

City & Guilds Level 1 Award / Certificate Diploma in Retail Skills (7384-10/11/12)

March 2022 Version 1.1





Qualification at a glance

Subject area	Retail Skills
City & Guilds number	7384
Age group approved	All
Entry requirements	None
Assessment	Portfolio of evidence
Fast track	Available from 7536
Support materials	Centre handbook Candidate logbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Ofqual number	GLH	TQT
City & Guilds Level 1 Award in Retail Skills	7384-10	600/3947/4	<i>No longer available</i>	
City & Guilds Level 1 Certificate in Retail Skills	7384-11	600/3948/6	63	190
City & Guilds Level 1 Diploma in Retail Skills	7384-12	600/3949/8	<i>No longer available</i>	

Version	Change detail	Section
1.0 November 2011	Initial version	All
1.1 March 2022	GLH/TQT clarified City & Guilds added to qualification titles	Qualification at a glance, Structure Throughout

Contents

1	Introduction	6
2	Centre requirements	16
	Resource requirements	16
	Candidate entry requirements	17
3	Delivering the qualification	18
	Initial assessment and induction	18
	Support materials	18
	Recording documents	18
4	Assessment	19
	Assessment of the qualification	19
	Evidence requirements	19
	Assessment strategy	21
	Recognition of prior learning (RPL)	24
5	Units	25
Unit 101	Move goods and materials manually in a retail environment (B.01)	26
Unit 102	Keep stock at required levels in a retail environment (B.02)	28
Unit 103	Sort donated goods for resale or recycling in a retail environment (B.08)	30
Unit 104	Maintain food safety while working with food in a retail environment (B.20)	31
Unit 105	Load orders for despatch from a retail store to customers (B.29)	36
Unit 106	Wrap and pack goods for customers in a retail environment (C.01)	38
Unit 107	Contribute to monitoring and maintaining ease of shopping in a retail sales area (C.51)	40
Unit 108	Recognise and report security risks in a retail environment (E.01)	42
Unit 109	Comply with workplace health and safety requirements in a retail environment (E.02)	44
Unit 110	Work effectively in a retail team (E.03)	46
Unit 111	Keep the non-food retail environment clean and tidy (E.04)	48
Unit 112	Provide a counter and takeaway service (C.44)	50
Unit 201	Receive goods and materials into storage in a retail environment (B.03)	52
Unit 202	Place goods and materials into storage in a retail environment (B.04)	54
Unit 203	Keep stock on sale at required levels in a retail environment (B.05)	56
Unit 204	Process customer orders for goods in a retail environment (B.06)	58

Unit 205	Process returned goods in a retail environment (B.07)	60
Unit 206	Assemble products for display in a retail environment (B.09)	62
Unit 207	Hand-process fish in a retail environment (B.11)	63
Unit 208	Process greengrocery products for sale in a retail environment (B.12)	65
Unit 209	Finish meat products by hand in a retail environment (B.13)	67
Unit 210	Organise own work to meet a dough production schedule in a retail environment (B.17)	69
Unit 211	Maintain food safety while working with food in a retail environment (B.21)	71
Unit 212	Pick products in a retail environment to fulfil customer orders (B.28)	76
Unit 213	Check stock levels and sort out problems with stock levels in a retail environment (B.30)	78
Unit 214	Finish bake-off food products in a retail environment (B.35)	80
Unit 215	Glaze, coat or decorate bake-off products for sale in a retail environment (B.36)	82
Unit 216	Display stock to promote sales to customers in a retail environment (C.02)	84
Unit 217	Help customers to choose products in a retail environment (C.03)	87
Unit 218	Carry out promotional campaigns in a retail environment (C.04)	89
Unit 219	Deal with customer queries and complaints in a retail environment (C.05)	91
Unit 220	Demonstrate products to customers in a retail environment (C.06)	93
Unit 221	Process payments for purchases in a retail environment (C.08)	95
Unit 222	Process applications for credit agreements offered in a retail environment (C.09)	97
Unit 223	Promote loyalty schemes to customers in a retail environment (C.12)	99
Unit 224	Provide a bra fitting service in a retail environment (C.17)	101
Unit 225	Follow guidelines for planning and preparing visual merchandising displays (C.18)	104
Unit 226	Dress visual merchandising displays to attract customers (C.19)	106
Unit 227	Order and position signage and graphics for visual merchandising displays (C.20)	108
Unit 228	Dismantle and store props and graphics from visual merchandising displays (C.21)	110
Unit 229	Make props and decorate fixtures and panels for visual merchandising displays (C.22)	112

Unit 230	Assemble visual merchandising displays (C.23)	114
Unit 231	Follow point-of-sale procedures for age-restricted products in a retail environment (C.36)	116
Unit 232	Provide National Lottery products to customers (C.37)	118
Unit 233	Advise customers on the fixing and care of tiles (C.42)	120
Unit 234	Cash up in a retail environment (C.46)	122
Unit 235	Promote a retail store's credit card to customers in a retail environment (C.47)	123
Unit 236	Provide service to customers in a dressing room in a retail environment (C.48)	125
Unit 237	Promote food or drink products by offering samples to customers (C.49)	127
Unit 238	Deliver goods from a retail environment to the customer's delivery address (C.50)	129
Unit 239	Help customers to apply for a retail store's credit card and associated insurance products (C.52)	131
Unit 240	Help customers to choose delicatessen products in a retail environment (C.54)	134
Unit 241	Portion delicatessen products to meet customer requirements in a retail environment (C.55)	136
Unit 243	Demonstrate make-up and skincare products to customers at a beauty counter in a retail environment (C.59)	138
Unit 244	Operate a customer record card system on a beauty counter in a retail environment (C.60)	141
Unit 245	Protect own and others' health and safety when working in a retail environment (E.06)	143
Unit 246	Reduce security risks in a retail environment (E.07)	145
Unit 248	Prepare newspapers and magazines for return to merchandisers (E.20)	146
Unit 249	Check the accuracy of records of hours worked in a retail environment (E.22)	148
Unit 250	Give customers a positive impression of yourself and your organisation (D.01)	150
Unit 253	Hand divide, mould and shape fermented dough (B.19)	152
Unit 254	Select, weigh and measure bakery ingredients (B.18)	154
Unit 255	Identify and report the presence of pests, diseases and disorders (B.34)	156
Unit 256	Maintain moisture levels for crops or plants (B.31)	158
Unit 257	Merchandise plants and other relevant products (C.56)	160
Unit 258	Provide nutrients to crops or plants (B.32)	162
Unit 259	Remove unwanted plant growth to maintain development (B.33)	164
Appendix 1	Units for which simulated activities are allowed	167
Appendix 2	Units from which expert witness testimony is allowed if the assessor is not expert	168
Appendix 3	Sources of general information	170



1 Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who is are the qualifications for?	The level 1 qualifications are aimed at candidates who are just starting out and want a good basic understanding of the retail industry - enough to succeed in a job in the area or move on to further study.
What do the qualifications cover?	These qualifications allow candidates starting out in the industry to learn, develop and practise the skills required for employment and/or career progression in the retail industry. Units in the qualification cover all areas of working in retail including aspects of sales, customer support, stock control and processing fresh goods.
What opportunities for progression are there?	They allow candidates to progress into employment or to the following City & Guilds qualifications: <ul style="list-style-type: none">• 7384 Level 2 Award in Retail Skills• 7384 Level 2 Certificate in Retail Skills• 7384 Level 2 Diploma in Retail Skills

Structure

To achieve the City & Guilds Level 1 Award in Retail Skills, learners must achieve a minimum of **7** credits from the optional units available.

City & Guilds Level 1 Award in Retail Skills					
Optional					
UAN	City & Guilds unit number	Unit level	Unit title	Credit value	GLH
F/503/5656	101	1	Move goods and materials manually in a retail environment (B.01)	3	16
J/503/5657	102	1	Keep stock at required levels in a retail environment (B.02)	3	16
D/503/5664	103	1	Sort donated goods for resale or recycling in a retail environment (B.08)	3	6
F/503/5673	104	1	Maintain food safety while working with food in a retail environment (B.20)	5	11
Y/503/5677	105	1	Load orders for despatch from a retail store to customers (B.29)	3	15
K/503/5683	106	1	Wrap and pack goods for customers in a retail environment (C.01)	3	18
K/503/5716	107	1	Contribute to monitoring and maintaining ease of shopping in a retail sales area (C.51)	2	8
F/503/5723	108	1	Recognise and report security risks in a retail environment (E.01)	4	26
J/503/5724	109	1	Comply with workplace health and safety requirements in a retail environment (E.02)	5	28
R/503/5726	111	1	Keep the non-food retail environment clean and tidy (E.04)	3	16
L/601/5016	112	1	Provide a counter and takeaway service (C.44)	3	30

To achieve the City & Guilds Level 1 Certificate in Retail Skills, learners must achieve a minimum of **19** credits.

- **7** credits must come from the mandatory unit 110
- A minimum of **5** credits must come from the optional level 1 units
- A maximum of **7** credits can come from the optional level 2 units
- Overall at least **12** credits must be achieved at level 1

City & Guilds Level 1 Certificate in Retail Skills					
UAN	City & Guilds unit number	Unit Level	Unit title	Credit value	GLH
Mandatory					
L/503/5725	110	1	Work effectively in a retail team (E.03)	7	35
Optional					
F/503/5656	101	1	Move goods and materials manually in a retail environment (B.01)	3	16
J/503/5657	102	1	Keep stock at required levels in a retail environment (B.02)	3	16
D/503/5664	103	1	Sort donated goods for resale or recycling in a retail environment (B.08)	3	6
F/503/5673	104	1	Maintain food safety while working with food in a retail environment (B.20)	5	11
Y/503/5677	105	1	Load orders for despatch from a retail store to customers (B.29)	3	15
K/503/5683	106	1	Wrap and pack goods for customers in a retail environment (C.01)	3	18
K/503/5716	107	1	Contribute to monitoring and maintaining ease of shopping in a retail sales area (C.51)	2	8
F/503/5723	108	1	Recognise and report security risks in a retail environment (E.01)	4	26
J/503/5724	109	1	Comply with workplace health and safety requirements in a retail environment (E.02)	5	28
R/503/5726	111	1	Keep the non-food retail environment clean and tidy (E.04)	3	16
L/601/5016	112	1	Provide a counter and takeaway service (C.44)	3	30
R/503/5659	201	2	Receive goods and materials into storage in a retail environment (B.03)	4	22

UAN	City & Guilds unit number	Unit Level	Unit title	Credit value	GLH
J/503/5660	202	2	Place goods and materials into storage in a retail environment (B.04)	4	19
L/503/5661	203	2	Keep stock on sale at required levels in a retail environment (B.05)	3	16
R/503/5662	204	2	Process customer orders for goods in a retail environment (B.06)	3	19
Y/503/5663	205	2	Process returned goods in a retail environment (B.07)	3	18
H/503/5665	206	2	Assemble products for display in a retail environment (B.09)	2	9
K/503/5666	207	2	Hand-process fish in a retail environment (B.11)	6	21
M/503/5667	208	2	Process greengrocery products for sale in a retail environment (B.12)	7	17
J/503/5674	211	2	Maintain food safety while working with food in a retail environment (B.21)	6	13
R/503/5676	212	2	Pick products in a retail environment to fulfil customer orders (B.28)	4	19
D/503/5678	213	2	Check stock levels and sort out problems with stock levels in a retail environment (B.30)	2	10
H/503/5679	214	2	Finish bake-off food products in a retail environment (B.35)	3	15
Y/503/5680	215	2	Glaze, coat or decorate bake-off products for sale in a retail environment (B.36)	3	15
M/503/5684	216	2	Display stock to promote sales to customers in a retail environment (C.02)	5	26
T/503/5685	217	2	Help customers to choose products in a retail environment (C.03)	6	20
A/503/5686	218	2	Carry out promotional campaigns in a retail environment (C.04)	4	18
F/503/5687	219	2	Deal with customer queries and complaints in a retail environment (C.05)	4	24
J/503/5688	220	2	Demonstrate products to customers in a retail environment (C.06)	3	15
L/503/5689	221	2	Process payments for purchases in a retail environment (C.08)	4	17
F/503/5690	222	2	Process applications for credit agreements offered in a retail environment (C.09)	5	25

UAN	City & Guilds unit number	Unit Level	Unit title	Credit value	GLH
J/503/5691	223	2	Promote loyalty schemes to customers in a retail environment (C.12)	3	11
D/503/5695	225	2	Follow guidelines for planning and preparing visual merchandising displays (C.18)	5	22
H/503/5696	226	2	Dress visual merchandising displays to attract customers (C.19)	7	35
K/503/5697	227	2	Order and position signage and graphics for visual merchandising displays (C.20)	3	15
M/503/5698	228	2	Dismantle and store props and graphics from visual merchandising displays (C.21)	3	15
D/503/5700	230	2	Assemble visual merchandising displays (C.23)	4	20
J/503/5707	231	2	Follow point-of-sale procedures for age-restricted products in a retail environment (C.36)	2	11
L/503/5708	232	2	Provide National Lottery products to customers (C.37)	4	25
R/503/5709	233	2	Advise customers on the fixing and care of tiles (C.42)	6	35
L/503/5711	234	2	Cash up in a retail environment (C.46)	2	9
R/503/5712	235	2	Promote a retail store's credit card to customers in a retail environment (C.47)	3	12
Y/503/5713	236	2	Provide service to customers in a dressing room in a retail environment (C.48)	3	16
D/503/5714	237	2	Promote food or drink products by offering samples to customers (C.49)	2	13
H/503/5715	238	2	Deliver goods from a retail environment to the customer's delivery address (C.50)	3	17
M/503/5717	239	2	Help customers to apply for a retail store's credit card and associated insurance products (C.52)	4	22
T/503/5718	240	2	Help customers to choose delicatessen products in a retail environment (C.54)	3	15
A/503/5719	241	2	Portion delicatessen products to meet customer requirements in a retail environment (C.55)	2	9

UAN	City & Guilds unit number	Unit Level	Unit title	Credit value	GLH
T/503/5721	243	2	Demonstrate make-up and skincare products to customers at a beauty counter in a retail environment (C.59)	4	15
A/503/5722	244	2	Operate a customer record card system on a beauty counter in a retail environment (C.60)	2	8
Y/503/5727	245	2	Protect own and others' health and safety when working in a retail environment (E.06)	5	28
D/503/5728	246	2	Reduce security risks in a retail environment (E.07)	5	25
A/503/5736	248	2	Prepare newspapers and magazines for return to merchandisers (E.20)	2	10
J/503/5738	249	2	Check the accuracy of records of hours worked in a retail environment (E.22)	4	17
L/601/0933	250	2	Give customers a positive impression of yourself and your organisation (D.01)	5	33
T/601/4555	253	2	Hand divide, mould and shape fermented dough (B.19)	4	21
D/601/4551	254	2	Select, weigh and measure bakery ingredients (B.18)	3	16
K/502/1511	255	2	Identify and report the presence of pests, diseases and disorders (B.34)	3	23
R/502/0854	256	2	Maintain moisture levels for crops or plants (B.31)	2	15
J/502/0771	257	2	Merchandise plants and other relevant products (C.56)	6	45
L/502/0853	258	2	Provide nutrients to crops or plants (B.32)	2	15
Y/502/1214	259	2	Remove unwanted plant growth to maintain development (B.33)	5	38

To achieve the City & Guilds Level 1 Diploma in Retail Skills, learners must achieve a minimum of **37** credits.

- **7** credits must come from the mandatory unit 110
- A minimum of **15** credits must come from the optional level 1 units
- A maximum of **15** credits can come from the optional level 2 units
- Overall at least **22** credits must be achieved at level 1

City & Guilds Level 1 Diploma in Retail Skills					
UAN	City & Guilds unit number	Unit level	Unit title	Credit value	GLH
Mandatory					
L/503/5725	110	1	Work effectively in a retail team (E.03)	7	35
Optional					
F/503/5656	101	1	Move goods and materials manually in a retail environment (B.01)	3	16
J/503/5657	102	1	Keep stock at required levels in a retail environment (B.02)	3	16
D/503/5664	103	1	Sort donated goods for resale or recycling in a retail environment (B.08)	3	6
F/503/5673	104	1	Maintain food safety while working with food in a retail environment (B.20)	5	11
Y/503/5677	105	1	Load orders for despatch from a retail store to customers (B.29)	3	15
K/503/5683	106	1	Wrap and pack goods for customers in a retail environment (C.01)	3	18
K/503/5716	107	1	Contribute to monitoring and maintaining ease of shopping in a retail sales area (C.51)	2	8
F/503/5723	108	1	Recognise and report security risks in a retail environment (E.01)	4	26
J/503/5724	109	1	Comply with workplace health and safety requirements in a retail environment (E.02)	5	28
R/503/5726	111	1	Keep the non-food retail environment clean and tidy (E.04)	3	16
L/601/5016	112	1	Provide a counter and takeaway service (C.44)	3	30
R/503/5659	201	2	Receive goods and materials into storage in a retail environment (B.03)	4	22
J/503/5660	202	2	Place goods and materials into storage in a retail environment (B.04)	4	19

UAN	City & Guilds unit number	Unit Level	Unit title	Credit value	GLH
L/503/5661	203	2	Keep stock on sale at required levels in a retail environment (B.05)	3	16
R/503/5662	204	2	Process customer orders for goods in a retail environment (B.06)	3	19
Y/503/5663	205	2	Process returned goods in a retail environment (B.07)	3	18
H/503/5665	206	2	Assemble products for display in a retail environment (B.09)	2	9
K/503/5666	207	2	Hand-process fish in a retail environment (B.11)	6	21
M/503/5667	208	2	Process greengrocery products for sale in a retail environment (B.12)	7	17
T/503/5668	209	2	Finish meat products by hand in a retail environment (B.13)	9	29
A/503/5672	210	2	Organise own work to meet a dough production schedule in a retail environment (B.17)	10	48
J/503/5674	211	2	Maintain food safety while working with food in a retail environment (B.21)	6	13
R/503/5676	212	2	Pick products in a retail environment to fulfil customer orders (B.28)	4	19
D/503/5678	213	2	Check stock levels and sort out problems with stock levels in a retail environment (B.30)	2	10
H/503/5679	214	2	Finish bake-off food products in a retail environment (B.35)	3	15
Y/503/5680	215	2	Glaze, coat or decorate bake-off products for sale in a retail environment (B.36)	3	15
M/503/5684	216	2	Display stock to promote sales to customers in a retail environment (C.02)	5	26
T/503/5685	217	2	Help customers to choose products in a retail environment (C.03)	6	20
A/503/5686	218	2	Carry out promotional campaigns in a retail environment (C.04)	4	18
F/503/5687	219	2	Deal with customer queries and complaints in a retail environment (C.05)	4	24
J/503/5688	220	2	Demonstrate products to customers in a retail environment (C.06)	3	15

UAN	City & Guilds unit number	Unit Level	Unit title	Credit value	GLH
L/503/5689	221	2	Process payments for purchases in a retail environment (C.08)	4	17
F/503/5690	222	2	Process applications for credit agreements offered in a retail environment (C.09)	5	25
J/503/5691	223	2	Promote loyalty schemes to customers in a retail environment (C.12)	3	11
Y/503/5694	224	2	Provide a bra fitting service in a retail environment (C.17)	10	44
D/503/5695	225	2	Follow guidelines for planning and preparing visual merchandising displays (C.18)	5	22
H/503/5696	226	2	Dress visual merchandising displays to attract customers (C.19)	7	35
K/503/5697	227	2	Order and position signage and graphics for visual merchandising displays (C.20)	3	15
M/503/5698	228	2	Dismantle and store props and graphics from visual merchandising displays (C.21)	3	15
T/503/5699	229	2	Make props and decorate fixtures and panels for visual merchandising displays (C.22)	10	45
D/503/5700	230	2	Assemble visual merchandising displays (C.23)	4	20
J/503/5707	231	2	Follow point-of-sale procedures for age-restricted products in a retail environment (C.36)	2	11
L/503/5708	232	2	Provide National Lottery products to customers (C.37)	4	25
R/503/5709	233	2	Advise customers on the fixing and care of tiles (C.42)	6	35
L/503/5711	234	2	Cash up in a retail environment (C.46)	2	9
R/503/5712	235	2	Promote a retail store's credit card to customers in a retail environment (C.47)	3	12
Y/503/5713	236	2	Provide service to customers in a dressing room in a retail environment (C.48)	3	16
D/503/5714	237	2	Promote food or drink products by offering samples to customers (C.49)	2	13
H/503/5715	238	2	Deliver goods from a retail environment to the customer's delivery address (C.50)	3	17

UAN	City & Guilds unit number	Unit Level	Unit title	Credit value	GLH
M/503/5717	239	2	Help customers to apply for a retail store's credit card and associated insurance products (C.52)	4	22
T/503/5718	240	2	Help customers to choose delicatessen products in a retail environment (C.54)	3	15
A/503/5719	241	2	Portion delicatessen products to meet customer requirements in a retail environment (C.55)	2	9
T/503/5721	243	2	Demonstrate make-up and skincare products to customers at a beauty counter in a retail environment (C.59)	4	15
A/503/5722	244	2	Operate a customer record card system on a beauty counter in a retail environment (C.60)	2	8
Y/503/5727	245	2	Protect own and others' health and safety when working in a retail environment (E.06)	5	28
D/503/5728	246	2	Reduce security risks in a retail environment (E.07)	5	25
A/503/5736	248	2	Prepare newspapers and magazines for return to merchandisers (E.20)	2	10
J/503/5738	249	2	Check the accuracy of records of hours worked in a retail environment (E.22)	4	17
L/601/0933	250	2	Give customers a positive impression of yourself and your organisation (D.01)	5	33
T/601/4555	253	2	Hand divide, mould and shape fermented dough (B.19)	4	21
D/601/4551	254	2	Select, weigh and measure bakery ingredients (B.18)	3	16
K/502/1511	255	2	Identify and report the presence of pests, diseases and disorders (B.34)	3	23
R/502/0854	256	2	Maintain moisture levels for crops or plants (B.31)	2	15
J/502/0771	257	2	Merchandise plants and other relevant products (C.56)	6	45
L/502/0853	258	2	Provide nutrients to crops or plants (B.32)	2	15
Y/502/1214	259	2	Remove unwanted plant growth to maintain development (B.33)	5	38

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
City & Guilds Level 1 Award in Retail Skills	<i>No longer available</i>	
City & Guilds Level 1 Certificate in Retail Skills	63	190
City & Guilds Level 1 Diploma in Retail Skills	<i>No longer available</i>	

2 Centre requirements

Approval

If your Centre is approved to offer the qualification 7536-02/03 Level 1 Certificate/Diploma in Retail Skills you can apply for the new 7384-10/11/12 Level 1 Award/Certificate/Diploma in Retail Skills approval using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if there have been no changes to the way the qualifications are delivered, and they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Resource requirements

Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

See also page 21 for details from the assessment strategy on the role of supervisors and managers in the assessment process.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

Candidate entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

Age restrictions

There is no age restriction for these qualifications unless this is a legal requirement of the process or the environment.



3 Delivering the qualification

Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs,
- support and guidance they may need when working towards their qualifications.
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualifications, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for these qualifications:

Description	How to access
Fast track form	www.cityandguilds.com
Candidate logbook	www.cityandguilds.com
SmartScreen	www.smartscreen.co.uk

Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate. *Recording forms* are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.



4 Assessment

Assessment of the qualification

Candidates must:

- have a completed portfolio of evidence for each unit

City & Guilds discourages 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.

City & Guilds has established 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 the assessment strategy.

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.

Evidence requirements

Units may be assessed through a number of different sources and forms, which must meet the requirements of assessment criteria, which may include:

Naturalistic observation of workplace activities: Assessors must provide information about the context of the assessment.

Products: Such as reports, letters, e-mails, memos, printouts, etc, are also valuable items of performance evidence. Assessors are encouraged to assess work products in situ and record the location of evidence within their assessment records. Assessment centres using 'paperless portfolios' should first discuss their approach to assessment with their awarding organisation.

Expert witness: Can be used to address any gaps in the technical and occupational competence of assessors, and also for confidential or sensitive activities that are not appropriate for assessor observation. Expert witnesses are identified and trained by the centre.

Witness testimony: Can provide valuable evidence of candidate competence. In line with established principles, witness testimony must be:

- a clear, authentic statement indicating how the learner carries out their job
- dated, signed and include the job title of the witness.

Candidate reports (feedback): Oral or written reports from the candidate which involve descriptions of activities and processes and some self-assessment, e.g. a work diary.

Reflective accounts: A reflective account is usually a write up of how a candidate has carried out part of their job, recording events that actually happened. Where possible, the account should state why the candidate took the actions they did.

Professional discussion: Professional discussion is a single, or series of, structured, planned and in-depth discussion(s) which can be recorded electronically or manually in paper, computer, audio or video files. Professional discussions can be used to support observation reports, examination of work products and knowledge questionnaires.

Verbal / written questions: Also includes questionnaires; work based tasks; reflective accounts; case studies; professional discussion; and, feedback reports. As assessment by observation and examination of work products usually results in inferred knowledge. Questions should only be asked to fill gaps where knowledge is not explicit. This style of assessment still requires the assessor to confirm how knowledge and understanding has been addressed but avoids over assessment of the candidate.

Projects: An extended piece of practical and / or written work involving planning and research, generally presented as a report.

Assignments: May be practical or written tasks given to learners which test skills, knowledge or understanding, or combinations of all three.

Case studies: An effective case study report should:

- clearly identify the core problem(s)
- analyse the issues underlying the problem
- discuss and justify alternative solutions using theory / experience
- present feasible recommendations
- be presented in an appropriate format.

Audio / video recordings: May be used to support observation reports, examination of work products and knowledge questionnaires.

Simulation / role play: A task-based function where there are clear goals which need to be achieved and the outcomes are evaluated in a 'real-work environment.

This list is illustrative of the options available to provide evidence in support of achieving the assessment criteria of a unit. The most

appropriate forms of evidence should be selected for each unit or part of a unit.

Time constraints

The following must be applied to the assessment of this qualification:

- Candidates must finish their assessment within their period of registration.

Assessment strategy

The following is taken from the retail sector's assessment strategy as provided by Skillsmart retail.

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.

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 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.

NB - A list of those units for which simulation is allowed are provided in Appendix 1 and 2.

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

Definition of a Realistic Working Environment (RWE)

Where simulation is used the sector requires that:

- Simulation must be undertaken in a Realistic Working Environment

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.

(See Evidence Requirements section for further details)

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.

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 City & Guilds 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 City & Guilds.

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.

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.

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.

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.

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.

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 City & Guilds

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 City & Guilds.

The full assessment strategy is available to download from Skillsmart retail website www.skillsmartretail.com

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification. RPL is allowed and is not sector specific.



5 Units

Availability of units

Below is a list of the learning outcomes for all the units.

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria

Unit 101

Move goods and materials manually in a retail environment (B.01)

UAN:	F/503/5656
Level:	Level 1
Credit value:	3
GLH:	16
Relationship to NOS:	SSR.B101
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of individuals working in a retail environment whose duties include working under supervision to move and place goods and materials. The unit does not require the learner to use a lift truck, but the learner does need to be able to use other types of handling equipment safely.

Learning outcome
The learner will: 1. be able to move goods and materials manually in a retail environment
Assessment criteria
The learner can: 1.1 perform checks to ensure that equipment needed to move goods and materials is available and in working order 1.2 state what can go wrong with the equipment used for moving goods and materials 1.3 move and handle goods and materials safely and in line with organisational procedures 1.4 place goods and materials: <ul style="list-style-type: none">• in the specified places• within the time allowed• in such a way that they can be easily identified and reached

Learning outcome
The learner will: 2. know the importance of rotating stock when putting new stock into storage
Assessment criteria
The learner can: 2.1 state the importance of rotating stock when putting new stock into storage

Learning outcome
The learner will: 3. know what support is available to resolve problems with moving goods and materials manually
Assessment criteria
The learner can: 3.1 identify the person to whom to report faulty equipment 3.2 identify the people who can help to move goods and materials when necessary 3.3 identify the person who can be asked for advice about where to place goods and materials

Unit 102

Keep stock at required levels in a retail environment (B.02)

UAN:	J/503/5657
Level:	Level 1
Credit value:	3
GLH:	16
Relationship to NOS:	SSR.B102, SSR.B103
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of people who work in a retail environment and who are responsible for checking stock levels and replenishing the levels of stock on the shelves.

Learning outcome
The learner will: 1. know the importance of checking stock levels
Assessment criteria
The learner can: 1.1 state the importance of accurate and up to date stock checks and records 1.2 state the importance of following instructions and procedures for checking stock levels

Learning outcome
The learner will: 2. know the importance of rotating stock when putting new stock on display
Assessment criteria
The learner can: 2.1 outline the importance of rotating stock when putting new stock on display

Learning outcome

The learner will:

3. know the risks involved in handling stock

Assessment criteria

The learner can:

3.1 outline potential safety risks involved in handling stock

3.2 outline how stock, premises and equipment can be damaged by poor stock handling

3.3 state why the work area needs to be cleaned and tidied promptly after replenishing stock levels

Learning outcome

The learner will:

4. be able to check stock levels in a retail environment

Assessment criteria

The learner can:

4.1 perform checks on existing stock levels in such a way that:

- an accurate count of stock is achieved
- instructions and organisational procedures are followed
- unsaleable stock is identified
- other people are not disturbed except when necessary

4.2 identify the person who can provide advice when instructions for checking stock are not clear

4.3 identify the person who needs to be told about any unsaleable stock identified

4.4 update stock records accurately and in line with organisational procedures

Learning outcome

The learner will:

5. be able to position stock in a retail environment

Assessment criteria

The learner can:

5.1 position stock in the right places according to instructions relating to:

- stock rotation
- display requirements

5.2 identify the person who can provide advice when instructions for positioning stock are not clear

5.3 handle stock in ways that:

- protect own and other people's safety
- protect stock, equipment and premises from being damaged
- do not disturb other people except when necessary

5.4 clean and tidy the work area after replenishing stock levels in line with organisational procedures

Unit 103

Sort donated goods for resale or recycling in a retail environment (B.08)

UAN:	D/503/5664
Level:	Level 1
Credit value:	3
GLH:	6
Relationship to NOS:	SSR.B105
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of individuals who work in charity shops and are responsible for processing donated goods of a straightforward type.

Learning outcome
The learner will: 1. know how to sort donated goods safely
Assessment criteria
The learner can: 1.1 outline the organisational safety requirements that apply to sorting donated goods

Learning outcome
The learner will: 2. be able to sort donated goods for selling or recycling
Assessment criteria
The learner can: 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

Unit 104

Maintain food safety while working with food in a retail environment (B.20)

UAN:	F/503/5673
Level:	Level 1
Credit value:	5
GLH:	11
Relationship to NOS:	SSR.B104
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	<p>The purpose of this unit is to assess 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">• handling wrapped food• handling unwrapped food not subject to temperature control requirements (for example, fresh produce or bakery items)• 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). <p>The unit covers the individual's responsibilities for contributing to food safety in these circumstances.</p>

Learning outcome
The learner will: 1. know how own personal hygiene and behaviour contribute to food safety in a retail environment
Assessment criteria
The learner can: 1.1 outline how clean hair, skin, nails and clothing contribute to food safety 1.2 state how jewellery and other accessories can put food safety at risk 1.3 state why unsafe behaviour 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

Learning outcome
The learner will: 2. know how to deal with indicators of potential food safety hazards in a retail environment
Assessment criteria
The learner can: 2.1 outline the types of indicators of potential food safety hazards to remain alert for in own workplace 2.2 outline how to recognise indicators of potential food safety hazards in own workplace 2.3 state which indicators of potential food safety hazards are within own authority to deal with, and which indicators must be reported 2.4 outline the organisational procedures for dealing with indicators of potential food safety hazards that are within own authority

Learning outcome
The learner will: 3. be able to keep self and clothes clean while working with food in a retail environment
Assessment criteria
The learner can: 3.1 keep own hair, skin, nails and clothing in a suitable condition for working with food 3.2 remove any jewellery and other accessories that could cause food safety hazards 3.3 ensure that any protective clothing the organisation provides for own use is: <ul style="list-style-type: none"> • worn in line with organisational requirements • changed when the organisation says it should be 3.4 wash own hands: <ul style="list-style-type: none"> • at the right times to keep them in a suitable condition for working with food • using effective methods 3.5 demonstrate safe behaviour that helps prevent contamination to the food being worked with 3.6 identify the person to whom to report any open wounds, skin infections and infectious illnesses

Learning outcome
The learner will: 4. be able to deal with indicators of potential food safety hazards in a retail environment
Assessment criteria
The learner can: 4.1 identify obvious indicators of potential food safety hazards in the workplace 4.2 deal with potential food safety hazards by: <ul style="list-style-type: none">• removing them when authorised to do so• reporting them to the right person when dealing with them is not within own authority

Unit 104 Maintain food safety while working with food in a retail environment

Supporting information

Unit range

Accessories

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

Indicators of potential food safety hazards-

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

Unsafe behaviour

Behaviour which can make food unsafe for customers, including:

- touching own face, nose or mouth
- smoking
- chewing gum
- eating
- scratching
- coughing or sneezing

Unit 105

Load orders for despatch from a retail store to customers (B.29)

UAN:	Y/503/5677
Level:	Level 1
Credit value:	3
GLH:	15
Relationship to NOS:	SSR.B246
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of individuals who are responsible for loading orders for despatch from a retail store to customers.

Learning outcome
The learner will: 1. know why it is important to work safely in the loading area
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 2. know how own working practices contribute to an efficient delivery service
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 3. be able to keep loading facilities and equipment in a usable condition
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 4. be able to ensure that orders are ready for loading
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 5. be able to load orders into delivery vehicles
Assessment criteria
The learner can: 5.1 lift and move packed orders in ways that attempt to prevent: <ul style="list-style-type: none"> • injury to self and others • damage to goods and property 5.2 position orders in a vehicle according to: <ul style="list-style-type: none"> • instructions for the required order of delivery • organisational procedures for keeping goods secure and protected from damage during transit

Unit 106

Wrap and pack goods for customers in a retail environment (C.01)

UAN:	K/503/5683
Level:	Level 1
Credit value:	3
GLH:	18
Relationship to NOS:	SSR.C101
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of individuals who are responsible for packaging customers' purchases in a retail environment.

Learning outcome
The learner will: 1. know about the types of packaging that can be used in a retail environment
Assessment criteria
The learner can: 1.1 outline any legal requirements relating to the types of packaging provided to customers in own workplace 1.2 outline the organisation's policy relating to the types of packaging provided to customers 1.3 outline the ways in which goods can be damaged if protective packaging is not used

Learning outcome
The learner will: 2. know the importance of minimising and disposing of waste in a retail environment
Assessment criteria
The learner can: 2.1 outline why wastage needs to be kept to a minimum 2.2 state the importance of disposing of waste materials promptly

Learning outcome

The learner will:

3. be able to package goods for customers in a retail environment

Assessment criteria

The learner can:

3.1 choose packaging materials that:

- meet legal requirements and organisational policy
- are suitable for the goods

3.2 package goods, ensuring that:

- they are protected from damage during packaging
- wastage is kept to a minimum
- tools are used safely
- packages are closed and sealed in line with organisational instructions

3.3 identify the designated person to ask for advice if instructions are not clear

3.4 store materials and tools in the designated places and in line with organisational procedures after use

3.5 dispose of waste materials in the designated containers

Unit 107

Contribute to monitoring and maintaining ease of shopping in a retail sales area (C.51)

UAN:	K/503/5716
Level:	Level 1
Credit value:	2
GLH:	8
Relationship to NOS:	SSR.C277
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess 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.

Learning outcome
The learner will: 1. know how the layout and appearance of the sales floor influences sales
Assessment criteria
The learner can: 1.1 state how the layout and appearance of the sales floor influence sales

Learning outcome
The learner will: 2. be able to maintain own area of the sales floor during trading hours
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 3. be able to report problems that could have a negative effect on the customer experience
Assessment criteria
The learner can: 3.1 report to the designated person problems that could have a negative effect on the customer experience

Unit 108

Recognise and report security risks in a retail environment (E.01)

UAN:	F/503/5723
Level:	Level 1
Credit value:	4
GLH:	26
Relationship to NOS:	SSR.E101
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of individuals who work in a retail environment and who are not security specialists, but who are responsible for recognising and reporting any security risks they encounter during their day-to-day work.

Learning outcome
The learner will: 1. know why it is important to keep own work area secure
Assessment criteria
The learner can: 1.1 outline what can happen, to people and to the organisation, if own work area is not kept secure 1.2 state the importance of reporting security risks promptly

Learning outcome
The learner will: 2. know security risks associated with a retail environment
Assessment criteria
The learner can: 2.1 outline security risks that can arise in a retail environment 2.2 identify situations that can lead to reduced alertness for security risks

Learning outcome
The learner will: 3. be able to report security risks in a retail environment
Assessment criteria
The learner can: 3.1 identify potential security risks in own workplace 3.2 report security risks to the designated person 3.3 outline the importance of not exceeding own level of authority when faced with security risks

Unit 109

Comply with workplace health and safety requirements in a retail environment (E.02)

UAN:	J/503/5724
Level:	Level 1
Credit value:	5
GLH:	28
Relationship to NOS:	SSR.E102, SSR.E103, SSR.E104
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess occupational competence in relation to the basic health and safety procedures that apply in a retail environment.

Learning outcome
The learner will: 1. know types and causes of accidents and emergencies in a retail environment
Assessment criteria
The learner can: 1.1 identify types of accidents and emergencies that can arise in a retail environment 1.2 outline causes of accidents and emergencies that can arise in a retail environment

Learning outcome
The learner will: 2. know how own behaviour contributes to health and safety in a retail environment
Assessment criteria
The learner can: 2.1 state the importance of acting within the limits of own responsibility and authority when accidents and emergencies arise, including reasons relating to personal safety and legal requirements 2.2 state the importance of following health and safety procedures 2.3 state the importance of planning the route before moving goods

<p>2.4 outline the importance of using safe techniques for lifting and handling in relation to:</p> <ul style="list-style-type: none"> • own safety • the safety of others who are helping with lifting • the safety of others who are close by <p>2.5 state when it is necessary to ask others for help with lifting</p>

Learning outcome
<p>The learner will:</p> <p>3. be able to follow organisational procedures in the event of accidents and emergencies in a retail environment</p>
Assessment criteria
<p>The learner can:</p> <p>3.1 identify potential situations that constitute accidents and emergencies</p> <p>3.2 seek immediate help from an appropriate source in the event of accidents and emergencies</p> <p>3.3 follow immediately instructions given by senior staff and/or the emergency services in relation to accidents and emergencies</p>

Learning outcome
<p>The learner will:</p> <p>4. be able to work safely in own role within a retail environment</p>
Assessment criteria
<p>The learner can:</p> <p>4.1 carry out own work duties in line with:</p> <ul style="list-style-type: none"> • organisational procedures for reducing health and safety risks • legal requirements for reducing health and safety risks <p>4.2 use safety equipment in line with the manufacturer's instructions</p> <p>4.3 identify the person who can provide advice about working safely</p>

Learning outcome
<p>The learner will:</p> <p>5. be able to lift and handle goods safely in a retail environment</p>
Assessment criteria
<p>The learner can:</p> <p>5.1 lift and handle goods:</p> <ul style="list-style-type: none"> • using organisational procedures for lifting and handling goods • using any lifting and handling equipment in line with the organisation's and/or manufacturer's guidelines • checking that any equipment to be used is in working order • asking others to help when necessary

Unit 110

Work effectively in a retail team (E.03)

UAN:	L/503/5725
Level:	Level 1
Credit value:	7
GLH:	35
Relationship to NOS:	SSR.E105, SSR.E106
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	<p>The purpose of this unit is to assess 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 follow a work training programme.</p> <p>For the purposes of this unit, the 'team' could be just the learner and their manager.</p>

Learning outcome
The learner will: 1. know about discrimination, bullying and harassment in own work place
Assessment criteria
The learner can: 1.1 outline how own employer defines discrimination, bullying and harassment 1.2 outline own employer's procedures for dealing with discrimination, bullying and harassment

Learning outcome
The learner will: 2. be able to work as part of a retail team
Assessment criteria
The learner can: 2.1 state the importance of asking for help and information from colleagues when needed 2.2 ask colleagues politely for the help and information needed to do own work

- 2.3 state the importance of responding positively whenever possible to colleagues' requests for help
- 2.4 respond to colleagues' requests for help and information:
- when own workload allows
 - within the limits of own responsibility
 - in ways that attempt to maintain working relationships
- 2.5 identify the people who can provide advice if working with colleagues proves to be difficult
- 2.6 state the importance of always following organisational instructions for safeguarding own and others' health and safety at work
- 2.7 follow organisational instructions for safeguarding own and others' health and safety at work

Learning outcome
The learner will: 3. know how to follow plans and procedures for learning to do own job
Assessment criteria
The learner can: 3.1 state the importance of being an effective learner at work 3.2 state the importance of planning own learning, including the use of action points and deadlines 3.3 state the importance of requesting help to resolve problems with own training 3.4 identify the learning activities to be undertaken, including the specific action points and deadlines in own training programme 3.5 identify the people who can be approached for help with any problems relating to own training programme

Unit 111

Keep the non-food retail environment clean and tidy (E.04)

UAN:	R/503/5726
Level:	Level 1
Credit value:	3
GLH:	16
Relationship to NOS:	SSR.E107, SSR.E108, SSR.E109
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of individuals who carry out basic cleaning of work surfaces in a non-food retail environment. The unit is suitable only for contexts where food is not stored or prepared, even if the food is wrapped.

Learning outcome
The learner will: 1. know about health and safety aspects of cleaning and tidying work surfaces in a non-food retail environment
Assessment criteria
The learner can: 1.1 identify potential health and safety risks posed by: <ul style="list-style-type: none">• cleaning equipment and materials, both in use and in storage• spillages• litter and waste 1.2 outline the health and safety legislation relating to routine cleaning of a non-food retail environment, including dealing with spillages and disposing of waste and litter

Learning outcome
The learner will: 2. know the importance of cleaning with consideration for others in a non-food retail environment
Assessment criteria
The learner can: 2.1 state the importance of minimising disturbance to other people when cleaning a non-food retail environment

Learning outcome
The learner will: 3. know the importance of personal hygiene and tidiness in a non-food retail environment
Assessment criteria
The learner can: 3.1 state the importance of maintaining personal hygiene in a non-food retail environment 3.2 state how a clean and tidy appearance can help to give customers a positive impression of self and the organisation

Learning outcome
The learner will: 4. be able to clean and tidy work surfaces in a non-food retail environment
Assessment criteria
The learner can: 4.1 use equipment and materials to clean and tidy work surfaces in a non-food retail environment in line with organisational procedures 4.2 follow organisational procedures for safe working practices while cleaning and tidying work surfaces in a non-food retail environment including: <ul style="list-style-type: none"> • positioning items so that they do not constitute a hazard • keeping the risk of spillages to a minimum • cleaning up any spillages • disposing of rubbish and waste safely 4.3 clean work surfaces in ways that attempt to minimise disturbance to other people 4.4 perform checks to ensure that work surfaces are thoroughly clean 4.5 store cleaning equipment and materials in line with organisational procedures when cleaning is finished 4.6 dispose of used cleaning products in line with organisational procedures

Learning outcome
The learner will: 5. be able to maintain own personal hygiene in a non-food retail environment
Assessment criteria
The learner can: 5.1 use protective clothing for performing own duties in line with organisational procedures 5.2 keep own hair, skin and nails clean for performing own duties

Unit 112

Provide a counter and takeaway service (C.44)

UAN:	L/601/5016
Level:	Level 1
Credit value:	3
GLH:	30
Relationship to NOS:	PPL1FS4/09
Endorsement by a sector or regulatory body:	This unit is endorsed by People 1st, the Sector Skills Council for Hospitality, Leisure, Travel and Tourism.
Aim:	If the learner is a sales assistant in a retail store and part of their role involves serving food or drink items to customers, either for consumption on the premises or to take away, this unit is relevant. For example, the learner might work in a petrol forecourt shop where part of the service the learner provides to customers involves dispensing coffee or heating up pies which customers have purchased in the forecourt shop. This unit is about taking customers' orders and serving food or drink on a counter or take-away basis. It also covers keeping the counter area clean and stocked, and displaying food and drink items in the correct manner.

Learning outcome
The learner will: 1. be able to serve customers at the counter
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 2. know how to serve customers at the counter
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 3. be able to maintain counter and service areas
Assessment criteria
The learner can: 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 3.4 display and store food and drink items in line as required 3.5 clear work area of used and non- required service items at the appropriate times 3.6 dispose of rubbish, used disposable items and food waste as required

Learning outcome
The learner will: 4. know how to maintain counter and service areas
Assessment criteria
The learner can: 4.1 describe safe and hygienic working practices for clearing and why these are important 4.2 state why food which is prepared first should be served first 4.3 state why counter preparation areas and dining areas must be kept tidy and free from rubbish and food debris throughout the service 4.4 state why waste must be handled and disposed of correctly 4.5 state why a constant stock of service items should be maintained 4.6 state why maintaining food at the correct temperature is important and how this can be ensured 4.7 outline the types of unexpected situations that may occur when clearing away and how to deal with them

Unit 201

Receive goods and materials into storage in a retail environment (B.03)

UAN:	R/503/5659
Level:	Level 2
Credit value:	4
GLH:	22
Relationship to NOS:	SSR.B201, SSR.B202
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	This unit assesses the occupational competence of individuals who are responsible for receiving deliveries of goods and materials in a retail environment.

Learning outcome
The learner will: 1. understand the importance of preparing for expected deliveries
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 2. understand own responsibility for handling goods and materials
Assessment criteria
The learner can: 2.1 explain the importance of handling goods and materials safely, hygienically and in ways that protect them from damage

Learning outcome

The learner will:

3. be able to prepare to receive deliveries in a retail environment

Assessment criteria

The learner can:

3.1 identify:

- the quantity of the items expected
- the nature of the items expected
- the storage space needed

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

Learning outcome

The learner will:

4. be able to receive deliveries into storage in a retail environment

Assessment criteria

The learner can:

4.1 perform checks to ensure that the type, quantity and quality of items delivered are acceptable

4.2 describe how to refuse faulty deliveries, including how to record these and who needs to know about them

4.3 use methods that are safe, hygienic and protect the items from damage to check deliveries

4.4 allow deliveries to be off-loaded only into the designated areas

4.5 update stock control systems in line with organisational procedures

4.6 follow legal and organisational requirements for maintaining security and safety while receiving deliveries

Unit 202

Place goods and materials into storage in a retail environment (B.04)

UAN:	J/503/5660
Level:	Level 2
Credit value:	4
GLH:	19
Relationship to NOS:	SSR.B203, SSR.B204
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess 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.

Learning outcome
The learner will: 1. understand the requirements for storing goods and materials in a retail environment
Assessment criteria
The learner can: 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

Learning outcome

The learner will:

2. know procedures for resolving problems with storage facilities and equipment

Assessment criteria

The learner can:

- 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

Learning outcome

The learner will:

3. be able to place goods and materials into storage in a retail environment

Assessment criteria

The learner can:

- 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:
 - safely and securely
 - in the designated storage facilities
 - within the time allowed
 - in ways that make efficient use of the available storage space
 - in ways that enable items to be reached easily when needed
- 3.4 complete relevant records in line with organisational procedures

Unit 203

Keep stock on sale at required levels in a retail environment (B.05)

UAN:	L/503/5661
Level:	Level 2
Credit value:	3
GLH:	16
Relationship to NOS:	SSR.B205, SSR.B206
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of people who work in a retail environment and who are responsible for maintaining stock levels to meet changing demand.

Learning outcome
The learner will: 1. understand the relationship between stock levels and demand for stock
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 2. understand the relationship between stock levels and the quality of stock on sale
Assessment criteria
The learner can: 2.1 explain how stock rotation reduces the risk that stock will become unsaleable 2.2 describe the signs that stock is no longer saleable

Learning outcome
The learner will: 3. be able to check the level of stock on sale in a retail environment
Assessment criteria
The learner can: 3.1 calculate when to check stock levels, taking into account: <ul style="list-style-type: none"> • expected demand for stock • the time needed to order replacement stock 3.2 use the organisation's stock control system to assess: <ul style="list-style-type: none"> • current stock levels, • the stock levels needed • any shortfalls in stock 3.3 describe the procedures for informing colleagues that stock needs replacing

Learning outcome
The learner will: 4. be able to replenish stock on sale in a retail environment
Assessment criteria
The learner can: 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"> • in accordance with organisational procedures • with the least possible disturbance to other people 4.5 dispose of packaging waste in accordance with organisational procedures 4.6 update the stock control system in line with organisational procedures to reflect: <ul style="list-style-type: none"> • stock movements • any disposal of unsalable stock 4.7 calculate expected changes in demand and the corresponding changes that need to be made to stock levels

Unit 204

Process customer orders for goods in a retail environment (B.06)

UAN:	R/503/5662
Level:	Level 2
Credit value:	3
GLH:	19
Relationship to NOS:	SSR.B207, SSR.B208
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	This unit assesses the occupational competence of individuals responsible for processing customer orders in a retail environment.

Learning outcome
The learner will: 1. understand the importance of customer service in relation to processing customers' orders
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 2. understand the correct use of customer information in relation to processing customers' orders
Assessment criteria
The learner can: 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

Learning outcome

The learner will:

3. be able to find out what customers want to order

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

4. be able to check the availability of the goods customers want to order

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

5. be able to process orders for customers

Assessment criteria

The learner can:

5.1 check customer identity and credit status in accordance with legal and organisational procedures

5.2 prepare accurate and complete orders using the organisation's required format

5.3 communicate orders to those responsible for fulfilling them in line with organisational procedures

5.4 maintain the requisite level of confidentiality when storing, using and sharing customer information

Unit 205

Process returned goods in a retail environment (B.07)

UAN:	Y/503/5663
Level:	Level 2
Credit value:	3
GLH:	18
Relationship to NOS:	SSR.B209, SSR.B211
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	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.

Learning outcome
The learner will: 1. know about rights and responsibilities in relation to returned goods
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 2. understand the importance of stock control systems
Assessment criteria
The learner can: 2.1 explain the importance of updating stock control systems when returns are made

Learning outcome

The learner will:

3. be able to help retail customers who need to return goods

Assessment criteria

The learner can:

- 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

Learning outcome

The learner will:

4. be able to process returned goods

Assessment criteria

The learner can:

- 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
- 4.3 label accurately any goods that are to be returned to the supplier or manufacturer
- 4.4 move returned goods to the correct places ready for despatch, disposal or resale
- 4.5 communicate accurate and complete information to those responsible for raising a credit note or refunding the payment
- 4.6 update the stock control system in line with organisational procedures when goods are returned

Unit 206

Assemble products for display in a retail environment (B.09)

UAN:	H/503/5665
Level:	Level 2
Credit value:	2
GLH:	9
Relationship to NOS:	SSR.B212
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of individuals who assemble products under supervision for display in a retail environment.

Learning outcome
The learner will: 1. be able to assemble products for display in a retail environment
Assessment criteria
The learner can: 1.1 perform checks to ensure that 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">• in accordance with the manufacturer's instructions• using safe working methods 1.5 assess assembled products to ensure that: <ul style="list-style-type: none">• they are in a safe condition• they match any illustrations or other specifications provided by the manufacturer 1.6 identify the person who can provide advice if products are proving difficult to assemble

Unit 207

Hand-process fish in a retail environment (B.11)

UAN:	K/503/5666
Level:	Level 2
Credit value:	6
GLH:	21
Relationship to NOS:	SSR.B222, SSR.B223
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of individuals who hand-process fish in a retail environment.

Learning outcome
The learner will: 1. understand safe working practices in relation to hand-processing fish
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 2. understand the relationship between the anatomy of fish and the way fish are hand-processed
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 3. be able to hand-process fish
Assessment criteria
The learner can: 3.1 perform checks to ensure that the fish to be prepared is of saleable quality 3.2 hand-process fish in ways that attempt to <ul style="list-style-type: none"> • achieve organisational specifications for yield and quality • minimise waste • keep fish in a saleable condition throughout processing • maintain own and other people's health and safety 3.3 place processed products that meet organisational specifications into containers that will keep them in a saleable condition

Learning outcome
The learner will: 4. be able to maintain own work area in a condition fit for hand-processing fish
Assessment criteria
The learner can: 4.1 organise own work area, equipment and tools to enable fish to be hand-processed safely, hygienically and efficiently 4.2 maintain hygienic working conditions when handling fish 4.3 dispose of waste from the hand-processing of fish in ways that meet legal and organisational requirements 4.4 clean and tidy own work area, tools and equipment after hand-processing fish, in accordance with the organisation's cleaning schedule

Unit 208

Process greengrocery products for sale in a retail environment (B.12)

UAN:	M/503/5667
Level:	Level 2
Credit value:	7
GLH:	17
Relationship to NOS:	SSR.B224, SSR.B225
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of individuals who are responsible for processing greengrocery products for display in a retail environment.

Learning outcome
The learner will: 1. be able to prepare greengrocery products for sale
Assessment criteria
The learner can: 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">• hygienically• in ways that protect them from damage 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

Learning outcome
The learner will: 2. be able to replenish displays of greengrocery products
Assessment criteria
The learner can: 2.1 perform checks to ensure that the designated display areas for greengrocery products are clean before replenishing them with stock 2.2 arrange greengrocery products: <ul style="list-style-type: none"> • in the designated display area for each product • in ways that will attempt to attract customers to buy them 2.3 perform checks to ensure that the ticketing and coding of greengrocery products contain accurate information about products and prices

Learning outcome
The learner will: 3. be able to maintain the quality of greengrocery products on display
Assessment criteria
The learner can: 3.1 carry out regular checks of the quality and shelf life of greengrocery products on display 3.2 place greengrocery products in the designated places for recycling when they have little or no shelf life or have deteriorated in quality 3.3 rotate the stock of greengrocery items according to the shelf life of those items

Unit 209

Finish meat products by hand in a retail environment (B.13)

UAN:	T/503/5668
Level:	Level 2
Credit value:	9
GLH:	29
Relationship to NOS:	SSR.B226, SSR.B227, SSR.B228
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of individuals who finish meat products by hand in a retail environment.

Learning outcome
The learner will: 1. be able to check the suitability of meat products for finishing in a retail environment
Assessment criteria
The learner can: 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">• safely• hygienically, including keeping them separate from other meat products 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

Learning outcome
The learner will: 2. be able to organise own work area and equipment for finishing meat products in a retail environment
Assessment criteria
The learner can: 2.1 organise own work area to meet organisational requirements for: <ul style="list-style-type: none"> • health and safety • food safety • finishing meat products as instructed 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 2.6 clean meat finishing tools and equipment after use in line with organisational safety and processing requirements 2.7 store meat finishing tools and equipment after cleaning in the designated places

Learning outcome
The learner will: 3. be able to achieve meat product yield and finish in a retail environment
Assessment criteria
The learner can: 3.1 organise own meat finishing work in line with organisational finishing instructions 3.2 finish meat products: <ul style="list-style-type: none"> • within the time allowed • achieving the organisational specification for the finished product • achieving the product yield required 3.3 deal with meat products rejected from the finishing process in line with organisational procedures 3.4 store finished products in line with organisational procedures

Unit 210

Organise own work to meet a dough production schedule in a retail environment (B.17)

UAN:	A/503/5672
Level:	Level 2
Credit value:	10
GLH:	48
Relationship to NOS:	SSR.B243, SSR.B244
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	<p>The purpose of this unit is to assess 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>

Learning outcome
The learner will: 1. understand the importance of maintaining health and safety and food safety during dough production
Assessment criteria
The learner can: 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">• health and safety• food safety

Learning outcome
The learner will: 2. understand why efficient and effective dough production is important to the organisation and its customers
Assessment criteria
The learner can: 2.1 explain why efficient and effective dough production is important to the organisation and its customers

Learning outcome
The learner will: 3. be able to organise own work to meet a dough production schedule in a retail environment
Assessment criteria
The learner can: 3.1 organise own work within the dough production schedule in ways that: <ul style="list-style-type: none"> • are within the limits of own authority and responsibility • comply with relevant organisational health and safety and food safety requirements • attempt to make efficient use of the available resources including own time • meet changing dough production needs as they arise • avoid delays that result in dough no longer being in the required condition 3.2 identify the designated people who can provide advice: <ul style="list-style-type: none"> • when the resources available for dough processing fall short of the quantity or quality required • when the dough production schedule does not seem to be realistically achievable

Unit 211

Maintain food safety while working with food in a retail environment (B.21)

UAN:	J/503/5674
Level:	Level 2
Credit value:	6
GLH:	13
Relationship to NOS:	SSR.B235
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	<p>The purpose of this unit is to assess 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">• 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)• preparing unwrapped food, including that subject to temperature control requirements.

Learning outcome
The learner will: 1. know how food in a retail environment can become unsafe for consumers
Assessment criteria
The learner can: 1.1 describe the types of infestation and how these can occur in a retail environment 1.2 describe the types of food safety hazard and cross contamination and how these can occur in a retail environment 1.3 describe the causes of food spoilage in a retail environment

Learning outcome
The learner will: 2. know the routine working practices that contribute to food safety in a retail environment
Assessment criteria
The learner can: 2.1 describe how food handling practices 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 procedures for cleaning the workplace must be followed 2.4 describe why certain foods must be kept at specified temperatures 2.5 describe why the organisation's schedule and procedures for checking and reporting the condition of food and food storage areas must be followed

Learning outcome
The learner will: 3. be able to maintain own work area in a safe condition for working with food
Assessment criteria
The learner can: 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 procedures 3.3 maintain tools, utensils and equipment: <ul style="list-style-type: none"> • in good working order • in a hygienic condition

Learning outcome
The learner will: 4. be able to work with food in a way that keeps it safe for customers
Assessment criteria
The learner can: 4.1 dispose of food waste: <ul style="list-style-type: none"> • promptly • hygienically • in line with organisational procedures 4.2 protect the food being worked with from food safety hazards and cross contamination 4.3 deal with contaminated food in line with organisational procedures 4.4 deal with items that may cause allergic reactions in line with organisational procedures 4.5 label products clearly with the prescribed use-by dates

Learning outcome
The learner will: 5. be able to record the condition of food
Assessment criteria
The learner can: 5.1 perform checks on the condition of food and food storage areas in line with the organisation's schedules and procedures 5.2 record checks on the condition of food and food storage areas in line with organisational procedures

Unit 211 Maintain food safety while working with food in a retail environment

Supporting information

Unit range

Cross-contamination –

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

1. 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)
2. 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.

Unit 212

Pick products in a retail environment to fulfil customer orders (B.28)

UAN:	R/503/5676
Level:	Level 2
Credit value:	4
GLH:	19
Relationship to NOS:	SSR.B245
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess 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.

Learning outcome
The learner will: 1. be able to organise own work to pick orders within a retail environment
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 2. be able to pick products in a retail environment to meet customer requirements
Assessment criteria
The learner can: 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 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Learning outcome

The learner will:

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| 3. be able to prepare picked orders for collection or despatch from a retail environment |
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Assessment criteria

The learner can:

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| 3.1 pack orders in ways that : |
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- keep products in saleable condition during transit
- avoid using excessive amounts of packaging

- | |
|---------------------------------------------------------------------------------------------------------------|
| 3.2 place packed orders in the designated places ready for collection or despatch from the retail environment |
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Unit 213

Check stock levels and sort out problems with stock levels in a retail environment (B.30)

UAN:	D/503/5678
Level:	Level 2
Credit value:	2
GLH:	10
Relationship to NOS:	SSR.B247
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of individuals responsible for checking stock levels in a retail environment.

Learning outcome
The learner will: 1. understand the purpose of checking stock levels in a retail environment
Assessment criteria
The learner can: 1.1 explain how accurate stock counting contributes to: <ul style="list-style-type: none">• maintaining adequate stock levels• customer satisfaction• sales

Learning outcome
The learner will: 2. be able to check stock levels in a retail environment as instructed
Assessment criteria
The learner can: 2.1 check stock levels in line with: <ul style="list-style-type: none">• instructions for where and when to count stock• organisational procedures for counting stock and recording stock levels

- health and safety requirements to be observed when counting stock
- the need to minimise inconvenience to other people in the retail environment when stock is being counted

Learning outcome

The learner will:

3. be able to deal with or report stock-related problems that arise when checking stock levels in a retail environment

Assessment criteria

The learner can:

- 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

Unit 214

Finish bake-off food products in a retail environment (B.35)

UAN:	H/503/5679
Level:	Level 2
Credit value:	3
GLH:	15
Relationship to NOS:	SSR.B220
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	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.

Learning outcome
The learner will: 1. understand the baking and cooling processes that apply to bake-off food products
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 2. know the legal and organisational requirements that apply to bake-off products
Assessment criteria
The learner can: 2.1 describe the legal and organisational requirements that apply to bake-off products

Learning outcome
The learner will: 3. be able to finish the baking process of bake-off products in a retail environment
Assessment criteria
The learner can: 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

Unit 215

Glaze, coat or decorate bake-off products for sale in a retail environment (B.36)

UAN:	Y/503/5680
Level:	Level 2
Credit value:	3
GLH:	15
Relationship to NOS:	SSR.B221
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	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.

Learning outcome
The learner will: 1. know the legal and organisational requirements that apply when glazing, coating and decorating bake-off products in a retail environment
Assessment criteria
The learner can: 1.1 describe the legal and organisational requirements that apply when glazing, coating or decorating bake-off products in a retail environment

Learning outcome
The learner will: 2. be able to glaze, coat and decorate bake off products in a retail environment
Assessment criteria
The learner can: 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:
- meet the organisation's specification
 - are correctly positioned for the next stage in the bakery process
- 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:
- to the amount required
 - within an allocated time
 - with a minimum of waste
- 2.6 apply organisational procedures for saving or disposing of waste materials resulting from working with bake-off products

Unit 216

Display stock to promote sales to customers in a retail environment (C.02)

UAN:	M/503/5684
Level:	Level 2
Credit value:	5
GLH:	26
Relationship to NOS:	SSR.C201, SSR.C202, SSR.C203
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess 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.

Learning outcome
The learner will: 1. understand the importance of checking for potential health and safety issues before setting up and dismantling displays
Assessment criteria
The learner can: 1.1 explain the importance of checking for potential health and safety issues before setting up and dismantling displays

Learning outcome
The learner will: 2. understand how displays help to promote sales
Assessment criteria
The learner can: 2.1 explain how sales can be promoted by: <ul style="list-style-type: none">• the effective use of space in a display• the positioning of products within a display• the use of labelling in a display

Learning outcome
The learner will: 3. know about legal requirements for labelling products in a display
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 4. be able to establish the availability of space and other resources needed for a display
Assessment criteria
The learner can: 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"> • there is enough space for the display • the display will not cause an obstruction 4.3 perform checks to ensure that the materials, equipment and stock needed for the display are: <ul style="list-style-type: none"> • available • in working order

Learning outcome
The learner will: 5. be able to prepare a display area for use in a retail environment
Assessment criteria
The learner can: 5.1 prepare a display area for use, ensuring that the area is: <ul style="list-style-type: none"> • clear of any items not wanted for the display • clean

Learning outcome
The learner will: 6. be able to set up a display in a retail environment
Assessment criteria
The learner can: 6.1 set up a display: <ul style="list-style-type: none"> • using safe working practices • in line with plans • within the time allowed • minimising the inconvenience caused to other people nearby

<p>6.2 check that the finished display:</p> <ul style="list-style-type: none"> • has the levels of stock needed • is clean and tidy safe for use <p>6.3 clear the area where the display has been set up of any equipment, excess materials and waste in line with organisational procedures</p>

Learning outcome
<p>The learner will:</p> <p>7. be able to label a display of stock in a retail environment</p>
Assessment criteria
<p>The learner can:</p> <p>7.1 perform checks to ensure that the information on labels meets legal and organisational requirements before including labels in a display</p> <p>7.2 identify the person who should be told about any information on labels that needs changing</p> <p>7.3 position labels in line with organisational requirements</p>

Learning outcome
<p>The learner will:</p> <p>8. be able to dismantle a display in a retail environment</p>
Assessment criteria
<p>The learner can:</p> <p>8.1 dismantle the display:</p> <ul style="list-style-type: none"> • using safe working practices • within the time allowed • minimising the inconvenience caused to other people nearby <p>8.2 clear the area where the display has been dismantled of any equipment or excess materials:</p> <ul style="list-style-type: none"> • safely • using the designated storage or disposal facilities

Unit 217

Help customers to choose products in a retail environment (C.03)

UAN:	T/503/5685
Level:	Level 2
Credit value:	6
GLH:	20
Relationship to NOS:	SSR.C205, SSR.C223
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess 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.

Learning outcome
The learner will: 1. understand the importance of focusing on the individual customer's requirements
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 2. know how sales are confirmed with the customer and closed
Assessment criteria
The learner can: 2.1 describe how to recognise buying signals 2.2 describe techniques for closing the sale

Learning outcome
The learner will: 3. be able to find out what products customers may be interested in buying
Assessment criteria
The learner can: 3.1 ask customers questions to find out: <ul style="list-style-type: none"> • what they are looking for • which product features and benefits interest them

Learning outcome
The learner will: 4. be able to help customers to choose the products that best meet their needs
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 5. be able to close sales
Assessment criteria
The learner can: 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

Unit 218

Carry out promotional campaigns in a retail environment (C.04)

UAN:	A/503/5686
Level:	Level 2
Credit value:	4
GLH:	18
Relationship to NOS:	SSR.C206, SSR.C207
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of individuals who work in retail and who are involved in promotional campaigns of particular products. The unit is NOT just about promoting products as part of normal sales transactions.

Learning outcome
The learner will: 1. understand opportunities to promote particular products
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 2. be able to promote products to customers as part of a promotional campaign
Assessment criteria
The learner can: 2.1 promote offers to encourage sales when interacting with customers

Learning outcome

The learner will:

3. be able to contribute to the evaluation of a promotional campaign

Assessment criteria

The learner can:

3.1 record information about the effectiveness of a promotional campaign, ensuring the information is:

- relevant to the campaign
- accurate

3.2 communicate the recorded information of a promotional campaign:

- accurately
- to the person or people who need this information

Unit 219

Deal with customer queries and complaints in a retail environment (C.05)

UAN:	F/503/5687
Level:	Level 2
Credit value:	4
GLH:	24
Relationship to NOS:	SSR.C208, SSR.C209
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of individuals who deal with customers' queries and complaints in a retail environment. 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.

Learning outcome
The learner will: 1. understand how resolving customer queries and complaints contributes to customer loyalty and confidence
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 2. understand how to manage angry customers when dealing with customer queries and complaints in a retail environment
Assessment criteria
The learner can: 2.1 explain how to manage angry customers when dealing with customer queries and complaints

Learning outcome
The learner will: 3. be able to deal with customers' queries in a retail environment
Assessment criteria
The learner can: 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"> • relevant to their query • accurate • up to date 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

Learning outcome
The learner will: 4. be able to deal with customers' complaints in a retail environment
Assessment criteria
The learner can: 4.1 confirm the nature of the complaint with the customer, using information they have provided 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 4.3 take action to resolve complaints in line with: <ul style="list-style-type: none"> • legal requirements and • organisational policy 4.4 refer complaints that are not within own authority to resolve, ensuring that: <ul style="list-style-type: none"> • the complaint is referred in line with organisational procedures • the organisation's referral procedure is explained to the customer 4.5 provide the opportunity for customers to ask questions about the organisation's referral procedure

Unit 220

Demonstrate products to customers in a retail environment (C.06)

UAN:	J/503/5688
Level:	Level 2
Credit value:	3
GLH:	15
Relationship to NOS:	SSR.C210
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess 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.

Learning outcome
The learner will: 1. understand how product demonstrations can help to increase sales
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 2. be able to make the preparations needed to ensure a safe and efficient product demonstration
Assessment criteria
The learner can: 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

Learning outcome

The learner will:

3. be able to communicate to customers the features and benefits of the products being demonstrated

Assessment criteria

The learner can:

3.1 demonstrate products:

- in a logical sequence of steps and stages
- ensuring that all the product features and benefits the demonstration is intending to highlight are covered

3.2 provide accurate supporting commentary as needed that explains to customers the features and benefits of the product being demonstrated

Learning outcome

The learner will:

4. be able to tidy the demonstration area when a product demonstration is finished

Assessment criteria

The learner can:

4.1 explain the importance of tidying the demonstration area when the product demonstration is finished

4.2 clear equipment and products away after the product demonstration is finished in line with organisational procedures

Unit 221

Process payments for purchases in a retail environment (C.08)

UAN:	L/503/5689
Level:	Level 2
Credit value:	4
GLH:	17
Relationship to NOS:	SSR.C213, SSR.C214
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of cashiers in a retail environment.

Learning outcome
The learner will: 1. understand legal and organisational requirements for processing payments in a retail environment
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 2. be able to process payments for purchases in a retail environment
Assessment criteria
The learner can: 2.1 resolve pricing problems by: <ul style="list-style-type: none">referring to reliable pricing informationseeking advice from the person who can provide clarification when pricing information is unclear or unavailable 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 the 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 other way

Unit 222

Process applications for credit agreements offered in a retail environment (C.09)

UAN:	F/503/5690
Level:	Level 2
Credit value:	5
GLH:	25
Relationship to NOS:	SSR.C215
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess 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.

Learning outcome
The learner will: 1. understand the legal aspects of offering credit agreements
Assessment criteria
The learner can: 1.1 explain the legal requirements for giving information to customers when offering credit agreements

Learning outcome
The learner will: 2. understand legal aspects of processing credit agreement applications
Assessment criteria
The learner can: 2.1 explain the legal requirements relating to credit checks and authorisation

Learning outcome
The learner will: 3. be able to process applications for credit agreements offered in a retail environment
Assessment criteria
The learner can: 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

Unit 223

Promote loyalty schemes to customers in a retail environment (C.12)

UAN:	J/503/5691
Level:	Level 2
Credit value:	3
GLH:	11
Relationship to NOS:	SSR.C221, SSR.C222
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	<p>The purpose of this unit is to assess 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>

Learning outcome
The learner will: 1. understand the benefits to the organisation of signing customers up to the organisation's loyalty scheme
Assessment criteria
The learner can: 1.1 explain the benefits to the organisation of signing customers up to the loyalty scheme

Learning outcome
The learner will: 2. understand the importance of giving customers a good impression when promoting the organisation's loyalty scheme
Assessment criteria
The learner can: 2.1 explain the importance of treating customers politely and in a way that promotes goodwill, when promoting the loyalty scheme to them

Learning outcome
The learner will: 3. be able to communicate to customers the features and benefits of the organisation's loyalty scheme
Assessment criteria
The learner can: 3.1 ask customers questions to determine: <ul style="list-style-type: none"> • if they are members of the organisation's loyalty scheme • if they are interested in joining the organisation's loyalty scheme 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

Learning outcome
The learner will: 4. be able to gain customers' commitment to the organisation's loyalty scheme
Assessment criteria
The learner can: 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

Unit 224

Provide a bra fitting service in a retail environment (C.17)

UAN:	Y/503/5694
Level:	Level 2
Credit value:	10
GLH:	44
Relationship to NOS:	SSR.C250, SSR.C251
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of individuals who are responsible for providing a bra fitting service in a retail environment.

Learning outcome
The learner will: 1. understand what a bra fitting session involves
Assessment criteria
The learner can: 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">• unusual body shape• body odour• disability• mastectomy• maternity

Learning outcome
The learner will: 2. know the features and benefits of different types of bra
Assessment criteria
The learner can: 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 2.7 describe accessories such as enhancers and co-ordinating garments 2.8 describe trends in bra design, technological solutions and fabrics

Learning outcome
The learner will: 3. understand how to prolong the life of a bra
Assessment criteria
The learner can: 3.1 explain the importance of following manufacturers' guidance on washing and caring for bras 3.2 explain how bras can be adjusted to prolong their life

Learning outcome
The learner will: 4. know the arrangements for obtaining bras both in and out of stock
Assessment criteria
The learner can: 4.1 describe where different types of bra are to be found within own sales area 4.2 state the scheduled delivery dates for new products for own sales area 4.3 describe the available systems for ordering lines either not in stock or not carried by the organisation

Learning outcome
The learner will: 5. know how to fit customers for bras
Assessment criteria
The learner can: 5.1 describe how to assess the customer's body size, shape and age 5.2 describe the equipment and layout needed for the bra fitting room 5.3 describe how and where to measure for the customer's band size using a tape measure

5.4 describe how to estimate the cup size needed
5.5 describe how to choose the correct bras for the fitting
5.6 describe how to adjust and fit bras

Learning outcome
The learner will: 6. be able to find potential customers for the bra fitting service
Assessment criteria
The learner can: 6.1 ask questions to clarify and agree customers' need for the bra fitting service 6.2 describe to customers the process and benefits of the bra fitting service 6.3 book bra fitting appointments taking into account the time needed for the bra fitting service

Learning outcome
The learner will: 7. be able to fit customer for bras
Assessment criteria
The learner can: 7.1 assess customers' fitting needs in ways that attempt to create a rapport with them 7.2 explain politely to customers that an accurate fit cannot be guaranteed if measurements are taken on top of their clothing 7.3 measure customer chest sizes accurately 7.4 choose a range of products to offer customers that: <ul style="list-style-type: none"> • are the correct size • meet customer needs 7.5 adjust products to provide customer comfort and prolong the life of products 7.6 advise customers on how to care for and prolong the life of products 7.7 meet customer needs for privacy and help throughout the bra fitting process 7.8 provide opportunities for customers to ask questions about the products and/or bra fitting service 7.9 ask customers questions to establish whether they are satisfied with the product 7.10 explain other possible courses of action to customers if it is not possible to find a bra to fit them

Unit 225

Follow guidelines for planning and preparing visual merchandising displays (C.18)

UAN:	D/503/5695
Level:	Level 2
Credit value:	5
GLH:	22
Relationship to NOS:	SSR.C230, SSR.C231
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of individuals who are responsible for planning and preparing visual merchandising displays from guidelines provided in design briefs.

Learning outcome
The learner will: 1. understand the importance of visual merchandising displays and design briefs
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 2. understand the selection of approaches and effects in visual merchandising displays
Assessment criteria
The learner can: 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

Learning outcome

The learner will:

3. understand the sourcing of merchandise and props to be featured in visual merchandising displays

Assessment criteria

The learner can:

- 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

Learning outcome

The learner will:

4. be able to plan visual merchandising displays to fulfil a design brief

Assessment criteria

The learner can:

- 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:
 - create the required effect
 - are within the limits of the design brief
- are within the limits of the organisation's visual design policies
- are within the limits of own authority

Learning outcome

The learner will:

5. be able to source merchandise and props to be featured in visual merchandising displays

Assessment criteria

The learner can:

- 5.1 agree alternative selections of merchandise and props with the designated person, when those originally specified are unavailable or unsuitable
- 5.2 agree arrangements with suppliers for delivery of merchandise and props
- 5.3 plan enough time for deliveries of merchandise and props to arrive before the display must be installed
- 5.4 check the progress of deliveries of merchandise and props
- 5.5 take action to resolve the situation when delays to deliveries of merchandise and props seem likely
- 5.6 update stock records to account for merchandise on display

Unit 226

Dress visual merchandising displays to attract customers (C.19)

UAN:	H/503/5696
Level:	Level 2
Credit value:	7
GLH:	35
Relationship to NOS:	SSR.C232, SSR.C233, SSR.C234
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of individuals who dress in-store and window visual merchandising displays, guided by a design brief.

Learning outcome

The learner will:

1. understand the purpose of visual merchandising displays

Assessment criteria

The learner can:

- 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

Learning outcome

The learner will:

2. understand how visual merchandising displays achieve their intended purposes

Assessment criteria

The learner can:

- 2.1 explain the importance of visual merchandising displays in retail environments
- 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

Learning outcome

The learner will:

3. be able to dress in-store displays and window displays

Assessment criteria

The learner can:

3.1 position merchandise, signage and graphics within displays:

- in ways that attract the attention and interest of target customers
- to provide the information that customers need
- in line with organisational visual merchandising guidelines

3.2 group merchandise within displays in ways that suit:

- the purpose of the display
- the style of the display
- the intended focal points of the display
- the angles from which customers will view the display
- the selling features of the merchandise
- the visual effect specified by the design brief

3.3 assess whether the display's lighting meets the design brief in achieving the required visual effects and atmosphere

3.4 check that the finished display meets organisational requirements for:

- health and safety
- security
- easy access

3.5 seek permission from the designated person to change displays when this is not within own authority

Unit 227

Order and position signage and graphics for visual merchandising displays (C.20)

UAN:	K/503/5697
Level:	Level 2
Credit value:	3
GLH:	15
Relationship to NOS:	SSR.C235, SSR.C236
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of individuals who order and position signage and graphics for visual merchandising displays under the supervision of visual merchandising specialists.

Learning outcome
The learner will: 1. understand the role of signage and graphics within visual merchandising
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 2. be able to source signage and graphics to meet visual merchandising needs
Assessment criteria
The learner can: 2.1 describe to suppliers the signage and graphics required by the

<p>design brief</p> <p>2.2 order signage and graphics:</p> <ul style="list-style-type: none"> • within the required timescales • within the available budget • from suppliers who have confirmed they can meet the specified requirements <p>2.3 monitor the progress of orders for signage and graphics</p> <p>2.4 assess signage and graphics when these are delivered, to ensure they meet the agreed requirements</p>

<p>Learning outcome</p> <p>The learner will:</p> <p>3. be able to position signage and graphics to support visual merchandising</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>3.1 position signage and graphics in accordance with:</p> <ul style="list-style-type: none"> • the design brief • any house styles that apply • any branding requirements that apply • organisational policy on signage • legal requirements • the display's intended visual effect and message • organisational safety requirements • the need for signage and graphics to remain securely attached

Unit 228

Dismantle and store props and graphics from visual merchandising displays (C.21)

UAN:	M/503/5698
Level:	Level 2
Credit value:	3
GLH:	15
Relationship to NOS:	SSR.C237, SSR.C238
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess 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.

Learning outcome
The learner will: 1. understand the importance of storing props and graphics for future use in visual merchandising displays
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 2. be able to dismantle visual merchandising displays
Assessment criteria
The learner can: 2.1 dismantle displays using working practices that: <ul style="list-style-type: none">• comply with organisational health and safety requirements• attempt to protect the components of the display from being damaged 2.2 return merchandise to the designated places in line with

<p>organisational procedures</p> <p>2.3 dispose of unwanted items from the dismantled display in line with organisational procedures</p> <p>2.4 keep records of the movement and disposal of items from dismantled displays in line with organisational procedures</p> <p>2.5 clean display sites and components:</p> <ul style="list-style-type: none"> • in line with organisational procedures • using equipment and materials suited to the task

<p>Learning outcome</p> <p>The learner will:</p> <p>3. be able to store props and graphics from dismantled visual merchandising displays</p>
<p>Assessment criteria</p> <p>The learner can:</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"> • in line organisational procedures • in secure but accessible places • in ways that do not pose a health and safety risk <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>

Unit 229

Make props and decorate fixtures and panels for visual merchandising displays (C.22)

UAN:	T/503/5699
Level:	Level 2
Credit value:	10
GLH:	45
Relationship to NOS:	SSR.C239, SSR.C240, SSR.C241, SSR.C242
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of individuals who make props and decorate fixtures and panels for displays under the supervision of visual merchandising specialists.

Learning outcome
The learner will: 1. understand the purpose of props within visual merchandising displays
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 2. be able to specify requirements for visual merchandising props
Assessment criteria
The learner can: 2.1 produce specifications for visual merchandising props that: <ul style="list-style-type: none"> • meet the design brief • are achievable within budget and timescales • specify the type, size and function of the props needed • specify whether props can be obtained ready made or need to be made to order • include plans for obtaining the props

Learning outcome
The learner will: 3. be able to make props for use in visual merchandising displays
Assessment criteria
The learner can: 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"> • follow the requirements of the design brief • follow organisational health and safety requirements • are finished within the required timescales

Learning outcome
The learner will: 4. be able to decorate fixtures and panels for visual merchandising displays
Assessment criteria
The learner can: 4.1 select decorative techniques and materials that: <ul style="list-style-type: none"> • attempt to create the visual effect required by the design brief • are within cost limits 4.2 use tools, equipment and materials for decorative work in line with organisational procedures 4.3 produce finished decorative work that: <ul style="list-style-type: none"> • is free from faults • has the visual impact required by the design brief • is consistent with the design brief • is completed within required timescales

Unit 230

Assemble visual merchandising displays (C.23)

UAN:	D/503/5700
Level:	Level 2
Credit value:	4
GLH:	20
Relationship to NOS:	SSR.C243, SSR.C244
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess 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.

Learning outcome
The learner will: 1. understand the purpose of layout design
Assessment criteria
The learner can: 1.1 explain what layout design is 1.2 explain the role of layout design in effective visual design practice

Learning outcome
The learner will: 2. know how to interpret instructions for assembling visual merchandising displays
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 3. be able to assemble visual merchandising displays
Assessment criteria
The learner can: 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">• organisational guidelines provided• agreed deadlines• organisational health and safety requirements 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

Unit 231

Follow point-of-sale procedures for age-restricted products in a retail environment (C.36)

UAN:	J/503/5707
Level:	Level 2
Credit value:	2
GLH:	11
Relationship to NOS:	SSR.C252
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	<p>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.</p> <p>Individuals taking this unit must be of an age appropriate to the products being sold.</p>

Learning outcome
The learner will: 1. know about legislation relating to the retail sale of age-restricted products
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 2. understand the importance of maintaining customer goodwill when requesting proof of age
Assessment criteria
The learner can: 2.1 explain the importance of maintaining customer goodwill when requesting proof of age

Learning outcome
The learner will: 3. be able to follow point-of-sale procedures for age-restricted products in a retail environment
Assessment criteria
The learner can: 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

Unit 232

Provide National Lottery products to customers (C.37)

UAN:	L/503/5708
Level:	Level 2
Credit value:	4
GLH:	25
Relationship to NOS:	SSR.C260
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of individuals who sell National Lottery products.

Learning outcome
The learner will: 1. understand how the national lottery operates
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 2. be able to use the service terminal
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 3. be able to communicate with customers concerning national lottery products
Assessment criteria
The learner can: 3.1 explain to customers, when necessary: <ul style="list-style-type: none"> • the rules of National Lottery products • how to play National Lottery games 3.2 explain to customers, when necessary, the differences between national lottery products in terms of: <ul style="list-style-type: none"> • price • method of play • odds of winning 3.3 explain to underage and vulnerable players why you cannot sell national lottery products to them

Learning outcome
The learner will: 4. be able to process national lottery prize payouts
Assessment criteria
The learner can: 4.1 process prize payouts in line with the national lottery operator's requirements

Unit 233

Advise customers on the fixing and care of tiles (C.42)

UAN:	R/503/5709
Level:	Level 2
Credit value:	6
GLH:	35
Relationship to NOS:	SSR.C264
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess 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.

Learning outcome
The learner will: 1. be able to establish customer requirements for fixing tiles be able to establish customer requirements for fixing tiles
Assessment criteria
The learner can: 1.1 ask customers questions to establish: <ul style="list-style-type: none">• the nature of the surfaces to be tiled• how the tiled surfaces are to be used• whether there are any existing or planned fixtures, fittings, pipework or cabling• whether there is, or will be, underfloor heating, where a floor is to be tiled 1.2 reach an agreement with customers concerning: <ul style="list-style-type: none">• whether tiling is a practical solution for the surface and intended use• how the tiled surfaces are to be finished off• how best to accommodate any existing or planned fixtures, fittings, pipework or cabling• the need for a tanking system, where applicable

Learning outcome
The learner will: 2. be able to explain to customers how to fix tiles
Assessment criteria
The learner can: 2.1 explain to customers how to fix tiles, including: <ul style="list-style-type: none"> • how to prepare the surface to be tiled • how to fix and use battens, where applicable • how to waterproof walls before tiling, where applicable • how to site movement joints, where applicable • what types of adhesive and grout are needed and how to apply these, including the curing and drying times involved • how and in what order to apply products • what tools to use for cutting and drilling tiles, and how to use these safely and effectively • which tiles cannot be cut or drilled and why, where applicable • the methods and materials for fitting, fixing and sealing electrical underfloor heating systems, where applicable • safe working and best practice techniques, including the importance of following manufacturers' instructions

Learning outcome
The learner will: 3. be able to recommend additional products to customers
Assessment criteria
The learner can: 3.1 explain to customers how to take care of the tiled surfaces they intend to fix 3.2 recommend suitable cleaning and maintenance products to customers

Unit 234

Cash up in a retail environment (C.46)

UAN:	L/503/5711
Level:	Level 2
Credit value:	2
GLH:	9
Relationship to NOS:	SSR.C269
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of individuals who are responsible for cashing up in a retail environment.

Learning outcome
The learner will: 1. be able to cash up accurately in a retail environment
Assessment criteria
The learner can: 1.1 cash up in line with: <ul style="list-style-type: none">the organisation's schedule for cashing uporganisational procedures for cashing up 1.2 follow organisational procedures for maintaining security when cashing up, including the security of: <ul style="list-style-type: none">selfcashcash equivalents 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">in line with organisational procedureswithin the limits of own authority 1.6 report till overages and shortages to the designated person when these are not within own authority to resolve

Unit 235

Promote a retail store's credit card to customers in a retail environment (C.47)

UAN:	R/503/5712
Level:	Level 2
Credit value:	3
GLH:	12
Relationship to NOS:	SSR.C270
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	<p>The purpose of this unit is to assess 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>

Learning outcome
The learner will: 1. understand the importance of promoting a retail store's credit card to both potential and existing holders of the card
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 2. be able to promote a retail store's credit card to customers in a retail environment
Assessment criteria
The learner can: 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">• potential new customers• existing card holders 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">• the costs involved• the repayment terms• the customer's right to cancel the card 2.4 address concerns customers may have about the retail store's credit card, ensuring that: <ul style="list-style-type: none">• any information provided is legally compliant• benefits of the retail store's credit card are reinforced

Unit 236

Provide service to customers in a dressing room in a retail environment (C.48)

UAN:	Y/503/5713
Level:	Level 2
Credit value:	3
GLH:	16
Relationship to NOS:	SSR.C73, SSR.C274
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of individuals who provide a service to customers using a dressing room in a retail environment.

Learning outcome
The learner will: 1. be able to use the dressing room facilities in a retail environment to create sales opportunities
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 2. be able to take measures to minimise stock loss while serving customers in a dressing room in a retail environment
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 3. be able to keep dressing room facilities in a retail environment ready for customer use
Assessment criteria
The learner can: 3.1 perform checks before opening the dressing room for use to ensure that it : <ul style="list-style-type: none"> • meets organisational requirements • is free from obstructions 3.2 maintain the dressing room in a state that meets organisational requirements when the dressing room is open for use

Learning outcome
The learner will: 4. be able to process unsold merchandise in a dressing room in a retail environment
Assessment criteria
The learner can: 4.1 place merchandise in the designated area in the dressing room when it cannot be immediately returned to the shop floor 4.2 make adjustments where necessary to ensure merchandise is in the required condition for display before it is returned to the shop floor 4.3 dispose of merchandise that is no longer of saleable quality in line with organisational procedures

Unit 237

Promote food or drink products by offering samples to customers (C.49)

UAN:	D/503/5714
Level:	Level 2
Credit value:	2
GLH:	13
Relationship to NOS:	SSR.C275
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of individuals who are responsible for promoting food or drink products by offering samples to customers.

Learning outcome
The learner will: 1. understand the business reasons for offering samples of food or drink to customers
Assessment criteria
The learner can: 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">• display samples• encourage individual customers to sample products 1.3 explain the criteria to be applied when selecting products for sampling, including product type and sell-by date

Learning outcome
The learner will: 2. be able to set up attractive and hygienic displays of food or drink samples
Assessment criteria
The learner can: 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">• food safety requirements• organisational procedures for preparing and displaying samples

Learning outcome

The learner will:

3. be able to interact with customers at a display of food or drink samples

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

4. be able to dispose of food or drink samples in line with organisational procedures

Assessment criteria

The learner can:

4.1 monitor the freshness of food or drink samples on display

4.2 remove samples from display when they no longer meet organisational requirements for freshness

4.3 dispose of waste products in line with:

- organisational procedures
- organisational recycling requirements
- food safety requirements

4.4 record food disposals in line with legal and organisational requirements

Unit 238

Deliver goods from a retail environment to the customer's delivery address (C.50)

UAN:	H/503/5715
Level:	Level 2
Credit value:	3
GLH:	17
Relationship to NOS:	SSR.C276
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of individuals who deliver goods from a retail environment to customers' delivery addresses.

Learning outcome
The learner will: 1. understand the role of the delivery person in promoting a positive impression of the retail organisation
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 2. be able to prepare to deliver goods from a retail environment to customers' delivery addresses
Assessment criteria
The learner can: 2.1 explain the benefits to the business and to the environment of planning an efficient delivery schedule

<p>2.2 schedule deliveries in line with organisational procedures</p> <p>2.3 perform checks to ensure that everything needed for the delivery schedule is available</p> <p>2.4 perform checks to find out if there is enough fuel in the vehicle for the planned delivery schedule</p> <p>2.5 obtain fuel for the delivery vehicle in line with organisational procedures</p>

Learning outcome
<p>The learner will:</p> <p>3. be able to convey goods from a retail environment to customers' delivery addresses</p>
Assessment criteria
<p>The learner can:</p> <p>3.1 drive from a retail environment to customers' delivery addresses:</p> <ul style="list-style-type: none"> • without injury to self and others • without damage to the goods and property • arriving at the times agreed with customers <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"> • in line with organisational procedures • without injury to self and others • without damage to the goods and property

Learning outcome
<p>The learner will:</p> <p>4. be able to complete deliveries of goods at customers' delivery addresses</p>
Assessment criteria
<p>The learner can:</p> <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>

Unit 239

Help customers to apply for a retail store's credit card and associated insurance products (C.52)

UAN:	M/503/5717
Level:	Level 2
Credit value:	4
GLH:	22
Relationship to NOS:	SSR.C271, SSR.C272
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	<p>The purpose of this unit is to assess 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>

Learning outcome
The learner will: 1. understand the legal requirements relating to informing customers about insurance products associated with a retail store's credit card
Assessment criteria
The learner can: 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 requirement for offering customers the opportunity to read the insurance policy summary

Learning outcome
The learner will: 2. understand the importance of helping customers to understand the implications of applying for a retail store's credit card and associated insurance products
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 3. understand the legal requirements relating to helping customers to apply for the store's credit card and associated insurance products
Assessment criteria
The learner can: 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 application for the retail store's credit card have been declined

Learning outcome
The learner will: 4. be able to offer customers insurance products associated with the store's credit card
Assessment criteria
The learner can: 4.1 tell customers about the features of the insurance being applied for in ways that: <ul style="list-style-type: none"> • use legally compliant wording • are factually correct • are unbiased 4.2 tell customers: <ul style="list-style-type: none"> • whether the insurance is optional • the cost of the insurance • the type and extent of the cover available • any significant and unusual exclusions • their right to cancel the insurance

- 4.3 tell customers about the benefits of reading the insurance policy summary
- 4.4 allow sufficient time for customers to read the insurance policy summary should they wish to do so
- 4.5 perform checks to ensure that customers are eligible for the insurance they wish to apply for
- 4.6 inform customers who ask for advice about an insurance product:
 - that it is not within own authority to provide such advice
 - who the customer can contact for such advice
- 4.7 ask customers questions to ensure that they understand information about the insurance product they have applied for

Learning outcome

The learner will:

- 5. be able to help customers to apply for a retail store's credit card and associated insurance products

Assessment criteria

The learner can:

- 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
- 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
- 5.3 perform checks to ensure that the customer's identity has been proved
- 5.4 follow organisational requirements to keep customer's personal data secure throughout the application process
- 5.5 process applications in line with the procedures agreed between the store and the insurer
- 5.6 tell customers whose applications have been accepted:
 - their credit limit
 - the Annual Percentage Rate (APR) that applies
- 5.7 follow organisational procedures to enable customer accounts to be set up
- 5.8 tell customers whose applications have not been accepted:
 - in line with organisational procedures
 - without speculating with the customer on the reasons for the refusal
- 5.9 follow organisational procedures when technical problems arise with the application system or equipment

Unit 240

Help customers to choose delicatessen products in a retail environment (C.54)

UAN:	T/503/5718
Level:	Level 2
Credit value:	3
GLH:	15
Relationship to NOS:	SSR.C278
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of individuals who work on a delicatessen counter and who are responsible for helping customers to choose products from the counter.

Learning outcome
The learner will: 1. be able to find out what customers are looking for at the delicatessen counter
Assessment criteria
The learner can: 1.1 communicate with customers at the delicatessen counter in ways that : <ul style="list-style-type: none">• attempt to establish a rapport with them• find out what they are looking for

Learning outcome
The learner will: 2. be able to suggest delicatessen products that meet customer needs
Assessment criteria
The learner can: 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

Unit 241

Portion delicatessen products to meet customer requirements in a retail environment (C.55)

UAN:	A/503/5719
Level:	Level 2
Credit value:	2
GLH:	9
Relationship to NOS:	SSR.C279
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of individuals who work on a delicatessen counter and who are responsible for portioning products to meet customer requirements.

Learning outcome
The learner will: 1. be able to cut and weigh delicatessen products to meet customer requirements
Assessment criteria
The learner can: 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">• produce the required portion size and shape• attempt to maintain the attractiveness of the remaining product where possible• minimise waste• comply with relevant health and safety requirements• comply with relevant food safety requirements 1.3 weigh delicatessen products accurately, taking into account the weight of any additional items on the scales such as containers

Learning outcome
The learner will: 2. be able to wrap or package portioned delicatessen products for customers
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 3. be able to maintain the display of a delicatessen counter
Assessment criteria
The learner can: 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 3.4 dispose of any unsaleable products in line with relevant: <ul style="list-style-type: none"> • health and safety requirements • food safety requirements

Unit 243

Demonstrate make-up and skincare products to customers at a beauty counter in a retail environment (C.59)

UAN:	T/503/5721
Level:	Level 2
Credit value:	4
GLH:	15
Relationship to NOS:	SSR.C253
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess 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.

Learning outcome
The learner will: 1. understand the commercial value of demonstrating make-up and skincare products
Assessment criteria
The learner can: 1.1 explain the purpose and value of demonstrations in promoting and selling make-up and skincare products

Learning outcome
The learner will: 2. understand the elements of a demonstration of make-up and skincare products
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 3. be able to prepare to demonstrate make up and skin care products to customers at a beauty counter in a retail environment
Assessment criteria
The learner can: 3.1 ask customers' permission to carry out a demonstration 3.2 ask customers if they have enough time for a demonstration 3.3 tell customers which products are going to be applied and why 3.4 ask customers if they are allergic to any products or ingredients 3.5 perform checks to ensure that all the necessary products, tools and materials and are to hand 3.6 perform checks to ensure that any products, tools or materials being used do not include anything to which the customer is allergic 3.7 protect customers' hair and clothing from coming into contact with the products that will be demonstrated

Learning outcome
The learner will: 4. be able to apply make-up or skin care products to customers as part of a demonstration
Assessment criteria
The learner can: 4.1 apply make-up or skincare products to customers: <ul style="list-style-type: none"> • in a logical sequence • using tools and materials that are suited to the task • following organisational procedures for hygienic application • within the time agreed with the customer 4.2 describe to customers the make-up or skincare products being demonstrated, focusing on the product features and benefits

Learning outcome
The learner will: 5. be able to conclude a demonstration of make up or skin care products
Assessment criteria
The learner can: 5.1 ask customers questions to determine whether they are satisfied with the results of the make-up or skincare demonstration by: <ul style="list-style-type: none">• 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• asking customers whether they want any adjustments to be made to the products that have been applied 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

Unit 244

Operate a customer record card system on a beauty counter in a retail environment (C.60)

UAN:	A/503/5722
Level:	Level 2
Credit value:	2
GLH:	8
Relationship to NOS:	SSR.C254
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess 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.

Learning outcome
The learner will: 1. understand how to maintain the customer record card system in a retail environment
Assessment criteria
The learner can: 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

Learning outcome

The learner will:

2. be able to set up record cards for customers at a beauty counter in a retail environment

Assessment criteria

The learner can:

- 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
- 2.4 complete record cards with customer details, ensuring that the information:
 - is completed in line with organisational procedures
 - is an accurate record of the information provided by the customer
 - includes details of any allergies to beauty products or ingredients, where the customer is willing and able to give this information
 - 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
 - is stored and used in compliance with legal regulations relating to customer data

Learning outcome

The learner will:

3. be able to use the record card system to recognise opportunities for increasing sales at a beauty counter in a retail environment

Assessment criteria

The learner can:

- 3.1 update the information in the record card system regularly enough to maintain the system's usefulness as a sales tool
- 3.2 identify the counter's highest spending customers, from the record card system, to receive priority information about special offers and promotions

Unit 245

Protect own and others' health and safety when working in a retail environment (E.06)

UAN:	Y/503/5727
Level:	Level 2
Credit value:	5
GLH:	28
Relationship to NOS:	SSR.E206, SSR.E207
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess occupational competence in relation to taking responsibility for own and colleagues' health and safety, within set limits, when working in a retail environment.

Learning outcome
The learner will: 1. understand how to promote health and safety in own workplace
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 2. understand own role in protecting own and others' health and safety
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 3. be able to deal with accidents and emergencies in a retail environment
Assessment criteria
The learner can: 3.1 respond to accidents and emergencies: <ul style="list-style-type: none"> • in line with organisational procedures • in line with legal requirements • in a calm manner 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

Learning outcome
The learner will: 4. be able to protect own and others' health and safety during day-to-day work activities
Assessment criteria
The learner can: 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 4.3 report immediately to the designated person any health and safety risks that are beyond the limits of own authority to deal with 4.4 use equipment and materials needed for own work in line with the organisation's and/or manufacturer's instructions

Unit 246

Reduce security risks in a retail environment (E.07)

UAN:	D/503/5728
Level:	Level 2
Credit value:	5
GLH:	25
Relationship to NOS:	SSR.E205
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess 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.

Learning outcome
The learner will: 1. know about security risks that can arise in a retail environment
Assessment criteria
The learner can: 1.1 identify potential security risks that can arise in a retail environment

Learning outcome
The learner will: 2. be able to reduce security risks in a retail environment
Assessment criteria
The learner can: 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">• relevant legislation• organisational policy• own level of authority 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

Unit 248

Prepare newspapers and magazines for return to merchandisers (E.20)

UAN:	A/503/5736
Level:	Level 2
Credit value:	2
GLH:	10
Relationship to NOS:	SSR.E210
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of individuals who are responsible for preparing unsold newspapers and magazines for return to merchandisers. For the purpose of this unit, 'merchandiser' may be an external supplier or the organisation's own distribution service.

Learning outcome
The learner will: 1. be able to plan own work to prepare newspapers and magazines for return to merchandisers
Assessment criteria
The learner can: 1.1 plan sufficient time to prepare returns of newspapers and magazines by the agreed collection time

Learning outcome
The learner will: 2. be able to gather together newspapers and magazines for return to merchandisers
Assessment criteria
The learner can: 2.1 identify newspapers and magazines that need returning to merchandisers 2.2 stack returns in line with organisational procedures

Learning outcome
The learner will: 3. be able to prepare batches of newspapers and magazines for return to merchandisers
Assessment criteria
The learner can: 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"> • in the designated location ready for collection • in line with organisational safety procedures for lifting and moving

Learning outcome
The learner will: 4. be able to complete the administration associated with magazine and newspaper returns
Assessment criteria
The learner can: 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

Unit 249

Check the accuracy of records of hours worked in a retail environment (E.22)

UAN:	J/503/5738
Level:	Level 2
Credit value:	4
GLH:	17
Relationship to NOS:	SSR.E212
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess 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.

Learning outcome
The learner will: 1. understand the importance of maintaining accurate records of the hours worked by staff in a retail environment
Assessment criteria
The learner can: 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 by staff 1.4 explain the importance of identifying and reporting recurring inaccuracies in information about the number of hours worked by staff

Learning outcome
The learner will: 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
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 3. be able to check the accuracy of records of hours worked by staff in a retail environment
Assessment criteria
The learner can: 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 3.3 follow organisational procedures to query actual and/or potential discrepancies in information about the number of hours worked by staff 3.4 follow organisational procedures to report recurring inaccuracies in information about the number of hours worked by staff 3.5 calculate accurately the total hours worked by staff 3.6 use data processing equipment and materials in line with organisational procedures

Learning outcome
The learner will: 4. be able to provide information about the number of hours worked by staff in a retail environment
Assessment criteria
The learner can: 4.1 produce information and reports on the number of hours worked by staff in line with organisational procedures 4.2 provide information and advice in response to queries from colleagues about their own recorded hours of work, doing so: <ul style="list-style-type: none"> • accurately • politely 4.3 refer queries from colleagues to the designated person, where these are not within own authority to resolve 4.4 disclose personal data about colleagues only to those who have a right to see it

Unit 250

Give customers a positive impression of yourself and your organisation (D.01)

UAN:	L/601/0933
Level:	Level 2
Credit value:	5
GLH:	33
Relationship to NOS:	CFAA4
Endorsement by a sector or regulatory body:	This unit is endorsed by Cfa, the Sector Skills Council for Business Skills and Administration.
Aim:	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.

Learning outcome
The learner will: 1. establish rapport with customers
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 2. respond appropriately to customers
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 3. communicate information to customers
Assessment criteria
The learner can: 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 3.3 recognise information that their customer might find complicated and check whether they fully understand 3.4 explain clearly to their customers any reasons why their expectations cannot be met

Learning outcome
The learner will: 4. understand how to give customers a positive impression of themselves and the organisation
Assessment criteria
The learner can: 4.1 describe their organisation's standards for appearance and behaviour 4.2 explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately 4.3 identify their organisation's rules and procedures regarding the methods of communication they use 4.4 explain how to recognise when a customer is angry or confused 4.5 identify their organisation's standards for timeliness in responding to customer questions and requests for information

Unit 253

Hand divide, mould and shape fermented dough (B.19)

UAN:	T/601/4555
Level:	Level 2
Credit value:	4
GLH:	21
Relationship to NOS:	IMPCB116K, IMPCB105S
Endorsement by a sector or regulatory body:	This unit is endorsed by Improve, the Sector Skills Council for Food and Drink Skills.
Aim:	This unit supports workforce development for those who hand-divide, mould and shape fermented dough in a bakery business. The unit is designed for use primarily by bakery operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcome
The learner will: 1. hand-divide fermented dough to specifications and instructions
Assessment criteria
The learner can: 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.

Learning outcome
The learner will: 2. hand-mould and shape fermented dough
Assessment criteria
The learner can: 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.

Unit 254

Select, weigh and measure bakery ingredients (B.18)

UAN:	D/601/4551
Level:	Level 2
Credit value:	3
GLH:	16
Relationship to NOS:	IMPCB102K, IMPCB101S
Endorsement by a sector or regulatory body:	This unit is endorsed by Improve, the Sector Skills Council for Food and Drink Skills.
Aim:	This unit supports workforce development for those who select, weigh and measure ingredients in a bakery business. The unit is designed for use primarily by bakery operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Learning outcome
The learner will: 1. check quantities of ingredients
Assessment criteria
The learner can: 1.1 identify the specified ingredients 1.2 check quantities against instructions and specifications 1.3 calculate quantities of ingredients required for production.

Learning outcome
The learner will: 2. select ingredients
Assessment criteria
The learner can: 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.

Learning outcome
The learner will: 3. weigh and measure ingredients
Assessment criteria
The learner can: 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.

Unit 255

Identify and report the presence of pests, diseases and disorders (B.34)

UAN:	K/502/1511
Level:	Level 2
Credit value:	3
GLH:	23
Relationship to NOS:	LANCU78
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra, the Sector Skills Land-based and Environmental industries.
Aim:	The aim of this unit is to provide the learner with the knowledge and skills required to identify and report the presence of pests, diseases and disorders.

Learning outcome
The learner will: 1. identify and report the presence of pests, diseases and disorders
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 2. be able to work safely and minimise environmental damage
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 3. know how to identify and report the presence of pests, diseases and disorders
Assessment criteria
The learner can: 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 3.5 identify to whom you should report the presence and extent of pests, diseases, disorders and biological control/beneficial insects

Learning outcome
The learner will: 4. know relevant health and safety legislation and environmental good practice
Assessment criteria
The learner can: 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

Unit 256

Maintain moisture levels for crops or plants (B.31)

UAN:	R/502/0854
Level:	Level 2
Credit value:	2
GLH:	15
Relationship to NOS:	LANPH3
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra, the Sector Skills Land-based and Environmental industries.
Aim:	The aim of this unit is to provide the learner with the knowledge, and skills required to maintain moisture levels to crops or plants.

Learning outcome
The learner will: 1. know why it is important to maintain moisture for crops and plants
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 2. know the types of equipment required and how to maintain them
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 3. know the current health and safety legislation and environmental good practice
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 4. be able to select, use and maintain equipment
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 5. be able to maintain moisture levels for crops and plants
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 6. be able to work safely and minimise environmental damage
Assessment criteria
The learner can: 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

Unit 257

Merchandise plants and other relevant products (C.56)

UAN:	J/502/0771
Level:	Level 2
Credit value:	6
GLH:	45
Relationship to NOS:	LANPH15
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra, the Sector Skills Land-based and Environmental industries.
Aim:	The aim of this unit is to provide the learner with the knowledge and skills required to merchandise plants and other relevant products in retail nurseries or garden centres.

Learning outcome
The learner will: 1. know how to merchandise plants and other products
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 2. be able to merchandise plants and other products
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 3. know how to maintain the condition of plants for sale
Assessment criteria
The learner can: 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"> • trees and shrubs • bedding plants • herbaceous perennials • bulbs 3.2 describe the appropriate method of reporting signs of pests, diseases or other disorders and who to

Learning outcome
The learner will: 4. be able to maintain plants ready for sale
Assessment criteria
The learner can: 4.1 maintain optimum conditions for the plants as far as possible within the available facilities 4.2 provide any necessary supplies of food and water to maintain the condition of the plants and remove weeds and suckers 4.3 check the condition of plants and relevant products to maintain their saleable value 4.4 identify any plants or products that should be removed and take the appropriate action 4.5 report signs of pests, disease or other disorders to the appropriate person 4.6 care for incoming plants and implement an appropriate stock rotation plan 4.7 monitor the development of new plants against the stock rotation plan and take the appropriate action if there are any problems

Unit 258

Provide nutrients to crops or plants (B.32)

UAN:	L/502/0853
Level:	Level 2
Credit value:	2
GLH:	15
Relationship to NOS:	LANPH3
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra, the Sector Skills Land-based and Environmental industries.
Aim:	The aim of this unit is to provide the learner with the knowledge, and skills required to provide nutrients to crops or plants.

Learning outcome
The learner will: 1. know how nutrient requirements vary and their method of application
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 2. know the types of equipment required and how to maintain them
Assessment criteria
The learner can: 2.1 describe the equipment and methods of maintaining used to provide nutrients to crops or plants

Learning outcome
The learner will: 3. know the current health and safety legislation and environmental good practice
Assessment criteria
The learner can: 3.1 outline the current health and safety legislation, codes of pro-active and any additional requirements which apply to this area of work 3.2 describe how environmental damage can be minimised

Learning outcome
The learner will: 4. be able to provide nutrients to plants or crops
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 5. be able to work safely and minimise environmental damage
Assessment criteria
The learner can: 5.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 5.2 carry out work in a manner which minimises environmental damage

Learning outcome
The learner will: 6. be able to select use and maintain equipment
Assessment criteria
The learner can: 6.1 select and use appropriate equipment according to manufacturer's instructions and legal requirements 6.2 prepare, maintain and store equipment in a safe and effective working condition

Unit 259

Remove unwanted plant growth to maintain development (B.33)

UAN:	Y/502/1214
Level:	Level 2
Credit value:	5
GLH:	38
Relationship to NOS:	LANPH3, LANCU76
Endorsement by a sector or regulatory body:	This unit is endorsed by Lantra, the Sector Skills Land-based and Environmental industries.
Aim:	The aim of this unit is to provide the learner with the knowledge and skills required to identify and remove unwanted plant growth to maintain development.

Learning outcome
The learner will: 1. know the different types of unwanted plant growth
Assessment criteria
The learner can: 1.1 identify different types of plant material and explain why it must be removed covering: <ul style="list-style-type: none">• damaged plants• diseased material• weeds• plant debris• non typical• dead• excessive growth• badly positioned

Learning outcome
The learner will: 2. know how to maintain plant development
Assessment criteria
The learner can: 2.1 describe how all the following methods can be used to maintain/control plant development: <ul style="list-style-type: none"> • trimming • supporting • thinning • spacing • irrigation • growth regulators • lighting and shading • protection • pruning

Learning outcome
The learner will: 3. know the types of equipment required and how to maintain them
Assessment criteria
The learner can: 3.1 describe the equipment which will be necessary for maintaining plant development 3.2 describe methods of maintaining the equipment ready for use

Learning outcome
The learner will: 4. know the current health and safety legislation and environmental good practice
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 5. be able to select, use and maintain equipment
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 6. be able to identify unwanted plant growth
Assessment criteria
The learner can: 6.1 recognise unwanted plant material as appropriate

Learning outcome
The learner will: 7. be able to remove unwanted plant growth
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 8. be able to work safely and minimise environmental damage
Assessment criteria
The learner can: 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

Appendix 1 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.

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

Appendix 2 Units from which expert witness testimony is allowed if the assessor is not expert

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.

Unit number	Unit title	UAN
104	Maintain food safety while working with food in a retail environment (B.20)	F/503/5673
207	Hand-process fish in a retail environment (B.11)	K/503/5666
208	Process greengrocery products for sale in a retail environment (B.12)	M/503/5667
209	Finish meat products by hand in a retail environment (B.13)	T/503/5668
210	Organise own work to meet a dough production schedule in a retail environment (B.17)	A/503/5672
211	Maintain food safety while working with food in a retail environment (B.21)	J/503/5674
214	Finish bake-off food products in a retail environment (B.35)	H/503/5679
215	Glaze, coat or decorate bake-off products for sale in a retail environment (B.36)	Y/503/5680
222	Process applications for credit agreements offered in a retail environment (C.09)	F/503/5690
223	Promote loyalty schemes to customers in a retail environment (C.12)	J/503/5691
224	Provide a bra fitting service in a retail environment (C.17)	Y/503/5694
225	Follow guidelines for planning and preparing visual merchandising displays (C.18)	D/503/5695
226	Dress visual merchandising displays to attract customers (C.19)	H/503/5696
227	Order and position signage and graphics for visual merchandising displays (C.20)	K/503/5697
228	Dismantle and store props and graphics from visual merchandising displays (C.21)	M/503/5698
229	Make props and decorate fixtures and panels for visual merchandising displays (C.22)	T/503/5699

Unit number	Unit title	UAN
230	Assemble visual merchandising displays (C.23)	D/503/5700
232	Provide National Lottery products to customers (C.37)	L/503/5708
233	Advise customers on the fixing and care of tiles (C.42)	R/503/5709
235	Promote a retail store's credit card to customers in a retail environment (C.47)	R/503/5712
239	Help customers to apply for a retail store's credit card and associated insurance products (C.52)	M/503/5717
240	Help customers to choose delicatessen products in a retail environment (C.54)	T/503/5718
241	Portion delicatessen products to meet customer requirements in a retail environment (C.55)	A/503/5719
243	Demonstrate make-up and skincare products to customers at a beauty counter in a retail environment (C.59)	T/503/5721
244	Operate a customer record card system on a beauty counter in a retail environment (C.60)	A/503/5722
303	Monitor and help improve food safety in a retail environment (B.22)	L/503/5675
308	Choose merchandise to feature in visual merchandising displays (C.24)	H/503/5701
309	Manage the use of signage and graphics in visual merchandising displays (C.25)	K/503/5702
310	Evaluate the effectiveness of visual merchandising displays (C.26)	M/503/5703
311	Manage budgets for visual merchandising projects (C.27)	T/503/5704
312	Contribute to improving a retail organisation's visual merchandising policy (C.28)	A/503/5705
313	Design visual merchandising display layouts (C.29)	F/503/5706
314	Help customers to choose alcoholic beverages in a retail environment (C.45)	J/503/5710
320	Produce staffing schedules to help a retail team to achieve its targets (E.12)	K/503/5733



Appendix 3 Sources of general information

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

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

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

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

- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

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

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

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

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for GOLLA/e-volve assessments.

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www.cityandguilds.com

Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: intcg@cityandguilds.com

Centres

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: centresupport@cityandguilds.com

Single subject qualifications

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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

E: singlesubjects@cityandguilds.com

International awards

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: intops@cityandguilds.com

Walled Garden

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: walledgarden@cityandguilds.com

Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: business@cityandguilds.com

Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

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