarding Organisations that offer them. Assessment methodologies should be consistent with Principles 1, 2 and 3 as set out in section 1 of this document.

## **3 Applied qualifications**

Qualifications have been developed by Awarding Organisations and Skillsmart Retail that use applied learning techniques and are delivered through full and part-time education. Qualifications for the fashion retail sector are included in this category.

Applied qualifications typically combine theory and its practical application. They are based on shared units and are open to be offered by all retail awarding partners. The assessment methodology for these qualifications is developed by Awarding Organisations and the evidence of success gathered must include evidence of the practical application of knowledge and, where required, work placements.

## **4 Competence-based qualifications (Retail Skills)**

### **4.1 The use and application of simulation**

In broad terms, the retail sector holds the view that simulation is a practical and effective tool for establishing skill and understanding, where naturally occurring evidence of competence is unavailable or infrequent. However the sector feels that there is very little that can be assessed by simulation with the exception of:

- some aspects of Health & Safety and Security, and
- some basic functions that do not involve interaction with customers

Skillsmart Retail requires that Awarding Organisations:

- a Discourage the inappropriate use of competence-based qualifications by organisations that do not assess candidates in a working environment. Competence-based qualifications are suitable only for learners who are in some form of employment in the sector, or, in a limited set of contexts, are being prepared for work and will be assessed in a realistic working environment (see section 4.1.2 below for definition).
- b Establish criteria to ensure that simulation is not used as the sole form of evidence for any unit of a competence-based qualification, except where allowed for specific units that meet the criteria set out in Section 4.1.1 of these Assessment Principles. This should be expressed in guidance for qualifications operating in the sector.

- c Provide clear guidance to centres to indicate that evidence towards a competence-based qualification should come from the workplace except where simulation is expressly allowed in the evidence requirements for a particular unit. Workplace evidence may be gathered in the context of full, part-time, casual or voluntary employment. Assessment may be undertaken in a 'work placement' (i.e. fulltime students placed into a working environment for a day per week) although supporting evidence from a supervisor or manager, associated with some form of work activity, must supplement the assessment process.

#### **4.1.1 Use of simulation as an assessment method**

Assessment for competence-based units must always be carried out in a retail environment except where a Realistic Working Environment (as defined in 4.1.2) is permitted for simulation. Simulation is allowed only where:

- the assessment criteria require the learner to respond to an emergency;
- a unit covers a limited selection of basic functions which need not involve interacting with customers;
- a unit originates from another SSC or SSB and the originator expressly allows simulation to be used for that unit

A list of those units for which simulation is allowed is appended to this document.

Evidence generated from simulated activities will not be acceptable for any other unit.

#### **4.1.2 Definition of a Realistic Working Environment (RWE)**

Where simulation is used the sector requires that:

- a Simulation must be undertaken in a Realistic Working Environment
- b Awarding Organisations provide guidance for centres that requires that Realistic Working Environments:  
*"provide an environment that replicates the key characteristics of the workplace in which the skill to be assessed is normally employed"*

A Realistic Working Environment (for the purpose of simulated work activities) is regarded as one that replicates a real working environment. For example, a college shop that operates on a commercial basis (i.e. it has a profit and loss account) is acceptable for retail environments but a shop laid out in a classroom environment is not. However, in order to prevent any barriers to achievement, simulated activity may be used for assessment purposes within a real working environment.

## **4.2 The role and competence of assessors, expert witnesses and verifiers**

A wide variety of factors affect the participation of organisations and take-up by individuals of competence-based qualifications. These issues relate to other matters as well as the quality of an assessment process but are central to the way assessment is managed.

To this end, Skillsmart Retail requires that the following conditions be fulfilled.

### **4.2.1 The role of supervisors and managers in the assessment process**

Wherever possible, assessment should be conducted by supervisors and/or managers in a workplace environment. Where the skill or capability of these individuals is inadequate to deliver the requirements of the organisation or the quality infrastructure, services external to the work unit or organisation may be introduced (peripatetic assessors). If the candidate is employed in the retail sector, in no circumstances may a competence-based qualification for the retail sector be delivered without the involvement of the candidate's line manager or the owner/manager to confirm the candidate's competence.

Where in-store line managers carry out the assessment or internal verification roles, retail stores with the agreement of their Awarding Organisation may choose between:

- a achieving the appropriate regulatory authority approved qualifications for assessment and internal verification

**OR**

- b demonstrating that training and development activity undertaken by the employer to prepare, validate and review these assessment/verification roles, maps 100% to the National Occupational Standards on which these qualifications are based. The mapping process **must be agreed** by the Awarding Organisation as providing the equivalent level of rigour and robustness as the achievement of the qualification.

The alternative option described in (b) above, which waives the need for the regulatory approved units in the retail sector, must be applied on an 'organisation by organisation' and 'qualification by qualification' basis. **Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the NOS in association with the prospective Awarding Organisation who will be offering the qualification.**

#### **4.2.2 The role of peripatetic assessors and internal verifiers in the assessment process**

Peripatetic assessors and internal verifiers must hold or be working towards the appropriate regulatory authority approved qualifications for assessment and internal verification.

The services offered by the peripatetic assessor must complement the activity of a line manager or owner/manager and the competence of a candidate employed in the retail sector may not be confirmed without the participation of a line manager or owner/manager in the process. It is also requested that specific reference be made to auditing this provision, within external verification processes.

#### **4.2.3 The role of expert witnesses in the assessment process**

There are a number of specialist sub-sectors in retail. Consequently the sector has competence-based units relating to specialisms such as bakery, beauty consultancy and visual merchandising. In many cases assessors will not have the requisite experience of these specialist areas. In these instances the assessor **must use** an expert witness to provide evidence in confirming to the candidate's competence.

An expert witness is an experienced peer of the candidate, or the candidate's line manager. The expert witness is not consulted as a professional assessor, but as someone who is expert in the occupation to be assessed. The assessor will make the final judgement.

A list is appended of those units for which expert witness testimony is required, should the assessor lack the necessary occupational competence.

#### **4.2.4 Occupational competence of expert witnesses**

Expert witnesses can be drawn from a wide range of people who can attest to performance in the workplace, including line managers and experienced colleagues from inside the candidate's organisation. Skillsmart Retail requires that expert witnesses have proven practical experience and knowledge relating to the content of the unit being assessed.

It is unlikely that someone could become an expert in their entire job role in less than six to twelve months of being employed in the retail sector. They could, however, very quickly become an expert in the content of a single unit if this was the focus of their job role. The assessor should make a judgement as to the level of expertise held by a potential expert witness and, where necessary, confirm this with a member of the store management team.

#### **4.2.5 Occupational competence of assessors**

Assessors in the retail sector should have an in-depth knowledge of, and be competent in performing, the occupational requirements of the generic competence-based units as well as any specialist units for which they do not use expert witness testimony.

This competence will have been acquired either in direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role.

It is unlikely that occupational competence will have been achieved in less than twelve months of employment as a retail assistant, or less than six months in a managerial position, but individuals with less experience could be considered as assessors if sufficiently occupationally competent.

#### **4.2.6 Occupational competence of verifiers**

**Internal Verifiers** (or equivalent quality assurance experts) in the retail sector must have a current understanding of the structure, content and occupational requirements of the units that they are internally verifying. This understanding will have been acquired while working directly within the relevant occupational area in either an operational or a support function.

The level of understanding should be sufficient to allow the Internal Verifier to judge whether the assessor has fully assessed learners against all the assessment criteria in the unit.

It is unlikely that a person could have gained this level of understanding in less than six months of being employed in the retail sector, but individuals with less experience could be considered as Internal Verifiers if they have the required level of understanding.

**External Verifiers** (or equivalent quality assurance experts) in the retail sector must have a current understanding of the occupational requirements of the units they are verifying. This understanding will have been acquired while working within the relevant occupational area in either an operational or a support function.

The External Verifier must understand the requirements of the units sufficiently well to be able to determine whether sufficient evidence of the learner's competence has been collected.

It is unlikely that a person could have gained this level of understanding in less than six months of being employed in the retail sector, but individuals with less experience could be considered as External Verifiers if they have the required level of understanding.

#### **4.2.7 Continuing professional development of assessors and verifiers**

All assessors and verifiers, if not currently employed within a retail organisation, will need to prove they have a current working knowledge of the sector they are assessing or verifying. This can be demonstrated by maintaining records of evidence from occupational updating activities such as:

- Internal or external work experience
- Internal or external work shadowing opportunities
- Other relevant CPD activities with the prior approval of the Awarding Organisations

**Note:** Retailers who have chosen not to use the regulatory authority approved qualifications for assessment and internal verification should be encouraged to offer the qualifications as CPD where the willingness by the employer to support this additional activity becomes known to the Awarding Organisation.

#### **4.3 External quality control of assessment**

The application and implementation of external quality control (i.e. independent assessment, external moderation, tests and projects) has been thoroughly researched and employers felt it was neither feasible nor practical. The rationale supported by employers was that a robust quality system is based upon processes associated with risk assessment and management. The Awarding Organisation's risk rating system must be auditable by the regulatory authority.



#### 4.3.1 Risk identification

In order to achieve the required level of external quality control, the Awarding Organisation must undertake a risk assessment of **each** prospective centre at the point of **application for approval to offer any Skillsmart Retail qualification**. The Awarding Organisation must obtain information on a number of specified 'risk factors' for each prospective centre at the point of approval. Skillsmart Retail would recommend the following, but Awarding Organisations should feel free to recommend alternative risk factors if more appropriate:

- Prospective centres' experience of operating competence-based qualifications;
- The appropriateness of existing systems, or systems developed to meet the requirements of other quality assurance regimes, for the delivery of competence-based qualifications;
- Whether the prospective centre has had a previous application for centre approval refused or their approval status withdrawn;
- The proposed ratio of candidates to assessors and Internal Verifiers, taking account of whether the assessors and Internal Verifiers are full-time or part-time in their roles;
- Whether candidates are going to be in employment (paid or voluntary), on work placements or learning in a Realistic Working Environment (see section 4.1.2 for definition).

The Awarding Organisation must have a **method of rating** the prospective centre against each of the risk factors noted above, including an overall rating that identifies the level of risk associated with the prospective centre. The rating should then be used by the Awarding Organisation in determining the degree of support during the first year of approval.

#### 4.3.2 Risk management

In order to identify and manage risk during on-going centre operation, the Awarding Organisation must undertake a **yearly risk assessment of each active centre for the retail sector competence-based qualifications**. The Awarding Organisation must obtain information on a number of specified 'risk factors' for each centre. Skillsmart Retail would recommend the following, but Awarding Organisations should feel free to recommend alternative risk factors, which would be more appropriate.

- The turnover of assessors and internal verifiers.
- The throughput of candidates.
- The ratio of candidates to assessors and internal verifiers, taking account of whether the assessors and internal verifiers are full-time or part-time in their roles.
- Whether public funding is being accessed for the training of candidates towards/assessment of candidates for the competence-based qualifications.
- Whether candidates are in employment (paid or voluntary), on work placements or learning in a realistic working environment (see section 4.1.2 for definition).

The Awarding Organisation must have a **method of rating** each centre against each of the risk factors noted above and, also, producing an overall rating which identifies the level of risk associated with the centre. The rating should then be used by the Awarding Organisation to



assist in determining the level of on-going support for the centre, including the level of external verification activity.

## **Appendix 1: Qualifications covered by these Assessment Principles**

### ***Competence-based***

Level 1 Award in Retail Skills

Level 1 Certificate in Retail Skills

Level 1 Diploma in Retail Skills

Level 2 Award in Retail Skills

Level 2 Certificate in Retail Skills

Level 2 Diploma in Retail Skills

Level 3 Certificate in Retail Skills (Sales Professional)

Level 3 Certificate in Retail Skills (Visual Merchandising)

Level 3 Certificate in Retail Skills (Management)

Level 3 Diploma in Retail Skills (Sales Professional)

Level 3 Diploma in Retail Skills (Visual Merchandising)

Level 3 Diploma in Retail Skills (Management)

***Knowledge-based***

Level 1 Award in Retail Knowledge

Level 1 Award in Retail Knowledge (Construction and Electrical Merchancing)

Level 2 Award in Retail Knowledge

Level 2 Certificate in Retail Knowledge

Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchancing – Building)

Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchancing – Domestic Heating and Plumbing)

Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchancing – Commercial Heating)

Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchancing – Timber)

Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchancing – Electrical)

Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchancing – Climate Management)

Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchancing – Building Interiors)

Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchancing – General)

Level 2 Diploma in Retail Knowledge

Level 2 Diploma in Retail Knowledge (Construction and Electrical Merchancing)

Level 3 Award in Retail Knowledge

Level 3 Certificate in Retail Knowledge

Level 3 Diploma in Retail Knowledge

Level 3 Diploma in Retail Knowledge (Garden Retail)

## Appendix 2: Retail Skills units for which simulated activities are allowed

This list includes only Skillsmart Retail's units. For guidance on assessing imported units, please refer to the relevant sector's own assessment principles.

SR ref.	Unit title	URN on RITS
B.01	Move goods and materials manually in a retail environment	F/503/5656
B.02	Keep stock at required levels in a retail environment	J/503/5657
B.17	Organise own work to meet a dough production schedule in a retail environment	A/503/5672
C.01	Wrap and pack goods for customers in a retail environment	K/503/5683
E.01	Recognise and report security risks in a retail environment	F/503/5723
E.02	Comply with workplace health and safety requirements in a retail environment	J/503/5724
E.03	Work effectively in a retail team	L/503/5725
E.04	Keep the non-food retail environment clean and tidy	R/503/5726
E.06	Protect own and others' health and safety when working in a retail environment	Y/503/5727
E.07	Reduce security risks in a retail environment	D/503/5728
E.11	Manage the prevention of wastage and loss in a retail environment	H/503/5732
E.18	Monitor and maintain health and safety in a retail environment	M/503/5734

### **Appendix 3: Retail Skills units for which expert witness testimony is allowed if the assessor is not expert in the specialism covered by the unit**

This list includes only Skillsmart Retail's units. For guidance on assessing imported units, please refer to the relevant sector's own assessment principles.

<b>SR ref.</b>	<b>Unit title</b>	<b>URN on RITS</b>
B.11	Hand-process fish in a retail environment	K/503/5666
B.12	Process greengrocery products for sale in a retail environment	M/503/5667
B.13	Finish meat products by hand in a retail environment	T/503/5668
B.17	Organise own work to meet a dough production schedule in a retail environment	A/503/5672
B.20	Maintain food safety while working with food in a retail environment	F/503/5673
B.21	Maintain food safety while working with food in a retail environment	J/503/5674
B.22	Monitor and help improve food safety in a retail environment	L/503/5675
B.35	Finish bake-off food products in a retail environment	H/503/5679
B.36	Glaze, coat or decorate bake-off products for sale in a retail environment	Y/503/5680
C.09	Process applications for credit agreements offered in a retail environment	F/503/5690
C.12	Promote loyalty schemes to customers in a retail environment	J/503/5691
C.17	Provide a bra fitting service in a retail environment	Y/503/5694
C.18	Follow guidelines for planning and preparing visual merchandising displays	D/503/5695
C.19	Dress visual merchandising displays to attract customers	H/503/5696
C.20	Order and position signage and graphics for visual merchandising displays	K/503/5697
C.21	Dismantle and store props and graphics from visual merchandising displays	M/503/5698

SR ref.	Unit title	URN on RITS
C.22	Make props and decorate fixtures and panels for visual merchandising displays	T/503/5699
C.23	Assemble visual merchandising displays	D/503/5700
C.24	Choose merchandise to feature in visual merchandising displays	H/503/5701
C.25	Manage the use of signage and graphics in visual merchandising displays	K/503/5702
C.26	Evaluate the effectiveness of visual merchandising displays	M/503/5703
C.27	Manage budgets for visual merchandising projects	T/503/5704
C.28	Contribute to improving a retail organisation's visual merchandising policy	A/503/5705
C.29	Design visual merchandising display layouts	F/503/5706
C.37	Provide National Lottery products to customers	L/503/5708
C.42	Advise customers on the fixing and care of tiles	R/503/5709
C.45	Help customers to choose alcoholic beverages in a retail environment	J/503/5710
C.47	Promote a retail store's credit card to customers in a retail environment	R/503/5712
C.52	Help customers to apply for a retail store's credit card and associated insurance products	M/503/5717
C.54	Help customers to choose delicatessen products in a retail environment	T/503/5718
C.55	Portion delicatessen products to meet customer requirements in a retail environment	A/503/5719
C.59	Demonstrate make-up and skincare products to customers at a beauty counter in a retail environment	T/503/5721
C.60	Operate a customer record card system on a beauty counter in a retail environment	A/503/5722

SR ref.	Unit title	URN on RITS
E.12	Produce staffing schedules to help a retail team to achieve its targets	K/503/5733

## **Hospitality, Leisure, Travel and Tourism Sector Assessment Strategy for competence based units of assessment and qualifications (in England, Wales and Northern Ireland) and Scottish Vocational Qualifications (SVQs)**

### **1. Introduction**

The sector assessment strategy applies to all competence based units and qualifications that sit within the industries represented by People 1st. Competence based units and qualifications are those that are accredited to the Qualifications and Credit Framework, for England, Wales and Northern Ireland, which include National Vocational Qualifications (NVQs). In Scotland it applies to all sector Scottish Vocational Qualifications (SVQs). The sector assessment strategy comes into force on the 1st August 2009 and will apply to any new competence based units and qualifications. It will also replace other assessment strategies, currently used for existing NVQs and SVQs, as and when they are updated and re-accredited. See [www.people1st.co.uk](http://www.people1st.co.uk) for a list of all competence based units and qualification that are covered by the sector assessment strategy.

There are four components to the sector assessment strategy which set out requirements and guidance relating to:

- external quality control
- assessment principles
- occupational expertise of assessors and verifiers
- continuous professional development

The purpose of the sector assessment strategy is for People 1st and awarding organisations/bodies to work in partnership to:

- maximise the quality assurance arrangements for the sector's competence based units and qualifications and maintain standardisation across assessment practice
- assure employers and candidates that the sector's competence based units and qualification are consistently assessed to the national occupational standards, and
- promote continuous professional development amongst assessors and verifiers

The content of the assessment strategy has been reviewed in close consultation with employers, awarding organisations/bodies, training providers and other sector stakeholders. While many of these stakeholders have an interest in the assessment strategy, its primary audience are awarding organisations/bodies that offer competence based units and qualifications in the hospitality, leisure, travel and tourism industries. Prospective or approved centres should not need to work directly with this document as its requirements will be incorporated within the procedures of their chosen awarding organisation/body.

The strategy should be used alongside the assessment and quality assurance guidance published by the regulatory authorities. Further information about competence based units

and qualifications can be found at [www.people1st.co.uk](http://www.people1st.co.uk). Feedback or comments on the sector assessment strategy can be emailed to [qualifications@people1st.co.uk](mailto:qualifications@people1st.co.uk).

## **2. External Quality Control**

### **2.1 Risk Assessment and Management of Centres**

External quality control is achieved through rigorous monitoring and standardisation of assessment decisions. Awarding organisations/bodies achieve this by operating their existing systems for quality monitoring, risk assessment and management of their approved centres, following guidance issued by the regulatory authorities.

As part of this process People 1st requires awarding organisations/bodies to:

- ensure that external verification, monitoring and support provided to centres takes into account their level of risk. For example new assessment centres, and those that are experiencing difficulty in meeting the assessment requirements, should be given additional support by their awarding organisation/body
- supply People 1st with standardised information on their statistical monitoring, including registration and certification figures, on a quarterly basis. This data will remain confidential and no individual awarding organisation's/body's data will be published
- report annually on the outcomes of, and any issues arising from, external verification and quality control arrangements
- highlight specific issues relating to the assessment of the sector's competence based units and qualifications that require immediate attention, as and when they arise
- contribute to the awarding organisations'/bodies' forums to review and discuss matters relating to the assessment of the sector's competence based units and qualifications. The forum will meet at least biannually, or during key stages of projects and reviews
- resolve issues relating to the assessment and verification of the sector's competence based units and qualifications with the action(s), and in the timeframe, agreed

## **3. Assessment**

People 1st advocate the integration of national occupational standards within employers' organisations in order to achieve a national level of competence across the sector's labour market. As such, assessment of the sector's competence based units and qualifications will, ideally, take place within the workplace and assessment should, where possible, be conducted by the candidate's supervisors and/or line managers. People 1st recognise, however, that it is not always feasible for candidates to be assessed in the workplace and as such it permits the use of assessment within Realistic Working Environments (RWE). Additionally, where sector employers do not have the infrastructure to manage assessment independently, it values the role of peripatetic assessors to support the assessment process.



Within these parameters, People 1st expect that:

- the majority of assessment of the sector's competence based units and qualifications will be based on performance evidence, i.e. direct observation, outputs of work and witness testimony within the workplace or an RWE approved by an awarding organisation/body, (see section 3.4)
- opportunities to ascertain candidate's accreditation of prior learning is maximised by early contact between the assessor and candidate and during initial assessment / induction period

Please note: External tests do not form part of People 1st's assessment strategy, other than linkage to IATA approved tests in Unit TT27, Sell Multi-Sector Air Travel, part of the Travel S/NVQ (where it may be a specific requirement and therefore applicable in that instance).

### 3.1 Witness Testimony

People 1st recognise the use of witness testimony and expert witness testimony as appropriate methods for assessors to collect evidence on candidates' performance.

Witness testimonies can be obtained from people that are occupationally competent and whom may be familiar with the national occupational standards, such as the candidate's line manager. They may also be obtained from people who are not occupationally competent, and do not have a knowledge of the national occupational standards, such as other people within the candidate's workplace, customers and suppliers. The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence, however, the awarding organisation's/body's minimum observations requirements must be met.

Expert witnesses may be used where additional support relating to the assessment of technical competence is required. Expert witnesses may be:

- other approved assessors that are recognised to assess the relevant national occupational standards, or
- line managers, other managers or experienced colleagues that are not approved assessors, but whom the awarding organisation/body agrees has current occupational competence, knowledge and expertise to make a judgement on a candidate's competence

Expert witnesses must be able to demonstrate through relevant qualifications, practical experience and knowledge that they are qualified to provide an expert opinion on a candidate's performance in relation to the unit being assessed. People 1st believe that it is unlikely for an expert witness to be fully expert within any of the sector's occupational areas in less than twelve months to two years. The final judgement on the validity of the expert witness testimony rests with the assessor and such testimonies may only be used in line with awarding organisation's/body's requirements.

### 3.2 Professional Discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a candidate's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the candidate has a firm understanding of the standard being assessed.

### 3.3 Simulation

Simulation can only be used to assess candidates for the sector's competence based units and qualifications where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence.

There are no People 1st units that can be solely achieved by simulation. In the case of imported units, where simulation is acceptable in the evidence requirements, it should only be used when performance evidence is unlikely to be generated through normal working practices.

See Annex A for competence based units which permit the use of simulation.

Awarding organisations/bodies must issue adequate guidance which informs centres how simulation should be planned and organised, ensuring that demands on candidates are neither more nor less than they would encounter in a real work situation. In particular:

- a centre's overall strategy for simulation must be examined and approved by the external verifier
- all simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the unit seeks to assess
- ideally, there should be a range of simulations to cover the same aspect of the standard
- the physical environment for the simulation, and the nature of the contingency, must be realistic
- candidates should carry out the simulation in a professional manner
- the candidate should be given no indication as to what the simulation will present

### 3.4 Realistic Working Environment

Assessment of the sector's competence based units and qualifications should ideally be carried out within the workplace, however, where this is not possible candidates can be assessed within an approved Realistic Working Environment (RWE) that replicates a real work setting. The criteria for RWE currently operated in the sector can be found at Annex B.

#### **4. Occupational expertise of assessors and verifiers**

The requirements relating to the occupational expertise of assessors and verifiers is set out in Annex C. Guidance on additional qualifications and / or training relevant to assessors and verifiers can be found in Annex D.

4.1 Using employers' in-house training programmes to assess competence based units and qualifications (please note this section is not applicable for centres which are either colleges or training providers)

(a) People 1st recognise that employers within the Sector provide robust in-house training, development and assessment programmes which meet the standards for Assessors and Verifiers. Where an employer maps its in-house training, development and assessment programme to the Assessor and Verifier standards and has this approved by their awarding organisation/body, People 1st fully supports the removal of the need to achieve the Assessor and Verifier Units. The individual assessing and verifying the qualifications must still meet the other mandatory requirements for occupational competence as specified in Annex C.

(b) It should also be noted that People 1st encourages employers and awarding organisations/bodies to examine in-house employer training, development and assessment programmes to see whether these provide robust evidence against the relevant competence based units and/or qualifications (England, Wales and Northern Ireland) or the SVQs (Scotland). Where a direct mapping of the in-house training, development and assessment programme can be made to the:

\* relevant Units (based on the National Occupational Standards), and assessment meets the requirements of the assessment strategy and awarding organisation/body evidence requirement, then awarding organisations/bodies should recognise this training for the purposes of achievement of the specified qualification or Unit.

#### **5. Continuous Professional Development**

To maintain high standards of quality and standardisation within assessment, and achieve best practice People 1st require all external verifiers, internal verifiers and assessors to maintain a record of their continuous professional development – see guidance at Annex E.

## Annex A

Competence based units in Hospitality, Leisure, Travel and Tourism that permits simulation

Unit Number	Unit Title	Competence based qualifications that the unit is used in
1GEN1	Maintain a safe, hygienic and secure working environment	Level 1 & 2 NVQ/SVQ Hospitality and Catering
HSL4	Maintain the health, hygiene, safety and security of the working environment	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership
GS3009	Maintain the health, hygiene, safety and security of the working environment (adapted from HS4)	Level 3 NVQ Gambling Operations
People 1st have a special dispensation for the imported Customer Service units listed below to be assessed in a Realistic Working Environment (RWE) conforming to People 1st's criteria specified in Annex B (page 9) of this Assessment Strategy. This would only apply to these Units when delivered as part of the L3 Diploma in Hospitality Supervision and Leadership (NVQ) and L3 Hospitality Supervision and Leadership SVQ.		
ICS Unit 26	Improve the customer relationship	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership
ICS Unit 32	Monitor and solve customer service problems	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership
ICS Unit 42	Lead a team to improve customer service	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership

People 1st does not permit the use of simulation, other than as listed below:

The overarching principle to be applied to units identified as suitable for simulation is that it should only be undertaken in a minority of cases where

- there is a high risk to the security or safety of the candidate, individuals, key people in their lives and others
- the opportunity to present evidence from work-based practice happens infrequently and therefore insisting that candidates wait for such an occurrence would be unreasonable or create blockages in the assessment system and might carry the risk of de-motivating candidates
- there would otherwise be a breach of confidentiality or privacy

The following two units are the only accepted Realistic Working Environments, and no other Realistic Working Environments will be accepted.

TT09	Assist with travel and tourism problems and emergencies	Level 2 NVQ/SVQ in Travel Services and Level 2 NVQ/SVQ in Tourism Services
TT37	Deal with travel and tourism problems and emergencies	Level 3 NVQ/SVQ in Travel Services and Level 3 NVQ/SVQ in Tourism Services

## Annex B

### Criteria for Realistic Working Environments

It is essential for organisations operating a Realistic Working Environment (RWE) to ensure it reflects current and real work settings. By doing so, sector employers can be confident that competence achieved in an RWE will be continued into employment. RWEs can offer many opportunities to employers and individuals that have limited access to assessment.

The number of hours candidates work and their input is not prescribed, as it is acknowledged that RWEs cannot operate without some flexibility. However, centres must provide evidence that the following criteria are being met as well as fulfilling the awarding organisation's/body's criteria for this purpose. E.V.s are expected to ensure RWEs meet the criteria set out below on at least one visit.

Hospitality	
The work situation being represented is relevant to the competence based units and qualifications being assessed	<ul style="list-style-type: none"> <li>The type of work situation being represented mirrors the relevant setting e.g. quick service takeaway, restaurant, brasserie, café/snack bar, cafeteria, housekeeping department, front office, reception or reservations.</li> <li>Appropriate industrial equipment, furnishings and resources (e.g. ingredients and technology) that replicate the work situation are used, ensuring that assessment requirements can be covered.</li> </ul>
The candidate's work activities reflect those found in the situation being represented	<ul style="list-style-type: none"> <li>Candidates operate in a professional capacity with corresponding job schedules and/or descriptions.</li> <li>Candidates are clear on their work activities and responsibilities.</li> </ul>
The RWE is operated in the same manner to as a real work situation	<ul style="list-style-type: none"> <li>Customers are not prompted to behave in a particular manner.</li> <li>Customer feedback is maintained and acted upon.</li> </ul>
The RWE is underpinned by commercial principles and responsibilities.	<ul style="list-style-type: none"> <li>Organisational charts indicate the anticipated job roles in the RWE and their hierarchical structure taking into account supervisory requirements.</li> <li>There is evidence of business planning, for example product/service plans, staffing/rotas, costing, promotions.</li> <li>Candidates are encouraged to carry out their function in line with business expectations, e.g. within timescales and budget, minimising wastage.</li> <li>Legislative regulations are adhered to e.g. food safety, health and safety, equal opportunities, trade description.</li> <li>Consumer information is provided on products and services e.g. allergy advice on food products.</li> </ul>



## Annex B (Continued)

Gambling		
1	The work situation being represented is relevant to the competence based units and qualifications being assessed	<ul style="list-style-type: none"> <li>• The type of work situation being represented mirrors the relevant setting e.g. betting shop, bingo hall, casino</li> <li>• Appropriate industrial equipment, furnishings and resources that replicate the work situation are used, ensuring that assessment requirements can be covered.</li> <li>• Industry trends are considered in the work situation represented.</li> </ul>
2	The candidate's work activities reflect those found in the situation being represented	<ul style="list-style-type: none"> <li>• Candidates operate in a professional capacity with corresponding job schedules and/or descriptions.</li> <li>• Candidates are clear on their work activities and responsibilities.</li> </ul>
3	The RWE is operated in the same manner to as a real work situation	<ul style="list-style-type: none"> <li>• Customers are not prompted to behave in a particular manner.</li> <li>• Customer feedback is maintained and acted upon.</li> </ul>
4	The RWE is underpinned by commercial principles and responsibilities.	<ul style="list-style-type: none"> <li>• Organisational charts indicate the anticipated job roles in the RWE and their hierarchical structure taking into account supervisory requirements.</li> <li>• There is evidence of business planning, for example product/service plans, staffing/rotas, costing, promotions.</li> <li>• Candidates are encouraged to carry out their function in line with business expectations, e.g. within timescales and budget, minimising wastage.</li> <li>• Legislative regulations are adhered to e.g. health and safety, equal opportunities, trade description.</li> </ul>

## Annex C

### Occupational Expertise of Assessors and Verifiers

The requirements set out below relates to all assessors and verifiers. The only exception may relate to in-house employees and managers that are not required to achieve the regulatory approved assessor and verified units based on the arrangement referred to in section 4.1 of this assessment strategy.

☒ = mandatory

Assessors, Internal Verifiers and External Verifiers	A	IV	EV
Have a good knowledge and understanding of the national occupational standard and competence based units and qualifications that is being assessed or verified.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Hold or be working towards relevant assessment and/or verification qualification(s) as specified by the appropriate authority, confirming their competence to assess or externally verify competence based units and qualifications assessment. These should be achieved within eighteen months of commencing their role. These are as follows:			
D35 or V2			<input checked="" type="checkbox"/>
D34 or V1 - In the case that the IV is working towards their V1 unit, a representative sample of verification decisions, as agreed with the awarding organisation/body, must be counter-signed by a colleague who has achieved either the D34 or V1 unit. This colleague must have the same occupational expertise.		<input checked="" type="checkbox"/>	
D32/D33 or A1/A2 - In the case that the assessor is working towards the A1/A2 units, a representative sample of assessment decisions, as agreed with the awarding organisation/body, must be counter-signed by a colleague who has achieved either the D32/D33 or A1/A2 units. This colleague must have the same occupational expertise.	<input checked="" type="checkbox"/>		
Have relevant occupational expertise and knowledge, at the appropriate level of the occupational area(s) they are assessing and verifying, which has been gained through 'hands on' experience in the industry.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Adhere to the awarding organisation's/body's assessment requirements and practice standardised assessment principles	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Have sufficient resources to carry out the role of assessor or verifier, i.e. time and budget	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	



Have supervisory/management, interpersonal and investigative skills, including the ability to analyse information, hold meetings, guide, advise, plan and make recommendations at all levels, taking into account the nature and size of the organisation in which assessment is taking place. High standards of administration and record keeping are also essential.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Hold qualifications, or have undertaken training, that has legislative relevance to the competence based units and qualifications being assessed (See Annex D).	<input checked="" type="checkbox"/>	Good practice	Good Practice
Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned Continuous Professional Development (see Annex E).	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

## Annex D

### Qualifications and Training relevant to Assessors and Verifiers

The following sets out areas in which assessors, verifiers and external verifiers should either received training or achieve qualifications. People 1st is **not** stipulating that assessors, verifiers or external verifiers must achieve specific qualifications, there is the option to either undertake appropriate training or an accredited qualification.

☒ = mandatory

Qualification / Training	Competence based unit / qualification	A	IV	EV
Health and Safety	All sector units and qualifications	<input checked="" type="checkbox"/>	Good Practice	Good Practice
Food Safety	Food Processing and Cooking	<input checked="" type="checkbox"/>	Good Practice	Good Practice
	Multi-Skilled Hospitality Services	<input checked="" type="checkbox"/>		
	Professional Cookery	<input checked="" type="checkbox"/>		
	Food and Drink Service	<input checked="" type="checkbox"/>		
	Hospitality Supervision and	<input checked="" type="checkbox"/>		
Licensing	Food and Drink Service	<input checked="" type="checkbox"/>	Good Practice	
	Hospitality Supervision ( <i>with food and drink units</i> )			

## Annex E

### Continuous Professional Development for Assessors and Verifiers

It is necessary for assessors and verifiers to maintain a record of evidence of their continuous professional development (CPD). This is necessary to maintain currency of skills and understanding of the occupational area(s) being assessed, and can be achieved in a variety of ways. It should be a planned process, reviewed on an annual basis, for example as part of an individual's performance review.

Assessors and verifiers should select CPD methods that are appropriate to meeting their development needs. The following provides an example of a variety of methods that can be utilised for CPD purposes.

Updating occupational expertise	<ul style="list-style-type: none"> <li>• Internal and external work placements</li> <li>• Work experience and shadowing (e.g. within associated departments)</li> <li>• External visits to other organisations</li> <li>• Updated and new training and qualifications (<a href="http://www.uksp.co.uk">www.uksp.co.uk</a>)</li> <li>• Training sessions to update skills</li> <li>• Visits to educational establishments</li> <li>• Trade fairs</li> </ul>
Keeping up to date with sector developments and new legislation	<ul style="list-style-type: none"> <li>• Relevant sector websites</li> <li>• Membership of professional bodies</li> <li>• Papers and documents on legislative change</li> <li>• Networking events</li> <li>• Seminars, conferences, workshops, membership of committees / working parties (e.g. People 1st events)</li> <li>• Staff development days</li> </ul>
Standardising and best practice in assessment	<ul style="list-style-type: none"> <li>• Regular standardisation meetings with colleagues</li> <li>• Sharing best practice through internal meetings, newsletters, email circulars</li> <li>• Comparison of assessment and verification in other sectors</li> <li>• Attending awarding organisation/body meetings/seminars</li> </ul>

Downloadable guidance on CPD can be found at [www.ifl.ac.uk](http://www.ifl.ac.uk).

## **CfA Customer Service Units Assessment Strategy**

This section gives details of the Assessment Strategy for the Customer Service S/NVQs at Levels 1, 2, 3 and 4. It gives the key requirements for Customer Service Awarding Organisations/Bodies, External and Internal Verifiers, Assessors and S/NVQ Centres regarding:

- External Quality Control
- Assessor and Verifier Occupational Competence
- Workplace Performance and Simulation
- Employer Direct Model

### **1. External Quality Control**

#### **1a Monitoring Centre Performance**

Awarding Organisations/Bodies should:

- carry out thorough risk assessments of organisations applying to become Approved Centres for the Customer Service Level 1, 2, 3 and 4 S/NVQs;
- apply quality control management measures appropriate to assess each centre's risk

#### **1b External Verification**

Awarding Organisations/Bodies will appoint External Verifiers and will monitor all External Verifier practices.

In particular the AO/B will:

- seek centre feedback regarding the performance of External Verifiers and act on this feedback
- ensure that centres have requested feedback from their employers in the feedback process
- ensure that External Verifiers follow the relevant regulatory code of practice for EVs and if no code of practice is developed Awarding Organisations/Bodies will develop their own and apply it
- ensure that where a Realistic Working Environment is used IVs and EVs carry out a full examination of the working practices and the assessment process<sup>1</sup>;

1

Additional Requirements for Qualifications using the title NVQ within the RQF: Version 2 August 2009

## 2. Assessor Internal and External Verifier Occupational Competence

### 2a Customer Service Awarding Organisations/Bodies will facilitate Assessment, Internal and External Verification by ensuring that EVs have:

- a thorough knowledge of the Level 1,2, 3 or 4 National Occupational Standards for Customer Service, appropriate to the Level the EV is working at, and the ability to interpret them across a wide variety of Customer Service environments;
- experience and working knowledge of the operational and assessment processes of the Customer Service S/NVQ at the Level the EV is working at;
- relevant and credible customer service experience across the level and breadth of the National Occupational Standards and S/NVQs at the Level the EV is working at;
- knowledge of current customer service practice and emerging issues in the customer service arena;
- high levels of communication and interpersonal skills

<b>Level 1</b>	The table at <b>Appendix A</b> shows the CfA requirements for the Occupational Competence of Assessors, Internal and External Verifiers at Level 1.
<b>Level 2</b>	The table at <b>Appendix B</b> shows the CfA requirements for the Occupational Competence of Assessors, Internal and External Verifiers at Level 2.
<b>Level 3</b>	The table at <b>Appendix C</b> shows the CfA requirements for the Occupational Competence of Assessors, Internal and External Verifiers at Level 3.
<b>Level 4</b>	The table at <b>Appendix D</b> shows the CfA requirements for the Occupational Competence of Assessors, Internal and External Verifiers at Level 4.

In these tables the CfA has suggested some ways in which Awarding Organisations/Bodies can gain evidence to meet these requirements – **these are not compulsory, just a guide**. The tick boxes on the right show whether the evidence applies to Assessors (A), Internal Verifiers (IV) or External Verifiers (EV)

### 2b Awarding Organisations/Bodies and the CFA will work together to:

- circulate and disseminate information appropriate to the job role, from the CFA, to all EVs when this supports the Awarding Organisations/Bodies' communication strategy/schedule;
- advise EVs of the availability of the CFA Web Pages;
- hold briefings for External Verifiers about the revised Customer Service Standards and S/NVQs;
- encourage EVs to take part in CfA events regarding the Customer Service Standards and S/NVQs whenever this is felt appropriate;

### **3. Simulation and Realistic Workplace Performance**

Wherever possible, assessment of the Customer Service National S/NVQ Units should be carried out in a **real job (either paid or voluntary)**. Where this is not possible this Assessment Strategy does allow for:

#### **3a The use of simulation for the following level 1 S/NVQ Units only:**

- C1 Recognise and deal with customer queries, requests and problems
- C2 Take details of customer service problems

To undertake assessment of simulated activities for the units above the Guidelines for Simulation shown at **Appendix E** must be met

#### **3b The use of a Realistic Working Environment including work experience and work placement is allowed for all units in the Level 1 and Level 2 S/NVQ**

To undertake assessment in a Realistic Working Environment the Guidelines shown at Appendix F must be met.

All other Units must be achieved in a real working situation (either paid or voluntary).

#### **4. Employer Direct Model**

The CfA feels that the Employer Direct Model of in-house assessment will encourage more employers to offer the Customer Service SVQs and NVQs, particularly when they often have highly trained and experienced assessors, managers and trainers already in situ who meet or exceed the requirements of the A1 and V1 qualifications. Wherever possible, the CfA works with employers to encourage assessment to be carried out by colleagues, supervisors and/or managers in a workplace environment. However, many employers see gaining the A1 and V1 units as an obstacle and unnecessary given the experience and quality of their own internal assessors and trainers.

The Employer Direct Model has been developed to meet the needs of specific employers based on their knowledge of the Customer Service NOS and qualifications and their history of internal assessor/internal verifier expertise.

The CfA supports this model with several provisos: The organisation must:

- liaise with an Awarding Organisation/Body who will be offering the qualification prior to beginning the process
- prepare, validate and review the assessment/verification roles
- carry out 100% mapping of the employers training to the National Occupational Standards for the A and V units which the qualifications are based on
- agree the mapping process with the awarding organisation/body involved
- demonstrate an equivalent level of rigour and robustness as the achievement of the unit qualification

The Awarding Organisation/Body must:

- offer this model to employers only
- inform the CfA of employers who are using this model
- supply the CfA with statistical data including take-up, sector, size of organisation etc. when requested
- keep the CfA informed of any problems/issues incurred in the delivery of this model

## Appendix A

The Assessor IV and EV working at Level 1 must have:	This can be evidenced by:	A	IV	EV
1. A thorough understanding of the National Occupational Standards in Customer Service at Level 1 with the ability to interpret them within the environments and sectors they are working in	gathering feedback from a variety of centres			✓
	explaining and putting the National Occupational Standards into the contexts they are working in	✓	✓	✓
2. Knowledge of current practice and emerging issues and changes in the VQ area across the UK	taking active participation in consultations and briefings with Awarding Organisations/Bodies, UKCES, Accreditation Bodies and the CfA		✓	✓
	explaining and putting the National Occupational Standards into the contexts they are working in	✓	✓	✓
3. Knowledge of current practice and emerging issues and changes in Customer Service across organisations	gathering feedback from a variety of employers and centres			✓
	attending conferences or workshops where trends and developments in Customer Service are on the agenda	✓	✓	✓
	reading Customer Service publications and articles	✓	✓	✓
	regularly looking at the CfA Website for new developments	✓	✓	✓
	keeping up to date with media news regarding Customer Service	✓	✓	✓
	industries joining the CfA	✓	✓	✓



4. Experience and working knowledge of the operational assessment and verification processes specifically for Customer Service S/NVQ Level 1	having a successful track record of assessing or verifying the current Standards across a variety of organisations	✓	✓	✓
	achieving or be working towards the Level 2, 3 or 4 Customer Service S/NVQ	✓	✓	✓
5. Sufficient, relevant and credible Customer Service experience across the level and breadth of the Standards and S/NVQs at Level 1	gathering feedback from a variety of employers and centres	✓	✓	✓
	curriculum vitae and references/testimonies	✓	✓	✓
6. Appropriate A and V Units according to their role – within 18 months of working with the standards for Assessors and IVs and within 12 months for EVs.  In Scotland all assessors and verifiers should provide evidence of CPD to show that they are working to the A and/or V unit standards where appropriate; those not yet qualified should show that they are working towards achieving the appropriate units.	producing certificates or evidence of working towards these units or by taking part in an Employer Direct Model in partnership with an Awarding Organisation/Body	✓	✓	✓
7. Demonstrated high levels of communication and interpersonal skills	gathering feedback from candidates employers or peers	✓	✓	✓

## Appendix B

The Assessor IV and EV working at Level 2 must have:	This can be evidenced by:	A	IV	EV
1. A thorough understanding of the National Occupational Standards in Customer Service at Level 2 with the ability to interpret them within the environments and sectors they are working in	gathering feedback from a variety of centres			✓
	explaining and putting the National Occupational Standards into the contexts they are working in	✓	✓	✓
2. Knowledge of current practice and emerging issues and changes in the VQ area across the UK	taking active participation in consultations and briefings with Awarding Organisations/Bodies, UKCES, Accreditation Bodies and the CfA		✓	✓
	explaining the differences between the 4 UK Countries	✓	✓	✓
3. Knowledge of current practice and emerging issues and changes in Customer Service across organisations and industries	gathering feedback from a variety of employers and centres			✓
	attending conferences or workshops where trends and developments in Customer Service are on the agenda	✓	✓	✓
	reading Customer Service publications and articles	✓	✓	✓
	regularly looking at the CfA Website for new developments	✓	✓	✓
	keeping up to date with media news regarding Customer Service	✓	✓	✓
	joining the CfA	✓	✓	✓
4. Experience and working knowledge of the operational, assessment and verification processes specifically for Customer Service S/NVQ Level 2	having a successful track record of assessing or verifying the current Standards across a variety of organisations	✓	✓	✓
	achieving or be working towards the Level 2, 3 or 4 Customer Service S/NVQ	✓	✓	✓

5. Sufficient, relevant and credible Customer Service experience across the level and breadth of the Standards and S/NVQs at Level 2	gathering feedback from a variety of employers and centres	✓	✓	✓
	curriculum vitae and references/testimonies	✓	✓	✓
6. Appropriate A and V Units according to their role – within 18 months of working with the Standards for Assessors and IVs and within 12 months for EVs. In Scotland all assessors and verifiers should provide evidence of CPD to show that they are working to the A and/or V unit standards where appropriate; those not yet qualified should show that they are working towards achieving the appropriate units.	producing certificates or evidence of working towards these units or by taking part in an Employer Direct Model in partnership with an Awarding Organisation/Body	✓	✓	✓
7. Demonstrated high levels of communication and interpersonal skills	gathering feedback from candidates, employers or peers	✓	✓	✓

## Appendix C

<b>The Assessor IV and EV working at Level 3 must have:</b>	<b>This can be evidenced by:</b>	<b>A</b>	<b>IV</b>	<b>EV</b>
1. A thorough understanding of the National Occupational Standards in Customer Service at Level 3 with the ability to interpret them within the environments and sectors they are working in	gathering feedback from a variety of centres			✓
	explaining and putting the National Occupational Standards into the contexts they are working in	✓	✓	✓
2. Knowledge of current practice and emerging issues and changes in the VQ area across the UK	taking active participation in consultations and briefings with Awarding Organisations/Bodies, UKCES, Accreditation Bodies and the CfA		✓	✓
	explaining the differences between the 4 UK Countries	✓	✓	✓
3. Knowledge of current practice and emerging issues and changes in Customer Service across organisations and industries	gathering feedback from a variety of employers and centres			✓
	attending conferences or workshops where trends and developments in Customer Service are on the agenda	✓	✓	✓
	reading Customer Service publications and articles	✓	✓	✓
	regularly looking at the CfA Website for new developments	✓	✓	✓
	keeping up to date with media news regarding Customer Service	✓	✓	✓
	joining the CfA	✓	✓	✓
4. Experience and working knowledge of the operational, assessment and verification processes specifically for Customer Service S/NVQ Level 3	having a successful track record of assessing or verifying the current Standards across a variety of organisations	✓	✓	✓
	achieving or be working towards the Level 2, 3 or 4 Customer Service S/NVQ	✓	✓	✓

5. Sufficient, relevant and credible Customer Service experience across the level and breadth of the Standards and S/NVQs at Level 3	gathering feedback from a variety of employers and centres	✓	✓	✓
	curriculum vitae and references/testimonies	✓	✓	✓
6. Appropriate A and V Units according to their role – within 18 months of working with the Standards for Assessors and IVs and within 12 months for EVs. In Scotland all assessors and verifiers should provide evidence of CPD to show that they are working to the A and/or V unit standards where appropriate; those not yet qualified should show that they are working towards achieving the appropriate units.	producing certificates or evidence of working towards these units or by taking part in an Employer Direct Model in partnership with an Awarding Organisation/Body	✓	✓	✓
7. Demonstrated high levels of communication and interpersonal skills	gathering feedback from candidates, employers or peers	✓	✓	✓

## Appendix D

<b>The Assessor IV and EV working at Level 4 must have:</b>	<b>This can be evidenced by:</b>	<b>A</b>	<b>IV</b>	<b>EV</b>
1. A thorough understanding of the National Occupational Standards in Customer Service at Level 3 with the ability to interpret them within the environments and sectors they are working in	gathering feedback from a variety of centres			✓
	explaining and putting the National Occupational Standards into the contexts they are working in	✓	✓	✓
2. Knowledge of current practice and emerging issues and changes in the VQ area across the UK	taking active participation in consultations and briefings with Awarding Organisations/Bodies, UKCES, Accreditation Bodies and the CfA		✓	✓
	explaining the differences between the 4 UK Countries	✓	✓	✓
3. Knowledge of current practice and emerging issues and changes in Customer Service across organisations and industries	gathering feedback from a variety of employers and centres			✓
	attending conferences or workshops where trends and developments in Customer Service are on the agenda	✓	✓	✓
	reading Customer Service publications and articles	✓	✓	✓
	regularly looking at the CfA Website for new developments	✓	✓	✓
	keeping up to date with media news regarding Customer Service	✓	✓	✓
	joining the CfA	✓	✓	✓
4. Experience and working knowledge of the operational, assessment and verification processes specifically for Customer Service S/NVQ Level 4	having a successful track record of assessing or verifying the current Standards across a variety of organisations	✓	✓	✓
	achieving or be working towards the Level 2, 3 or 4 Customer Service S/NVQ	✓	✓	✓

5. Sufficient, relevant and credible Customer Service experience across the level and breadth of the Standards and S/NVQs at Level 4	gathering feedback from a variety of employers and centres	✓	✓	✓
	curriculum vitae and references/testimonies	✓	✓	✓
6. Appropriate A and V Units according to their role – within 18 months of working with the Standards for Assessors and IVs and within 12 months for EVs. In Scotland all assessors and verifiers should provide evidence of CPD to show that they are working to the A and/or V unit standards where appropriate; those not yet qualified should show that they are working towards achieving the appropriate units.	producing certificates or evidence of working towards these units or by taking part in an Employer Direct Model in partnership with an Awarding Organisation/Body	✓	✓	✓
7. Demonstrated high levels of communication and interpersonal skills	gathering feedback from candidates, employers or peers	✓	✓	✓



## Appendix E

Simulated Activities Guidelines for Customer Service National Occupational Standards  
Simulation can only be applied to Level 1 S/NVQ Units listed below

- C1 Recognise and deal with customer queries, requests and problems
- C2 Take details of customer service problems

Simulation is defined by the CfA as any activities where dealing with customers and work activities are carried out through using individuals acting the part of the customer or scenarios which are not 'real' customer transactions.

To undertake the assessment of simulated activities for these two units the following guidelines must be met:

- a. when role playing, candidates and anybody taking part as a customer must have a brief that gives sufficient information for them to recognise the equivalent real situation and decide what they would do and say;
- b. the simulated situation should represent normal and routine experience wherever possible and not exceptional or unusually difficult circumstances that might be faced;
- c. the person taking part in the simulation as a customer must be credible for the situation that is being simulated;
- d. any resources or equipment that would normally be in real work should be available and in working order for the simulation;
- e. candidates should complete the required tasks to the National Occupational Standards and in the timescales that would normally be expected in real work;
- f. candidates should complete the required tasks taking account of legislation and regulation that would apply in real work;
- g. candidates must carry out the simulated activity in a professional manner taking into account establishment requirements such as appearance and dress code, personal conduct, hygiene, reliability and punctuality;
- h. whilst the primary purpose of the Simulation is for Assessment, feedback must be given in a way that builds confidence

## **Appendix F**

Realistic Working Environment Guidelines for Customer Service National Occupational Standards

RWE can be applied to all Units in the Level 1 and 2 S/NVQs

It is essential that organisations wishing to operate a Realistic Working Environment (RWE) operate in an environment which reflects a real work setting. This will ensure that any competence achieved in this way will be sustained in real employment.

To undertake the assessment in a RWE the following guidelines must be met:

- a. assessments must be carried out under realistic business pressures, using real customers and within a defined service offer;
- b. all services that are carried out should be completed in a way, and to a timescale, that is acceptable in business organisations;
- c. candidates must be expected to achieve a volume of work comparable to normal business practices;
- d. the range of services, products, tools, materials and equipment that the candidates use must be up to date and available. They must enable candidates to meet the requirements of the National Occupational Standards;
- e. account must be taken of any legislation or regulations in relation to the type of work that is being carried out;
- f. candidates must be given workplace responsibilities to enable them to meet the requirements of the Customer Service National Occupational Standards at Level 2;
- g. candidates must show that their productivity reflects those found in the work situation being represented;
- h. customer perceptions of the RWE is similar to that found in the work situation being represented;
- i. the RWE is managed as a real work situation

## **Assessment Strategy for Improve (The Food and Drink Skills Council)**

### **Section 1**

#### **1.1 Purpose**

The purpose of this assessment strategy is to set out the quality assurance arrangements for the assessment and verification of Proficiency Qualifications for the food and drink sector. Information is provided about the experience, qualifications and occupational competence requirements for those involved in the process. It also details the evidence requirements and conditions of assessment necessary to achieve the Proficiency Qualifications. This strategy will be useful in informing learners, employers, assessors, quality assurance personnel and Awarding Organisations alike.

#### **1.2 Scope**

This assessment strategy covers Proficiency Qualifications which are accredited within the Qualifications and Credit Framework and approved by Improve<sup>1</sup>. The Qualifications are approved for use in England, Wales and Northern Ireland.

In Scotland, Improve approves Scottish Vocational Qualifications (SVQs), which are accredited for use in the Scottish Credit and Qualification Framework. A separate (SVQ) Assessment Strategy document is available for competence-based qualifications for the food and drink sector in Scotland.

All Proficiency Qualifications for the food and drink sector, which are approved by Improve and subject to the use of the Improve logo for this family of qualifications, are covered by this assessment strategy. Those Proficiency Qualifications which have additional regulatory or specialist assessment requirements are identified and dealt with in specific sections of this strategy.

#### **1.3 Features**

##### **Of Proficiency Qualifications**

Proficiency Qualifications in food and drink are designed for use in the food and drink sector<sup>1</sup>. They cover the food supply chain from the availability and processing of raw materials through storage, transportation, wholesaling, manufacturing and processing, logistics and presentational processing in sales environments.

They are competency-based qualifications designed for use in the workplace and first developed in 2008. Their purpose is to raise skills levels and performance across the workforce.

<sup>1</sup> Improve is the Sector Skills Council for the Food and Drink Sector. For details visit [www.improveltd.co.uk](http://www.improveltd.co.uk)

They ensure that individuals develop the skills and knowledge, which are exactly those needed to perform reliably and consistently at work. The knowledge content of the

qualifications is designed to support and suit individual's needs. It will support those who require the basics, but will also develop those who require significantly more detailed knowledge and understanding.

This flexible approach to designing Proficiency Qualifications allows employers and individuals to select those competences which are critical to performance at work, and also to support progression in employment. This way it is possible to develop the workforce and produce the technicians and managers of tomorrow. With such a key focus on the development and recognition of competence at work, these qualifications are ideal to use within workplace training and assessment systems. They will be essential to upskilling, driving up performance and increasing productivity across the food and drink sector.

### **Of the Qualifications and Credit Framework (RQF)**

All qualifications accredited on the Qualification and Credit Framework are made up of units of assessment which are allocated a credit value. This credit value is based on the average amount of time taken to complete the learning and assessment required by each unit.

The calculation is based on notional learning hours;

10 notional learning hours = 1 credit.

Units with differing credit values are therefore a feature of qualifications, reflecting the varying learning and assessment requirements of units.

Credits become the common currency between qualifications and are accumulated in different sized qualifications. These are:

- Award            1 - 12 credits
- Certificate      13 – 36 credits
- Diploma        37+ credits

Each unit of assessment is also allocated a level which reflects the degree of challenge of each unit.

The units of assessment detail the learning outcomes and assessment criteria which a candidate can accumulate, and combine together within a qualification of the appropriate size and level to meet their individual and employer needs.

For further details about the RQF, visit the Ofqual website [www.ofqual.gov.uk](http://www.ofqual.gov.uk)

## **1.4 Equality of Opportunity and Diversity**

Improve is committed to developing and implementing high quality qualifications for the Qualifications and Credit Framework (RQF) which comply with all current relevant legislation and Ofqual regulations. For further details of how we work to ensure equality of opportunity and diversity, please refer to our Equality and Diversity Policy.

Awarding Organisation policy, procedures and guidance will detail the equality of opportunity and diversity implications for assessors and verifiers.

## **Section 2**

### **2.1 Working with Awarding Organisations**

An effective working relationship between Improve and Awarding Organisations, whose markets relate to the food and drink sector, is central to the successful delivery of Improve's Sector Qualifications Strategy (SQS). Improve will continue to work closely with Awarding Organisations through its Awarding Organisation Forum, and to develop this forum, to ensure that the SQS can be effectively implemented, through the SQS Action Plan.

In addition to engagement and technical activity at a forum level, individual memoranda of understanding and/or action plans are agreed with each Awarding Organisation to drive forward a range of operational and development activity.

Improve respects the individuality and confidentiality of each Awarding Organisation offering qualifications to the sector and the market place in which they are offered. Improve understands the need for differentiation in types and levels of service provided by Awarding Organisations to meet wide- ranging conditions across the sector, its labour market and potential sector entrants.

### **2.2 External quality control of assessment**

The sector view is that it is important for external quality control to be achieved through an effective external quality sampling process combined with an annual approved centre risk rating system. Primarily, external quality control is aimed at improving internal quality assurance and assessment practice, and the effective exchange of information between centres, Awarding Organisations and Improve.

External quality control will be achieved through these requirements:

- Each year external quality assurance personnel will complete the recommended number of days of Continuing Professional Development (CPD), comprised of training or other developmental activities relevant to the food and drink sector and approved by the Awarding Organisation. Training should include relevant updating in respect of changes to legislation and regulations impacting on the sector, standardisation activities and good practice developments in assessment and improving quality assurance. Improve will be invited by Awarding Organisations to observe and/or provide relevant input to CPD activity as appropriate.

- Awarding Organisations will operate a risk rating system that is applied to each active approved centre. Details of the risk rating system should be provided as part of the submission for accreditation of the qualification to the relevant qualifications regulatory authority. The Awarding Organisations will carry out risk assessment and risk rate each approved centre for food and drink Proficiency Qualifications. External quality assurance activity, and in particular the scope and rigour of sampling, is required to reflect the risk rating status of each centre.
- Improve, through its Standards and Qualifications Development team, will maintain on-going dialogue with Awarding Organisations to monitor practices, consider issues and gain feedback, which impact on qualifications design and the use of units of assessment.

### **2.3 Approval of centres to offer Proficiency Qualifications**

Approval procedures and quality assurance systems are developed by Awarding Organisations. Awarding Organisations will approve and quality assure provision of Proficiency Qualifications within centres. This allows assessment and quality assurance services to be tailored to the professional needs of centres in the best interests of candidates.

Awarding Organisation Centre Approval to provide specific IPQs



Approved Centre e.g. a Food and Drink Employer or a Learning and Skills Provider



Recognised Assessors and Internal QA Personnel operating within or assigned to centres

## Section 3

### 3.1 Approved Centres

Approved Centres who are learning and skills providers deliver training and assessment services to learners and their employers in and around the workplace. Providers usually employ or contract with assessors, who often work peripatetically, to visit learners in their workplace at pre-arranged or contracted times.

For some employers, there may be business and operational advantages to becoming a centre to deliver Proficiency Qualifications and obtaining centre approval from an Awarding Organisation. This involves setting up and maintaining the quality systems and controls required by Awarding Organisations to offer Proficiency Qualifications within the company. Employers deliver training and assessment services to learners employed in their workplace. They use assessors (sometimes referred to as in-house assessors as they are company employees) to assess learner employees. However, they may also contract out externally with assessors who work peripatetically, to visit learners in their workplace at contracted times.

Units of assessment completed by learners and assessment practice are subject to internal quality assurance through an agreed and planned sampling process. This is carried out by a centre's internal quality assurance personnel, who may be employed or under contract, to quality assure the assessment processes and practice.

### 3.2 Occupational competence of assessors

The role of an assessor is a demanding and complex one, requiring a high degree of both interpersonal and organisational skills. They are required to make accurate and objective decisions as to whether the learner's performance meets the assessment requirements laid out in units of assessment.

For assessments to be considered valid, the assessor must meet the following requirements. Any assessments carried out by personnel who do not meet these requirements will be deemed a contribution to workplace testimony.

Assessors are required to:

- Provide current evidence of competence, knowledge and understanding in the areas to be assessed, to the satisfaction of the Awarding Organisation. This will normally be achieved through demonstrating competence in the roles which are to be assessed, which may be recorded in company training records. Alternatively, this can be demonstrated by relevant experience and continuing professional development which may include the achievement of qualification relevant to areas being assessed.
- Demonstrate competent practice in workplace assessment methods, and must demonstrate understanding of the principles and practices of the assessment process. This practice must be commensurate with the National Occupational Standard for Learning and Development March 2010, Standard 9; Assess Learner Achievement. They are not required to hold assessor qualifications or units, but the



achievement of these will indicate assessor capability at a given point, and this should be complemented by continuous professional development to update and maintain practice standards. Assessor capability may also be demonstrated by the outcomes of formal training in assessment techniques for company based training systems or qualifications, or for auditing against quality criteria for an externally audited quality standard. Recognition of assessors in this way is only valid between a centre and an Awarding Organisation in respect of specific qualifications, and is not transferable to other bodies or qualifications.

- Demonstrate their continuing professional development to ensure they are up to date with work practices in their sector area of expertise and developments in the Proficiency Qualifications they assess.
- Have a full and current understanding of the units of assessment and requirements of the qualifications being assessed.
- Operate safely as an assessor in a food environment, therefore it is strongly recommended that a relevant food safety/hygiene qualification is achieved.

Assessors 'in training' who are not fully recognised as competent by Awarding Organisations may carry out assessment practice. For the period in training and working towards recognition, the assessor must have assessment activity monitored and signed off (countersigned) by a fully recognised and competent assessor. The 'in training' period should be limited to twelve months and have clear development goals set for achieving recognition and competence.

### **3.3 Occupational competence of internal quality assurance personnel**

Approved centres appoint internal quality assurance personnel and their role is to ensure consistency, maintain and improve the quality of assessment within the centre. The internal quality assurance personnel will monitor assessment activities and provide feedback to assessors, co-ordinate standardisation and provide guidance to assessors.

For assessments and internal quality assurance to be considered valid, the internal quality assurance personnel must meet the following requirements:

- Demonstrate sufficient and current understanding of the qualifications to be internally quality assured, and know how they are applied in business, to the satisfaction of the Awarding Organisation. Relevant knowledge and understanding of the workplace areas to be sampled during quality assurance activity is required. Relevant experience of working in or with the sector area(s) is preferable.
- Demonstrate competent practice in internal quality assurance of assessment, and demonstrate understanding of the principles and practices of internal quality assurance of assessment. This practice must be commensurate with the National Occupational Standard for Learning and Development March 2010, Standard 11; Internally monitor and maintain the quality of assessment. They are not required to hold internal quality assurance of assessment qualifications or units, but the achievement of these will indicate capability at a given point, and this should be

complemented by continuous professional development to update and maintain practice standards. Internal quality assurance of assessment capability may also be demonstrated by the outcomes of formal training in quality assurance and improvement techniques for company based training systems or qualifications, or for auditing against quality criteria for an externally audited quality standard. Recognition of internal quality assurance personnel in this way is only valid between a centre and an Awarding Organisation in respect of specific qualifications, and is not transferable to other bodies or qualifications.

- Demonstrate their continuing professional development to ensure they are up to date with work practices and developments in the qualifications they quality assure.
- Know where and when to access specialist sector advice, where additional specialist or technical knowledge relating to assessment and quality assurance decisions are concerned.
- Operate safely in a food environment, therefore it is strongly recommended that a relevant food safety/hygiene qualification is achieved.

Internal quality assurance personnel 'in training' who are not fully recognised as competent by Awarding Organisations may carry out internal quality assurance of assessment practice. For the period in training and working towards recognition, they must have quality assurance activity monitored and signed off (countersigned) by a fully recognised and competent internal quality assurer. The 'in training' period should be limited to twelve months and have clear development goals set for achieving recognition and competence.

## **Section 4**

### **4.1 Assessment evidence**

Proficiency Qualifications are specifically designed to be assessed in the workplace therefore workplace performance evidence is essential for all units of assessment. The Proficiency Qualifications contain three types of units of assessment.

1. Occupational skills units must normally be assessed by observation in the workplace. Assessment requirements and guidance are outlined on each unit.
2. Occupational knowledge units must be assessed through questioning methods relevant to the needs of the learner on or off-the job. It is important to follow the assessment requirements and guidance outlined on each unit.
3. Underpinning knowledge units must be assessed through questioning methods relevant to the needs of the learner on or off-the-job. It is important to follow the assessment requirements and guidance outlined on each unit.

The use of employer's training and assessment processes and records in the workplace are strongly encouraged, where this supports evidence of competent learner performance. This is particularly significant where such evidence is audited as part of external quality standards relevant to the food and drink sector. Learner records of assessment and internal quality assurance activity will in this case reflect employer systems and records.

Where employer's assessment processes or records are insufficiently rigorous to generate credible evidence of learner performance, then formal assessment processes must be implemented to confirm learner's competence and this evidence captured in portfolio based records of assessment and internal quality assurance.

#### **4.2 Workplace testimony**

Workplace personnel, who are not recognised as assessors, may contribute to the assessment process by providing workplace testimony. Those providing the testimony must be familiar with the activity being carried out and able to make a judgement that the task has been completed to organisational procedures and to the required standard. The person providing the testimony is not in a position to decide if the learner is competent overall, they are only able to judge the specific instance they observe. The overall decision regarding competence of the learner will be made by the assessor and subject to internal quality assurance of assessment.

#### **4.3 The use of simulation for providing evidence**

The use of simulation to replace normal working practice is not acceptable. The only exception to this rule is for units of assessment which address rare conditions or emergency situations which might endanger learner safety. These exceptions are clearly defined in the assessment guidance in the relevant unit of assessment. In such cases this will require the agreement of external quality assurance personnel.

When simulations are used they must be designed to mirror the same activity, as it would be carried out in the workplace and include:

- The number and sequence of actions needed to complete the activity
- The number and complexity of factors needed to complete the activity
- The urgency with which the activity must be completed and
- Achievement of an outcome(s) in the same time constraints that might apply in the workplace

Simulation cannot be used to provide the sole evidence for any one complete unit of assessment

#### **4.4 Recognition of prior learning and experience**

Evidence from past achievement may be included as evidence within assessment methods for Proficiency Qualifications.

Evidence of knowledge and understanding can be presented as supplementary evidence, provided it is a measurable assessed outcome of learning which links to outcomes detailed in the units of assessment and confirms current competence.

Assessors should make best use of all the assessment methods available to them in ensuring the most reliable and effective use is made of claims of prior learning and experience which relate to the individual learner's circumstances.

All learners, presenting evidence from past achievements, must also be able to demonstrate current competence.

## **Section 5**

### **5.1 The role of external quality assurance personnel**

Awarding Organisations appoint external quality assurance personnel to perform a number of quality assurance tasks on their behalf. They visit centres to monitor the assessment and internal quality assurance processes and sample learners work to ensure that standards are maintained and are compliant with Awarding Organisation procedures. External quality assurance personnel also have a developmental role in assisting centres to develop best practice and to provide information on new qualifications and developments in assessment and quality assurance.

External quality assurance personnel are required to:

- Demonstrate sufficient and current understanding of the areas within the sector being externally quality assured.
- Demonstrate sufficient and current understanding of the Proficiency Qualifications to be externally quality assured, and know how they are applied in the sector, to the satisfaction of the Awarding Organisation.
- Demonstrate competent practice in external quality assurance of assessment, and demonstrate understanding of the principles and practices of external quality assurance of assessment. This practice must be commensurate with the National Occupational Standard for Learning and Development March 2010, Standard 12; Externally monitor and maintain the quality of assessment. They are not required to hold external quality assurance of assessment qualifications or units, but the achievement of these will indicate capability at a given point, and this should be complemented by continuous professional development to update and maintain practice standards. External quality assurance of assessment capability may also be demonstrated by the outcomes of formal training in quality assurance and improvement techniques for company based training systems or qualifications, or for auditing against quality criteria for an externally audited quality standard. Recognition of external quality assurance personnel in this way is only valid between a centre and an Awarding Organisation in respect of specific qualifications, and is not transferable to other bodies or qualifications.
- Complete a minimum of two days Continuing Professional Development (CPD) each year, composed of training or other developmental activities relevant to the food and drink sector and approved by the Awarding Organisation.

- Have good report writing, auditing and communication skills to the satisfaction of the Awarding Organisation
- Know where and when to access specialist sector advice, where additional specialist knowledge relating to assessment and quality assurance decisions is concerned.

## **5.2 External quality assurance of assessment for employer approved centres**

Awarding Organisations approving employer centres may wish to consider flexibilities in the external quality assurance of these centres to meet the specific learning and development needs of employers and employees (learners). The purpose of these flexibilities is to build effective and pragmatic links to employer training, where the external quality assurance of proficiency qualifications is not compromised in principle, but that the application of external quality assurance is better aligned to good workplace training and development practice to maintain the required rigour.

Flexibilities in external quality assurance of assessment can only be considered where the employer can demonstrate a sufficiently structured and internally quality assured approach to learning, development and assessment. In the food sector this is often linked to the use of externally recognised quality assurance arrangements (e.g. BRC, Efsis, ISO 9000 series). The external audit of training systems and records implicated by some of these arrangements will provide additional evidence to Awarding Organisations of the rigour of internal quality assurance.

To approve such employer centres Awarding Organisations will work closely with appropriate employers to evaluate their training systems. This may include;

- the alignment/mapping of employers training and assessment arrangements to proficiency qualifications
- an analysis of the effectiveness of internal quality and recording systems
- evaluating the extent to which external audits of training contribute to overall quality arrangements

Flexible external quality assurance arrangements to align with the training systems of individual employers in an employer centre may not always be necessary and will normally comply with section 5.1. However, flexibilities may be agreed as an outcome of the evaluation activity, where a rationale for such flexibility is justified. Awarding Organisations will formally agree the arrangements with the employer centres.

For example, a sector specialist external quality assurer may be involved in the evaluation, setting up and approval of an employer centre to ensure that technical expertise is suitably involved in recognising employer training and the centre, allowing a non-sector external quality assurer to provide on-going external quality assurance of assessment. In this instance, the sector specialist external quality assurer should be available for consultation and to re-evaluate the centre should the employer training systems or circumstances change.



## **Annex 1**

### **1.1 The Qualifications for Proficiency in Food Manufacturing Excellence (FME)**

The Qualifications (Awards, Certificates, Diplomas) for Proficiency in Food Manufacturing Excellence have additional assessment and quality assurance requirements to those set out in sections 1 – 5 of this strategy. These qualifications are aimed at developing, confirming competence and sustaining a mix of skills which will support lean, improvement and change management practice in food and drink manufacturing across the sector. These skills are vitally important to the future economic success of the sector. The skills are critical to driving improvements in food manufacturing and processing from both a technical as well as practical perspective, and more importantly sustaining these improvements. It is also critical because the mix of skills is based upon empowerment, company cultural development and visionary leadership and management.

With such a significant range of competences set out, employers feel that it is important to fully define the types of assessment and quality assurance requirements for this qualification, which will make a positive difference to their operations through skills, in this business critical area.

### **1.2 Occupational competence of assessors for FME**

The requirements below are in addition to those set out in section 3 of this assessment strategy;

Assessors are required to:

- Have experience in the implementation, application and sustainability of lean and/or improvement skills practice in relevant manufacturing, processing or logistics roles in the food and drink sector, where there have been measurable and beneficial productivity gains to companies.
- Demonstrate achievement in learning and/or competence in lean and improvement skill practice in the food and drink sector to the satisfaction of the Awarding Organisation. Examples may include; green/black belt 6 sigma courses, Proficiency Qualification in Food Manufacturing Excellence, N/SVQ in Business Improvement Techniques at an appropriate level.
- Have a sound underpinning achievement in the application of mathematics and communication in order to demonstrate competence in using and articulating the mathematical requirements of improvement techniques.
- Assessors who cannot demonstrate that they are working directly and currently in the food and drink sector in a leading edge lean management and implementation role are required to undertake at least one annual update and refresher training session, which covers implementation of improvement techniques. The session should be provided by an approved centre and agreed by the external quality assurer.
- Assessors who cannot demonstrate that they are working directly and currently in the food and drink sector in a leading edge change management/implementation role are

required to undertake at least one annual update and refresher training session, which covers leadership, management, workplace cultural development and sustainability of lean and improvement practice. The session should be provided by an approved centre and agreed by the external quality assurer.

These annual update and refresher training sessions will ensure that both lean improvement techniques and leadership, management, workplace cultural development and sustainability of lean and improvement practice in the food and drink sector are

- assessed using best practice in the workplace
- reflecting the means by which techniques are currently implemented and sustained in the workplace
- reflecting the means by which workforce development supports and sustains the improvement culture in the workplace
- supporting effective and measurable improvement and productivity gains in the workplace

### **1.3 Occupational competence of internal quality assurance personnel for FME**

- Internal quality assurers who cannot demonstrate that they are working directly and currently in the food and drink sector in a leading edge lean management and implementation role are required to undertake at least one annual update and refresher training session, which covers implementation of improvement techniques. The session should be provided by an approved centre and agreed by the external quality assurer.
- Internal quality assurers who cannot demonstrate that they are working directly and currently in the food and drink sector in a leading edge change management/implementation role are required to undertake at least one annual update and refresher training session, which covers leadership, management, workplace cultural development and sustainability of lean and improvement practice. The session should be provided by an approved centre and agreed by the external quality assurer.

These annual update and refresher training sessions will ensure that both lean improvement techniques and leadership, management, workplace cultural development and sustainability of lean and improvement practice in the food and drink sector are

- quality assured using best practice in the workplace
- reflecting the means by which techniques are currently implemented and sustained in the workplace
- reflecting the means by which workforce development supports and sustains the improvement culture in the workplace
- supporting effective and measurable improvement and productivity gains in the workplace



#### **1.4 Occupational competence of external quality assurance personnel for FME**

External quality assurance personnel must meet the requirements set out in section 5 of this assessment strategy. In addition;

- External quality assurers who cannot demonstrate that they are working directly and currently in the food and drink sector in a leading edge lean management and implementation role are required to undertake at least one annual update and refresher training session, which covers implementation of improvement techniques. The session should be provided by the Awarding Organisation.
- External quality assurers who cannot demonstrate that they are working directly and currently in the food and drink sector in a leading edge change management/ implementation role are required to undertake at least one annual update and refresher training session, which covers leadership, management, workplace cultural development and sustainability of lean and improvement practice. The session should be provided by the Awarding Organisation.

These annual update and refresher training sessions will ensure that both lean improvement techniques and leadership, management, workplace cultural development and sustainability of lean and improvement practice in the food and drink sector are

- quality assured using best practice in the workplace
- reflecting the means by which techniques are currently implemented and sustained in the workplace
- reflecting the means by which workforce development supports and sustains the improvement culture in the workplace
- supporting effective and measurable improvement and productivity gains in the workplace

## **Annex 2**

### **1.1 The Level 2 Award in Proficient Poultry Meat Inspection**

This Proficiency Qualification has additional assessment and quality assurance requirements to those set out in sections 1 – 5 of this strategy.

From January 2009 Plant Inspection Assistants (PIAs), who carry out post- mortem inspection of poultry and who are not previously qualified, need to achieve this Proficiency Qualification to comply with regulation and discharge their responsibilities effectively. PIAs suitably qualified before January 2009 will not be required to achieve this qualification, unless an employer deems this necessary in the interest of updating skills and personal development.

This qualification assesses the proficiency of PIAs to carry out poultry post- mortem checks and comply with food safety management procedures, and will confirm their understanding of what is required to do the job. The qualification can be achieved in respect of post-mortem inspection of one of four specific types of bird; broilers & hens, ducks & geese, non-hunted game birds or turkeys.

### **1.2 The Role of Poultry Processing Company Staff**

Wherever possible, assessment and quality assurance should be conducted by supervisors, managers or other suitably experienced staff employed by poultry processing companies and carried out in the workplace.

Where the capacity or capability of the company is not geared to conduct assessment and quality assurance to the required standards, then external services can be used to provide the quality assurance roles of the qualification. Such assessors and quality assurance personnel are referred to as 'peripatetic'.

However, the qualification cannot be awarded without the involvement of relevant company personnel managing or otherwise involved with the PIA. Company personnel must contribute to confirming the competence of the PIA, by providing observations, witness testimonies or other supplementary evidence to support assessment decisions in the workplace. External quality assurance personnel will be required to check this provision within the sampling plan for external quality assurance.

### **1.3 Occupational competence of assessors**

The requirements below are in addition to those set out in section 3 of this assessment strategy;

Assessors are required to:

- Provide current evidence of competence and understanding in the post-mortem inspection of poultry, to the satisfaction of the Awarding Organisation. This may be achieved through employment, experience and/or continuing professional development which may include the achievement of vocational qualifications relevant to poultry meat inspection.

#### **1.4 Occupational competence of internal quality assurance personnel**

The requirements below are in addition to those set out in section 3 of this assessment strategy;

Internal quality assurers are required to:

- Demonstrate sufficient and current understanding of post-mortem inspection of poultry to be internally quality assured, and know how they are applied in the PIA role, to the satisfaction of the Awarding Organisation.

## Qualification structure

To achieve the IAO Level 2 Diploma in Retail Skills (RQF), Learners must gain a minimum of 37 credits.

8 credits must be achieved from the mandatory group.

A minimum of 14 credits must be achieved from Group B.

The remaining credits can be from Groups B or C with a maximum of 15 credits from Group C. Within Group C, Learners may achieve a maximum of 5 credits from Group C1 and a maximum of 15 credits from Group C2

A minimum of 32 credits must be at Level 2 or above.

The total Guided Learning Hours (GLH) for this qualification is 115 to 255 hours.

The Total Qualification Time (TQT) for this qualification is 370 hours.

## Unit Structures

All units are listed below

### Mandatory unit

Unit ref	Unit title	Level	Credit value	GLH
T/503/5735	Work effectively in a retail team	2	8	37

### Optional units group B

Unit ref	Unit title	Level	Credit value	GLH
R/503/5659	Receive goods and materials into storage in a retail environment	2	4	22
J/503/5660	Place goods and materials into storage into a retail environment	2	4	19
L/503/5661	Keep stock on sale at required levels in a retail environment	2	3	16
R/503/5662	Process customer orders for goods in a retail environment	2	3	19
Y/503/5663	Process returned goods in a retail environment	2	3	18
H/503/5665	Assemble products for display in a retail environment	2	2	9

K/503/5666	Hand-process fish in a retail environment	2	6	21
M/503/5667	Process greengrocery products for sale in a retail environment	2	7	17
T/503/5668	Finish meat products by hand in a retail environment	2	9	29
A/503/5672	Organise own work to meet a dough production schedule a retail environment	2	10	48
J/503/5674	Maintain foods safety while working with food in a retail environment	2	6	13
R/503/5676	Pick products in a retail environment to fulfil customer orders	2	4	19
D/503/5678	Check stock levels and sort out problems with stock levels in a retail environment	2	2	10
H/503/5679	Finish bake-off food products in a retail environment	2	3	15
Y/503/5680	Glaze, coat or decorate bake-off products for sale in a retail environment	2	3	15
M/503/5684	Display stock to promote sales to customers in a retail environment	2	5	26
T/503/5685	Help customers to choose products in a retail environment	2	6	20
A/503/5686	Carry out promotional campaigns in a retail environment	2	4	18
F/503/5687	Deal with customer queries and complaints in a retail environment	2	4	24
J/503/5688	Demonstrate products to customers in a retail environment	2	3	15
L/503/5689	Process payment for purchases in a retail environment	2	4	17
F/503/5690	Process application for credit agreements offered in a retail environment	2	5	25
J/503/5691	Promote loyalty schemes to customers in a retail environment	2	3	11
Y/503/5694	Provide a bra fitting service in a retail environment	2	10	44

D/503/5695	Follow guidelines for planning and preparing visual merchandising displays	2	5	22
H/503/5696	Dress visual merchandising displays to attract customers	2	7	35
K/503/5697	Order and position signage and graphics for visual merchandising displays	2	3	15
M/503/5698	Dismantle and store props and graphics from visual merchandising displays	2	3	15
T/503/5699	Make props and decorate fixtures and panels for visual merchandising displays	2	10	45
D/503/5700	Assemble visual merchandising displays	2	4	20
J/503/5707	Follow point of sale procedures for age-restricted products in a retail environment	2	2	11
L/503/5708	Provide National Lottery products to customers	2	4	25
R/503/5709	Advise customers on the fixing and care of tiles	2	6	35
L/503/5711	Cash up in a retail environment	2	2	9
R/503/5712	Promote a retail store's credit card to customers in a retail environment	2	3	12
Y/503/5713	Provide service to customers in a dressing room in a retail environment	2	3	16
D/503/5714	Promote food or drink by offering samples to customers	2	2	13
H/503/5715	Deliver goods from a retail environment to the customer's delivery address	2	3	17
M/503/5717	Help customers to apply for a retail store's credit card and associated insurance products	2	4	22
T/503/5718	Help customers to choose delicatessen products in a retail environment	2	3	15
A/503/5719	Portion delicatessen products to meet customer requirements in a retail environment	2	2	9

T/503/5721	Demonstrate make-up and skincare products to customers at a beauty counter in a retail environment	2	4	15
A/503/5722	Operate a customer record card system on a beauty counter in a retail environment	2	2	8
Y/503/5727	Protect own and others' health and safety when working in a retail environment	2	5	28
D/503/5728	Reduce security risks in a retail environment	2	5	25
A/503/5736	Prepare newspapers and magazines for return to merchandisers	2	2	10
J/503/5738	Check the accuracy of records of worked by staff in a retail environment	2	4	17
D/601/4551	Select, weigh and measure bakery ingredients	2	3	16
T/601/4555	Hand-divide, mould and shape fermented dough	2	4	21
R/502/0854	Maintain moisture levels for crops or plants	2	2	15
L/502/0853	Provide nutrients to crops or plants	2	2	15
Y/502/1214	Remove unwanted plant growth to maintain development	2	5	38
K/502/1511	Identify and report the presence of pests, diseases and disorders	2	3	23
J/502/0771	Merchandise plants and other relevant products	2	6	45
L/601/0933	Give customers a positive impression of yourself and your organisation	2	5	33
L/504/3744	Enable customers to dispense motor fuel on a forecourt	2	7	43



### Optional units group C1

Unit ref	Unit title	Level	Credit value	GLH
D/503/5664	Sort donated goods for resale or recycling in a retail environment	1	3	6
F/503/5673	Maintain food safety while working with food in a retail environment	1	5	11
Y/503/5677	Load orders for despatch from a retail store to customers	1	3	1
L/601/5016	Provide a counter and takeaway service	1	3	30
K/503/5716	Contribute to monitoring and maintaining ease of shopping in a retail sales area	1	2	8

### Optional units group C2

Unit ref	Unit title	Level	Credit value	GLH
A/503/5669	Audit stock levels and stock inventories in a retail environment	3	6	28
D/503/5681	Manage staff to receive goods in a retail environment	3	5	24
H/503/5682	Organise and monitor the storage of stock in a retail environment	3	6	27
L/503/5692	Maintain the availability of goods on display in a retail environment to promote sales	3	6	30
R/503/5693	Manage the payment transaction process in a retail environment	3	9	43
H/503/5701	Choose merchandise to feature in visual merchandising displays	3	6	27
K/503/5702	Manage the use of signage and graphics in visual merchandising displays	3	7	31
M/503/5703	Evaluate the effectiveness of visual merchandising displays	3	9	46
A/503/5705	Contribute to improving a retail organisation's visual merchandising policy	3	8	36

M/503/5720	Help customers to choose specialist products in a retail environment	3	8	34
K/503/5733	Produce staffing schedules to help a retail team to achieve its targets	3	5	22
F/503/5737	Monitor and support secure payment point use during trading	3	3	13
H/503/5732	Manage the prevention of wastage and loss in a retail environment	3	11	50
J/503/5710	Help customers to choose alcoholic beverages in a retail environment	3	10	53
L/503/5675	Monitor and help improve food safety in a retail environment	3	11	50
M/503/5734	Monitor and maintain health and safety in a retail environment	3	13	60
T/503/5671	Source required goods and services in a retail environment	3	10	52
T/503/5704	Manage budgets for visual merchandising projects	3	10	46
F/503/5706	Design visual merchandising display layouts	3	10	46
Y/503/5730	Deputise for the leader of a retail team	3	11	55
D/503/5731	Contribute to the continuous improvement of retail operations within own area of responsibility	3	10	47

<b>Title:</b>	<b>T/503/5735 Work effectively in a retail team</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>8</b>
<b>GLH:</b>	<b>37</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand how to recognise discrimination, bullying and harassment in own workplace	1.1 Explain how legislation and own employer define discrimination, bullying and harassment 1.2 Explain own employer's procedures for dealing with discrimination, bullying and harassment
2. Be able to work effectively in a retail team	2.1 Ask for help and information from colleagues when needed 2.2 Respond to colleagues' requests for help and information: <ul style="list-style-type: none"> <li>• when own workload allows</li> <li>• within the limits of own responsibility</li> <li>• in ways that attempt to maintain working relationships</li> </ul> 2.3 Offer help to colleagues when own workload allows and within the limits of own responsibility 2.4 Explain how to resolve difficulties with colleagues in a polite and constructive way 2.5 Identify the people who can provide advice if problems in working with colleagues cannot be resolved without help 2.6 Follow organisational procedures for safeguarding own and others' health and safety while at work

<p>3. Be able to improve own work performance in a retail team</p>	<p>3.1 Explain the importance of being an effective learner at work</p> <p>3.2 Identify training needs to improve own work performance</p> <p>3.3 Agree own training programme, including action points and deadlines</p> <p>3.4 Explain the importance of asking for feedback on own work performance</p> <p>3.5 Request feedback on own work performance, including what is going well and what needs improving</p> <p>3.6 Evaluate own work performance against agreed training programme</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit assesses the occupational competence of individuals working in a retail environment, who are expected to work as part of a team. This includes being able to seek feedback about their own work performance.</p> <p>For the purposes of this unit, the 'team' could be just the learner and their manager.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>This unit can be assessed independently of other units. However, it may be possible to generate some of the evidence for this unit holistically when gathering evidence for other units in the same qualification.</p> <p><b>AC 2.4:</b> 'Polite' means demonstrating respect and consideration for other people through the use of appropriate body language, verbal language, tone of voice (or the sign language equivalent) and facial expressions.</p> <p><b>AC 2.4:</b> 'Constructive' means objective (i.e. not personal), designed to help, and conveyed in a respectful manner.</p>

	Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website ( <a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a> )
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>R/503/5659 Receive goods and materials into storage in a retail environment</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>4</b>
<b>GLH:</b>	<b>22</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the importance of preparing for expected deliveries	1.1 Explain why it is necessary to prepare thoroughly to receive deliveries 1.2 Explain why any shortage of storage space needs to be reported promptly 1.3 Explain why accurate, complete and up-to-date records are needed for deliveries 1.4 Explain how adequate preparation helps to ensure that the health and safety requirements relating to deliveries are met
2. Understand own responsibility for handling goods and materials	2.1 Explain the importance of handling goods and materials safely, hygienically and in ways that protect them from damage
3. Be able to prepare to receive deliveries in a retail environment	3.1 Identify: <ul style="list-style-type: none"> <li>the quantity of the items expected</li> <li>the nature of the items expected</li> <li>the storage space needed</li> </ul> 3.2 Perform checks to ensure that enough storage space is available for expected deliveries 3.3 Identify the person to report any shortage of storage space to 3.4 Perform checks to ensure that the receiving area is clean, tidy and free from obstructions and hazards 3.5 Perform checks to ensure that the necessary handling equipment is available and is in good working order 3.6 Perform checks to ensure that the relevant records are complete, accurate and up to date

<p>4. Be able to receive deliveries into storage in a retail environment</p>	<p>4.1 Perform checks to ensure that the type, quantity and quality of items delivered are acceptable</p> <p>4.2 Describe how to refuse faulty deliveries, including how to record these and who needs to know about them</p> <p>4.3 Use methods that are safe, hygienic and protect the items from damage to check deliveries</p> <p>4.4 Allow deliveries to be off-loaded only into the designated areas</p> <p>4.5 Update stock control systems in line with organisational procedures</p> <p>4.6 Follow legal and organisational requirements for maintaining security and safety while receiving deliveries</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit assesses the occupational competence of individuals who are responsible for receiving deliveries of goods and materials in a retail environment.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>N/A</p>

<b>Title:</b>	<b>J/503/5660 Place goods and materials into storage in a retail environment</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>4</b>
<b>GLH:</b>	<b>19</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the requirements for storing goods and materials in a retail environment	1.1 Explain what might cause the goods and materials to deteriorate in storage 1.2 Describe the types of storage facilities and storage conditions that are needed for the goods and materials 1.3 Outline the legal and organisational requirements for storing goods and materials safely and securely 1.4 Explain why stock needs to be rotated in storage
2. Know procedures for resolving problems with storage facilities and equipment	2.1 Describe the procedures for reporting any lack of suitable storage facilities 2.2 Describe how to fix faulty equipment when this falls within own responsibility 2.3 Describe the procedures for reporting equipment faults that are not within own responsibility to fix
3. Be able to place goods and materials into storage in a retail environment	3.1 Perform checks to ensure that adequate storage facilities are available 3.2 Perform checks to ensure that handling equipment is in working order 3.3 Place goods and materials: <ul style="list-style-type: none"> <li>• safely and securely</li> <li>• in the designated storage facilities</li> <li>• within the time allowed</li> <li>• in ways that make efficient use of the available storage space</li> <li>• in ways that enable items to be reached easily when needed</li> </ul> 3.4 Complete relevant records in line with organisational procedures



<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	This unit assesses the occupational competence of individuals working in a retail environment who are responsible for moving goods and materials into storage. This includes checking beforehand that the available storage facilities are suitable, and making efficient use of the available space.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>L/503/5661 Keep stock on sale at required levels in a retail environment</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>16</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the relationship between stock levels and demand for stock	1.1 Explain the importance of having enough stock in the store to meet demand 1.2 Describe the factors that can affect demand for stock
2. Understand the relationship between stock levels and the quality of stock on sale	2.1 Explain how stock rotation reduces the risk that stock will become unsalable 2.2 Describe the signs that stock is no longer saleable
3. Be able to check the level of stock on sale in a retail environment	3.1 Calculate when to check stock levels, taking into account: <ul style="list-style-type: none"> <li>• expected demand for stock</li> <li>• the time needed to order replacement stock</li> </ul> 3.2 Use the organisation's stock control system to assess: <ul style="list-style-type: none"> <li>• current stock levels</li> <li>• the stock levels needed</li> <li>• any shortfalls in stock</li> </ul> 3.3 Describe the procedures for informing colleagues that stock needs replacing
4. Be able to replenish stock on sale in a retail environment	4.1 Order stock as needed to maintain required levels 4.2 Prepare stock for sale within the time allowed 4.3 Arrange for stock to be moved to the sales floor as needed 4.4 Rotate stock: <ul style="list-style-type: none"> <li>• in accordance with organisational procedures</li> <li>• with the least possible disturbance to other people</li> </ul>

	<p>4.5 Dispose of packaging waste in accordance with organisational procedures</p> <p>4.6 Update the stock control system in line with organisational procedures to reflect:</p> <ul style="list-style-type: none"> <li>• stock movements</li> <li>• any disposal of unsalable stock</li> </ul> <p>4.7 Calculate expected changes in demand and the corresponding changes that need to be made to stock levels</p>
<b>Additional information about this unit</b>  N/A	
<b>Unit aim (s)</b>	This unit assesses the occupational competence of people who work in a retail environment and who are responsible for maintaining stock levels to meet changing demand.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>R/503/5662 Process customer orders for goods in a retail environment</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>19</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the importance of customer service in relation to processing customers' orders	1.1 Explain the importance of giving customers clear, accurate and complete information about the terms of supply 1.2 Explain the importance of keeping customers informed of the progress of their orders
2. Understand the correct use of customer information in relation to processing customers' orders	2.1 Describe the information that must be obtained from customers when they place orders 2.2 Explain why information is needed from customers when they place orders, including any information that is required by law 2.3 Outline the legal and organisational requirements relating to customer confidentiality 2.4 Explain the consequences of not keeping customer information confidential
3. Be able to find out what customers want to order	3.1 Ask questions to clarify customers' requirements 3.2 Use product information to help customers who are unsure which exact products will best meet their requirements
4. Be able to check the availability of the goods customers want to order	4.1 Describe the available sources of supply 4.2 Check the availability of goods and the terms and conditions of supply 4.3 Offer alternative options to customers if the required goods are not currently in stock
5. Be able to process orders for customers	5.1 Check customer identity and credit status in accordance with legal and organisational procedures

	<p>5.2 Prepare accurate and complete orders using the organisation's required format</p> <p>5.3 Communicate orders to those responsible for fulfilling them in line with organisational procedures</p> <p>5.4 Maintain the requisite level of confidentiality when storing, using and sharing customer information</p>
<b>Additional information about this unit</b>  N/A	
<b>Unit aim (s)</b>	This unit assesses the occupational competence of individuals responsible for processing customer orders in a retail environment.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>Y/503/5663 Process returned goods in a retail environment</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>18</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know about rights and responsibilities in relation to returned goods	1.1 Describe reasons customers might have for returning goods 1.2 Describe customers' legal rights to replacements and refunds 1.3 Describe the organisation's policy concerning replacements and refunds, including proof of purchase and any charges that apply when the organisation is not at fault 1.4 Describe the options available to customers who need to return unwanted goods, including any action customers need to take in connection with each option
2. Understand the importance of stock control systems	2.1 Explain the importance of updating stock control systems when returns are made
3. Be able to help retail customers who need to return goods	3.1 Ask customers politely why they want to return goods, when it is necessary to ascertain the reason 3.2 Apologise if the organisation appears to be at fault 3.3 Offer customers replacements and refunds in accordance with legal and organisational requirements 3.4 Describe politely to customers any action that will be taken concerning the goods they have returned, including any charges that apply
4. Be able to process returned goods	4.1 Classify returned goods according to their type and condition 4.2 Separate unsaleable goods from stock that is to be returned to the sales floor

	<p>4.3 Label accurately any goods that are to be returned to the supplier or manufacturer</p> <p>4.4 Move returned goods to the correct places ready for despatch, disposal or resale</p> <p>4.5 Communicate accurate and complete information to those responsible for raising a credit note or refunding the payment</p> <p>4.6 Update the stock control system in line with organisational procedures when goods are returned</p>
<b>Additional information about this unit</b>  N/A	
<b>Unit aim (s)</b>	<p>This unit assesses the occupational competence of individuals who process goods returned by customers. The unit is suitable for learners who work on the shop floor and deal with customers face-to-face, as well as for learners in behind-the-scenes roles, for example dealing with customers by telephone or e-mail.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p><b>AC 1.3:</b> If the organisation does not have a written policy, learners need to ask their manager for broad guidelines and follow these where the unit refers to a policy.</p> <p><b>ACs 3.1, 3.4:</b> 'Politely' means demonstrating respect and consideration for other people through the use of appropriate body language, verbal language, tone of voice (or the sign language equivalent) and facial expressions.</p> <p><b>ACs 2.1, 4.6:</b> In stores where the POS system automatically updates the stock control system, references to updating the stock control system in ACs 2.1 and 4.6 should be interpreted as meaning scanning the returned goods at the POS in such a way that the stock control system is updated.</p>



	Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website ( <a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a> )
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>H/503/5665 Assemble products for display in a retail environment</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH:</b>	<b>9</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Be able to assemble products for display in a retail environment	1.1 Perform checks to ensure that all expected items and parts of the product are in the package, before starting to assemble them 1.2 Dispose of all waste safely, including unwanted packaging 1.3 Select tools that are suited to the task of assembling particular products 1.4 Assemble products: <ul style="list-style-type: none"> <li>• in accordance with the manufacturer's instructions</li> <li>• using safe working methods</li> </ul> 1.5 Assess assembled products to ensure that: <ul style="list-style-type: none"> <li>• they are in a safe condition</li> <li>• they match any illustrations or other specifications provided by the manufacturer</li> </ul> 1.6 Identify the person who can provide advice if products are proving difficult to assemble
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	This unit assesses the occupational competence of individuals who assemble products under supervision for display in a retail environment.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit requires workplace assessment of occupational competence.

	<p>Simulation is not allowed for any performance evidence within this unit.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>K/503/5666 Hand process fish in a retail environment</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>6</b>
<b>GLH:</b>	<b>21</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand safe working practices in relation to hand-processing fish	1.1 Explain the importance of hygiene in relation to hand-processing fish 1.2 Describe the organisation's hygiene policy relating to hand-processing fish 1.3 Describe safe working practices relating to hand-processing fish 1.4 Explain the importance of following safe working practices when hand-processing fish 1.5 Explain the dangers and disadvantages of using unsafe and blunt tools to hand-process fish 1.6 Describe possible types of accident and injury associated with hand-processing fish 1.7 Describe organisational procedures for dealing with accidents and injuries that occur when hand-processing fish 1.8 Explain the importance of following the organisation's cleaning schedule for the area where fish is hand-processed
2. Understand the relationship between the anatomy of fish and the way fish are hand-processed	2.1 Explain how the arrangement of body parts of a flat fish differs from that of a round fish 2.2 Explain how the different arrangement of body parts affects the way that flat and round fish are hand-processed

<p>3. Be able to hand process fish</p>	<p>3.1 Perform checks to ensure that the fish to be prepared is of saleable quality</p> <p>3.2 Hand-process fish in ways that attempt to:</p> <ul style="list-style-type: none"> <li>• achieve organisational specifications for yield and quality</li> <li>• minimise waste</li> <li>• keep fish in a saleable condition throughout processing</li> <li>• maintain own and other people's health and safety</li> </ul> <p>3.3 Place processed products that meet organisational specifications into containers that will keep them in a saleable condition</p>
<p>4. Be able to maintain own work area in a condition fit for hand-processing fish</p>	<p>4.1 Organise own work area, equipment and tools to enable fish to be hand-processed safely, hygienically and efficiently</p> <p>4.2 Maintain hygienic working conditions when handling fish</p> <p>4.3 Dispose of waste from the hand-processing of fish in ways that meet legal and organisational requirements</p> <p>4.4 Clean and tidy own work area, tools and equipment after hand-processing fish, in accordance with the organisation's cleaning schedule</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit assesses the occupational competence of individuals who hand-process fish in a retail environment.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable</p>

	<p>current experience, to confirm the candidate's competence.</p> <p>For the purposes of this unit, 'processing' means:</p> <ul style="list-style-type: none"> <li>• skinning, heading, scaling, gutting, boning, portioning and steaking either flat or round fish</li> <li>• filleting both a flat and a round fish</li> </ul> <p>AC 1.2: If the organisation does not have a written policy, learners need to ask their manager for broad guidelines and follow these where the unit refers to a policy.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>N/A</p>

<b>Title:</b>	<b>M/503/5667 Process greengrocery products for sale in a retail environment</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>7</b>
<b>GLH:</b>	<b>17</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Be able to prepare greengrocery products for sale	1.1 Explain the importance of keeping greengrocery products in a hygienic condition when preparing them for sale 1.2 Explain the importance of protecting greengrocery products from damage when preparing them for sale 1.3 Handle greengrocery products: <ul style="list-style-type: none"> <li>hygienically</li> <li>in ways that protect them from damage</li> </ul> 1.4 Remove unwanted packaging from greengrocery products 1.5 Remove unwanted parts of greengrocery products to make products as attractive as possible to customers 1.6 Deal with any greengrocery products that do not meet the organisation's quality standards, in line with organisational procedures 1.7 Weigh greengrocery products accurately, when weighing is required 1.8 Sort greengrocery products according to type and quality 1.9 Package greengrocery products in line with organisational requirements for presentation 1.10 Place unwanted packaging and waste from greengrocery products in the designated places for recycling



<p>2. Be able to replenish displays of greengrocery products</p>	<p>2.1 Perform checks to ensure that the designated display areas for greengrocery products are clean before replenishing them with stock</p> <p>2.2 Arrange greengrocery products:</p> <ul style="list-style-type: none"> <li>• in the designated display area for each product</li> <li>• in ways that will attempt to attract customers to buy them</li> </ul> <p>2.3 Perform checks to ensure that the ticketing and coding of greengrocery products contain accurate information about products and prices</p>
<p>3. Be able to maintain the quality of greengrocery products on display</p>	<p>3.1 Carry out regular checks of the quality and shelf life of greengrocery products on display</p> <p>3.2 Place greengrocery products in the designated places for recycling when they have little or no shelf life or have deteriorated in quality</p> <p>3.3 Rotate the stock of greengrocery items according to the shelf life of those items</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit assesses the occupational competence of individuals who are responsible for processing greengrocery products for display in a retail environment.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.</p> <p>Greengrocery products are to include <b>all</b> of the following:</p> <ul style="list-style-type: none"> <li>• vegetables</li> <li>• fruit</li> <li>• salad</li> </ul>

	Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website ( <a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a> )
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>T/503/5668 Finish meat products by hand in a retail environment</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>9</b>
<b>GLH:</b>	<b>29</b>
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Be able to check the suitability of meat products for finishing in a retail environment	1.1 Perform checks to ensure that the meat products to be processed meet the organisation's quality specifications 1.2 State reasons for rejecting meat products at the checking stage 1.3 Deal with meat products rejected during the checking process: <ul style="list-style-type: none"> <li>• safely</li> <li>• hygienically, including keeping them separate from other meat products</li> </ul> 1.4 Keep meat products at the specified temperatures during handling, transfer and storage 1.5 Explain why meat should be held at the specified temperatures 1.6 Keep records of the checking process, in line with organisational procedures
2. Be able to organise own work area and equipment for finishing meat products in a retail environment	2.1 Organise own work area to meet organisational requirements for: <ul style="list-style-type: none"> <li>• health and safety</li> <li>• food safety</li> <li>• finishing meat products as instructed</li> </ul> 2.2 Select hand tools that are suited to specific meat finishing tasks 2.3 State potential dangers associated with particular tools and equipment 2.4 Prepare meat finishing tools and equipment in line with organisational safety and processing requirements 2.5 Deal with faulty meat finishing tools and equipment in line with organisational procedures

	<p>2.6 Clean meat finishing tools and equipment after use in line with organisational safety and processing requirements</p> <p>2.7 Store meat finishing tools and equipment after cleaning in the designated places</p>
3. Be able to achieve meat product yield and finish in a retail environment	<p>3.1 Organise own meat finishing work in line with organisational finishing instructions</p> <p>3.2 Finish meat products:</p> <ul style="list-style-type: none"> <li>• within the time allowed</li> <li>• achieving the organisational specification for the finished product</li> <li>• achieving the product yield required</li> </ul> <p>3.3 Deal with meat products rejected from the finishing process in line with organisational procedures</p> <p>3.4 Store finished products in line with organisational procedures</p>
<b>Additional information about this unit</b>  N/A	
<b>Unit aim (s)</b>	This unit assesses the occupational competence of individuals who finish meat products by hand in a retail environment.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.</p> <p>Finishing is to include <b>both</b> meat <b>and</b> poultry.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>A/503/5672 Organise own work to meet a dough production schedule in a retail environment</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>10</b>
<b>GLH:</b>	<b>48</b>
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand the importance of maintaining health and safety and food safety during dough production	1.1 Explain the importance of following organisational requirements that apply to own work within the dough production schedule for: <ul style="list-style-type: none"> <li>• health and safety</li> <li>• food safety</li> </ul>
2. Understand why efficient and effective dough production is important to the organisation and its customers	2.1 Explain why efficient and effective dough production is important to the organisation and its customers
3. Be able to organise own work to meet a dough production schedule in a retail environment	3.1 Organise own work within the dough production schedule in ways that: <ul style="list-style-type: none"> <li>• are within the limits of own authority and responsibility</li> <li>• comply with relevant organisational health and safety and food safety requirements</li> <li>• attempt to make efficient use of the available resources including own time</li> <li>• meet changing dough production needs as they arise</li> <li>• avoid delays that result in dough no longer being in the required condition</li> </ul> 3.2 Identify the designated people who can provide advice: <ul style="list-style-type: none"> <li>• when the resources available for dough processing fall short of the quantity or quality required</li> <li>• when the dough production schedule does not seem to be realistically achievable</li> </ul>

<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	<p>This unit assesses the occupational competence of individuals who process dough within a dough production schedule, in a retail environment.</p> <p>The type of dough the learner works with may be fermented or non-fermented. Common types of fermented dough include those used for bread, plain and fruited buns, Danish pastries and croissants. Common types of non-fermented dough include those used for sweet and savoury products, puff pastry, scones and biscuits.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>J/503/5674 Maintain food safety while working with food in a retail environment</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>6</b>
<b>GLH:</b>	<b>13</b>
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Know how food in a retail environment can become unsafe for consumers	1.1 Describe the types of <b>infestation</b> and how these can occur in a retail environment 1.2 Describe the types of food safety hazard and <b>cross-contamination</b> and how these can occur in a retail environment 1.3 Describe the causes of <b>food spoilage</b> in a retail environment
2. Know the routine working practices that contribute to food safety in a retail environment	2.1 Describe how <b>food handling practices</b> affect food safety in the workplace 2.2 Describe why own immediate work area must be kept clean and tidy 2.3 Describe why the organisation's schedules and <b>procedures</b> for cleaning the workplace must be followed 2.4 Describe why certain foods must be kept at <b>specified temperatures</b> 2.5 Describe why the organisation's schedule and <b>procedures</b> for checking and reporting the condition of food and food storage areas must be followed
3. Be able to maintain own work area in a safe condition for working with food	3.1 Keep own immediate work area clean and tidy when working 3.2 Clean own work area at the scheduled times and in line with organisational <b>procedures</b> 3.3 Maintain tools, utensils and equipment: <ul style="list-style-type: none"> <li>• in good working order</li> <li>• in a hygienic condition</li> </ul>



<p>4. Be able to work with food in a way that keeps it safe for customers</p>	<p>4.1 Dispense of food waste:</p> <ul style="list-style-type: none"> <li>• promptly</li> <li>• hygienically</li> <li>• in line with organisational procedures</li> </ul> <p>4.2 Protect the food being worked with from <b>food safety hazards</b> and <b>cross-contamination</b></p> <p>4.3 Deal with contaminated food in line with organisational <b>procedures</b></p> <p>4.4 Deal with items that may cause allergic reactions in line with organisational <b>procedures</b></p> <p>4.5 Label products clearly with the prescribed use-by dates</p>
<p>5. Be able to record the condition of food</p>	<p>5.1 Perform checks on the condition of food and food storage areas in line with the organisation's schedule and <b>procedures</b></p> <p>5.2 Record checks on the condition of food and food storage areas in line with organisational <b>procedures</b></p>

#### Additional information about this unit

##### Glossary

##### Cross-contamination

In a retail environment, there are two kinds of cross-contamination you need to guard against:

- the transfer of harmful bacteria between foods by direct contact (e.g. the juices of raw meat dripping on to cooked meat stored on a lower shelf) or indirect contact (e.g. via the hands, clothing, cloths, equipment or other surfaces)
- the cross-contamination of foods containing specific allergens (e.g. nuts, milk, eggs) with other food (e.g. by use of common utensils on cold meat counters and salad bars, slicers on deli counters, etc.; mixing of foods due to damaged packaging or spillage or via hands, clothing, cloths or other surfaces)

##### Food handling practices

Depending on the type of food you work with and the activities you carry out, food handling practices may include:

- keeping finished products separate from other materials
- keeping raw and cooked meat products separate
- getting rid of waste, contaminated or damaged products

### **Food safety hazards**

Something which may cause harm to the consumer and can be:

- 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 spoilage**

When food goes bad and has a noticeable change in its taste, smell or appearance.

### **Infestation**

The presence of pests such as insects or rodents in the workplace which put food safety at risk.

### **Procedures**

A series of clear steps or instructions on how to do things; rules. Some organisations document their procedures formally in writing, and others simply have procedures that all staff understand and follow but which are not written down.

### **Specified temperatures**

Temperatures specified by relevant legislation or in own organisation's procedures

<b>Unit aim (s)</b>	<p>This unit assesses the occupational competence of individuals who work in a retail environment, and whose work involves any of these activities:</p> <ul style="list-style-type: none"> <li>• handling wrapped or unwrapped food including that subject to temperature control requirements (for example, in storage, display, in the bakery or on the deli counter)</li> <li>• preparing unwrapped food, including that subject to temperature control requirements</li> </ul>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>If the assessor is unable to make judgements about the specialist skills and knowledge</p>

	<p>covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.</p> <p>The candidate may have undertaken formal food safety training that may contribute to the evidence for this unit.</p> <p>The terms highlighted in bold in the assessment criteria are explained in a glossary appended to this unit.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>R/503/5676 Pick products in a retail environment to fulfil customer orders</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>4</b>
<b>GLH:</b>	<b>19</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Be able to organise own work to pick orders within a retail environment	1.1 Plan own route around the retail environment, ensuring this will enable orders to be picked in line with organisational procedures 1.2 Identify the person who can give advice if picking instructions are unclear
2. Be able to pick products in a retail environment to meet customer requirements	2.1 Minimise the inconvenience caused to other people in the retail environment when picking products 2.2 Perform checks to ensure that the products being picked are of saleable quality 2.3 Protect products from damage and deterioration throughout the picking process 2.4 Follow organisational procedures for recording picked products and unavailable products 2.5 Choose alternatives as allowed when products requested by customers are not in stock 2.6 Use methods for separating products for different orders when picking for more than one customer
3. Be able to prepare picked orders for collection or despatch from a retail environment	3.1 Pack orders in ways that : <ul style="list-style-type: none"> <li>• keep products in saleable condition during transit</li> <li>• avoid using excessive amounts of packaging</li> </ul> 3.2 Place packed orders in the designated places ready for collection or despatch from the retail environment

<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	This unit assesses the occupational competence of individuals who are responsible for picking products in a retail environment to fulfil customer orders. The context could be a conventional store or a 'dot.com' store but not a warehouse.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>D/503/5678 Check stock levels and sort out problems with stock levels in a retail environment</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH:</b>	<b>10</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the purpose of checking stock levels in a retail environment	1.1 Explain how accurate stock counting contributes to: <ul style="list-style-type: none"> <li>• maintaining adequate stock levels</li> <li>• customer satisfaction</li> <li>• sales</li> </ul>
2. Be able to check stock levels in a retail environment as instructed	2.1 Check stock levels in line with: <ul style="list-style-type: none"> <li>• instructions for where and when to count stock</li> <li>• organisational procedures for counting stock and recording stock levels</li> <li>• health and safety requirements to be observed when counting stock</li> <li>• the need to minimise inconvenience to other people in the retail environment when stock is being counted</li> </ul>
3. Be able to deal with or report stock-related problems that arise when checking stock levels in a retail environment	3.1 Record problems with stock and stock levels as these arise 3.2 Resolve problems with stock and stock levels that are within own authority to deal with in line with organisational procedures 3.3 Identify the person who must be told if any problems arise with stock and stock levels that are not within own authority to deal with
<b>Additional information about this unit</b>  N/A	

<b>Unit aim (s)</b>	This unit assesses the occupational competence of individuals responsible for checking stock levels in a retail environment.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A



<b>Title:</b>	<b>H/503/5679 Finish bake-off food products in a retail environment</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>15</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the baking and cooling processes that apply to bake-off food products	1.1 Explain the factors that affect the baking of bake-off products 1.2 Explain what happens to the ingredients of bake-off products during baking 1.3 Explain the conditions required for cooling bake-off products after baking
2. Know the legal and organisational requirements that apply to bake-off products	2.1 Describe the legal and organisational requirements that apply to bake-off products
3. Be able to finish the baking process of bake-off products in a retail environment	3.1 Apply methods to finish baking bake-off products in line with organisational procedures 3.2 Assess the quantity and quality of baked products using organisational procedures 3.3 Apply organisational procedures for dealing with bake-off products that are not fit for sale 3.4 Store bake-off products at a temperature that will keep them in the condition required for the next stage in the bakery process
<b>Additional information about this unit</b>  N/A	
<b>Unit aim (s)</b>	This unit assesses the occupational competence of individuals who prepare bake-off products (partly-baked products that require final baking) in a retail environment. Such products may include bread, pastry, biscuits and scones.

<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>N/A</p>

<b>Title:</b>	<b>Y/503/5680 Glaze, coat or decorate bake-off products for sale in a retail environment</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>15</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know the legal and organisational requirements that apply when glazing, coating and decorating bake-off products in a retail environment	1.1 Describe the legal and organisational requirements that apply when glazing, coating or decorating bake-off products in a retail environment
2. Be able to glaze, coat and decorate bake-off products in a retail environment	2.1 Assess whether bake-off products and finishing materials are in the right condition for glazing, coating or decorating 2.2 Apply glazes, coating, or decorative materials to bake-off products using organisational procedures 2.3 Assess whether glazed, coated or decorated bake-off products: <ul style="list-style-type: none"> <li>• meet the organisation's specification</li> <li>• are correctly positioned for the next stage in the bakery process</li> </ul> 2.4 Apply organisational procedures for dealing with finished bake-off products that fail to meet the product specification 2.5 Produce glazed, coated or decorated bake-off products: <ul style="list-style-type: none"> <li>• to the amount required</li> <li>• within an allocated time</li> <li>• with a minimum of waste</li> </ul> 2.6 Apply organisational procedures for saving or disposing of waste materials resulting from working with bake-off products
<b>Additional information about this unit</b>	
N/A	

<b>Unit aim (s)</b>	This unit assesses the occupational competence of individuals who glaze, coat or decorate ready prepared goods (bake-off goods), such as bread, pastry, biscuits and scones, in a retail environment.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>M/503/5684 Display stock to promote sales to customers in a retail environment</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>5</b>
<b>GLH:</b>	<b>26</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the importance of checking for potential health and safety issues before setting up and dismantling displays	1.1 Explain the importance of checking for potential health and safety issues before setting up and dismantling displays
2. Understand how displays help to promote sales	2.1 Explain how sales can be promoted by: <ul style="list-style-type: none"> <li>the effective use of space in a display</li> <li>the positioning of products within a display</li> <li>the use of labelling in a display</li> </ul>
3. Know about legal requirements for labelling products in a display	3.1 Describe the legal requirements for labelling products in a display 3.2 State what can happen if legal requirements for labelling products in a display are not met
4. Be able to establish the availability of space and other resources needed for a display	4.1 Identify the person or people who can provide advice if any problems arise with the space or other resources needed to prepare a display as instructed 4.2 Perform checks on the space available for a display to ensure that: <ul style="list-style-type: none"> <li>there is enough space for the display</li> <li>the display will not cause an obstruction</li> </ul> 4.3 Perform checks to ensure that the materials, equipment and stock needed for the display are: <ul style="list-style-type: none"> <li>available</li> <li>in working order</li> </ul>

5. Be able to prepare a display area for use in a retail environment	5.1 Prepare a display area for use, ensuring that the area is: <ul style="list-style-type: none"> <li>• clear of any items not wanted for the display</li> <li>• clean</li> </ul>
6. Be able to set up a display in a retail environment	6.1 Set up a display: <ul style="list-style-type: none"> <li>• using safe working practices</li> <li>• in line with plans</li> <li>• within the time allowed</li> <li>• minimising the inconvenience caused to other people nearby</li> </ul> 6.2 Check that the finished display: <ul style="list-style-type: none"> <li>• has the levels of stock needed</li> <li>• is clean, tidy and safe for use</li> </ul> 6.3 Clear the area where the display has been set up of any equipment, excess materials and waste in line with organisational procedures
7. Be able to label a display of stock in a retail environment	7.1 Perform checks to ensure that the information on labels meets legal and organisational requirements before including labels in a display 7.2 Identify the person who should be told about any information on labels that needs changing 7.3 Position labels in line with organisational requirements
8. Be able to dismantle a display in a retail environment	8.1 Dismantle the display: <ul style="list-style-type: none"> <li>• using safe working practices</li> <li>• within the time allowed</li> <li>• minimising the inconvenience caused to other people nearby</li> </ul> 8.2 Clear the area where the display has been dismantled of any equipment or excess materials: <ul style="list-style-type: none"> <li>• safely</li> <li>• using the designated storage or disposal facilities</li> </ul>
<b>Additional information about this unit</b>  N/A	

<b>Unit aim (s)</b>	This unit assesses the occupational competence of individuals who are responsible for setting up, labelling and dismantling displays in a retail environment. No specialist visual merchandising skills are needed to achieve the assessment criteria.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A



<b>Title:</b>	<b>T/503/5685 Help customers to choose products in a retail environment</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>6</b>
<b>GLH:</b>	<b>20</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the importance of focusing on the individual customer's requirements	1.1 Explain the importance of customer confidence and loyalty to the business 1.2 Explain the importance of focusing on the product features and benefits that interest the individual customer
2. Know how sales are confirmed with the customer and closed	2.1 Describe how to recognise buying signals 2.2 Describe techniques for closing the sale
3. Be able to find out what products customers may be interested in buying	3.1 Ask customers questions to find out: <ul style="list-style-type: none"> <li>• what they are looking for</li> <li>• which product features and benefits interest them</li> </ul>
4. Be able to help customers to choose the products that best meet their needs	4.1 Describe relevant product features and benefits accurately in ways that attempt to help customers to differentiate between products 4.2 Give customers the opportunity to evaluate products and ask questions 4.3 Respond to customers' questions in ways that attempt to encourage sales and promote goodwill
5. Be able to close sales	5.1 Confirm customers' buying decisions 5.2 Use questioning techniques to ascertain whether customers need any associated or additional products 5.3 Explain to customers any customer rights that apply to their purchases 5.4 Ensure that customers know where to pay for their purchases
<b>Additional information about this unit</b>	
N/A	

<b>Unit aim (s)</b>	This unit assesses the occupational competence of individuals who are responsible for selling products in a retail environment. The unit covers finding out what the customer needs, helping the customer to choose products and closing the sale.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>A/503/5686 Carry out promotional campaigns in a retail environment</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>4</b>
<b>GLH:</b>	<b>18</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand opportunities to promote particular products	1.1 Explain how seasonal trends affect opportunities for sales of the products within own area of responsibility 1.2 Explain how to recognise potential opportunities for increasing sales of particular products 1.3 Evaluate the potential of different promotional opportunities to increase sales 1.4 Explain how promotional sales can lead to future sales
2. Be able to promote products to customers as part of a promotional campaign	2.1 Promote offers to encourage sales when interacting with customers
3. Be able to contribute to the evaluation of a promotional campaign	3.1 Record information about the effectiveness of a promotional campaign, ensuring the information is: <ul style="list-style-type: none"> <li>• relevant to the campaign</li> <li>• accurate</li> </ul> 3.2 Communicate the recorded information of a promotional campaign: <ul style="list-style-type: none"> <li>• accurately</li> <li>• to the person or people who need this information</li> </ul>
<b>Additional information about this unit</b>	
N/A	

<b>Unit aim (s)</b>	This unit assesses the occupational competence of individuals who work in retail and who are involved in promotional campaigns of particular products. The unit is <b>not</b> just about promoting products as part of normal sales transactions.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>F/503/5687 Deal with customer queries and complaints in a retail environment</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>4</b>
<b>GLH:</b>	<b>24</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand how resolving customer queries and complaints contributes to customer loyalty and confidence	1.1 Explain how resolving customer queries can increase customer loyalty and confidence 1.2 Explain how resolving customer complaints can increase customer loyalty and confidence
2. Understand how to manage angry customers when dealing with customer queries and complaints in a retail environment	2.1 Explain how to manage angry customers when dealing with customer queries and complaints
3. Be able to deal with customers' queries in a retail environment	3.1 Acknowledge customers' requests for information and advice politely 3.2 Ask questions as needed to discover customers' needs for information and advice 3.3 Provide information and advice to customers that is: <ul style="list-style-type: none"> <li>• relevant to their query</li> <li>• accurate</li> <li>• up to date</li> </ul> 3.4 Ask customers questions to ensure that the information and advice provided has met their needs 3.5 Provide alternative solutions to help customers when information and advice given is not satisfactory 3.6 Refer requests for information or advice to the designated person when helping the customer is not within own authority

<p>4. Be able to deal with customers' complaints in a retail environment</p>	<p>4.1 Confirm the nature of the complaint with the customer, using information they have provided</p> <p>4.2 Apologise to the customer when the organisation is, or appears to be, responsible for the situation that has caused the customer to complain</p> <p>4.3 Take action to resolve complaints in line with:</p> <ul style="list-style-type: none"> <li>• legal requirements</li> <li>• organisational policy</li> </ul> <p>4.4 Refer complaints that are not within own authority to resolve, ensuring that:</p> <ul style="list-style-type: none"> <li>• the complaint is referred in line with organisational procedures</li> <li>• the organisation's referral procedure is explained to the customer</li> </ul> <p>4.5 Provide the opportunity for customers to ask questions about the organisation's referral procedure</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit assesses the occupational competence of individuals who deal with customers' queries and complaints in a retail environment.</p> <p>This unit is not for learners who deal with complaints as a major part of their job role, for example if they work in a customer contact centre.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>AC 3.1: 'Politely' means demonstrating respect and consideration for other people through the use of appropriate body language, verbal language, tone of voice (or the sign language equivalent) and facial expressions.</p> <p>AC 4.2 can be assessed by asking 'What if?' questions, if no situation arises where the organisation is, or appears to be, responsible for</p>

	<p>the situation that has cause the customer to complain.</p> <p>AC 4.3: If the organisation does not have a written policy, learners need to ask their manager for broad guidelines and follow these where the unit refers to a policy.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>J/503/5688 Demonstrate products to customers in a retail environment</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>15</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand how product demonstrations can help to increase sales	1.1 Explain the importance of knowing the difference between the 'features' and 'benefits' of products when demonstrating them 1.2 Explain how demonstrating the features and benefits of products can help to promote and sell them 1.3 Explain the importance of organising product demonstrations into logical steps and stages
2. Be able to make the preparations needed to ensure a safe and efficient product demonstration	2.1 Take the necessary safety precautions before, during and immediately after demonstrating products 2.2 Perform checks to ensure that all the equipment and products needed for the product demonstration are to hand before starting the demonstration
3. Be able to communicate to customers the features and benefits of the products being demonstrated	3.1 Demonstrate products: <ul style="list-style-type: none"> <li>• in a logical sequence of steps and stages</li> <li>• ensuring that all the product features and benefits the demonstration is intending to highlight are covered</li> </ul> 3.2 Provide accurate supporting commentary as needed that explains to customers the features and benefits of the product being demonstrated



<p>4. Be able to tidy the demonstration area when a product demonstration is finished</p>	<p>4.1 Explain the importance of tidying the demonstration area when the product demonstration is finished</p> <p>4.2 Clear equipment and products away after the product demonstration is finished in line with organisational procedures</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit assesses the occupational competence of individuals who are responsible for demonstrating the features and benefits of products to customers. This may be a group or a single customer.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>N/A</p>

<b>Title:</b>	<b>L/503/5689 Process payments for purchases in a retail environment</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>4</b>
<b>GLH:</b>	<b>17</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand legal and organisational requirements for processing payments in a retail environment	1.1 Explain the customer's rights and the organisation's duties and responsibilities in relation to the pricing of goods 1.2 Explain how own organisation deals with suspected fraud
2. Be able to process payments for purchases in a retail environment	2.1 Resolve pricing problems by: <ul style="list-style-type: none"> <li>referring to reliable pricing information</li> <li>seeking advice from the person who can provide clarification when pricing information is unclear or unavailable</li> </ul> 2.2 Tell customers the correct amount to pay, taking account of any special offers or discounts that apply 2.3 Process payments in line with organisational procedures, where the payment is acceptable 2.4 Explain how to tell customers tactfully that payment cannot be approved 2.5 Offer any additional services to customers 2.6 Treat customers politely throughout the payment process 2.7 Acknowledge other customers who are waiting to pay or to be helped in some way
<b>Additional information about this unit</b>  N/A	
<b>Unit aim (s)</b>	This unit assesses the occupational competence of cashiers in a retail environment.

<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p><b>AC 2.6:</b> 'Politely' means demonstrating respect and consideration for other people through the use of appropriate body language, verbal language, tone of voice (or the sign language equivalent) and facial expressions.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>N/A</p>

<b>Title:</b>	<b>F/503/5690 Process applications for credit agreements offered in a retail environment</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>5</b>
<b>GLH:</b>	<b>25</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the legal aspects of offering credit agreements	1.1 Explain the legal requirements for giving information to customers when offering credit agreements
2. Understand legal aspects of processing credit agreement applications	2.1 Explain the legal requirements relating to credit checks and authorisation
3. Be able to process applications for credit agreements offered in a retail environment	3.1 Explain clearly to the customer the features and conditions of the available credit agreements 3.2 Allow sufficient time and opportunities for the customer to ask questions 3.3 Ask the customer questions to confirm their credit agreement requirements 3.4 Complete required documentation accurately 3.5 Carry out credit checks and authorisation procedures required by law and organisational policy 3.6 Explain the organisational procedures to follow when dealing with difficulties in processing credit agreement applications
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	This unit assesses the occupational competence of individuals who are responsible for processing applications for credit agreements (not a store credit card) in a retail environment, where such applications are for the purpose of purchasing particular items.

<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.</p> <p><b>AC 3.5:</b> If the organisation does not have a written policy, learners need to ask their manager for broad guidelines and follow these where the unit refers to a policy.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>N/A</p>

<b>Title:</b>	<b>J/503/5691 Promote loyalty schemes to customers in a retail environment</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>11</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the benefits to the organisation of signing customers up to the organisation's loyalty scheme	1.1 Explain the benefits to the organisation of signing customers up to the loyalty scheme
2. Understand the importance of giving customers a good impression when promoting the organisation's loyalty scheme	2.1 Explain the importance of treating customers politely and in a way that promotes goodwill, when promoting the loyalty scheme to them
3. Be able to communicate to customers the features and benefits of the organisation's loyalty scheme	3.1 Ask customers questions to determine: <ul style="list-style-type: none"> <li>• if they are members of the organisation's loyalty scheme</li> <li>• if they are interested in joining the organisation's loyalty scheme</li> </ul> 3.2 Describe to customers the benefits to them of joining the loyalty scheme, including any current special offers relating to the scheme 3.3 Respond to any customer queries concerning the loyalty scheme while highlighting the benefits of joining it 3.4 Provide customers with any information they need about the scheme to help them to decide whether to join it
4. Be able to gain customers' commitment to the organisation's loyalty scheme	4.1 Ask customers who are showing signs of interest to sign up for the loyalty scheme 4.2 Provide the loyalty scheme membership application to customers 4.3 Provide customers with information on how to complete their application for the loyalty scheme
<b>Additional information about this unit</b>	
N/A	

<b>Unit aim (s)</b>	<p>This unit assesses the occupational competence of individuals who are responsible for promoting an organisation's loyalty scheme.</p> <p>For the purposes of this unit a loyalty scheme means a scheme offered by a retail organisation to its customers, subject to terms and conditions under which eligible transactions are recorded as accumulated points. These points can be exchanged by the customer in the future for rewards such as vouchers, discounts or air miles. The unit is not about promoting or helping the customer apply for any kind of payment card.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.</p> <p><b>AC 2.1:</b> 'Politely' means demonstrating respect and consideration for other people through the use of appropriate body language, verbal language, tone of voice (or the sign language equivalent) and facial expressions.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>N/A</p>

<b>Title:</b>	<b>Y/503/5694 Provide a bra fitting service in a retail environment</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>10</b>
<b>GLH:</b>	<b>44</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand what a bra fitting session involves	1.1 Explain the stages of a bra fitting session and the overall time a session is likely to take 1.2 Explain how to build trust with customers before and during a bra fitting session 1.3 Explain how to help customers to relax before and during a bra fitting session 1.4 Explain how to communicate with different types of customer and help them understand the information provided during a bra fitting session 1.5 Explain how to deal with challenging situations, including: <ul style="list-style-type: none"> <li>• unusual body shape</li> <li>• body odour</li> <li>• disability</li> <li>• mastectomy</li> <li>• maternity</li> </ul>
2. Know the features and benefits of different types of bra	2.1 Describe the basic styles, shapes and sizes of bra 2.2 Describe the different parts of bras, using the technical names for these 2.3 Describe the brands, colours, fabrics, trims and price range of bras available in own sales area 2.4 Describe the size range and fit of the bras in stock 2.5 Describe the features and benefits of different types of bra 2.6 Describe the types of clothing that different types of bra are designed to be worn with



	<p>2.7 Describe accessories such as enhancers and co-ordinating garments</p> <p>2.8 Describe trends in bra design, technological solutions and fabrics</p>
3. Understand how to prolong the life of a bra	<p>3.1 Explain the importance of following manufacturers' guidance on washing and caring for bras</p> <p>3.2 Explain how bras can be adjusted to prolong their life</p>
4. Know the arrangements for obtaining bras both in and out of stock	<p>4.1 Describe where different types of bra are to be found within own sales area</p> <p>4.2 State the scheduled delivery dates for new products for own sales area</p> <p>4.3 Describe the available systems for ordering lines either not in stock or not carried by the organisation</p>
5. Know how to fit customers for bras	<p>5.1 Describe how to assess the customer's body size, shape and age</p> <p>5.2 Describe the equipment and layout needed for the bra fitting room</p> <p>5.3 Describe how and where to measure for the customer's band size using a tape measure</p> <p>5.4 Describe how to estimate the cup size needed</p> <p>5.5 Describe how to choose the correct bras for the fitting</p> <p>5.6 Describe how to adjust and fit bras</p>
6. Be able to find potential customers for the bra fitting service	<p>6.1 Ask questions to clarify and agree customers' need for the bra fitting service</p> <p>6.2 Describe to customers the process and benefits of the bra fitting service</p> <p>6.3 Book bra fitting appointments taking into account the time needed for the bra fitting service</p>
7. Be able to fit customer for bras	<p>7.1 Assess customers' fitting needs in ways that attempt to create a rapport with them</p> <p>7.2 Explain politely to customers that an accurate fit cannot be guaranteed if measurements are taken on top of their clothing</p>

	<p>7.3 Measure customer chest sizes accurately</p> <p>7.4 Choose a range of products to offer customers that:</p> <ul style="list-style-type: none"> <li>• are the correct size</li> <li>• meet customer needs</li> </ul> <p>7.5 Adjust products to provide customer comfort and prolong the life of products</p> <p>7.6 Advise customers on how to care for and prolong the life of products</p> <p>7.7 Meet customer needs for privacy and help throughout the bra fitting process</p> <p>7.8 Provide opportunities for customers to ask questions about the products and/or bra fitting service</p> <p>7.9 Ask customers questions to establish whether they are satisfied with the product</p> <p>7.10 Explain other possible courses of action to customers if it is not possible to find a bra to fit them</p>
<b>Additional information about this unit</b>  N/A	
<b>Unit aim (s)</b>	This unit assesses the occupational competence of individuals who are responsible for providing a bra fitting service in a retail environment.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.</p> <p>It is highly unlikely that the assessor will be able to observe all the workplace performance required, owing to the need to meet customer needs for privacy. Where this applies, evidence of competence can come from the</p>

	<p>training undertaken and from expert witness testimony.</p> <p><b>AC 7.2:</b> 'Politely' means demonstrating respect and consideration for other people through the use of appropriate body language, verbal language, tone of voice (or the sign language equivalent) and facial expressions.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>D/503/5695 Follow guidelines for planning and preparing visual merchandising displays</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>5</b>
<b>GLH:</b>	<b>22</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the importance of visual merchandising displays and design briefs	1.1 Explain the role of visual merchandising displays in marketing, promotional and sales campaigns and activities 1.2 Explain the importance of the design brief in creating visual merchandising displays
2. Understand the selection of approaches and effects in visual merchandising displays	2.1 Explain why different approaches are needed for displays of different types of merchandise 2.2 Explain how light, colour, texture, shape and dimension combine to achieve different effects
3. Understand the sourcing of merchandise and props to be featured in visual merchandising displays	3.1 Explain how to use a design brief to identify the items needed for a display 3.2 Explain how different types of merchandise and props can attract customers' attention 3.3 Explain the importance of updating stock records to account for merchandise on display
4. Be able to plan visual merchandising displays to fulfil a design brief	4.1 Select display locations that enable the design brief to be fulfilled 4.2 Create ideas for improving the visual effect of displays, ensuring such ideas: <ul style="list-style-type: none"> <li>• create the required effect</li> <li>• are within the limits of the design brief</li> <li>• are within the limits of the organisation's visual design policies</li> <li>• are within the limits of own authority</li> </ul>

<p>5. Be able to source merchandise and props to be featured in visual merchandising displays</p>	<p>5.1 Agree alternative selections of merchandise and props with the designated person, when those originally specified are unavailable or unsuitable</p> <p>5.2 Agree arrangements with suppliers for delivery of merchandise and props</p> <p>5.3 Plan enough time for deliveries of merchandise and props to arrive before the display must be installed</p> <p>5.4 Check the progress of deliveries of merchandise and props</p> <p>5.5 Take action to resolve the situation when delays to deliveries of merchandise and props seem likely</p> <p>5.6 Update stock records to account for merchandise on display</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit assesses the occupational competence of individuals who are responsible for planning and preparing visual merchandising displays from guidelines provided in design briefs.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.</p> <p>The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>

Details of the relationship of the unit and relevant national occupational standards	N/A
--------------------------------------------------------------------------------------	-----

<b>Title:</b>	<b>H/503/5696 Dress visual merchandising displays to attract customers</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>7</b>
<b>GLH:</b>	<b>35</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the purpose of visual merchandising displays	1.1 Explain the different purposes of visual merchandising displays 1.2 Explain how visual merchandising displays can achieve add-on sales 1.3 Explain why add-on sales are important to the organisation
2. Understand how visual merchandising displays achieve their intended purposes	2.1 Explain the importance of visual merchandising displays in retail environment 2.2 Explain the importance of being aware of trends relating to visual merchandising 2.3 Explain how props, prototypes, dressings and fixtures create visual effects within displays 2.4 Explain why different kinds of merchandise need different approaches to display
3. Be able to dress in-store displays and window displays	3.1 Position merchandise, signage and graphics within displays: <ul style="list-style-type: none"> <li>• in ways that attract the attention and interest of target customers</li> <li>• to provide the information that customers need</li> <li>• in line with organisational visual merchandising guidelines</li> </ul> 3.2 Group merchandise within displays in ways that suit: <ul style="list-style-type: none"> <li>• the purpose of the display</li> <li>• the style of the display</li> <li>• the intended focal points of the display</li> <li>• the angles from which customers will view the display</li> <li>• the selling features of the merchandise</li> </ul>

	<ul style="list-style-type: none"> <li>the visual effect specified by the design brief</li> </ul> <p>3.3 Assess whether the display's lighting meets the design brief in achieving the required visual effects and atmosphere</p> <p>3.4 Check that the finished display meets organisational requirements for:</p> <ul style="list-style-type: none"> <li>health and safety</li> <li>security</li> <li>easy access</li> </ul> <p>3.5 Seek permission from the designated person to change displays when this is not within own authority</p>
<b>Additional information about this unit</b>  N/A	
<b>Unit aim (s)</b>	This unit assesses the occupational competence of individuals who dress in-store and window visual merchandising displays, guided by a design brief.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.</p> <p>The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A



<b>Title:</b>	<b>K/503/5697 Order and position signage and graphics for visual merchandising displays</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>15</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the role of signage and graphics within visual merchandising	1.1 Explain the purpose of signage in visual merchandising 1.2 Explain how signage can contribute to the effectiveness of visual merchandising 1.3 Explain the purpose of graphics in visual merchandising 1.4 Explain how graphics can contribute to the effectiveness of visual merchandising
2. Be able to source signage and graphics to meet visual merchandising needs	2.1 Describe to suppliers the signage and graphics required by the design brief 2.2 Order signage and graphics: <ul style="list-style-type: none"> <li>• within the required timescales</li> <li>• within the available budget</li> <li>• from suppliers who have confirmed they can meet the specified requirements</li> </ul> 2.3 Monitor the progress of orders for signage and graphics 2.4 Assess signage and graphics when these are delivered, to ensure they meet the agreed requirements

<p>3. Be able to position signage and graphics to support visual merchandising</p>	<p>3.1 Position signage and graphics in accordance with:</p> <ul style="list-style-type: none"> <li>• the design brief</li> <li>• any house styles that apply</li> <li>• any branding requirements that apply</li> <li>• organisational policy on signage</li> <li>• legal requirements</li> <li>• the display's intended visual effect and message</li> <li>• organisational safety requirements</li> <li>• the need for signage and graphics to remain securely attached</li> </ul>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit assesses the occupational competence of individuals who order and position signage and graphics for visual merchandising displays under the supervision of visual merchandising specialists.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.</p> <p>The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.</p> <p><b>AC 3.1:</b> If the organisation does not have a written policy, learners need to ask their manager for broad guidelines and follow these where the unit refers to a policy.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>

Details of the relationship of the unit and relevant national occupational standards	N/A
--------------------------------------------------------------------------------------	-----

<b>Title:</b>	<b>M/503/5698 Dismantle and store props and graphics from visual merchandising displays</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>15</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the importance of storing props and graphics for future use in visual merchandising displays	1.1 Explain the importance of labelling props and graphics before leaving them in storage 1.2 Explain why records must be kept of props and graphics in storage 1.3 Explain why props and graphics must be stored securely
2. Be able to dismantle visual merchandising displays	2.1 Dismantle displays using working practices that: <ul style="list-style-type: none"> <li>• comply with organisational health and safety requirements</li> <li>• attempt to protect the components of the display from being damaged</li> </ul> 2.2 Return merchandise to the designated places in line with organisational procedures 2.3 Dispose of unwanted items from the dismantled display in line with organisational procedures 2.4 Keep records of the movement and disposal of items from dismantled displays in line with organisational procedures 2.5 Clean display sites and components: <ul style="list-style-type: none"> <li>• in line with organisational procedures</li> <li>• using equipment and materials suited to the task</li> </ul>

<p>3. Be able to store props and graphics from dismantled visual merchandising displays</p>	<p>3.1 Assess the space required for props and graphics that are to be put into storage</p> <p>3.2 Store props and graphics:</p> <ul style="list-style-type: none"> <li>• in line with organisational procedures</li> <li>• in secure but accessible places</li> <li>• in ways that do not pose a health and safety risk</li> </ul> <p>3.3 Keep up-to-date storage records in line with organisational procedures</p> <p>3.4 Report any damaged and/or missing props and graphics in line with organisational procedures</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit assesses the occupational competence of individuals who are responsible for dismantling and storing props and graphics from visual merchandising displays under the supervision of visual merchandising specialists.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.</p> <p>The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>N/A</p>

<b>Title:</b>	<b>T/503/5699 Make props and decorate fixtures and panels for visual merchandising displays</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>10</b>
<b>GLH:</b>	<b>45</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the purpose of props within visual merchandising displays	1.1 Explain the visual effects that can be achieved with life size and scale models 1.2 Explain why it is necessary to decorate panels and fixtures in creative ways 1.3 Explain how decorated panels and fixtures contribute to visual effects 1.4 Explain why different kinds of merchandise need different approaches to decoration
2. Be able to specify requirements for visual merchandising props	2.1 Produce specifications for visual merchandising props that: <ul style="list-style-type: none"> <li>• meet the design brief</li> <li>• are achievable within budget and timescales</li> <li>• specify the type, size and function of the props needed</li> <li>• specify whether props can be obtained ready-made or need to be made to order</li> <li>• include plans for obtaining the props</li> </ul>
3. Be able to make props for use in visual merchandising displays	3.1 Select techniques, materials, tools and equipment that are suited to making the props specified in the design brief 3.2 Produce final versions of props, ensuring they: <ul style="list-style-type: none"> <li>• follow the requirements of the design brief</li> <li>• follow organisational health and safety requirements</li> <li>• are finished within the required timescales</li> </ul>

<p>4. Be able to decorate fixtures and panels for visual merchandising displays</p>	<p>4.1 Select decorative techniques and materials that:</p> <ul style="list-style-type: none"> <li>• attempt to create the visual effect required by the design brief</li> <li>• are within cost limits</li> </ul> <p>4.2 Use tools, equipment and materials for decorative work in line with organisational procedures</p> <p>4.3 Produce finished decorative work that:</p> <ul style="list-style-type: none"> <li>• is free from faults</li> <li>• has the visual impact required by the design brief</li> <li>• is consistent with the design brief</li> <li>• is completed within required timescales</li> </ul>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit assesses the occupational competence of individuals who make props and decorate fixtures and panels for displays under the supervision of visual merchandising specialists.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.</p> <p>The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>

Details of the relationship of the unit and relevant national occupational standards	N/A
--------------------------------------------------------------------------------------	-----



<b>Title:</b>	<b>D/503/5700 Assemble visual merchandising displays</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>4</b>
<b>GLH:</b>	<b>20</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the purpose of layout design	1.1 Explain what layout design is 1.2 Explain the role of layout design in effective visual design practice
2. Know how to interpret instructions for assembling visual merchandising displays	2.1 Describe the essential features and detailed requirements of display layouts as specified in plans, elevations and drawings 2.2 Describe organisational health and safety and security arrangements needed for displays as specified in plans, elevations and drawings 2.3 Describe potential problems with assembling displays, where such problems are apparent from plans, elevations and drawings
3. Be able to assemble visual merchandising displays	3.1 Plan the activities and resources needed to assemble displays as specified in plans, elevations and drawings 3.2 Assemble displays in line with: <ul style="list-style-type: none"> <li>organisational guidelines provided</li> <li>agreed deadlines</li> <li>organisational health and safety requirements</li> </ul> 3.3 Make adjustments to assembled displays to achieve creative effects within limits of own authority and the guidelines provided 3.4 Take actions to resolve problems that arise when assembling displays, within the guidelines provided
<b>Additional information about this unit</b>	
N/A	

<b>Unit aim (s)</b>	This unit assesses the occupational competence of individuals who assemble displays under the supervision of visual merchandising specialists, based on organisational guidelines provided in the form of plans, elevations and drawings.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.</p> <p>The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>J/503/5707 Follow point-of-sale procedures for age-restricted products in a retail environment</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH:</b>	<b>11</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know about legislation relating to the retail sale of age-restricted products	1.1 Describe own level of authorisation to sell age-restricted products 1.2 State the age restrictions on the products that fall within own responsibility 1.3 Describe what can happen if legal age restrictions are not complied with
2. Understand the importance of maintaining customer goodwill when requesting proof of age	2.1 Explain the importance of maintaining customer goodwill when requesting proof of age
3. Be able to follow point-of-sale procedures for age-restricted products in a retail environment	3.1 Ask customers politely for proof of age when this is required by law or organisational policy 3.2 Explain to customers, when necessary, the types of proof of age that can be accepted 3.3 Refuse politely and firmly to accept payment for age-restricted products whenever doing so would be in breach of legislation or organisational policy
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	This unit assesses the occupational competence of individuals who may be asked by customers to accept payment for age-restricted products such as alcohol or tobacco.  Individuals taking this unit must be of an age appropriate to the products being sold.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit requires workplace assessment of occupational competence.

	<p>Simulation is not allowed for any performance evidence within this unit.</p> <p><b>ACs 3.1, 3.3:</b> 'Politely' means demonstrating respect and consideration for other people through the use of appropriate body language, verbal language, tone of voice (or the sign language equivalent) and facial expressions.</p> <p><b>ACs 3.1, 3.3:</b> If the organisation does not have a written policy, learners need to ask their manager for broad guidelines and follow these where the unit refers to a policy.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>L/503/5708 Provide National Lottery products to customers</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>4</b>
<b>GLH:</b>	<b>25</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand how the National Lottery operates	1.1 Explain the role of the operator in promoting the National Lottery 1.2 Explain the role of the National Lottery Commission in monitoring how the National Lottery works 1.3 Explain the potential risks of vulnerable players buying National Lottery products 1.4 Describe relevant legal requirements relating to the National Lottery
2. Be able to use the service terminal	2.1 Describe the purpose of the service terminal 2.2 Use the service terminal in line with the National Lottery operator's policies and procedures 2.3 Identify the designated person to ask for help when the service terminal is not working properly
3. Be able to communicate with customers concerning National Lottery products	3.1 Explain to customers, when necessary: <ul style="list-style-type: none"> <li>the rules of National Lottery products</li> <li>how to play National Lottery games</li> </ul> 3.2 Explain to customers, when necessary, the differences between National Lottery products in terms of: <ul style="list-style-type: none"> <li>price</li> <li>method of play</li> <li>odds of winning</li> </ul> 3.3 Explain to underage and vulnerable players why you cannot sell National Lottery products to them

4. Be able to process National Lottery prize pay-outs	4.1 Process prize pay-outs in line with the National Lottery operator's requirements
<b>Additional information about this unit</b>  N/A	
<b>Unit aim (s)</b>	This unit assesses the occupational competence of individuals who sell National Lottery products.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>R/503/5709 Advise customers on the fixing and care of tiles</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>6</b>
<b>GLH:</b>	<b>35</b>
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Be able to establish customer requirements for fixing tiles	<p>1.1 Ask customers questions to establish:</p> <ul style="list-style-type: none"> <li>the nature of the surfaces to be tiled</li> <li>how the tiled surfaces are to be used</li> <li>whether there are any existing or planned fixtures, fittings, pipework or cabling</li> <li>whether there is, or will be, under floor heating, where a floor is to be tiled</li> </ul> <p>1.2 Reach an agreement with customers concerning:</p> <ul style="list-style-type: none"> <li>whether tiling is a practical solution for the surface and intended use</li> <li>how the tiled surfaces are to be finished off</li> <li>how best to accommodate any existing or planned fixtures, fittings, pipework or cabling</li> <li>the need for a tanking system, where applicable</li> </ul>
2. Be able to explain to customers how to fix tiles	<p>2.1 Explain to customers how to fix tiles, including:</p> <ul style="list-style-type: none"> <li>how to prepare the surface to be tiled</li> <li>how to fix and use battens, where applicable</li> <li>how to waterproof walls before tiling, where applicable</li> <li>how to site movement joints, where applicable</li> <li>what types of adhesive and grout are needed and how to apply these, including the curing and drying times involved</li> </ul>

	<ul style="list-style-type: none"> <li>• how and in what order to apply products</li> <li>• what tools to use for cutting and drilling tiles, and how to use these safely and effectively</li> <li>• which tiles cannot be cut or drilled and why, where applicable</li> <li>• the methods and materials for fitting, fixing and sealing electrical under floor heating systems, where applicable</li> <li>• safe working and best practice techniques, including the importance of following manufacturers' instructions</li> </ul>
3. Be able to recommend additional products to customers	<p>3.1 Explain to customers how to take care of the tiled surfaces they intend to fix</p> <p>3.2 Recommend suitable cleaning and maintenance products to customers</p>
<b>Additional information about this unit</b> N/A	
<b>Unit aim (s)</b>	This unit assesses the occupational competence of individuals who sell tiles and tiling products in a retail environment, and who are responsible for explaining to customers how to fix tiles.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A



<b>Title:</b>	<b>L/503/5711 Cash up in a retail environment</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH:</b>	<b>9</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Be able to cash up accurately in a retail environment	1.1 Cash up in line with: <ul style="list-style-type: none"> <li>the organisation's schedule for cashing up</li> <li>organisational procedures for cashing up</li> </ul> 1.2 Follow organisational procedures for maintaining security when cashing up, including the security of: <ul style="list-style-type: none"> <li>self</li> <li>cash</li> <li>cash equivalents</li> </ul> 1.3 Use cashing up equipment to reconcile takings in line with organisational and/or manufacturer's instructions
	1.4 Explain how to recognise till overages and shortages 1.5 Deal with till overages and shortages: <ul style="list-style-type: none"> <li>in line with organisational procedures</li> <li>within the limits of own authority</li> </ul> 1.6 Report till overages and shortages to the designated person when these are not within own authority to resolve
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	This unit assesses the occupational competence of individuals who are responsible for cashing up in a retail environment.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit requires workplace assessment of occupational competence.

	<p>Simulation is not allowed for any performance evidence within this unit.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>R/503/5712 Promote a retail store's credit card to customers in a retail environment</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>12</b>
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand the importance of promoting a retail store's credit card to both potential and existing holders of the card	1.1 Explain how the store can benefit from having customers who hold the store's credit card 1.2 Explain how the store can benefit from enhancing the retail experience of existing holders of the store's credit card
2. Be able to promote a retail store's credit card to customers in a retail environment	2.1 Ask potentially eligible customers if they have a credit card with the store 2.2 Promote the benefits of the retail store's credit card to: <ul style="list-style-type: none"> <li>• potential new customers</li> <li>• existing card holders</li> </ul> 2.3 Comply with legal requirements to disclose to customers who express an interest in having the retail store's credit card: <ul style="list-style-type: none"> <li>• the costs involved</li> <li>• the repayment terms</li> <li>• the customer's right to cancel the card</li> </ul> 2.4 Address concerns customers may have about the retail store's credit card, ensuring that: <ul style="list-style-type: none"> <li>• any information provided is legally compliant</li> <li>• benefits of the retail store's credit card are reinforced</li> </ul>
<b>Additional information about this unit</b>  N/A	

<b>Unit aim (s)</b>	<p>This unit assesses the occupational competence of individuals who are responsible for promoting a retail store's credit card to customers.</p> <p>For the purposes of this unit, a credit card is not simply a loyalty card that offers rewards such as points or discounts, although the credit card might serve as a loyalty card as well. The defining feature of a credit card is that the customer incurs a financial debt when using it to pay for purchases. This debt must eventually be paid, and can cost the customer extra money in the form of interest if payment is not made in full on the due date. If the store's card cannot be used in this way then this unit is not suitable for the learner.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>Y/503/5713 Provide service to customers in a dressing room in a retail environment</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>16</b>
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Be able to use the dressing room facilities in a retail environment to create sales opportunities	1.1 Explain how to recognise customers on the sales floor who may be interested in trying on clothes 1.2 Welcome customers politely when they approach the dressing room 1.3 Tell customers how to get further help before leaving them to try on clothes 1.4 Monitor the dressing room to ensure that customers are not kept waiting unduly to try on clothes 1.5 Suggest to dressing room customers any matching items, accessories or promotional offers that may be of interest to them
2. Be able to take measures to minimise stock loss while serving customers in a dressing room in a retail environment	2.1 Perform checks to ensure that the number of items of stock each customer takes into the dressing room does not exceed the organisation's allowance 2.2 Control the number of items of stock taken into the dressing room in ways that attempt to maintain goodwill 2.3 Perform checks to ensure that customers bring out of the dressing room all the items that were taken in 2.4 Follow organisational procedures for reporting suspected or actual loss of stock from the dressing room

3. Be able to keep dressing room facilities in a retail environment ready for customer use	<p>3.1 Perform checks before opening the dressing room for use to ensure that it:</p> <ul style="list-style-type: none"> <li>• meets organisational requirements</li> <li>• is free from obstructions</li> </ul> <p>3.2 Maintain the dressing room in a state that meets organisational requirements when the dressing room is open for use</p>
4. Be able to process unsold merchandise in a dressing room in a retail environment	<p>4.1 Place merchandise in the designated area in the dressing room when it cannot be immediately returned to the shop floor</p> <p>4.2 Make adjustments where necessary to ensure merchandise is in the required condition for display before it is returned to the shop floor</p> <p>4.3 Dispose of merchandise that is no longer of saleable quality in line with organisational procedures</p>
<b>Additional information about this unit</b>  N/A	
<b>Unit aim (s)</b>	This unit assesses the occupational competence of individuals who provide a service to customers using a dressing room in a retail environment.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p><b>AC 1.2:</b> 'Politely' means demonstrating respect and consideration for other people through the use of appropriate body language, verbal language, tone of voice (or the sign language equivalent) and facial expressions.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>D/503/5714 Promote food or drink products by offering samples to customers</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH:</b>	<b>13</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the business reasons for offering samples of food or drink to customers	1.1 Explain how giving customers the opportunity to sample products can help to increase sales 1.2 Explain how to recognise opportunities to: <ul style="list-style-type: none"> <li>display samples</li> <li>encourage individual customers to sample products</li> </ul> 1.3 Explain the criteria to be applied when selecting products for sampling, including product type and sell-by date
2. Be able to set up attractive and hygienic displays of food or drink samples	2.1 Describe the required temperatures for safely storing and serving samples of food or drink 2.2 Prepare samples of food or drink in line with: <ul style="list-style-type: none"> <li>food safety requirements</li> <li>organisational procedures for preparing and displaying samples</li> </ul>
3. Be able to interact with customers at a display of food or drink samples	3.1 Provide customers with information about any potentially allergenic ingredients in the food or drink samples being offered 3.2 Use words and body language in ways that attempt to encourage customers to sample and purchase food or drink products being offered 3.3 Describe to customers where in the store the sampled products can be purchased

<p>4. Be able to dispose of food or drink samples in line with organisational procedures</p>	<p>4.1 Monitor the freshness of food or drink samples on display</p> <p>4.2 Remove samples from the display when they no longer meet organisational requirements for freshness</p> <p>4.3 Dispose of waste products in line with:</p> <ul style="list-style-type: none"> <li>• organisational procedures</li> <li>• organisational recycling requirements</li> <li>• food safety requirements</li> </ul> <p>4.4 Record food disposals in line with legal and organisational requirements</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit assesses the occupational competence of individuals who are responsible for promoting food or drink products by offering samples to customers.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>N/A</p>



<b>Title:</b>	<b>H/503/5715 Deliver goods from a retail environment to the customer's delivery address</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>17</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the role of the delivery person in promoting a positive impression of the retail organisation	1.1 Explain the importance of delivering products at the times agreed with customers whenever possible 1.2 Explain the importance of keeping customers informed when the agreed delivery time cannot be achieved 1.3 Explain the importance of giving customers, and others, a positive impression of the organisation when making deliveries
2. Be able to prepare to deliver goods from a retail environment to customers' delivery addresses	2.1 Explain the benefits to the business and to the environment of planning an efficient delivery schedule 2.2 Schedule deliveries in line with organisational procedures 2.3 Perform checks to ensure that everything needed for the delivery schedule is available 2.4 Perform checks to find out if there is enough fuel in the vehicle for the planned delivery schedule 2.5 Obtain fuel for the delivery vehicle in line with organisational procedures
3. Be able to convey goods from a retail environment to customers' delivery addresses	3.1 Drive from a retail environment to customers' delivery addresses: <ul style="list-style-type: none"> <li>• without injury to self and others</li> <li>• without damage to the goods and property</li> <li>• arriving at the times agreed with customers</li> </ul>

	<p>3.2 Contact customers to make alternative arrangements when deliveries cannot be made at the times agreed with customers</p> <p>3.3 Unload goods at customers' delivery addresses:</p> <ul style="list-style-type: none"> <li>• in line with organisational procedures</li> <li>• without injury to self and others</li> <li>• without damage to the goods and property</li> </ul>
4. Be able to complete deliveries of goods at customers' delivery addresses	<p>4.1 Deliver goods to customers in a polite manner</p> <p>4.2 Leave deliveries only with individuals who can legally receive them</p> <p>4.3 Follow organisational procedures for dealing with goods that cannot be delivered</p> <p>4.4 Update records of delivery and non-delivery in line with organisational procedures</p>
<b>Additional information about this unit</b>  N/A	
<b>Unit aim (s)</b>	This unit assesses the occupational competence of individuals who deliver goods from a retail environment to customers' delivery addresses.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>For the purposes of this unit, the 'customer' can be the person who placed the order, or someone receiving it on their behalf.</p> <p><b>AC 4.1:</b> 'Polite' means demonstrating respect and consideration for other people through the use of appropriate body language, verbal language, tone of voice (or the sign language equivalent) and facial expressions.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>

<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A
---------------------------------------------------------------------------------------------	-----

<b>Title:</b>	<b>M/503/5717 Help customers to apply for a retail store's credit card and associated insurance products</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>4</b>
<b>GLH:</b>	<b>22</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the legal requirements relating to informing customers about insurance products associated with a retail store's credit card	1.1 Explain the difference between informing and advising customers about insurance products 1.2 Explain why it is not within own limits of authority to provide advice to customers about insurance products 1.3 Explain the legal requirements for offering customers the opportunity to read the insurance policy summary
2. Understand the importance of helping customers to understand the implications of applying for a retail store's credit card and associated insurance products	2.1 Explain how customers can benefit from reading the policy summary for an insurance product associated with the retail store's credit card 2.2 Explain why customers may take credit card and insurance application forms away to study in detail 2.3 Explain why blank application forms must be voided before being given to the customer to take away
3. Understand the legal requirements relating to helping customers to apply for the store's credit card and associated insurance products	3.1 Explain the legal requirements for giving customers information about the process of applying for the store's credit card and associated insurance products 3.2 Explain why customers must provide proof of identity when applying for the store's credit card and associated insurance products 3.3 Explain why customers' personal data must be kept secure during the process of applying for the store's credit card and associated insurance products

	3.4 Explain the importance of not speculating with customers on possible reasons why their applications for the store's credit card have been declined
4. Be able to offer customers insurance products associated with the store's credit card	<p>4.1 Tell customers about the features of the insurance being applied for in ways that:</p> <ul style="list-style-type: none"> <li>• use legally compliant wording</li> <li>• are factually correct</li> <li>• are unbiased</li> </ul> <p>4.2 Tell customers:</p> <ul style="list-style-type: none"> <li>• whether the insurance is optional</li> <li>• the cost of the insurance</li> <li>• the type and extent of the cover available</li> <li>• any significant and unusual exclusions</li> <li>• their right to cancel the insurance</li> </ul> <p>4.3 Tell customers about the benefits of reading the insurance policy summary</p> <p>4.4 Allow sufficient time for customers to read the insurance policy summary should they wish to do so</p> <p>4.5 Perform checks to ensure that customers are eligible for the insurance they wish to apply for</p> <p>4.6 Inform customers who ask for advice about an insurance product:</p> <ul style="list-style-type: none"> <li>• that it is not within own authority to provide such advice</li> <li>• who the customer can contact for such advice</li> </ul> <p>4.7 Ask customers questions to ensure that they understand information about the insurance product they have applied for</p>
5. Be able to help customers to apply for a retail store's credit card and associated insurance products	<p>5.1 Comply with relevant legal requirements when giving customers information about the process of applying for the retail store's credit card and associated insurance products</p> <p>5.2 Provide customers with voided blank application forms on request to take away to consider, ensuring that customers are told that they are welcome to do this</p> <p>5.3 Perform checks to ensure that the customer's identity has been proved</p>

	<p>5.4 Follow organisational requirements to keep customer's personal data secure throughout the application process</p> <p>5.5 Process applications in line with the procedures agreed between the store and the insurer</p> <p>5.6 Tell customers whose applications have been accepted:</p> <ul style="list-style-type: none"> <li>• their credit limit</li> <li>• the Annual Percentage Rate (APR) that applies</li> </ul> <p>5.7 Follow organisational procedures to enable customer accounts to be set up</p> <p>5.8 Tell customers whose applications have not been accepted:</p> <ul style="list-style-type: none"> <li>• in line with organisational procedures</li> <li>• without speculating with the customer on the reasons for the refusal</li> </ul> <p>5.9 Follow organisational procedures when technical problems arise with the application system or equipment</p>
<b>Additional information about this unit</b>  N/A	
<b>Unit aim (s)</b>	<p>This unit assesses the occupational competence of individuals who work in a retail store and who are responsible for helping customers to apply for the store's credit card and associated insurance products.</p> <p>For the purposes of this unit, a credit card is not simply a loyalty card that offers rewards such as points or discounts, although the credit card might serve as a loyalty card as well. The defining feature of a credit card is that the customer incurs a financial debt when using it to pay for purchases. This debt must eventually be paid, and can cost the customer extra money in the form of interest if payment is not made in full on the due date. If the store's card cannot be used in this way then this unit is not suitable for the learner.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p>

	<p>If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>T/503/5718 Help customers to choose delicatessen products in a retail environment</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>15</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Be able to find out what customers are looking for at the delicatessen counter	1.1 Communicate with customers at the delicatessen counter in ways that: <ul style="list-style-type: none"> <li>• attempt to establish a rapport with them</li> <li>• find out what they are looking for</li> </ul>
2. Be able to suggest delicatessen products that meet customer needs	2.1 Match delicatessen products as closely as possible to customers' stated requirements, from the products available 2.2 Suggest, politely, possible alternative portion sizes or products when customer requests for delicatessen products are impractical 2.3 Provide customers with information about delicatessen products that is factually correct 2.4 Explain the differences between delicatessen products in ways that attempt to help customers to choose the products that best meet their requirements 2.5 Recommend associated or additional products to the customer at the delicatessen counter
<b>Additional information about this unit</b>	
N/A	



<b>Unit aim (s)</b>	This unit assesses the occupational competence of individuals who work on a delicatessen counter and who are responsible for helping customers to choose products from the counter.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.</p> <p><b>AC 2.2:</b> 'Politely' means demonstrating respect and consideration for other people through the use of appropriate body language, verbal language, tone of voice (or the sign language equivalent) and facial expressions.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>A/503/5719 Portion delicatessen products to meet customer requirements in a retail environment</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH:</b>	<b>9</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Be able to cut and weigh delicatessen products to meet customer requirements	1.1 Explain the importance of using tools and utensils suited to the delicatessen products 1.2 Cut delicatessen products in ways that: <ul style="list-style-type: none"> <li>• produce the required portion size and shape</li> <li>• attempt to maintain the attractiveness of the remaining product where possible</li> <li>• minimise waste</li> <li>• comply with relevant health and safety requirements</li> <li>• comply with relevant food safety requirements</li> </ul> 1.3 Weigh delicatessen products accurately, taking into account the weight of any additional items on the scales such as containers
2. Be able to wrap or package portioned delicatessen products for customers	2.1 Ask customers if they are satisfied with portioned products before wrapping or packaging them 2.2 Wrap or package portioned products using materials or containers suited to the product
3. Be able to maintain the display of a delicatessen counter	3.1 Restore products from which portions have been taken to a presentable condition 3.2 Remove from display products from which portions have been taken when the product is no longer saleable 3.3 Replenish the delicatessen display with replacement products, when these are both required and available

	<p>3.4 Dispose of any unsaleable products in line with relevant:</p> <ul style="list-style-type: none"> <li>• health and safety requirements</li> <li>• food safety requirements</li> </ul>
<b>Additional information about this unit</b>  N/A	
<b>Unit aim (s)</b>	<p>This unit assesses the occupational competence of individuals who work on a delicatessen counter and who are responsible for portioning products to meet customer requirements.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>T/503/5721 Demonstrate make-up and skincare products to customers at a beauty counter in a retail environment</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>4</b>
<b>GLH:</b>	<b>15</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the commercial value of demonstrating make-up and skincare products	1.1 Explain the purpose and value of demonstrations in promoting and selling make-up and skincare products
2. Understand the elements of a demonstration of make-up and skincare products	2.1 Explain how own personal hygiene and grooming contribute to making the demonstration a pleasant experience for customers 2.2 Explain the importance of gaining the customer's permission for a demonstration 2.3 Explain the difference between 'features' and 'benefits' of products 2.4 Explain the importance of communicating features and benefits to the customer when demonstrating and applying make-up and skincare products 2.5 Explain the importance of organising demonstrations of make-up and skincare products into a series of logical steps 2.6 Explain the importance of clearing away products and equipment after demonstrating make-up and skincare products

<p>3. Be able to prepare to demonstrate make-up and skincare products to customers at a beauty counter in a retail environment</p>	<p>3.1 Ask customers' permission to carry out a demonstration</p> <p>3.2 Ask customers if they have enough time for a demonstration</p> <p>3.3 Tell customers which products are going to be applied and why</p> <p>3.4 Ask customers if they are allergic to any products or ingredients</p> <p>3.5 Perform checks to ensure that all the necessary products, tools and materials are to hand</p> <p>3.6 Perform checks to ensure that any products, tools or materials being used to not include anything to which the customer is allergic</p> <p>3.7 Protect customers' hair and clothing from coming into contact with the products that will be demonstrated</p>
<p>4. Be able to apply make-up or skincare products to customers as part of a demonstration</p>	<p>4.1 Apply make-up or skincare products to customers:</p> <ul style="list-style-type: none"> <li>• in a logical sequence</li> <li>• using tools and materials that are suited to the task</li> <li>• following organisational procedures for hygienic application</li> <li>• within the time agreed with the customer</li> </ul> <p>4.2 Describe to customers the make-up or skincare products being demonstrated, focusing on the product features and benefits</p>
<p>5. Be able to conclude a demonstration of make-up or skincare products</p>	<p>5.1 Ask customers questions to determine whether they are satisfied with the results of the make-up or skincare demonstration by:</p> <ul style="list-style-type: none"> <li>• providing opportunities for customers to look in a mirror at the end of the demonstration, taking into consideration the lighting and angle of the mirror</li> <li>• asking customers whether they want any adjustments to be made to the products that have been applied</li> </ul>

	5.2 Clear away equipment and products at the end of the make-up or skincare demonstration in line with organisational procedures without keeping customers waiting unduly
<b>Additional information about this unit</b> N/A	
<b>Unit aim (s)</b>	This unit assesses the occupational competence of individuals who work on the beauty counter in a retail environment and who apply make-up or skincare products to customers for the purpose of demonstrating, promoting and selling them.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.</p> <p>The evidence should take into account the training provided by the cosmetic house that the candidate is working for where this occurs.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>A/503/5722 Operate a customer record card system on a beauty counter in a retail environment</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH:</b>	<b>8</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand how to maintain the customer record card system in a retail environment	1.1 Explain how using a customer record card system can help to meet own sales targets 1.2 Explain the benefits to the customer of the record card system 1.3 Explain the importance of updating the record card system regularly 1.4 Explain how to find time in own working day to update the record card system 1.5 Explain the relevant aspects of current data protection legislation when maintaining a customer record card system 1.6 Explain the implications of complying with data protection legislation when maintaining a customer record card system 1.7 Explain the importance of asking customers about any allergies to products and ingredients so that these can be noted on the record card
2. Be able to set up record cards for customers at a beauty counter in a retail environment	2.1 Ask customers whether a record card may be set up for them at the beauty counter 2.2 Describe to customers the benefits of being on file at the beauty counter 2.3 Offer customers the opportunity to make an appointment for a return visit to the beauty counter, when setting up a record card

	<p>2.4 Complete record cards with customer details, ensuring that the information:</p> <ul style="list-style-type: none"> <li>• is completed in line with organisational procedures</li> <li>• is an accurate record of the information provided by the customer</li> <li>• includes details of any allergies to beauty products or ingredients, where the customer is willing and able to give this information</li> <li>• includes a note of any products in the current range that are unsuitable for the customer, as far as can be determined from the information provided by the customer</li> <li>• is stored and used in compliance with legal regulations relating to customer data</li> </ul>
<p>3. Be able to use the record card system to recognise opportunities for increasing sales at a beauty counter in a retail environment</p>	<p>3.1 Update the information in the record card system regularly enough to maintain the system's usefulness as a sales tool</p> <p>3.2 Identify the counter's highest spending customers, from the record card system, to receive priority information about special offers and promotions</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit assesses the occupational competence of individuals who work on a beauty counter in a retail environment and are responsible for maintaining and using a customer record card system to identify opportunities for increasing sales.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.</p>



	Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website ( <a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a> )
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>Y/503/5727 Protect own and others' health and safety when working in a retail environment</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>5</b>
<b>GLH:</b>	<b>28</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand how to promote health and safety in own workplace	1.1 Explain how setting a good example to others can contribute to health and safety in the workplace 1.2 Explain how communicating and behaving in a calm way can help to promote safety during emergency situations
2. Understand own role in protecting own and others' health and safety	2.1 Explain how reporting accidents and emergencies promptly can help promote health and safety 2.2 Explain the importance of not exceeding the limits of own responsibility and authority when dealing with health and safety risks 2.3 Explain the importance of using equipment and materials in line with the manufacturer's instructions
3. Be able to deal with accidents and emergencies in a retail environment	3.1 Respond to accidents and emergencies: <ul style="list-style-type: none"> <li>• in line with organisational procedures</li> <li>• in line with legal requirements</li> <li>• in a calm manner</li> </ul> 3.2 Seek immediate help from an appropriate source in the event of accidents and emergencies 3.3 Follow organisational procedures for evacuation when an alarm is raised
4. Be able to protect own and others' health and safety during day-to-day work activities	4.1 Follow organisational health and safety requirements when carrying out own work duties 4.2 Deal with health and safety risks within the limits of own authority

	<p>4.3 Report immediately to the designated person any health and safety risks that are beyond the limits of own authority to deal with</p> <p>4.4 Use equipment and materials needed for own work in line with the organisation's and/or manufacturer's instructions</p>
<b>Additional information about this unit</b>  N/A	
<b>Unit aim (s)</b>	This unit assesses occupational competence in relation to taking responsibility for own and colleagues' health and safety, within set limits, when working in a retail environment.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>It is expected that simulation will be used to gather evidence for the demonstration of procedures for accidents and emergencies. Evidence of competence in following evacuation procedures will take account of specific training in these procedures.</p> <p>This unit can be assessed independently of other units. However, it may be possible to generate some of the evidence for this unit holistically when gathering evidence for other units in the same qualification.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>D/503/5728 Reduce security risks in a retail environment</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>5</b>
<b>GLH:</b>	<b>25</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know about security risks that can arise in a retail environment	1.1 Identify potential security risks that can arise in a retail environment
2. Be able to reduce security risks in a retail environment	2.1 Describe own level of responsibility for dealing with security risks, including the relevant legal rights and duties 2.2 Take action to reduce security risks within the limits of: <ul style="list-style-type: none"> <li>• relevant legislation</li> <li>• organisational policy</li> <li>• own level of authority</li> </ul> 2.3 Report security risks that are beyond own level of authority to the designated person 2.4 Use organisational procedures for protecting own personal safety when security risks arise 2.5 Ensure that own work area is secure before leaving it
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	This unit assesses the occupational competence of individuals who work in a retail environment and who are not security specialists, but who are required to contribute to reducing security risks as far as practicable during their day-to-day work.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit requires workplace assessment of occupational competence.  It is expected that simulation will be used to gather evidence for taking action to reduce and report security risks and to protect own personal safety when security risks arise.

	<p>Workplace evidence for the remainder of the unit can be generated either in isolation from other units or holistically with evidence for other units.</p> <p><b>AC 2.2:</b> If the organisation does not have a written policy, learners need to ask their manager for broad guidelines and follow these where the unit refers to a policy.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>N/A</p>

<b>Title:</b>	<b>A/503/5736 Prepare newspapers and magazines for return to merchandisers</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH:</b>	<b>10</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Be able to plan own work to prepare newspapers and magazines for return to merchandisers	1.1 Plan sufficient time to prepare returns of newspapers and magazines by the agreed collection time
2. Be able to gather together newspapers and magazines for return to merchandisers	2.1 Identify newspapers and magazines that need returning to merchandisers 2.2 Stack returns in line with organisational procedures
3. Be able to prepare batches of newspapers and magazines for return to merchandisers	3.1 Wrap returns in line with organisational procedures 3.2 Label returns in line with organisational procedures 3.3 Place returns: <ul style="list-style-type: none"> <li>• in the designated location ready for collection</li> <li>• in line with organisational safety procedures for lifting and moving</li> </ul>
4. Be able to complete the administration associated with magazine and newspaper returns	4.1 Complete returns records accurately and in line with organisational procedures 4.2 File returns in accordance with the filing system provided by the organisation 4.3 Follow organisational procedures for dealing with missed and uncollected returns
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	<p>This unit assesses the occupational competence of individuals who are responsible for preparing unsold newspapers and magazines for return to merchandisers.</p> <p>For the purposes of this unit, 'merchandiser' may be an external supplier or the organisation's own distribution service.</p>

<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>N/A</p>

<b>Title:</b>	<b>J/503/5738 Check the accuracy of records of hours worked by staff in a retail environment</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>4</b>
<b>GLH:</b>	<b>17</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the importance of maintaining accurate records of the hours worked by staff in a retail environment	1.1 Explain the importance of keeping accurate records of the number of hours worked by staff in a retail environment 1.2 Explain types of discrepancies that can arise in the records of hours worked by staff 1.3 Explain possible consequences of not identifying discrepancies in the records of hours worked by staff 1.4 Explain the importance of identifying and reporting recurring inaccuracies in information about the number of hours worked by staff
2. Understand the level of service that needs to be provided to colleagues in relation to records of the number of hours they have worked	2.1 Explain what it means to treat colleagues as 'internal customers' 2.2 Explain the importance of treating colleagues as internal customers 2.3 Explain what is meant by 'personal data' in relation to records of the number of hours worked by staff 2.4 Explain the importance of keeping personal data confidential in relation to records of the number of hours worked by staff
3. Be able to check the accuracy of records of hours worked by staff in a retail environment	3.1 Perform checks to ensure that all the information needed to confirm the number of hours worked by staff has been provided 3.2 Identify actual and/or potential discrepancies in information about the number of hours worked by staff



	<p>3.3 Follow organisational procedures to query actual and/or potential discrepancies in information about the number of hours worked by staff</p> <p>3.4 Follow organisational procedures to report recurring inaccuracies in information about the number of hours worked by staff</p> <p>3.5 Calculate accurately the total hours worked by staff</p> <p>3.6 Use data processing equipment and materials in line with organisational procedures</p>
4. Be able to provide information about the number of hours worked by staff in a retail environment	<p>4.1 Produce information and reports on the number of hours worked by staff in line with organisational procedures</p> <p>4.2 Provide information and advice in response to queries from colleagues about their own recorded hours of work, doing so:</p> <ul style="list-style-type: none"> <li>• accurately</li> <li>• politely</li> </ul> <p>4.3 Refer queries from colleagues to the designated person, where these are not within own authority to resolve</p> <p>4.4 Disclose personal data about colleagues only to those who have a right to see it</p>
<b>Additional information about this unit</b>  N/A	
<b>Unit aim (s)</b>	This unit assesses the occupational competence of individuals who process information concerning the number of hours worked by staff in a retail environment. This unit is not aimed at payroll specialists.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p><b>AC 4.2:</b> 'Politely' means demonstrating respect and consideration for other people through the use of appropriate body language, verbal language, tone of voice (or the sign language equivalent) and facial expressions.</p>

	Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website ( <a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a> )
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>D/601/4551 Select, weigh and measure bakery ingredients</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>16</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Check quantities of ingredients	1.1 Identify the specified ingredients 1.2 Check quantities against instructions and specifications 1.3 Calculate quantities of ingredients required for production
2. Select ingredients	2.1 Select ingredients to meet production needs 2.2 Check condition, quantity and quality of ingredients 2.3 Isolate sub-standard ingredients 2.4 Report sub-standard ingredients to the relevant people 2.5 Take action to source and identify alternatives, if ingredients are not available 2.6 Store ingredients according to specified procedures ready for further processing
3. Weigh and measure ingredients	3.1 Check ingredients against instructions and specifications 3.2 Check accuracy of bakery weighing and measuring equipment 3.3 Weigh and measure ingredients, avoiding contamination 3.4 Store weighed and measured ingredients in the specified conditions, ready for further processing 3.5 Label storage containers or mixing bowls, ready for further processing 3.6 Operate within the limits of own authority and capabilities
<b>Additional information about this unit</b>	
N/A	

<b>Unit aim (s)</b>	This unit comes from the food and drink manufacturing sector. It is included as an option within the Retail Skills qualifications for learners who work in supermarket in-store bakeries.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p><b>The following assessment guidance is provided by the unit owner:</b></p> <p>This unit is designed to assess the skills of learners in the workplace, selecting, weighing and measuring bakery ingredients. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency qualifications in Food and Drink sets out the overarching assessment requirements.</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>T/601/4555 Hand-divide, mould and shape fermented dough</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>4</b>
<b>GLH:</b>	<b>21</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Hand-divide fermented dough to specifications and instructions	1.1 Check the dough meets the specification and instructions 1.2 Take action on discovering any discrepancy between dough and the specification 1.3 Check the condition of dividing tools and the accuracy of equipment 1.4 Hand-divide dough 1.5 Minimise waste and deal with scrap material 1.6 Position divided dough portions for further processing
2. Hand-mould and shape fermented dough	2.1 Check the portioned dough meets instructions and the specification 2.2 Take action on discovering any discrepancy between portioned dough and the specification 2.3 Prepare and maintain table surface for moulding and shaping 2.4 Hand-mould and shape portioned dough 2.5 Wash and dress shaped dough surfaces according to specification 2.6 Minimise waste and deal with scrap material 2.7 Place dough in the specified condition and location for further processing 2.8 Operate within the limits of own authority and capabilities
<b>Additional information about this unit</b>	
N/A	

<b>Unit aim (s)</b>	This unit comes from the food and drink manufacturing sector. It is included as an option within the Retail Skills qualifications for learners who work in supermarket in-store bakeries.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p><b>The following assessment guidance is provided by the unit owner:</b></p> <p>This unit is designed to assess the skills of learners in the workplace, hand-dividing, moulding and shaping fermented dough. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.</p> <p>The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>R/502/0854 Maintain moisture levels for crops or plants</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH:</b>	<b>15</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know why it is important to maintain moisture for crops and plants	1.1 Describe how moisture requirements vary according to the crop or plants and stage of development 1.2 Describe the methods and systems for maintaining moisture levels 1.3 Describe the impact of prevailing weather conditions on the crop or plants water requirements 1.4 Identify the types of records required and the importance of accurate record keeping
2. Know the types of equipment required and how to maintain them	2.1 Describe the equipment which will be necessary for maintaining moisture levels to crops or plants 2.2 Describe methods of maintaining the equipment ready for use
3. Know the current health and safety legislation and environmental good practice	3.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work 3.2 Describe how environmental damage can be minimised
4. Be able to select, use and maintain equipment	4.1 Select appropriate equipment for this area of work 4.2 Use equipment according to manufacturer's instructions and legal requirements 4.3 Prepare, maintain and store equipment in a safe and effective working condition

5. Be able to maintain moisture levels for crops and plants	5.1 Identify correctly the condition of the crop or plant 5.2 Maintain moisture levels in accordance with the crop or plant requirements 5.3 Provide clear and accurate information for recording purposes
6. Be able to work safely and minimise environmental damage	6.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 6.2 Carry out work in a manner which minimises environmental damage
<b>Additional information about this unit</b> N/A	
<b>Unit aim (s)</b>	This unit comes from the land based and environmental sector. It is included as an option within the Retail Skills qualifications for learners who work in garden centres.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A



<b>Title:</b>	<b>L/502/0853 Provide nutrients to crops or plants</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH:</b>	<b>15</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know how nutrient requirements vary and their method of application	1.1 Describe how nutrient requirements vary according to the crop or plant grown and stage of development 1.2 Describe the range of conditions in which nutrient stress can occur 1.3 Describe the nutrients which are commonly used in the cultivation of crops or plants 1.4 Describe methods of providing nutrients to crops or plants 1.5 Describe the types of records required and the importance of accurate record keeping
2. Know the types of equipment required and how to maintain them	2.1 Describe the equipment and methods of maintaining used to provide nutrients to crops or plants
3. Know the current health and safety legislation and environmental good practice	3.1 Outline the current health and safety legislation, codes of practice and any additional requirements which apply to this area of work 3.2 Describe how environmental damage can be minimised
4. Be able to provide nutrients to plants or crops	4.1 Identify the condition of plants or crops in relation to nutrient requirements 4.2 Apply nutrients correctly to maintain crop or plant growth and development as required 4.3 Provide clear and accurate information for recording purposes

5. Be able to work safely and minimise environmental damage	<p>5.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements</p> <p>5.2 Carry out work in a manner which minimises environmental damage</p>
6. Be able to select use and maintain equipment	<p>6.1 Select and use appropriate equipment according to manufacturer's instructions and legal requirements</p> <p>6.2 Prepare, maintain and store equipment in a safe and effective working condition</p>
<b>Additional information about this unit</b>  N/A	
<b>Unit aim (s)</b>	This unit comes from the land based and environmental sector. It is included as an option within the Retail Skills qualifications for learners who work in garden centres.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>Y/502/1214 Remove unwanted plant growth to maintain development</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>5</b>
<b>GLH:</b>	<b>38</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know the different types of unwanted plant growth	1.1 Identify different types of plant material and explain why it must be removed covering: <ul style="list-style-type: none"> <li>• damaged plants</li> <li>• diseased material</li> <li>• weeds</li> <li>• plant debris</li> <li>• non typical</li> <li>• dead</li> <li>• excessive growth</li> <li>• badly positioned</li> </ul>
2. Know how to maintain plant development	2.1 Describe how all the following methods can be used to maintain/control plant development: <ul style="list-style-type: none"> <li>• trimming</li> <li>• supporting</li> <li>• thinning</li> <li>• spacing</li> <li>• irrigation</li> <li>• growth regulators</li> <li>• lighting and shading</li> <li>• protection</li> <li>• pruning</li> </ul>
3. Know the types of equipment required and how to maintain them	3.1 Describe the equipment which will be necessary for maintaining plant development 3.2 Describe methods of maintaining the equipment ready for use

4. Know the current health and safety legislation and environmental good practice	4.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work 4.2 Describe how environmental damage can be minimised 4.3 Describe the correct methods for disposing of organic and inorganic waste 4.4 Describe why it is important to maintain hygiene and how this is achieved
5. Be able to select, use and maintain equipment	5.1 Select appropriate equipment for this area of work 5.2 Use equipment according to manufacturer's instructions and legal requirements 5.3 Prepare, maintain and store equipment in a safe and effective working condition
6. Be able to identify unwanted plant growth	6.1 Recognise unwanted plant material as appropriate
7. Be able to remove unwanted plant growth	7.1 Remove unwanted plant material using appropriate techniques according to the species, time of year, stage of development 7.2 Maintain the growing environment in a hygienic condition
8. Be able to work safely and minimise environmental damage	8.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 8.2 Carry out work in a manner which minimises environmental damage 8.3 Dispose of waste safely and correctly
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	This unit comes from the land based and environmental sector. It is included as an option within the Retail Skills qualifications for learners who work in garden centres.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>K/502/1511 Identify and report the presence of pests, diseases and disorders</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>23</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Identify and report the presence of pests, diseases and disorders	1.1 Monitor the crop(s) in accordance with production requirements 1.2 Correctly identify the presence of pests, diseases and disorders 1.3 Correctly identify the presence of any biological controls in use and beneficial insects 1.4 Establish the extent of the pest population, disease and any disorders 1.5 Promptly report the presence to the appropriate person
2. Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements 2.2 Carry out work in a manner which minimises environmental damage
3. Know how to identify and report the presence of pests, diseases and disorders	3.1 Describe reasons for monitoring the crop 3.2 Describe when to carry out crop monitoring 3.3 Describe common types of pests, diseases and disorders and the problems caused 3.4 Describe biological controls and beneficial insects that can be used
4. Know relevant health and safety legislation and environmental good practice	4.1 Outline the current health and safety legislation, codes of practice and any additional requirements 4.2 Describe how environmental damage can be minimised 4.3 Describe the correct methods for disposing of waste 4.4 Describe the health and safety risks in monitoring pests, diseases and disorders

<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	This unit comes from the land based and environmental sector. It is included as an option within the Retail Skills qualifications for learners who work in garden centres.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>J/502/0771 Merchandise plants and other relevant products</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>6</b>
<b>GLH:</b>	<b>45</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know how to merchandise plants and other products	1.1 Outline how to present plants and relevant products (e.g. growing media, containers, plant feed etc.) for best effect 1.2 Explain the importance of location and hot and cold spots 1.3 Describe the different ways plants are sold e.g. root wrap and containers 1.4 Outline the merchandising systems of display 1.5 Describe how other sales can be linked to plant purchases 1.6 Outline the principles of stock rotation 1.7 Outline the value of point of sale material and the range available
2. Be able to merchandise plants and other products	2.1 Display plants and relevant products (e.g. growing media, containers, plant feed etc.) effectively to maximise sales 2.2 Use point of sale materials and labels effectively 2.3 Promote linked sales
3. Know how to maintain the condition of plants for sale	3.1 Explain how to check and maintain the condition of plants and products covering the following types of plants: <ul style="list-style-type: none"> <li>• trees and shrubs</li> <li>• bedding plants</li> <li>• herbaceous perennials</li> <li>• bulbs</li> </ul> 3.2 Describe the appropriate method of reporting signs of pests, diseases or other disorders and who to
4. Be able to maintain plants ready for use	4.1 Maintain optimum conditions for the plants as far as possible within the available facilities

	<p>4.2 Provide any necessary supplies of food and water to maintain the condition of the plants and remove weeds and suckers</p> <p>4.3 Check the condition of plants and relevant products to maintain their saleable value</p> <p>4.4 Identify any plants or products that should be removed and take the appropriate action</p> <p>4.5 Report signs of pests, disease or other disorders to the appropriate person</p> <p>4.6 Care for incoming plants and implement an appropriate stock rotation plan</p> <p>4.7 Monitor the development of new plants against the stock rotation plan and take the appropriate action if there are any problems</p>
<b>Additional information about this unit</b>  N/A	
<b>Unit aim (s)</b>	This unit comes from the land based and environmental sector. It is included as an option within the Retail Skills qualifications for learners who work in garden centres.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A



<b>Title:</b>	<b>L/601/0933 Give customers a positive impression of yourself and your organisation</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>5</b>
<b>GLH:</b>	<b>33</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Establish rapport with customers	1.1 Meet their organisation's standards of appearance and behaviour 1.2 Greet their customer respectfully and in a friendly manner 1.3 Communicate with their customer in a way that makes them feel valued and respected 1.4 Identify and confirm their customer's expectations 1.5 Treat their customer courteously and helpfully at all times 1.6 Keep their customer informed and reassured 1.7 Adapt their behaviour to respond to different customer behaviour
2. Respond appropriately to customers	2.1 Respond promptly to a customer seeking help 2.2 Choose the most appropriate way to communicate with their customer 2.3 Check with their customer that they have fully understood their expectations 2.4 Respond promptly and positively to their customer's questions and comments 2.5 Allow their customer time to consider their response and give further explanation when appropriate
3. Communicate information to customers	3.1 Quickly find information that will help their customer 3.2 Give their customer information they need about the services or products offered by their organisation

	<p>3.3 Recognise information that their customer might find complicated and check whether they fully understand</p> <p>3.4 Explain clearly to their customers any reasons why their expectations cannot be met</p>
4. Understand how to give customers a positive impression of themselves and the organisation	<p>4.1 Describe their organisation's standards for appearance and behaviour</p> <p>4.2 Explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately</p> <p>4.3 Identify their organisation's rules and procedures regarding the methods of communication they use</p> <p>4.4 Explain how to recognise when a customer is angry or confused</p> <p>4.5 Identify their organisation's standards for timeliness in responding to customer questions and requests for information</p>
<b>Additional information about this unit</b>  N/A	
<b>Unit aim (s)</b>	<p>Excellent customer service is provided by people who are good with people. The learner's behaviour affects the impression that customers have of the service they are receiving. This Unit is about communicating with the customers and giving a positive impression whenever dealing with a customer. By doing this the learner can create a positive impression of the organisation and the customer service it provides. All of us enjoy the experience of good customer service if we feel that the person serving us really wants to create the right impression, responds to us and gives us good information. Every detail of the learners' behaviour counts when dealing with a customer.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>Specified in the Customer Service Assessment Strategy 2010</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>This Unit directly relates to Unit A4 of the Customer Service NOS</p>

<b>Title:</b>	<b>L/504/3744 Enable customers to dispense motor fuel on a forecourt</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>7</b>
<b>GLH:</b>	<b>43</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the importance of remaining vigilant at all times	1.1 Explain what can happen if underage customers are allowed to dispense fuel 1.2 Explain what can happen if customers are allowed to dispense fuel into containers that are not legally compliant 1.3 Explain what can happen during self-service fuel dispensing if safety hazards on the forecourt are not dealt with 1.4 Explain what can happen if faulty self-service fuel-dispensing equipment is not dealt with
2. Be able to authorise the self-service dispensing of motor fuel on a forecourt	2.1 Activate self-service fuel pumps in line with: <ul style="list-style-type: none"> <li>the manufacturer's instructions for use</li> <li>safety requirements</li> <li>the law concerning underage dispensing of fuel</li> <li>the law concerning containers into which the customer dispenses fuel</li> </ul>
3. Be able to monitor the self-service dispensing of motor fuel on a forecourt	3.1 Follow organisational procedures for dealing with the safety hazards associated with self-service dispensing of fuel 3.2 Follow organisational procedures for dealing with commonly occurring equipment faults associated with self-service dispensing of fuel 3.3 Transfer the transaction to point-of-sale when the customer has finished dispensing fuel 3.4 Follow organisational procedures for recording and reporting drive-offs

<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	This unit assesses the occupational competence of forecourt staff who are responsible for enabling customer to use self-service fuel pumps.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>D/503/5664 Sort donated goods for resale or recycling in a retail environment</b>
<b>Level:</b>	<b>1</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>6</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know how to sort donated goods safely	1.1 Outline the organisational safety requirements that apply to sorting donated goods
2. Be able to sort donated goods for selling or recycling	2.1 Clean and tidy the work area before starting to sort goods 2.2 Sort donated goods by type and condition 2.3 Identify the person who can help with recognising and classifying unusual items 2.4 Place goods suitable for recycling in the designated containers 2.5 Follow organisational procedures for disposing of items that are not suitable for either selling or recycling 2.6 Place containers in the designated location ready for collection 2.7 Follow organisational requirements for protecting own health and safety when processing donated goods 2.8 Clean and tidy the work area after sorting goods
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	This unit assesses the occupational competence of individuals who work in charity shops and are responsible for processing donated goods of a straightforward type.

<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence. Simulation is not allowed for any performance evidence within this unit. Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>N/A</p>

<b>Title:</b>	<b>F/503/5673 Maintain food safety while working with food in a retail environment</b>
<b>Level:</b>	<b>1</b>
<b>Credit value:</b>	<b>5</b>
<b>GLH:</b>	<b>11</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know how own personal hygiene and behaviour contribute to food safety in a retail environment	1.1 Outline how clean hair, skin, nails and clothing contribute to food safety 1.2 State how jewellery and other <b>accessories</b> can put food safety at risk 1.3 State why <b>unsafe behaviour</b> must be avoided when working with or near food 1.4 State why any open wounds, skin infections and infectious illnesses must be reported 1.5 State the importance of ensuring that any open wounds and skin infections are treated and covered with a suitable dressing
2. Know how to deal with indicators of potential food safety hazards in a retail environment	2.1 Outline the types of <b>indicators of potential food safety hazards</b> to remain alert for in own workplace 2.2 Outline how to recognise <b>indicators of potential food safety hazards</b> in own workplace 2.3 State which <b>indicators of potential food safety hazards</b> are within own authority to deal with, and which indicators must be reported 2.4 Outline the organisational procedures for dealing with <b>indicators of potential food safety hazards</b> that are within own authority

<p>3. Be able to keep self and clothes clean while working with food in a retail environment</p>	<p>3.1 Keep own hair, skin, nails and clothing in a suitable condition for working with food</p> <p>3.2 Remove any jewellery and other <b>accessories</b> that could cause food safety hazards</p> <p>3.3 Ensure that any <b>protective clothing</b> the organisation provides for own use is:</p> <ul style="list-style-type: none"> <li>• worn in line with organisational requirements</li> <li>• changed when the organisation says it should be</li> </ul> <p>3.4 Wash own hands:</p> <ul style="list-style-type: none"> <li>• at the <b>right times</b> to keep them in a suitable condition for working with food</li> <li>• using effective methods</li> </ul> <p>3.5 <b>Demonstrate safe behaviour</b> that helps prevent contamination to the food being worked with</p> <p>3.6 Identify the person to whom to report any open wounds, skin infections and infectious illnesses</p>
<p>4. Be able to deal with indicators of potential food safety hazards in a retail environment</p>	<p>4.1 Identify obvious indicators of potential food safety hazards in the workplace</p> <p>4.2 Deal with potential food safety hazards by:</p> <ul style="list-style-type: none"> <li>• removing them when authorised to do so</li> <li>• reporting them to the <b>right person</b> when dealing with them is not within own authority</li> </ul>

#### Additional information about this unit

##### Glossary

##### Accessories

Additional items apart from clothing and jewellery, for example, false nails.

##### Indicators of potential food safety hazard

Things which could make food unsatisfactory for consumers, for example:

- damaged packaging
- spillage into another food
- out of date stock
- food not stored where it should be (for example, if customers have moved food)
- chiller cabinets or freezers that are not operating at the specified temperature
- ovens or hot hold cabinets that are not operating at the specified temperature



- use of the same utensils to handle different foods
- food waste which needs disposing of
- dirt
- evidence of pests such as rodents or insects

### **Protective clothing**

Clothing the organisation provides for the learner, which could include:

- trousers
- tops such as jackets or tabards
- coats
- disposable gloves
- headgear such as caps or hairnets
- aprons

### **Right person to report to**

This could be the learner's supervisor or manager.

### **Right times to wash hands**

Right times to wash hands would include:

- after going to the toilet
- before going into food production areas including after any work breaks
- after leaving food production areas
- after disposing of waste
- after cleaning
- before and after changing dressing or touching an open wound

### **Safe behaviour**

The opposite of unsafe behaviour. Safe behaviour includes:

- not touching own face, nose or mouth
- not smoking
- not chewing gum
- not eating
- not scratching
- not coughing or sneezing

<p><b>Unsafe behaviour</b></p> <p>Behaviour which can make food unsafe for customers, including:</p> <ul style="list-style-type: none"> <li>• touching own face, nose or mouth</li> <li>• smoking</li> <li>• chewing gum</li> <li>• eating</li> <li>• scratching</li> <li>• coughing or sneezing</li> </ul>	
<p><b>Unit aim (s)</b></p>	<p>This unit assesses the occupational competence of individuals who work in a retail environment, and whose work involves any of these activities:</p> <ul style="list-style-type: none"> <li>• handling wrapped food</li> <li>• handling unwrapped food not subject to temperature control requirements (for example, fresh produce or bakery items)</li> <li>• going into an area where food is prepared even if the learner does not handle the food (for example, if they clean the food preparation area)</li> </ul> <p>This unit covers the individual's responsibilities for contributing to food safety in these circumstances.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit requires workplace assessment of occupational competence.</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>N/A</p>

<b>Title:</b>	<b>Y/503/5677 Load orders for despatch from a retail store to customers</b>
<b>Level:</b>	<b>1</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>15</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know why it is important to work safely in the loading area	1.1 State the importance of keeping the loading area free of obstacles, litter and spillages 1.2 State how regular equipment checks help to ensure safety in the loading area
2. Know how own working practices contribute to an efficient delivery service	2.1 State the importance of checking the information on order labels 2.2 State how the positioning of orders in the vehicle helps the delivery process to run smoothly and efficiently
3. Be able to keep loading facilities and equipment in a usable condition	3.1 Perform checks on the loading area for obstacles, litter and spillages 3.2 Remove any obstacles, litter and spillages from the loading area 3.3 Perform checks to ensure that loading equipment is fit for use 3.4 Clean loading equipment in line with organisational procedures 3.5 Repair loading equipment in line with organisational procedures and when authorised to do so
4. Be able to ensure that orders are ready for loading	4.1 Perform checks to ensure that orders are labelled with all the required information 4.2 Perform checks to ensure that orders are placed in the designated areas ready for loading

<p>5. Be able to load orders into delivery vehicles</p>	<p>5.1 Lift and move packed orders in ways that attempt to prevent:</p> <ul style="list-style-type: none"> <li>• injury to self and others</li> <li>• damage to goods and property</li> </ul> <p>5.2 Position orders in a vehicle according to:</p> <ul style="list-style-type: none"> <li>• instructions for the required order of delivery</li> <li>• organisational procedures for keeping goods secure and protected from damage during transit</li> </ul>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit assesses the occupational competence of individuals who are responsible for loading orders for despatch from a retail store to customers.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>N/A</p>

<b>Title:</b>	<b>L/601/5016 Provide a counter and takeaway service</b>
<b>Level:</b>	<b>1</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>30</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Be able to serve customers at the counter	1.1 Give customers information that meets their needs, and promotes organisations' products and service 1.2 Find out what customers require, and if necessary tell them about any waiting time 1.3 Process the order promptly 1.4 Serve food and drink items at the recommended temperature, using clean, hygienic and undamaged service equipment of the appropriate type 1.5 Make sure there are appropriate condiments and accompaniments available for customers
2. Know how to serve customers at the counter	2.1 Describe safe and hygienic working practices for serving customers and why these are important 2.2 State why it is important to use separate serving equipment for each food item 2.3 State why portions must be controlled when serving customers 2.4 State why food and drink items must be served at the correct temperature 2.5 State why information given to customers must be accurate 2.6 Outline the types of unexpected situations that may occur when serving customers and how to deal with them
3. Be able to maintain counter and service areas	3.1 Keep work area tidy, hygienic and free from rubbish and food debris during service 3.2 Maintain enough stock of clean service items 3.3 Restock with food and drink items when necessary

	<p>3.4 Display and store food and drink items in line as required</p> <p>3.5 Clear work area of used and non-required service items at the appropriate times</p> <p>3.6 Dispose of rubbish, used disposable items and food waste as required</p>
4. Know how to maintain counter and service areas	<p>4.1 Describe safe and hygienic working practices for clearing and why these are important</p> <p>4.2 State why food which is prepared first should be served first</p> <p>4.3 State why counter preparation areas and dining areas must be kept tidy and free from rubbish and food debris throughout the service</p> <p>4.4 State why waste must be handled and disposed of correctly</p> <p>4.5 State why a constant stock of service items should be maintained</p> <p>4.6 State why maintaining food at the correct temperature is important and how this can be ensured</p> <p>4.7 Outline the types of unexpected situations that may occur when clearing away and how to deal with them</p>
<b>Additional information about this unit</b>  N/A	
<b>Unit aim (s)</b>	This unit comes from the hospitality and catering sector. It is included as an option within the Retail Skills qualifications for learners who provide a counter and takeaway service in a retail environment such as a forecourt shop or in-store café.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit should be assessed against People 1st's assessment strategy and evidence requirements which can be found on People 1st's website: <a href="http://www.people1st.co.uk">www.people1st.co.uk</a>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>K/503/5716 Contribute to monitoring and maintaining ease of shopping in a retail sales area</b>
<b>Level:</b>	<b>1</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH:</b>	<b>8</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know how the layout and appearance of the sales floor influences sales	1.1 State how the layout and appearance of the sales floor influence sales
2. Be able to maintain own area of the sales floor during trading hours	2.1 Keep own work area clean, tidy and free from obstructions 2.2 Ensure that merchandise meets organisational standards for positioning and presentation 2.3 Remove unsaleable merchandise from the sales floor 2.4 Ensure that information concerning prices, products and promotions is visible to customers 2.5 Ensure that own activities on the sales floor minimise disruption to customers
3. Be able to report problems that could have a negative effect on the customer experience	3.1 Report to the designated person problems that could have a negative effect on the customer experience
<b>Additional information about this unit</b> N/A	
<b>Unit aim (s)</b>	This unit assesses the occupational competence of individuals who are responsible for keeping an area of the sales floor fit for customers to shop in, while the store is open.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit requires workplace assessment of occupational competence.  Simulation is not allowed for any performance evidence within this unit.

	Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website ( <a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a> )
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A



<b>Title:</b>	<b>A/503/5669 Audit stock levels and stock inventories in a retail environment</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>6</b>
<b>GLH:</b>	<b>28</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Be able to implement a stock audit in a retail environment	1.1 Explain the importance of auditing levels of stock and stock inventories 1.2 Plan an audit of stock that: <ul style="list-style-type: none"> <li>• will ensure accurate, complete and timely auditing</li> <li>• will cause as little disruption as possible to normal work</li> <li>• includes plans for dealing with contingencies</li> </ul> 1.3 Negotiate with colleagues to obtain staff who have the necessary skills to help with the audit 1.4 Allocate specific responsibilities to each member of the audit team 1.5 Explain to the audit team what they are expected to do 1.6 Diagnose and resolve problems that arise when implementing the audit
2. Be able to use the findings of an audit to identify and resolve problems with stock levels and stock inventories	2.1 Analyse the findings of a stock audit to identify problems that need resolving 2.2 Prioritise problems according to their importance and urgency 2.3 Investigate and resolve problems: <ul style="list-style-type: none"> <li>• methodically</li> <li>• as far as possible within the scope of the audit and with the resources available</li> </ul>
3. Be able to communicate the results of an audit	3.1 Clarify audit findings, including any unresolved problems, in a timely fashion for those who need the information
<b>Additional information about this unit</b>	
N/A	

<b>Unit aim (s)</b>	This unit assesses the occupational competence of individuals who are responsible for organising and implementing stock audits. The audit team may consist of people who do not normally work together, and the learner need not necessarily be a team leader in their day-to-day work.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>D/503/5681 Manage staff to receive goods in a retail environment</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>5</b>
<b>GLH:</b>	<b>24</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Be able to manage staff to receive and check incoming deliveries of goods in a retail environment	1.1 Select sufficient staff to prepare for, receive and check expected incoming deliveries of goods 1.2 Explain to staff, in advance of deliveries of goods arriving: <ul style="list-style-type: none"> <li>• what needs to be done to prepare the receiving area</li> <li>• what needs to happen when the expected deliveries arrive</li> </ul> 1.3 Assess whether the area for receiving goods has been adequately prepared to ensure safe and secure unloading of goods 1.4 Assess whether there is enough storage space of the right type for the expected goods 1.5 Ensure that goods are unloaded safely and securely 1.6 Explain why incoming goods should be checked against requirements immediately after unloading 1.7 Ensure that incoming goods are checked against requirements immediately after unloading 1.8 Ensure that delivery records are completed in line with organisational procedures 1.9 Evaluate records of deliveries of goods to determine whether each supplier has met the organisation's service needs 1.10 Resolve problems with deliveries of goods in line with organisational procedures
<b>Additional information about this unit</b>	
N/A	

<b>Unit aim (s)</b>	This unit assesses the occupational competence of a team leader or senior team member to manage staff to receive goods.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>H/503/5682 Organise and monitor the storage of stock in a retail environment</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>6</b>
<b>GLH:</b>	<b>27</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the causes and prevention of stock loss within storage systems	1.1 Explain the causes of stock deterioration, loss and damage 1.2 Explain how to reduce stock loss within storage systems
2. Understand the legal and organisational requirements for storing stock	2.1 Explain the legal and organisational requirements for storing stock, including health and safety requirements and the removal of out-of-date stock
3. Be able to organise the use of storage facilities in a retail environment	3.1 Organise storage facilities to take account of: <ul style="list-style-type: none"> <li>day-to-day work</li> <li>safety requirements</li> <li>the need to keep stock secure</li> <li>the need to keep stock in a saleable condition</li> </ul> 3.2 Train staff to use the storage system: <ul style="list-style-type: none"> <li>securely</li> <li>safely</li> <li>in line with relevant legal requirements</li> </ul> 3.3 Assign staff clear roles and responsibilities for storing and moving stock 3.4 Develop plans to cope with unforeseen storage problems that take account of available resources 3.5 Review plans for coping with unforeseen storage problems 3.6 Revise plans to cope with unforeseen storage problems, taking account of any relevant factors

	<p>3.7 Monitor storage operations to ensure that staff are storing and moving stock:</p> <ul style="list-style-type: none"> <li>• securely</li> <li>• safely</li> <li>• in line with relevant legal requirements</li> </ul> <p>3.8 Maintain stock records that are in line with organisational procedures</p>
4. Be able to monitor the storage and care of stock in a retail environment	<p>4.1 Maintain a routine that meets the organisation's requirements for checking the quality of storage facilities and stock</p> <p>4.2 Perform spot checks of storage facilities and stock</p> <p>4.3 Train staff to:</p> <ul style="list-style-type: none"> <li>• identify stock that is out of date or at risk of deteriorating</li> <li>• deal with stock that is out of date or at risk of deteriorating in line with legal requirements and organisational procedures</li> </ul> <p>4.4 Monitor the storage and movement of stock to make sure that stock is reaching the shop floor as it is needed</p> <p>4.5 Recommend to decision makers ways of running storage and stock movement systems more profitably</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<b>Unit aim (s)</b>	This unit assesses the occupational competence of a team leader or senior member of a retail team who is responsible for monitoring the quality of stock and use of storage facilities.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>

Details of the relationship of the unit and relevant national occupational standards	N/A
--------------------------------------------------------------------------------------	-----

<b>Title:</b>	<b>L/503/5692 Maintain the availability of goods on display in a retail environment to promote sales</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>6</b>
<b>GLH:</b>	<b>30</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand how the display of goods can promote sales	1.1 Explain how different types of display help the store to reach its sales targets 1.2 Explain how the way that information is positioned within displays can help to promote sales 1.3 Explain how the layout of the selling area affects sales
2. Understand legal and organisational requirements for displaying goods	2.1 Explain the organisational and legal requirements for displaying descriptions and prices of goods 2.2 Explain the organisation's standards for putting displays together, including standards for cleaning and preparation 2.3 Explain the security, health and safety requirements and procedures relating to displaying goods 2.4 Explain customers' legal rights in relation to the display of goods
3. Be able to organise staff to display goods for retail sale	3.1 Explain to staff the purpose of the display and the requirements and standards it must meet, including standards for health and safety and security 3.2 Ask staff questions to check their understanding of the requirements and standards for the display 3.3 Ensure that staff prepare the display area: <ul style="list-style-type: none"> <li>• safely</li> <li>• with the minimum of inconvenience to customers</li> </ul>



	<p>3.4 Ensure that staff put the display together:</p> <ul style="list-style-type: none"> <li>• safely</li> <li>• with the minimum of inconvenience to customers</li> </ul> <p>3.5 Explain the importance of consulting an authorised decision-maker before modifying or changing the display</p> <p>3.6 Ensure that the records kept of displays are in line with organisational procedures</p>
4. Be able to evaluate the effectiveness of displays	<p>4.1 Evaluate the effectiveness of displays in relation to:</p> <ul style="list-style-type: none"> <li>• their intended purpose</li> <li>• legal and organisational requirements and standards</li> </ul> <p>4.2 Evaluate information within displays to ensure that its content and position are:</p> <ul style="list-style-type: none"> <li>• legally compliant</li> <li>• likely to promote sales</li> </ul> <p>4.3 Ask staff for suggestions for making the display more appealing to customers</p> <p>4.4 Explain the importance of dealing promptly with any risks to security or health and safety that arise when evaluating displays</p>
5. Be able to maintain the required quantity and quality of goods on display	<p>5.1 Provide accurate, up-to-date pricing information to the staff who need it</p> <p>5.2 Monitor price marking to ensure that it is correct</p> <p>5.3 Resolve any pricing problems that arise</p> <p>5.4 Develop stock replenishment plans to maintain the required quantity and quality of goods on display</p> <p>5.5 Organise the removal of stock of unsaleable quality from display</p>
<b>Additional information about this unit</b>  N/A	
<b>Unit aim (s)</b>	This unit assesses the occupational competence of individuals who are responsible for organising staff to set up and maintain displays. The learner does not need specialist visual merchandising skills to achieve this unit.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit requires workplace assessment of occupational competence.

	<p>Simulation is not allowed for any performance evidence within this unit.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>R/503/5693 Manage the payment transaction process in a retail environment</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>9</b>
<b>GLH:</b>	<b>43</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Be able to monitor payment transaction processing in a retail environment	1.1 Explain the aims that takings practices and procedures are designed to achieve 1.2 Monitor the way staff process payment transactions, ensuring they are processed: <ul style="list-style-type: none"> <li>• in line with organisational processing requirements</li> <li>• in ways that attempt to maintain goodwill</li> </ul> 1.3 Perform checks to ensure that equipment is providing information concerning payment transactions that is: <ul style="list-style-type: none"> <li>• up to date</li> <li>• accurate</li> </ul> 1.4 Follow organisational procedures to take action to resolve any instances of: <ul style="list-style-type: none"> <li>• payment transaction processing not meeting organisational processing requirements</li> <li>• payment transactions not being processed in ways that attempt to maintain goodwill</li> <li>• out of date or inaccurate information</li> </ul>
2. Be able to manage the operation of payment points in a retail environment	2.1 Perform checks to ensure that staff set up and operate payment points in line with organisational procedures 2.2 Resolve any operational problems with payment points when within own authority to do so 2.3 Monitor the way that payments are handled, ensuring that staff are following organisational procedures 2.4 Develop contingency plans to deal with unexpected problems at payment points

<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	This unit assesses the occupational competence of individuals who are responsible for managing the way payments are processed by staff at point of sale in a retail environment.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>H/503/5701 Choose merchandise to feature in visual merchandising displays</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>6</b>
<b>GLH:</b>	<b>27</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the purpose of featuring merchandise in visual merchandising displays	<p>1.1 Explain the role of displays featuring merchandise in marketing, promotional and sales campaigns and activities</p> <p>1.2 Explain the importance of being creative when selecting merchandise for displays</p>
2. Be able to evaluate merchandise for its display potential	<p>2.1 Evaluate the suitability of different items of merchandise for featuring in a display, with respect to:</p> <ul style="list-style-type: none"> <li>• the purpose of the display</li> <li>• the potential of the merchandise to attract and interest customers</li> <li>• whether the merchandise to be featured is consistent with the organisation's visual display policy</li> <li>• the availability of the merchandise within the timescale for preparing the display</li> <li>• the cost of obtaining the merchandise in relation to the budget available for the display</li> </ul>
3. Be able to liaise with decision makers concerning the merchandise to be featured in a display	<p>3.1 Explain to decision makers:</p> <ul style="list-style-type: none"> <li>• the reasons for the choice of merchandise for display</li> <li>• how the merchandise would feature in the display</li> </ul> <p>3.2 Reach an agreement with decision makers concerning the choice of merchandise before work starts on assembling the display</p> <p>3.3 Reach agreement with decision makers concerning arrangements and timescales for the supply of merchandise</p>

<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	This unit assesses the occupational competence of visual merchandising specialists who are responsible for choosing the merchandise to be featured in visual merchandising displays and negotiating with decision makers regarding those displays.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.</p> <p>The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.</p> <p><b>AC 2.1:</b> If the organisation does not have a written policy, learners need to ask their manager for broad guidelines and follow these where the unit refers to a policy.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>K/503/5702 Manage the use of signage and graphics in visual merchandising displays</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>7</b>
<b>GLH:</b>	<b>31</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand how signage and graphics are used in visual merchandising displays	1.1 Explain how the look of signage and graphics in visual merchandising displays can attract customers 1.2 Explain how signage and graphics are used in visual merchandising displays to convey information to customers
2. Understand the importance of complying with legal requirements relating to the use of signage and graphics in visual merchandising	2.1 Explain the importance of complying with legal requirements relating to the use of signage and graphics in visual merchandising displays
3. Understand the importance of monitoring the use of signage and graphics in visual merchandising displays	3.1 Explain the importance of monitoring the use of signage and graphics in visual merchandising displays to ensure that they are being used as intended
4. Be able to assess the signage and graphics needed for visual merchandising displays	4.1 Assess the types and quantities of signage and graphics that will best: <ul style="list-style-type: none"> <li>• suit the purpose of the display</li> <li>• meet legal requirements</li> <li>• comply with the organisation's visual design policy</li> </ul> 4.2 Confirm with decision makers that proposals for the use of signage and graphics are acceptable
5. Be able to source the signage and graphics needed for visual merchandising displays	5.1 Confirm with suppliers: <ul style="list-style-type: none"> <li>• the type of signage and graphics needed</li> <li>• quantities</li> <li>• costs</li> <li>• delivery dates</li> <li>• delivery arrangements</li> </ul>

	5.2 Assess whether the signage and graphics received from suppliers meet specified requirements before they are used
6. Be able to co-ordinate the use of signage and graphics in visual merchandising displays	6.1 Distribute signage and graphics by the deadlines agreed in the design brief to those who are responsible for putting them on display 6.2 Explain to colleagues how they should install signage and graphics to meet the design brief 6.3 Check that signage and graphics are installed in line with specifications
7. Be able to monitor the use of signage and graphics in visual merchandising displays	7.1 Perform checks on visual merchandising displays to ensure that signage and graphics are still being used as intended 7.2 Request feedback from colleagues on the use of signage and graphics on display 7.3 Take corrective action when signage and graphics are not being used in line with organisational procedures or the design brief
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	This unit assesses the occupational competence of visual merchandising specialists who are responsible for specifying signage and graphics to be used in visual merchandising displays to achieve the intended effects of a design brief.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.</p>



	<p>The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.</p> <p>AC 4.1: If the organisation does not have a written policy, learners need to ask their manager for broad guidelines and follow these where the unit refers to a policy.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>N/A</p>

<b>Title:</b>	<b>M/503/5703 Evaluate the effectiveness of visual merchandising displays</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>9</b>
<b>GLH:</b>	<b>46</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the types of evidence used to evaluate the effectiveness of visual merchandising displays	1.1 Explain the importance of evaluating the effectiveness of visual merchandising displays 1.2 Explain when the effectiveness of visual merchandising displays should be evaluated 1.3 Explain which types of information are the most useful for evaluating the effectiveness of visual merchandising displays 1.4 Explain the meaning of 'validity' and 'reliability' in relation to the measurement of customers' responses to visual merchandising displays
2. Be able to gather information about customers' responses to visual merchandising displays	2.1 Research customers' responses to visual merchandising displays, ensuring that the information gathered is: <ul style="list-style-type: none"> <li>• valid</li> <li>• reliable</li> <li>• gathered in line with organisation's communications policy</li> <li>• gathered in ways that attempt to maintain the goodwill and co-operation of those providing the information</li> </ul>

<p>3. Be able to analyse information from customers' responses to evaluate the effectiveness of visual merchandising displays</p>	<p>3.1 Agree the standards for evaluating the effect of visual merchandising displays with decision makers</p> <p>3.2 Analyse the evidence of the effectiveness of visual merchandising displays fairly against the agreed standards</p> <p>3.3 Evaluate the effectiveness of visual merchandising displays in terms of:</p> <ul style="list-style-type: none"> <li>the purpose of the display</li> <li>customers' responses to the display</li> </ul> <p>3.4 Recommend to decision makers improvements that could be made to the way visual merchandising is carried out in the store, based on the research findings and conclusions</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit assesses the occupational competence of visual merchandising specialists who are responsible for evaluating the effectiveness of displays.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.</p> <p>The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.</p> <p><b>AC 2.1:</b> If the organisation does not have a written policy, learners need to ask their manager for broad guidelines and follow these where the unit refers to a policy.</p>

	Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website ( <a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a> )
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>A/503/5705 Contribute to improving a retail organisation's visual merchandising policy</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>8</b>
<b>GLH:</b>	<b>36</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand how visual merchandising and visual design can benefit an organisation	1.1 Explain how having a visual merchandising policy can help the organisation to achieve its aims 1.2 Explain how visual design can help to promote and sell goods and services 1.3 Explain what customer-focused design is 1.4 Explain how customer-focused design can benefit the organisation
2. Be able to evaluate the organisation's approach to visual design	2.1 Research what internal and external customers want and expect from the visual design of the organisation 2.2 Analyse research findings to identify internal and external customers' wishes and expectations concerning visual design in the organisation 2.3 Evaluate whether current and recent visual designs used in the organisation meet internal and external customers' wishes and expectations
3. Be able to recommend new ideas for the organisation's visual design	3.1 Develop ideas for improving the organisation's approach to visual design 3.2 Create ideas for improving the visual design of the organisation 3.3 Assess whether own design ideas are relevant to the needs of the organisation 3.4 Present visual design recommendations to decision makers

<p>4. Be able to support staff putting the organisation's visual design policy into practice</p>	<p>4.1 Explain the organisation's visual design policy to staff in a way that attempts to encourage understanding and commitment</p> <p>4.2 Provide opportunities for staff to ask questions</p> <p>4.3 Perform checks to ensure that visual designs used in the organisation are consistent with the organisation's visual design policy</p> <p>4.4 Report to own line manager any problems with implementing the visual design policy that are not within own authority to resolve</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit assesses the occupational competence of visual merchandising specialists who are expected to suggest improvements to an organisation's visual design and to ensure that staff follow the organisation's visual design policy.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.</p> <p>The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.</p> <p>'Visual merchandising/design policy': If the organisation does not have a written policy, learners need to ask their manager for broad guidelines and follow these where the unit refers to a policy.</p>

	Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website ( <a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a> )
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>M/503/5720 Help customers to choose specialist products in a retail environment</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>8</b>
<b>GLH:</b>	<b>34</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand commercial awareness in relation to the organisation, its target market and product offer	1.1 Explain own organisation's brand values in relation to its product offer, pricing and service 1.2 Explain the customer profiles for own organisation 1.3 Explain how own organisation compares with its competitors on product offer, pricing and service 1.4 Explain the elements of a positive customer experience in relation to: <ul style="list-style-type: none"> <li>• own organisation</li> <li>• specialist products within own area of responsibility</li> </ul>
2. Understand the specialist products within own area of responsibility	2.1 Explain the meaning of specialist terminology that knowledgeable customers are likely to use in relation to the specialist products within own area of responsibility 2.2 Explain how the specialist products within own area of responsibility are produced or obtained 2.3 Explain how methods of producing or obtaining specialist products in own area affect the nature and quality of the products 2.4 Explain any legislation relating to the specialist products within own area of responsibility 2.5 Explain any health and safety considerations that customers must be warned about, or may ask about, in relation to the specialist products within own area of responsibility



	<p>2.6 Explain any ethical and environmental concerns that customers may have about the specialist products within own area of responsibility</p> <p>2.7 Explain how to address ethical and environmental concerns customers may have about specialist products within own area of responsibility</p> <p>2.8 Explain sources of after-sales advice and support that are available to customers in relation to the specialist products within own area of responsibility</p> <p>2.9 Explain the customer's legal rights and the organisation's policy concerning returns in relation to the specialist products within own area of responsibility</p>
3. Be able to initiate and develop a rapport with customers	<p>3.1 Explain how to assess customers' body language to determine whether they are likely to respond positively to being approached</p> <p>3.2 Adapt own speech and body language in ways that attempt to initiate and develop a rapport with individual customers</p> <p>3.3 Interact with customers in ways that attempt to support the organisation's brand values</p>
4. Be able to match specialist products to individual customer requirements	<p>4.1 Explore customers' individual requirements to establish what specialist products they are looking for</p> <p>4.2 Provide customers with information about specialist products that is: <ul style="list-style-type: none"> <li>• in line with organisational procedures</li> <li>• factually correct</li> <li>• legally compliant</li> <li>• relevant to the individual customer's needs</li> </ul> </p> <p>4.3 Match the features and benefits of available specialist products as closely as possible to customers' needs</p> <p>4.4 Compare and contrast specialist products in ways that attempt to help customers to choose products that best meet their needs</p> <p>4.5 Respond to customers' questions about specialist products in ways that attempt to encourage sales and promote goodwill</p>

	4.6 Recommend related products to customers that could enhance their experience of the specialist product they are purchasing
5. Be able to maintain own product knowledge and expertise in relation to specialist products	5.1 Explain how in-depth product knowledge combined with genuine enthusiasm for the product affect own ability to sell specialist products 5.2 Investigate new products and product trends in own area of expertise 5.3 Devise ways of maintaining own enthusiasm for the products in own area of expertise
<b>Additional information about this unit</b> N/A	
<b>Unit aim (s)</b>	This unit assesses the occupational competence of individuals responsible for giving customers expert advice on specialist products. Specialist products are ones for which many customers will welcome in-depth advice to help them choose the products that best meet their needs.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>If the assessor is unable to make judgements about the specialist product knowledge required by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.</p> <p><b>AC 2.9:</b> If the organisation does not have a written policy, learners need to ask their manager for broad guidelines and follow these where the unit refers to a policy.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>K/503/5733 Produce staffing schedules to help a retail team to achieve its targets</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>5</b>
<b>GLH:</b>	<b>22</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the uses of and constraints upon the staffing schedules for a retail team	1.1 Explain the relationship between staffing schedules and the achievement of work targets within a retail team 1.2 Explain the factors other than staffing that may affect progress towards work targets, and the effect these are likely to have 1.3 Explain what can happen if requirements are not complied with when drawing up staffing schedules including: <ul style="list-style-type: none"> <li>• legal requirements</li> <li>• organisational requirements</li> <li>• contracts of employment</li> </ul>
2. Be able to produce staffing schedules for a retail team	2.1 Produce staffing schedules that: <ul style="list-style-type: none"> <li>• cover all the operational needs that the team is responsible for meeting</li> <li>• take account of the operational constraints that apply</li> <li>• take account of the existing skills of staff</li> <li>• show how work will be allocated between available staff</li> <li>• show the locations where individuals will work</li> <li>• show the times when individuals will start and finish work</li> <li>• comply with relevant laws, organisational policy relating to working hours and individual contracts of employment</li> <li>• attempt to make it easy for team members to understand and use</li> <li>• include contingency plans to cope with unusual situations</li> </ul>

3. Be able to adjust staffing schedules to take account of changing operational needs and constraints	<p>3.1 Monitor the progress of the team towards meeting operational needs</p> <p>3.2 Adjust staffing schedules where necessary and possible to ensure that operational needs can be met</p>
<b>Additional information about this unit</b>  N/A	
<b>Unit aim (s)</b>	<p>This unit assesses the occupational competence of team leaders and other senior team members who are responsible for ensuring that there is adequate cover within their team to ensure that targets will be met. This includes producing staffing schedules, adjusting schedules as needed.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.</p> <p><b>AC 2.1:</b> If the organisation does not have a written policy, learners need to ask their manager for broad guidelines and follow these where the unit refers to a policy.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>F/503/5737 Monitor and support secure payment point use during trading hours</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>13</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the data security risks associated with payment point use	1.1 Explain who is authorised to remove cash or cash equivalents from payment points during trading hours 1.2 Explain the data security risks that can arise at a payment point
2. Be able to monitor and support secure payment point use during trading hours	2.1 Monitor the payment point during trading hours to ensure that staff are following organisational procedures for keeping customers' personal data confidential 2.2 Authorise payment point transactions and adjustments in line with organisational procedures for: <ul style="list-style-type: none"> <li>• customer service</li> <li>• security</li> <li>• stock control</li> </ul> 2.3 Replenish change in payment points in line with organisational procedures
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	This unit assesses the occupational competence of individuals who are responsible for maintaining the secure use of single or multiple payment points during trading hours.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit requires workplace assessment of occupational competence.  Simulation is not allowed for any performance evidence within this unit.

	Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website ( <a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a> )
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>H/503/5732 Manage the prevention of wastage and loss in a retail environment</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>11</b>
<b>GLH:</b>	<b>50</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the purpose of loss-control and stock-taking systems	1.1 Explain the purpose of loss-control and stock-taking systems
2. Be able to monitor own work area security in a retail environment	2.1 Monitor the work area to detect any problems with security 2.2 Implement security measures in line with: <ul style="list-style-type: none"> <li>• legislation</li> <li>• organisational requirements</li> </ul>
3. Be able to promote security consciousness to colleagues	3.1 Provide information to colleagues on: <ul style="list-style-type: none"> <li>• responsibilities for maintaining security</li> <li>• maintenance of security in own work area when opening, operating and closing the retail unit</li> <li>• those with authority to stop and search staff and customers</li> <li>• the items most likely to be stolen from own work area</li> </ul>
4. Be able to investigate loss of stock, equipment, cash and cash equivalents	4.1 Monitor levels of stock, equipment, cash and cash equivalents in line with organisational procedures to enable loss to be detected 4.2 Record losses in line with organisational procedures 4.3 Follow organisational procedures to investigate the cause of losses

<p>5. Be able to take measures to prevent wastage and loss</p>	<p>5.1 Provide information to colleagues on:</p> <ul style="list-style-type: none"> <li>• the nature and extent of wastage and loss</li> <li>• how wastage and loss can occur</li> <li>• the problems caused by wastage and loss</li> <li>• how they can help to prevent wastage and loss</li> </ul> <p>5.2 Evaluate potential methods for preventing wastage and loss</p> <p>5.3 Implement methods to prevent wastage and loss</p> <p>5.4 Evaluate the effectiveness of wastage and loss prevention measures</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit assesses the occupational competence of individuals who are responsible for preventing wastage and loss in their work area, both by their own actions and by promoting security consciousness to colleagues.</p> <p>For the purposes of this unit, 'loss' means the loss of stock, equipment, cash and cash equivalents through theft or fraud. 'Wastage' means the loss of stock through deterioration or damage.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit requires workplace assessment of occupational competence.</p> <p>It is expected that simulation will be used to gather evidence of security measures being implemented to deal with or contain:</p> <ul style="list-style-type: none"> <li>• security risks</li> <li>• threats to security</li> <li>• breaches of security</li> <li>• actual or suspected incidents of theft.</li> </ul> <p>This unit can be assessed independently of other units. However, it may be possible to generate some of the evidence for this unit holistically when gathering evidence for other units in the same qualification.</p>



	Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website ( <a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a> )
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>J/503/5710 Help customers to choose alcoholic beverages in a retail environment</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>10</b>
<b>GLH:</b>	<b>53</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand legislation relating to the sale of alcoholic beverages in a retail environment	1.1 Explain relevant legislation and regulations relating to the sale of alcoholic beverages in a retail environment 1.2 Explain the personal consequences and the consequences for the organisation of not complying with legislation and regulations relating to the sale of alcoholic beverages 1.3 Explain how the organisation's policy relating to the sale of alcohol complies with legal requirements
2. Understand the characteristics of different alcoholic beverages	2.1 Explain the characteristics of different alcoholic beverages in terms of their features and benefits 2.2 Explain where to find reliable information about the alcoholic content of the alcoholic beverages the organisation carries
3. Be able to comply with legal requirements when helping customers choose alcoholic beverages in a retail environment	3.1 Comply with all relevant legal requirements and organisational policy when helping customers choose alcoholic beverages in a retail environment

<p>4. Be able to help customers to choose alcoholic beverages in a retail environment</p>	<p>4.1 Ask customers questions to establish the types of alcoholic beverage they are looking for</p> <p>4.2 Provide customers with information about alcoholic beverages that is:</p> <ul style="list-style-type: none"> <li>• in line with organisational procedures</li> <li>• factually correct</li> <li>• legally compliant</li> <li>• relevant to the individual customer's needs</li> </ul> <p>4.3 Match the features and benefits of available alcoholic beverages as closely as possible to customer needs</p> <p>4.4 Compare and contrast alcoholic beverages in ways that attempt to help customers to choose those products that best meet their needs</p> <p>4.5 Respond to customer questions about alcoholic beverages in ways that attempt to encourage sales and promote goodwill</p> <p>4.6 Recommend to customers related products that could enhance their experience of the alcoholic beverages they are interested in purchasing</p> <p>4.7 Explain politely to customers why it is not possible to help them to purchase alcoholic beverages, when legal requirements or organisational policy prevent this</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit assesses the occupational competence of individuals who sell alcoholic beverages in a retail environment and apply in-depth knowledge of these products to help increase sales and encourage customer loyalty. The alcoholic beverages the learner sells may be of any kind.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>If the assessor is unable to make judgements about the specialist skills and knowledge</p>

	<p>covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.</p> <p><b>ACs 1.3, 3.1, 4.7:</b> If the organisation does not have a written policy, learners need to ask their manager for broad guidelines and follow these where the unit refers to a policy.</p> <p><b>AC 4.7:</b> 'Politely' means demonstrating respect and consideration for other people through the use of appropriate body language, verbal language, tone of voice (or the sign language equivalent) and facial expressions.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>N/A</p>

<b>Title:</b>	<b>L/503/5675 Monitor and help improve food safety in a retail environment</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>11</b>
<b>GLH:</b>	<b>50</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the principles of food safety management that apply to a retail environment	1.1 Explain the following terms in relation to own organisation: <ul style="list-style-type: none"> <li>• ‘critical control points’</li> <li>• ‘control points’</li> <li>• ‘critical limits’</li> <li>• ‘variance’</li> </ul> 1.2 Explain the importance of monitoring <b>critical control points</b> and <b>control points</b> 1.3 Explain the impact of <b>variance</b> at <b>critical control points</b> and <b>control points</b> on food safety, public health and the organisation 1.4 Explain why traceability is important to food safety 1.5 Explain how traceability works 1.6 Explain the importance of having organisational food safety <b>procedures</b> in place
2. Be able to monitor critical control points in a retail environment	2.1 Select relevant food safety <b>control measures</b> when monitoring <b>critical control points</b> 2.2 Implement all specified organisational operational controls and checks of critical control points at the set time frequency 2.3 Maintain records of monitoring activities in line with organisational procedures 2.4 Obtain <b>verification</b> for completed checks, following organisational <b>procedures</b>

<p>3. Be able to deal with problems identified when monitoring critical control points in a retail environment</p>	<p>3.1 Take <b>corrective action</b> when <b>control measures</b> fail, ensuring that such action is:</p> <ul style="list-style-type: none"> <li>• suited to the situation</li> <li>• carried out with a degree of urgency that matches the seriousness of the situation</li> </ul> <p>3.2 Report to the designated person any <b>procedures</b> that are out of line with <b>critical limits</b></p> <p>3.3 Seek expert advice and support for problems identified when monitoring <b>critical control points</b> that are outside own level of authority or expertise to resolve</p>
<p>4. Be able to ensure that staff perform to the standard required for food safety in a retail environment</p>	<p>4.1 Allocate food safety responsibilities to staff</p> <p>4.2 Supervise staff to ensure that allocated food safety responsibilities are met</p> <p>4.3 Ensure that staff receive the <b>training</b> in food safety that they need</p>
<p>5. Be able to evaluate the nature and impact of factors or issues that may affect the safety of food in a retail environment</p>	<p>5.1 Evaluate the nature and impact of factors or issues that may affect the safety of food, arising in:</p> <ul style="list-style-type: none"> <li>• own work activities</li> <li>• the working environment</li> <li>• supplies</li> <li>• products to be sold to customers</li> </ul>
<p>6. Be able to contribute to improving food safety in a retail environment</p>	<p>6.1 Explain the term 'continuous improvement' in relation to food safety</p> <p>6.2 Explain the importance of contributing to the process of improving food safety</p> <p>6.3 Present to decision-makers ideas for improving <b>procedures</b> or processes that affect food safety</p> <p>6.4 Implement new or revised <b>procedures</b> to improve food safety, where authorised to do so</p>
<p><b>Additional information about this unit</b></p> <p><b>Glossary</b></p> <p><b>Control measures</b></p> <p>Actions required to prevent or eliminate a food safety hazard or reduce it to an acceptable level.</p>	

### **Control point**

A step in the food preparation process which can be controlled, but would not 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 a **food safety hazard** must be dealt with 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:

- 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.

<b>Unit aim (s)</b>	<p>This unit assesses certain aspects of the occupational competence needed to ensure the safe handling or preparation of food in a retail environment. The food concerned may be wrapped or unwrapped, and may include food subject to temperature control. The unit covers monitoring critical control points and using the findings of those monitoring activities to improve the processes that affect food safety.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.</p> <p>The candidate may have undertaken formal food safety training that may contribute to the evidence for this unit.</p> <p>The terms highlighted in bold in the assessment criteria are explained in a glossary appended to this unit.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A



<b>Title:</b>	<b>M/503/5734 Monitor and maintain health and safety in a retail environment</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>13</b>
<b>GLH:</b>	<b>60</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand own role in controlling risks to health and safety in a retail environment	1.1 Explain own rights and responsibilities under current legislation relating to: <ul style="list-style-type: none"> <li>• health and safety at work</li> <li>• managing health and safety at work</li> <li>• reporting injuries, diseases and dangerous occurrences</li> <li>• substances that can endanger health</li> <li>• first aid</li> <li>• fire precautions</li> </ul> 1.2 Describe sources of information and advice about health and safety legislation, policy and procedures 1.3 Explain how to control health and safety hazards in relation to own role 1.4 Describe methods of containing threatening and/or violent behaviour 1.5 Explain how to control threatening and/or violent behaviour
2. Understand own responsibility for implementing accident and emergency procedures in a retail environment	2.1 Explain how people can react in the event of accidents and emergencies 2.2 Explain the importance of staying calm in the event of an accident or emergency 2.3 Describe organisational procedures for raising alarms 2.4 Explain own responsibilities in relation to evacuating the workplace in the event of an accident or emergency 2.5 Describe some escape routes from own work place including how to reach and use them safely

<p>3. Be able to control risks to health and safety in a retail environment</p>	<p>3.1 Monitor own working area to ensure that:</p> <ul style="list-style-type: none"> <li>• it is free from risks to health and safety</li> <li>• colleagues are using any personal protective equipment in line with organisational procedures</li> </ul> <p>3.2 Seek advice immediately from the designated person when having difficulty controlling a risk to health and safety</p> <p>3.3 Provide training to colleagues on safe working practices</p> <p>3.4 Implement health and safety checks in line with organisational procedures</p>
<p>4. Be able to conduct risk assessments in a retail environment</p>	<p>4.1 Explain why risk assessments are necessary in a retail environment</p> <p>4.2 Conduct risk assessments in such a way as to detect any significant risks to health and safety</p> <p>4.3 Prioritise risks in the order they should be dealt with</p> <p>4.4 Record risk assessments in line with organisational procedures</p> <p>4.5 Make risk assessment records available to those who need them</p> <p>4.6 Review risk assessment procedures to take account of changes in factors affecting health and safety</p> <p>4.7 Update risk assessment procedures as needed</p>
<p>5. Be able to implement accident and emergency procedures in a retail environment</p>	<p>5.1 Take action in line with organisational procedures to prevent injury when emergencies occur in the workplace</p> <p>5.2 Take action in line with organisational procedures to prevent damage to property when emergencies occur in the workplace</p> <p>5.3 Take action in line with organisational procedures to contain potentially unsafe situations in the work area</p> <p>5.4 Seek immediate help from an appropriate source in the event of accidents and emergencies</p> <p>5.5 Use safety equipment in the event of an accident or emergency in line with the organisation's and/or manufacturer's guidelines</p> <p>5.6 Ensure when the building is being evacuated that:</p>

	<ul style="list-style-type: none"> <li>colleagues and customers leave the building immediately</li> <li>colleagues and customers use designated escape routes to leave the building</li> <li>officials responding to requests for help are given access</li> </ul> <p>5.7 Act immediately to isolate anyone acting violently or making threats</p> <p>5.8 Take action to protect colleagues and customers from anyone acting violently or making threats</p>
<b>Additional information about this unit</b>  N/A	
<b>Unit aim (s)</b>	This unit assesses occupational competence in relation to monitoring the workplace for health and safety risks and taking action to reduce those risks, including carrying out formal risk assessments.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>It is expected that simulation will be used to gather evidence for the implementation of accident and emergency procedures. Evidence of competence in implementing evacuation procedures will take account of specific training in these procedures.</p> <p>This unit can be assessed independently of other units. However, it may be possible to generate some of the evidence for this unit holistically when gathering evidence for other units in the same qualification.</p> <p><b>AC 1.2:</b> If the organisation does not have a written policy, learners need to ask their manager for broad guidelines and follow these where the unit refers to a policy.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>T/503/5671 Source required goods and services in a retail environment</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>10</b>
<b>GLH:</b>	<b>52</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the role of suppliers when sourcing goods and services	1.1 Explain how suppliers' terms and conditions can affect the profitability of a retail business 1.2 Explain the organisation's legal rights as a purchaser of goods and services, including rights relating to returns, replacements and refunds 1.3 Explain what constitutes a legally binding contract between retailer and supplier
2. Be able to source required goods and services	2.1 Interpret stock records to establish: <ul style="list-style-type: none"> <li>• which stock needs replenishing</li> <li>• the quantity of stock required</li> </ul> 2.2 Evaluate the service offered by suppliers, taking account of: <ul style="list-style-type: none"> <li>• the availability of the required goods and services</li> <li>• the terms and conditions offered by suppliers</li> </ul>
3. Be able to order goods and services	3.1 Analyse purchase requisitions to identify items that can be ordered together 3.2 Order goods and services: <ul style="list-style-type: none"> <li>• of the required type and quantity</li> <li>• allowing sufficient time for delivery</li> </ul> 3.3 Develop procedures that will enable colleagues to give sufficient notice of any special orders for goods and services 3.4 Resolve overdue or incomplete orders with the supplier 3.5 Arrange returns, replacements and refunds when applicable 3.6 Explain the options available when orders cannot be fulfilled on time 3.7 Maintain purchasing records that are in line with organisational procedures

<p>4. Be able to evaluate the performance of suppliers of stock for retail sale</p>	<p>4.1 Evaluate the quality, price and timeliness of deliveries against the organisation's requirements</p> <p>4.2 Evaluate colleagues' feedback about suppliers' performance to determine if the standard of performance is acceptable</p> <p>4.3 Provide feedback to suppliers on the level of service they provide</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit assesses the occupational competence of someone who orders stock for a retail store and is responsible for choosing the store's suppliers as well as ordering stock directly from suppliers.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>N/A</p>

<b>Title:</b>	<b>T/503/5704 Manage budgets for visual merchandising projects</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>10</b>
<b>GLH:</b>	<b>46</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the importance of controlling expenditure on visual merchandising projects	1.1 Explain the importance to the organisation of controlling expenditure on visual merchandising projects
2. Understand the concept of 'value for money' when managing visual merchandising projects	2.1 Explain what 'value for money' means when managing visual merchandising projects 2.2 Explain why 'value for money' does not just mean paying the lowest prices
3. Be able to agree costs with decision makers for visual merchandising projects	3.1 Calculate estimates of the costs of proposed visual merchandising projects 3.2 Prepare business cases for visual merchandising project budgets that show how value for money will be achieved 3.3 Present budget proposals to decision makers in ways that attempt to persuade them to adopt the proposals 3.4 Negotiate budgets with decision makers in ways that attempt to keep them committed to the project's aims
4. Be able to control costs for visual merchandising projects	4.1 Explain to colleagues the cost limits they must work within on visual merchandising projects 4.2 Maintain accurate records of project expenditure in line with organisational procedure 4.3 Identify unacceptable discrepancies in project expenditure 4.4 Take action to resolve any discrepancies in project expenditure when this falls within own authority 4.5 Report unacceptable discrepancies in project costs to the designated person when resolving such discrepancies is not within own authority

	4.6 Identify areas where value for money could have been improved within budget limits for the project
5. Be able to keep colleagues informed on expenditure on visual merchandising projects	5.1 Keep colleagues informed on expenditure on visual merchandising projects
<b>Additional information about this unit</b> N/A	
<b>Unit aim (s)</b>	This unit assesses the occupational competence of visual merchandising specialists who are responsible for managing the budgets of visual merchandising projects.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.</p> <p>The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A



<b>Title:</b>	<b>F/503/5706 Design visual merchandising display layouts</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>10</b>
<b>GLH:</b>	<b>46</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the importance of display layout design in visual merchandising	1.1 Explain what layout design is 1.2 Explain the role of layout design in visual merchandising 1.3 Explain the importance of developing creative and practical display layout ideas in visual merchandising
2. Understand the elements of creative layout design solutions	2.1 Explain how to choose and combine scale, shape, colour, texture and focal points to produce creative layout design solutions 2.2 Explain the role of dimension, shape, colour, texture and location in creative layout design
3. Understand the importance of display layout designs to those who put layouts together	3.1 Explain why specifications, drawings and supporting information are needed by those who will put layouts together
4. Be able to develop creative ideas for display layouts	4.1 Assess which layout best meets the intended purpose of the display 4.2 Generate different ideas for the design of the display layout 4.3 Evaluate ideas for the design of the display layout, using relevant criteria including: <ul style="list-style-type: none"> <li>• cost</li> <li>• the time available to prepare the display</li> </ul> 4.4 Select the display layout idea that is most likely to achieve the required visual effect within time and cost limits 4.5 Develop the chosen display layout idea in more detail ensuring that it: <ul style="list-style-type: none"> <li>• fulfils the precise design requirements</li> <li>• is still achievable within the available time and cost</li> <li>• will fit the available space</li> </ul>



	<p>4.6 • can be assembled and used safely Reach an agreement with decision makers on the final layout</p>
5. Be able to produce guidance to enable the assembly of display layouts	<p>5.1 Produce a drawing of the display layout that:</p> <ul style="list-style-type: none"> <li>• uses visual merchandising drawing and coding conventions to give information</li> <li>• specifies the dimensions and orientation of the layout</li> <li>• specifies the standards of the finished layout</li> </ul> <p>5.2 Estimate the quantities of materials needed for specified display layouts</p> <p>5.3 Estimate the costs of materials and services needed for specified layouts, doing so:</p> <ul style="list-style-type: none"> <li>• within the design requirement for the layouts</li> <li>• within cost limits</li> </ul> <p>5.4 Provide detailed information on the layout design to enable the display to be assembled safely</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<b>Unit aim (s)</b>	<p>This unit assesses the occupational competence of visual merchandising specialists who are responsible for designing display layouts and providing guidance on how to assemble those designs.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit requires workplace assessment of occupational competence. Simulation is not allowed for any performance evidence within this unit. If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence. The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.</p>

	Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website ( <a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a> )
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>Y/503/5730 Deputise for the leader of a retail team</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>11</b>
<b>GLH:</b>	<b>55</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the standards of performance required of own retail team when deputising for a team leader	1.1 Explain team leader responsibilities in relation to: <ul style="list-style-type: none"> <li>• health and safety</li> <li>• equality, diversity and inclusion</li> <li>• security</li> <li>• staffing levels</li> <li>• absence reporting</li> <li>• timekeeping</li> <li>• personal appearance</li> <li>• handling customer complaints</li> </ul> 1.2 Explain relevant legislation and regulations relating to the products the team sells 1.3 Explain the importance of setting an example to team members by following organisational procedures and policies at all times
2. Understand how to gain the co-operation of own retail team when deputising for team leader	2.1 Explain the challenges involved in temporarily managing peer colleagues 2.2 Explain how clear communication helps teams to work effectively 2.3 Explain why it is important for a team leader to be approachable and trustworthy, including the importance of maintaining confidentiality 2.4 Explain the importance of treating all team members fairly
3. Be able to maintain the standards of performance of own retail team when deputising for a team leader	3.1 Communicate accurate information and instructions to the team 3.2 Set an example for own team by following organisational procedures and policies when deputising for a team leader

	3.3 Perform checks to ensure that team members follow organisational procedures and policies
4. Be able to manage the morale of own retail team when deputising for a team leader	4.1 Allocate work tasks to team members in ways that attempt to maintain the morale of the team 4.2 Use methods to motivate own team that are suited to individual team members' existing levels of motivation and expertise 4.3 Praise good performance both to the individuals concerned and to management 4.4 Provide support to team members who are having difficulty coping with their work, in ways suited to the individual and the situation 4.5 Communicate potentially sensitive information only to those who have a right to receive it
5. Be able to manage own performance when deputising for a team leader	5.1 Manage own time to carry out other work duties when deputising for a team leader 5.2 Follow organisational procedures when problems arise when deputising for a team leader
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	This unit assesses the occupational competence of individuals who deputise for a team leader within a retail environment. The competent individual is expected to be able to manage and motivate peer colleagues to carry out their day-to-day duties.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit requires workplace assessment of occupational competence. Simulation is not allowed for any performance evidence within this unit. Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website ( <a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a> )
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>D/503/5731 Contribute to the continuous improvement of retail operations within own area of responsibility</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>10</b>
<b>GLH:</b>	<b>47</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand how own area of responsibility can contribute to the overall success of the retail organisation	1.1 Explain characteristics of the organisation's brand image, customer base and desired market position 1.2 Explain the relationship between the agreed performance measures for own area of responsibility and the organisation's brand image and desired market position 1.3 Explain how systems and procedures in own area of responsibility are intended to support the achievement of organisational performance measures 1.4 Explain potential causes of failure to achieve organisational performance measures in the type of retail operations carried out in own area of responsibility
2. Understand how to motivate staff in own area of responsibility to support and contribute to the continuous improvement of retail operations	2.1 Explain why it is important for staff to understand the purpose and intended benefits of improvements to retail operations 2.2 Explain how own manner when explaining improvements can affect staff's response to these 2.3 Explain the importance of encouraging staff to suggest ideas for improvement to retail operations 2.4 Explain the importance of ensuring that colleagues receive the credit if their ideas are implemented 2.5 Explain the importance of showing enthusiasm and leading by example when putting improvements into practice

<p>3. Be able to evaluate achievements of organisational performance measures for retail operations within own area of responsibility</p>	<p>3.1 Evaluate organisational performance within own area of responsibility using information that is:</p> <ul style="list-style-type: none"> <li>• relevant</li> <li>• reliable</li> <li>• up to date</li> </ul>
<p>4. Be able to develop recommendations for improving the effectiveness of retail operations</p>	<p>4.1 Develop ideas to improve the effectiveness of operations in own area of responsibility</p> <p>4.2 Evaluate which ideas for improvements to the effectiveness of operations in own area of responsibility should be put forward to decision makers, based on the extent to which the ideas are:</p> <ul style="list-style-type: none"> <li>• consistent with the organisation's brand image</li> <li>• consistent with organisational policy</li> <li>• achievable, given the available resources</li> <li>• beneficial to the organisation and its customers</li> </ul>
<p>5. Be able to recommend ideas for improving the effectiveness of retail operations to decision makers</p>	<p>5.1 Present ideas to decision makers for possible improvements, doing so:</p> <ul style="list-style-type: none"> <li>• with supporting facts</li> <li>• acknowledging any contributions made by other people</li> </ul> <p>5.2 Explain to decision makers the benefits the recommended improvements could bring</p> <p>5.3 Justify to decision makers the resources needed to put improvements into practice</p> <p>5.4 Clarify any aspects of the recommended improvements decision makers wish to discuss further</p>

<p>6. Be able to contribute to the implementation of planned improvements to retail operations within own area of responsibility</p>	<p>6.1 Explain planned improvements to staff in ways that attempt to:</p> <ul style="list-style-type: none"> <li>• make clear the benefits of the proposed changes</li> <li>• encourage involvement in implementing proposed changes</li> </ul> <p>6.2 Ensure that staff have everything they need to implement proposed changes including additional training</p> <p>6.3 Seek advice and support to resolve any problems with implementing proposed changes that are not within own authority to resolve</p> <p>6.4 Demonstrate to staff own commitment to achieving the benefits of proposed changes through own behaviour</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit assesses the occupational competence of a first line manager or senior team member in relation to the contribution they make to improving operations within their own area of responsibility. The learner could contribute to improving performance against any operational measure set by the organisation, such as sales targets, service standards or quality standards..</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit requires workplace assessment of occupational competence.</p> <p>Simulation is not allowed for any performance evidence within this unit.</p> <p>It is highly unlikely that the assessor will be able to gather evidence for this unit by observing workplace activity. Evidence can, however, come from professional discussion supported by oral reports of real achievements and testimony from an expert witness.</p> <p><b>AC 4.2:</b> If the organisation does not have a written policy, learners need to ask their manager for broad guidelines and follow these where the unit refers to a policy.</p>

	Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website ( <a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a> )
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A