QUALIFICATION HANDBOOK

# 7384 Level 2 Award / Certificate / Diploma in Retail Skills Handbook

**August 2017 Version 3.1**

City&
Guilds

# Qualification at a glance

| Subject area | Retail Skills |
|---|---|
| City & Guilds number | 7384 |
| Age group approved | 16+ |
| Entry requirements | None |
| Assessment | Portfolio of evidence |
| Support materials | Centre handbook<br>Candidate logbook |
| Registration and certification | Consult the Walled Garden/Online Catalogue for last dates |

| Title and level | GLH | TQT | City & Guilds number | Accreditation number |
|---|---|---|---|---|
| Level 2 Award in Retail Skills | 24 | 90 | 7384-20 | 600/3951/6 |
| Level 2 Certificate in Retail Skills | 73 | 240 | 7384-21 | 600/4065/8 |
| Level 2 Diploma in Retail Skills | 115 | 370 | 7384-22 | 600/3960/7 |

| Version and date | Change detail | Section |
|---|---|---|
| 3.1 August 2017 | Added TQT details | Qualification at a glance, Structure |
| | Deleted QCF | Throughout |

# Contents

# Introduction

This document tells you what you need to do to deliver the qualification[s]:

| Area | Description |
| --- | --- |
| Who is the qualifications for? | The level 2 qualifications are for candidates who have some knowledge and basic skills in the retail industry - probably from a role where they work under supervision. The qualifications are for candidates who want to increase their skills and take on more responsibility. |
| What do the qualifications cover? | These qualifications allow candidates to further 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:<br>• Level 3 Certificate / Diploma in Retail Skills (Sales Professional)<br>• Level 3 Certificate / Diploma in Retail Skills (Visual Merchandising)<br>• Level 3 Certificate / Diploma in Retail Skills (Management) |

# Structure

To achieve the **Level 2 Award in Retail Skills**, learners must achieve a minimum of **9** credits from the optional units available. All credits must be achieved at level 2.

| UAN | City & Guilds unit number | Unit title | Credit value | GLH |
|---|---|---|---|---|
| **Optional** | | | | |
| R/503/5659 | 201 | Receive goods and materials into storage in a retail environment (B.03) | 4 | 22 |
| J/503/5660 | 202 | Place goods and materials into storage in a retail environment (B.04) | 4 | 19 |
| L/503/5661 | 203 | Keep stock on sale at required levels in a retail environment (B.05) | 3 | 16 |
| R/503/5662 | 204 | Process customer orders for goods in a retail environment (B.06) | 3 | 19 |
| Y/503/5663 | 205 | Process returned goods in a retail environment (B.07) | 3 | 18 |
| H/503/5665 | 206 | Assemble products for display in a retail environment (B.09) | 2 | 9 |
| K/503/5666 | 207 | Hand-process fish in a retail environment (B.11) | 6 | 21 |
| M/503/5667 | 208 | Process greengrocery products for sale in a retail environment (B.12) | 7 | 17 |
| T/503/5668 | 209 | Finish meat products by hand in a retail environment (B.13) | 9 | 29 |
| A/503/5672 | 210 | Organise own work to meet a dough production schedule in a retail environment (B.17) | 10 | 48 |
| J/503/5674 | 211 | Maintain food safety while working with food in a retail environment (B.21) | 6 | 13 |
| R/503/5676 | 212 | Pick products in a retail environment to fulfil customer orders (B.28) | 4 | 19 |
| D/503/5678 | 213 | Check stock levels and sort out problems with stock levels in a retail environment (B.30) | 2 | 10 |
| H/503/5679 | 214 | Finish bake-off food products in a retail environment (B.35) | 3 | 15 |
| Y/503/5680 | 215 | Glaze, coat or decorate bake-off products for sale in a retail environment (B.36) | 3 | 15 |
| M/503/5684 | 216 | Display stock to promote sales to customers in a retail environment (C.02) | 5 | 26 |

| UAN | City & Guilds unit number | Unit title | Credit value | GLH |
|---|---|---|---|---|
| T/503/5685 | 217 | Help customers to choose products in a retail environment (C.03) | 6 | 20 |
| A/503/5686 | 218 | Carry out promotional campaigns in a retail environment (C.04) | 4 | 18 |
| F/503/5687 | 219 | Deal with customer queries and complaints in a retail environment (C.05) | 4 | 24 |
| J/503/5688 | 220 | Demonstrate products to customers in a retail environment (C.06) | 3 | 15 |
| L/503/5689 | 221 | Process payments for purchases in a retail environment (C.08) | 4 | 17 |
| F/503/5690 | 222 | Process applications for credit agreements offered in a retail environment (C.09) | 5 | 25 |
| J/503/5691 | 223 | Promote loyalty schemes to customers in a retail environment (C.12) | 3 | 11 |
| Y/503/5694 | 224 | Provide a bra fitting service in a retail environment (C.17) | 10 | 44 |
| D/503/5695 | 225 | Follow guidelines for planning and preparing visual merchandising displays (C.18) | 5 | 22 |
| H/503/5696 | 226 | Dress visual merchandising displays to attract customers (C.19) | 7 | 35 |
| K/503/5697 | 227 | Order and position signage and graphics for visual merchandising displays (C.20) | 3 | 15 |
| M/503/5698 | 228 | Dismantle and store props and graphics from visual merchandising displays (C.21) | 3 | 15 |
| T/503/5699 | 229 | Make props and decorate fixtures and panels for visual merchandising displays (C.22) | 10 | 45 |
| D/503/5700 | 230 | Assemble visual merchandising displays (C.23) | 4 | 20 |
| J/503/5707 | 231 | Follow point-of-sale procedures for age-restricted products in a retail environment (C.36) | 2 | 11 |
| L/503/5708 | 232 | Provide National Lottery products to customers (C.37) | 4 | 25 |
| R/503/5709 | 233 | Advise customers on the fixing and care of tiles (C.42) | 6 | 35 |
| L/503/5711 | 234 | Cash up in a retail environment (C.46) | 2 | 9 |
| R/503/5712 | 235 | Promote a retail store's credit card to customers in a retail environment (C.47) | 3 | 12 |

| UAN | City & Guilds unit number | Unit title | Credit value | GLH |
|---|---|---|---|---|
| Y/503/5713 | 236 | Provide service to customers in a dressing room in a retail environment (C.48) | 3 | 16 |
| D/503/5714 | 237 | Promote food or drink products by offering samples to customers (C.49) | 2 | 13 |
| H/503/5715 | 238 | Deliver goods from a retail environment to the customer's delivery address (C.50) | 3 | 17 |
| M/503/5717 | 239 | Help customers to apply for a retail store's credit card and associated insurance products (C.52) | 4 | 22 |
| T/503/5718 | 240 | Help customers to choose delicatessen products in a retail environment (C.54) | 3 | 15 |
| A/503/5719 | 241 | Portion delicatessen products to meet customer requirements in a retail environment (C.55) | 2 | 9 |
| T/503/5721 | 243 | Demonstrate make-up and skincare products to customers at a beauty counter in a retail environment (C.59) | 4 | 15 |
| A/503/5722 | 244 | Operate a customer record card system on a beauty counter in a retail environment (C.60) | 2 | 8 |
| Y/503/5727 | 245 | Protect own and others' health and safety when working in a retail environment (E.06) | 5 | 28 |
| D/503/5728 | 246 | Reduce security risks in a retail environment (E.07) | 5 | 25 |
| A/503/5736 | 248 | Prepare newspapers and magazines for return to merchandisers (E.20) | 2 | 10 |
| J/503/5738 | 249 | Check the accuracy of records of hours worked by staff in a retail environment (E.22) | 4 | 17 |

To achieve the **Level 2 Certificate in Retail Skills**, learners must achieve a minimum of **24** credits.

- **8** credits must come from the mandatory unit 247
- A minimum of **7** credits must come from the optional level 2 units
- A maximum of **9** credits can come from the optional level 1 and 3 units of which
- A maximum of **5** credits can come from the optional level 1 units and
- A maximum of **9** credits can come from the optional level 3 units
- Overall at least **15** credits must be achieved at level 2.

| UAN | Unit level | City & Guilds unit number | Unit title | Credit value | GLH |
|---|---|---|---|---|---|
| **Mandatory** | | | | | |
| T/503/5735 | 2 | 247 | Work effectively in a retail team (E.19) | 8 | 37 |
| **Optional** | | | | | |
| D/503/5664 | 1 | 103 | Sort donated goods for resale or recycling in a retail environment (B.08) | 3 | 6 |
| F/503/5673 | 1 | 104 | Maintain food safety while working with food in a retail environment (B.20) | 5 | 11 |
| Y/503/5677 | 1 | 105 | Load orders for despatch from a retail store to customers (B.29) | 3 | 15 |
| K/503/5716 | 1 | 107 | Contribute to monitoring and maintaining ease of shopping in a retail sales area (C.51) | 2 | 8 |
| L/601/5016 | 1 | 112 | Provide a counter and takeaway service (C.44) | 3 | 30 |
| R/503/5659 | 2 | 201 | Receive goods and materials into storage in a retail environment (B.03) | 4 | 22 |
| J/503/5660 | 2 | 202 | Place goods and materials into storage in a retail environment (B.04) | 4 | 19 |
| L/503/5661 | 2 | 203 | Keep stock on sale at required levels in a retail environment (B.05) | 3 | 16 |
| R/503/5662 | 2 | 204 | Process customer orders for goods in a retail environment (B.06) | 3 | 19 |
| Y/503/5663 | 2 | 205 | Process returned goods in a retail environment (B.07) | 3 | 18 |
| H/503/5665 | 2 | 206 | Assemble products for display in a retail environment (B.09) | 2 | 9 |
| K/503/5666 | 2 | 207 | Hand-process fish in a retail environment (B.11) | 6 | 21 |
| M/503/5667 | 2 | 208 | Process greengrocery products for sale in a retail environment (B.12) | 7 | 17 |

| UAN | Unit level | City & Guilds unit number | Unit title | Credit value | GLH |
|---|---|---|---|---|---|
| T/503/5668 | 2 | 209 | Finish meat products by hand in a retail environment (B.13) | 9 | 29 |
| A/503/5672 | 2 | 210 | Organise own work to meet a dough production schedule in a retail environment (B.17) | 10 | 48 |
| J/503/5674 | 2 | 211 | Maintain food safety while working with food in a retail environment (B.21) | 6 | 13 |
| R/503/5676 | 2 | 212 | Pick products in a retail environment to fulfil customer orders (B.28) | 4 | 19 |
| D/503/5678 | 2 | 213 | Check stock levels and sort out problems with stock levels in a retail environment (B.30) | 2 | 10 |
| H/503/5679 | 2 | 214 | Finish bake-off food products in a retail environment (B.35) | 3 | 15 |
| Y/503/5680 | 2 | 215 | Glaze, coat or decorate bake-off products for sale in a retail environment (B.36) | 3 | 15 |
| M/503/5684 | 2 | 216 | Display stock to promote sales to customers in a retail environment (C.02) | 5 | 26 |
| T/503/5685 | 2 | 217 | Help customers to choose products in a retail environment (C.03) | 6 | 20 |
| A/503/5686 | 2 | 218 | Carry out promotional campaigns in a retail environment (C.04) | 4 | 18 |
| F/503/5687 | 2 | 219 | Deal with customer queries and complaints in a retail environment (C.05) | 4 | 24 |
| J/503/5688 | 2 | 220 | Demonstrate products to customers in a retail environment  (C.06) | 3 | 15 |
| L/503/5689 | 2 | 221 | Process payments for purchases in a retail environment (C.08) | 4 | 17 |
| F/503/5690 | 2 | 222 | Process applications for credit agreements offered in a retail environment (C.09) | 5 | 25 |
| J/503/5691 | 2 | 223 | Promote loyalty schemes to customers in a retail environment (C.12) | 3 | 11 |
| Y/503/5694 | 2 | 224 | Provide a bra fitting service in a retail environment (C.17) | 10 | 44 |
| D/503/5695 | 2 | 225 | Follow guidelines for planning and preparing visual merchandising displays (C.18) | 5 | 22 |
| H/503/5696 | 2 | 226 | Dress visual merchandising displays to attract customers (C.19) | 7 | 35 |

| UAN | Unit level | City & Guilds unit number | Unit title | Credit value | GLH |
|---|---|---|---|---|---|
| K/503/5697 | 2 | 227 | Order and position signage and graphics for visual merchandising displays (C.20) | 3 | 15 |
| M/503/5698 | 2 | 228 | Dismantle and store props and graphics from visual merchandising displays (C.21) | 3 | 15 |
| T/503/5699 | 2 | 229 | Make props and decorate fixtures and panels for visual merchandising displays (C.22) | 10 | 45 |
| D/503/5700 | 2 | 230 | Assemble visual merchandising displays (C.23) | 4 | 20 |
| J/503/5707 | 2 | 231 | Follow point-of-sale procedures for age-restricted products in a retail environment (C.36) | 2 | 11 |
| L/503/5708 | 2 | 232 | Provide National Lottery products to customers (C.37) | 4 | 25 |
| R/503/5709 | 2 | 233 | Advise customers on the fixing and care of tiles (C.42) | 6 | 35 |
| L/503/5711 | 2 | 234 | Cash up in a retail environment (C.46) | 2 | 9 |
| R/503/5712 | 2 | 235 | Promote a retail store's credit card to customers in a retail environment (C.47) | 3 | 12 |
| Y/503/5713 | 2 | 236 | Provide service to customers in a dressing room in a retail environment (C.48) | 3 | 16 |
| D/503/5714 | 2 | 237 | Promote food or drink products by offering samples to customers (C.49) | 2 | 13 |
| H/503/5715 | 2 | 238 | Deliver goods from a retail environment to the customer's delivery address (C.50) | 3 | 17 |
| M/503/5717 | 2 | 239 | Help customers to apply for a retail store's credit card and associated insurance products (C.52) | 4 | 22 |
| T/503/5718 | 2 | 240 | Help customers to choose delicatessen products in a retail environment (C.54) | 3 | 15 |
| A/503/5719 | 2 | 241 | Portion delicatessen products to meet customer requirements in a retail environment (C.55) | 2 | 9 |
| T/503/5721 | 2 | 243 | Demonstrate make-up and skincare products to customers at a beauty counter in a retail environment (C.59) | 4 | 15 |
| A/503/5722 | 2 | 244 | Operate a customer record card system on a beauty counter in a retail environment (C.60) | 2 | 8 |

| UAN | Unit | City & Guilds unit number | Unit title | Credit value | GLH |
|---|---|---|---|---|---|
| Y/503/5727 | 2 | 245 | Protect own and others' health and safety when working in a retail environment (E.06) | 5 | 28 |
| D/503/5728 | 2 | 246 | Reduce security risks in a retail environment (E.07) | 5 | 25 |
| A/503/5736 | 2 | 248 | Prepare newspapers and magazines for return to merchandisers (E.20) | 2 | 10 |
| J/503/5738 | 2 | 249 | Check the accuracy of records of hours worked by staff in a retail environment (E.22) | 4 | 17 |
| L/601/0933 | 2 | 250 | Give customers a positive impression of yourself and your organisation (D.01) | 5 | 33 |
| T/601/4555 | 2 | 253 | Hand divide, mould and shape fermented dough (B.19) | 4 | 21 |
| D/601/4551 | 2 | 254 | Select, weigh and measure bakery ingredients (B.18) | 3 | 16 |
| K/502/1511 | 2 | 255 | Identify and report the presence of pests, diseases and disorders  (B.34) | 3 | 23 |
| R/502/0854 | 2 | 256 | Maintain moisture levels for crops or plants (B.31) | 2 | 15 |
| J/502/0771 | 2 | 257 | Merchandise plants and other relevant products (C.56) | 6 | 45 |
| L/502/0853 | 2 | 258 | Provide nutrients to crops or plants (B.32) | 2 | 15 |
| Y/502/1214 | 2 | 259 | Remove unwanted plant growth to maintain development (B.33) | 5 | 38 |
| D/505/9379 | 2 | 260 | Using web-based facilities in-store to achieve retail sales (MCR15) | 2 | 20 |
| R/505/9380 | 2 | 261 | Advising and supporting customers on the use of in-store web-based retail facilities (MCR16) | 3 | 24 |
| D/505/9382 | 2 | 262 | Maintaining data confidentiality and security when using web-based retails facilities in-store (MCR18.1) | 2 | 11 |
| A/503/5669 | 3 | 301 | Audit stock levels and stock inventories in a retail environment (B.15) | 6 | 28 |
| D/503/5681 | 3 | 304 | Manage staff to receive goods in a retail environment (B.37) | 5 | 24 |
| H/503/5682 | 3 | 305 | Organise and monitor the storage of stock in a retail environment (B.38) | 6 | 27 |

| UAN | Unit level | City & Guilds unit number | Unit title | Credit value | GLH |
|---|---|---|---|---|---|
| L/503/5692 | 3 | 306 | Maintain the availability of goods on display in a retail environment to promote sales (C.13) | 6 | 30 |
| R/503/5693 | 3 | 307 | Manage the payment transaction process in a retail environment (C.16) | 9 | 43 |
| H/503/5701 | 3 | 308 | Choose merchandise to feature in visual merchandising displays (C.24) | 6 | 27 |
| K/503/5702 | 3 | 309 | Manage the use of signage and graphics in visual merchandising displays (C.25) | 7 | 31 |
| M/503/5703 | 3 | 310 | Evaluate the effectiveness of visual merchandising displays (C.26) | 9 | 46 |
| A/503/5705 | 3 | 312 | Contribute to improving a retail organisation's visual merchandising policy (C.28) | 8 | 36 |
| M/503/5720 | 3 | 315 | Help customers to choose specialist products in a retail environment (C.58) | 8 | 34 |
| K/503/5733 | 3 | 320 | Produce staffing schedules to help a retail team to achieve its targets (E.12) | 5 | 22 |
| F/503/5737 | 3 | 322 | Monitor and support secure payment point use during trading hours (E.21) | 3 | 13 |
| Y/505/9381 | 3 | 334 | Motivating colleagues to promote web-based retail facilities to customers (MCR17) | 4 | 30 |

To achieve the **Level 2 Diploma in Retail Skills**, learners must achieve a minimum of **37** credits.

- **8** credits must come from the mandatory unit 247
- A minimum of **14** credits must come from the optional level 2 units
- A maximum of **15** credits can come from the optional level 1 and 3 units of which
- A maximum of **5** credits can come from the optional level 1 units and
- A maximum of **15** credits can come from the optional level 3 units
- Overall at least **22** credits must be achieved at level 2

| UAN | Unit level | City & Guilds unit number | Unit title | Credit value | GLH |
|---|---|---|---|---|---|
| **Mandatory** | | | | | |
| T/503/5735 | 2 | 247 | Work effectively in a retail team (E.19) | 8 | 37 |
| **Optional** | | | | | |
| D/503/5664 | 1 | 103 | Sort donated goods for resale or recycling in a retail environment (B.08) | 3 | 6 |
| F/503/5673 | 1 | 104 | Maintain food safety while working with food in a retail environment (B.20) | 5 | 11 |
| Y/503/5677 | 1 | 105 | Load orders for despatch from a retail store to customers (B.29) | 3 | 15 |
| K/503/5716 | 1 | 107 | Contribute to monitoring and maintaining ease of shopping in a retail sales area (C.51) | 2 | 8 |
| L/601/5016 | 1 | 112 | Provide a counter and takeaway service (C.44) | 3 | 30 |
| R/503/5659 | 2 | 201 | Receive goods and materials into storage in a retail environment (B.03) | 4 | 22 |
| J/503/5660 | 2 | 202 | Place goods and materials into storage in a retail environment (B.04) | 4 | 19 |
| L/503/5661 | 2 | 203 | Keep stock on sale at required levels in a retail environment (B.05) | 3 | 16 |
| R/503/5662 | 2 | 204 | Process customer orders for goods in a retail environment (B.06) | 3 | 19 |
| Y/503/5663 | 2 | 205 | Process returned goods in a retail environment (B.07) | 3 | 18 |
| H/503/5665 | 2 | 206 | Assemble products for display in a retail environment (B.09) | 2 | 9 |
| K/503/5666 | 2 | 207 | Hand-process fish in a retail environment (B.11) | 6 | 21 |
| M/503/5667 | 2 | 208 | Process greengrocery products for sale in a retail environment (B.12) | 7 | 17 |
| T/503/5668 | 2 | 209 | Finish meat products by hand in a retail environment (B.13) | 9 | 29 |

| UAN | Unit level | City & Guilds unit number | Unit title | Credit value | GLH |
|---|---|---|---|---|---|
| A/503/5672 | 2 | 210 | Organise own work to meet a dough production schedule in a retail environment (B.17) | 10 | 48 |
| J/503/5674 | 2 | 211 | Maintain food safety while working with food in a retail environment (B.21) | 6 | 13 |
| R/503/5676 | 2 | 212 | Pick products in a retail environment to fulfil customer orders (B.28) | 4 | 19 |
| D/503/5678 | 2 | 213 | Check stock levels and sort out problems with stock levels in a retail environment (B.30) | 2 | 10 |
| H/503/5679 | 2 | 214 | Finish bake-off food products in a retail environment (B.35) | 3 | 15 |
| Y/503/5680 | 2 | 215 | Glaze, coat or decorate bake-off products for sale in a retail environment (B.36) | 3 | 15 |
| M/503/5684 | 2 | 216 | Display stock to promote sales to customers in a retail environment (C.02) | 5 | 26 |
| T/503/5685 | 2 | 217 | Help customers to choose products in a retail environment (C.03) | 6 | 20 |
| A/503/5686 | 2 | 218 | Carry out promotional campaigns in a retail environment (C.04) | 4 | 18 |
| F/503/5687 | 2 | 219 | Deal with customer queries and complaints in a retail environment (C.05) | 4 | 24 |
| J/503/5688 | 2 | 220 | Demonstrate products to customers in a retail environment  (C.06) | 3 | 15 |
| L/503/5689 | 2 | 221 | Process payments for purchases in a retail environment (C.08) | 4 | 17 |
| F/503/5690 | 2 | 222 | Process applications for credit agreements offered in a retail environment (C.09) | 5 | 25 |
| J/503/5691 | 2 | 223 | Promote loyalty schemes to customers in a retail environment (C.12) | 3 | 11 |
| Y/503/5694 | 2 | 224 | Provide a bra fitting service in a retail environment (C.17) | 10 | 44 |
| D/503/5695 | 2 | 225 | Follow guidelines for planning and preparing visual merchandising displays (C.18) | 5 | 22 |
| H/503/5696 | 2 | 226 | Dress visual merchandising displays to attract customers (C.19) | 7 | 35 |
| K/503/5697 | 2 | 227 | Order and position signage and graphics for visual merchandising displays (C.20) | 3 | 15 |

| UAN | Unit level | City & Guilds unit number | Unit title | Credit value | GLH |
|---|---|---|---|---|---|
| M/503/5698 | 2 | 228 | Dismantle and store props and graphics from visual merchandising displays (C.21) | 3 | 15 |
| T/503/5699 | 2 | 229 | Make props and decorate fixtures and panels for visual merchandising displays (C.22) | 10 | 45 |
| D/503/5700 | 2 | 230 | Assemble visual merchandising displays (C.23) | 4 | 20 |
| J/503/5707 | 2 | 231 | Follow point-of-sale procedures for age-restricted products in a retail environment (C.36) | 2 | 11 |
| L/503/5708 | 2 | 232 | Provide National Lottery products to customers (C.37) | 4 | 25 |
| R/503/5709 | 2 | 233 | Advise customers on the fixing and care of tiles (C.42) | 6 | 35 |
| L/503/5711 | 2 | 234 | Cash up in a retail environment (C.46) | 2 | 9 |
| R/503/5712 | 2 | 235 | Promote a retail store's credit card to customers in a retail environment (C.47) | 3 | 12 |
| Y/503/5713 | 2 | 236 | Provide service to customers in a dressing room in a retail environment (C.48) | 3 | 16 |
| D/503/5714 | 2 | 237 | Promote food or drink products by offering samples to customers (C.49) | 2 | 13 |
| H/503/5715 | 2 | 238 | Deliver goods from a retail environment to the customer's delivery address (C.50) | 3 | 17 |
| M/503/5717 | 2 | 239 | Help customers to apply for a retail store's credit card and associated insurance products (C.52) | 4 | 22 |
| T/503/5718 | 2 | 240 | Help customers to choose delicatessen products in a retail environment (C.54) | 3 | 15 |
| A/503/5719 | 2 | 241 | Portion delicatessen products to meet customer requirements in a retail environment (C.55) | 2 | 9 |
| T/503/5721 | 2 | 243 | Demonstrate make-up and skincare products to customers at a beauty counter in a retail environment (C.59) | 4 | 15 |
| A/503/5722 | 2 | 244 | Operate a customer record card system on a beauty counter in a retail environment (C.60) | 2 | 8 |
| Y/503/5727 | 2 | 245 | Protect own and others' health and safety when working in a retail environment (E.06) | 5 | 28 |

| UAN | Unit level | City & Guilds unit number | Unit title | Credit value | GLH |
|---|---|---|---|---|---|
| D/503/5728 | 2 | 246 | Reduce security risks in a retail environment (E.07) | 5 | 25 |
| A/503/5736 | 2 | 248 | Prepare newspapers and magazines for return to merchandisers (E.20) | 2 | 10 |
| J/503/5738 | 2 | 249 | Check the accuracy of records of hours worked by staff in a retail environment (E.22) | 4 | 17 |
| L/601/0933 | 2 | 250 | Give customers a positive impression of yourself and your organisation (D.01) | 5 | 33 |
| T/601/4555 | 2 | 253 | Hand divide, mould and shape fermented dough (B.19) | 4 | 21 |
| D/601/4551 | 2 | 254 | Select, weigh and measure bakery ingredients (B.18) | 3 | 16 |
| K/502/1511 | 2 | 255 | Identify and report the presence of pests, diseases and disorders  (B.34) | 3 | 23 |
| R/502/0854 | 2 | 256 | Maintain moisture levels for crops or plants (B.31) | 2 | 15 |
| J/502/0771 | 2 | 257 | Merchandise plants and other relevant products (C.56) | 6 | 45 |
| L/502/0853 | 2 | 258 | Provide nutrients to crops or plants (B.32) | 2 | 15 |
| Y/502/1214 | 2 | 259 | Remove unwanted plant growth to maintain development (B.33) | 5 | 38 |
| D/505/9379 | 2 | 260 | Using web-based facilities in-store to achieve retail sales (MCR15) | 2 | 20 |
| R/505/9380 | 2 | 261 | Advising and supporting customers on the use of in-store web-based retail facilities (MCR16) | 3 | 24 |
| D/505/9382 | 2 | 262 | Maintaining data confidentiality and security when using web-based retails facilities in-store (MCR18.1) | 2 | 11 |
| A/503/5669 | 3 | 301 | Audit stock levels and stock inventories in a retail environment (B.15) | 6 | 28 |
| T/503/5671 | 3 | 302 | Source required goods and services in a retail environment (B.16) | 10 | 52 |
| L/503/5675 | 3 | 303 | Monitor and help improve food safety in a retail environment (B.22) | 11 | 50 |
| D/503/5681 | 3 | 304 | Manage staff to receive goods in a retail environment (B.37) | 5 | 24 |

| UAN | Unit level | City & Guilds unit number | Unit title | Credit value | GLH |
|---|---|---|---|---|---|
| H/503/5682 | 3 | 305 | Organise and monitor the storage of stock in a retail environment (B.38) | 6 | 27 |
| L/503/5692 | 3 | 306 | Maintain the availability of goods on display in a retail environment to promote sales (C.13) | 6 | 30 |
| R/503/5693 | 3 | 307 | Manage the payment transaction process in a retail environment (C.16) | 9 | 43 |
| H/503/5701 | 3 | 308 | Choose merchandise to feature in visual merchandising displays (C.24) | 6 | 27 |
| K/503/5702 | 3 | 309 | Manage the use of signage and graphics in visual merchandising displays (C.25) | 7 | 31 |
| M/503/5703 | 3 | 310 | Evaluate the effectiveness of visual merchandising displays (C.26) | 9 | 46 |
| T/503/5704 | 3 | 311 | Manage budgets for visual merchandising projects (C.27) | 10 | 46 |
| A/503/5705 | 3 | 312 | Contribute to improving a retail organisation's visual merchandising policy (C.28) | 8 | 36 |
| F/503/5706 | 3 | 313 | Design visual merchandising display layouts (C.29) | 10 | 46 |
| J/503/5710 | 3 | 314 | Help customers to choose alcoholic beverages in a retail environment (C.45) | 10 | 53 |
| M/503/5720 | 3 | 315 | Help customers to choose specialist products in a retail environment (C.58) | 8 | 34 |
| Y/503/5730 | 3 | 317 | Deputise for the leader of a retail team (E.09) | 11 | 55 |
| D/503/5731 | 3 | 318 | Contribute to the continuous improvement of retail operations within own area of responsibility (E.10) | 10 | 47 |
| H/503/5732 | 3 | 319 | Manage the prevention of wastage and loss in a retail environment (E.11) | 11 | 50 |
| K/503/5733 | 3 | 320 | Produce staffing schedules to help a retail team to achieve its targets (E.12) | 5 | 22 |
| M/503/5734 | 3 | 321 | Monitor and maintain health and safety in a retail environment (E.18) | 13 | 60 |
| F/503/5737 | 3 | 322 | Monitor and support secure payment point use during trading hours (E.21) | 3 | 13 |
| Y/505/9381 | 3 | 334 | Motivating colleagues to promote web-based retail facilities to customers (MCR17) | 4 | 30 |

## 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 |
| --- | --- | --- |
| Level 2 Award in Retail Skills | 24 | 90 |
| Level 2 Certificate in Retail Skills | 73 | 240 |
| Level 2 Diploma in Retail Skills | 115 | 370 |

# 1 Centre requirements

## Approval

If your Centre is approved to offer the qualification 7536-22/23 Level 2 Certificate/Diploma in Retail Skills you will be automatically approved for the new 7384-20/21/22 Level 2 Award/Certificate/Diploma in Retail Skills.

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 27 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

City & Guilds cannot accept any registrations for candidates under 16 as these qualifications are not approved for under 16s.

# 2    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 |
|---|---|
| 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.

# 3    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. An 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.

# 4 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
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria

## 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. this unit requires workplace assessment of occupational competence |
| **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:** | 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: |

- 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).

The unit covers the individual's responsibilities for contributing to food safety in these circumstances.

| **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: <br> • worn in line with organisational requirements <br> • changed when the organisation says it should be |
| 3.4 wash own hands: <br> • at the right times to keep them in a suitable condition for working with food <br> • 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:<br>• removing them when authorised to do so<br>• 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 sate 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:<br>4. be able to ensure that orders are ready for loading |
| **Assessment criteria** |
| The learner can:<br>4.1 perform checks to ensure that orders are labelled with all the required information<br>4.2 perform checks to ensure that orders are placed in the designated areas ready for loading |

| Learning outcome |
| --- |
| The learner will:<br>5. be able to load orders into delivery vehicles |
| **Assessment criteria** |
| The learner can:<br>5.1 lift and move packed orders in ways that attempt to prevent:<br>• injury to self and others<br>• damage to goods and property<br>5.2 position orders in a vehicle according to:<br>• instructions for the required order of delivery<br>• organisational procedures for keeping goods secure and protected from damage during transit |

# 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 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 Skillsmart Retail, the Sector Skills Council for Retail. |
| **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:<br>3. be able to prepare to receive deliveries in a retail environment |
| **Assessment criteria** |
| The learner can:<br>3.1 identify:<br><ul><li>the quantity of the items expected</li><li>the  nature of the items expected</li><li>the storage space needed</li></ul>3.2 perform checks to ensure  that enough storage space is available for expected deliveries<br>3.3 identify the person to report any shortage of storage space to<br>3.4 perform checks to ensure that the receiving area is clean, tidy and free from obstructions and hazards<br>3.5 perform checks to ensure  that the necessary handling equipment is available and is in good working order<br>3.6 perform checks to ensure  that the relevant records are complete, accurate and up to date |

| **Learning outcome** |
| --- |
| The learner will:<br>4. be able to receive deliveries into storage in a retail environment |
| **Assessment criteria** |
| The learner can:<br>4.1 perform checks to ensure that the type, quantity and quality of items delivered are acceptable<br>4.2 describe how to refuse faulty deliveries, including how to record these and who needs to know about them<br>4.3 use methods that are safe,  hygienic and  protect the items from damage to check deliveries<br>4.4 allow deliveries to be off-loaded only into the designated areas<br>4.5 update stock control systems in line with organisational procedures<br>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:

- expected demand for stock
- the time needed to order replacement stock

3.2 use the organisation's stock control system to assess:

- 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:

- 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:

- 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: |
|    • in accordance with the manufacturer's instructions |
|    • using safe working methods |
| 1.5 assess assembled products to ensure that: |
|    • 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><li>achieve organisational specifications for yield and quality</li><li>minimise waste</li><li>keep fish in a saleable condition throughout processing</li><li>maintain own and other people's health and safety</li></ul> |
| 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: |
|     • 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: |
| • 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: |
|      • 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: <br> • health and safety <br> • food safety <br> • 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: <br> • within the time allowed <br> • achieving the organisational specification for the finished product <br> • 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:** | 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.<br><br>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. |

| 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:<br>    • health and safety<br>    • 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><li>are within the limits of own authority and responsibility</li><li>comply with relevant organisational health and safety and food safety requirements</li><li>attempt to make efficient use of the available resources including own time</li><li>meet changing dough production needs as they arise</li><li>avoid delays that result in dough no longer being in the required condition</li></ul> 3.2 identify the designated people who can provide advice: <ul><li>when the resources available for dough processing fall short of the quantity or quality required</li><li>when the dough production schedule does not seem to be realistically achievable</li></ul> |

## 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:** | 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: <ul><li>handling wrapped or unwrapped food including that subject to temperature control requirements (for example, in storage, display, in the bakery or on the deli counter)</li><li>preparing unwrapped food, including that subject to temperature control requirements.</li></ul> |

| **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: <br> • in good working order <br> • 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: <br> • promptly <br> • hygienically <br> • 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: |
| 3. be able to prepare picked orders for collection or dispatch from a retail environment |
| **Assessment criteria** |
| The learner can: |
| 3.1 pack orders in ways that : |
| • 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 dispatch from the retail environment |

## 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><li>maintaining adequate stock levels</li><li>customer satisfaction</li><li>sales</li></ul> |

| 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><li>instructions for where and when to count stock</li><li>organisational procedures for counting stock and recording stock levels</li><li>health and safety requirements to be observed when counting stock</li><li>the need to minimise inconvenience to other people in the retail environment when stock is being counted</li></ul> |

| 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: |
| • 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: <br> • there is enough space for the display <br> • the display will not cause an obstruction |
| 4.3 perform checks to ensure that the materials, equipment and stock needed for the display are: <br> • available <br> • 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: <br> • clear of any items not wanted for the display <br> • 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: <br> • using safe working practices <br> • in line with plans <br> • within the time allowed <br> • minimising the inconvenience caused to other people nearby |
| 6.2 check that the finished display: <br> • has the levels of stock needed <br> • is clean and tidy safe for use |
| 6.3 clear the area where the display has been set up of any equipment, |

| excess materials and waste in line with organisational procedures |
| --- |

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

| **Learning outcome** |
| --- |
| The learner will: |
| 8. be able to dismantle a display in a retail environment |
| **Assessment criteria** |
| The learner can: |
| 8.1 dismantle the display: |
| • using safe working practices |
| • within the time allowed |
| • minimising the inconvenience caused to other people nearby |
| 8.2 clear the area where the display has been dismantled of any equipment or excess materials: |
| • 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: |
| • 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:<br><br>   • relevant to the campaign<br><br>   • accurate<br><br>3.2 communicate the recorded information of a  promotional campaign:<br><br>   • accurately<br><br>   • 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.<br><br>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><li>relevant to their query</li><li>accurate</li><li>up to date</li></ul> |
| 3.4 ask customers questions to ensure that  the information and advice provided has met their  needs |
| 3.5 provide alternative solutions to help  customers when  information and advice given is not satisfactory |
| 3.6 refer requests for information or advice to the designated person when helping the customer is not within own authority |

| **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><li>legal requirements and</li><li>organisational policy</li></ul> |
| 4.4 refer complaints that are not within own authority to resolve, ensuring that: <ul><li>the complaint is referred in line with organisational procedures</li><li>the organisation's referral procedure is explained  to the customer</li></ul> |
| 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 |

| 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: |
| • referring to reliable pricing information |
| • seeking 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:** | The purpose of this unit is to assess the occupational competence of individuals who are responsible for promoting an organisation's loyalty scheme.

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. |

| **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: |
| • 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><li>unusual body shape</li><li>body odour</li><li>disability</li><li>mastectomy</li><li>maternity</li></ul> |

| **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 coordinating 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: |
| • 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: <br> • create the required effect <br> • are within the limits of the design brief <br> are within the limits of the organisation's visual design policies <br> • 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:<br>3. be able to dress in-store displays and window displays |
| **Assessment criteria** |
| The learner can:<br>3.1 position merchandise, signage and graphics within displays:<br><ul><li>in ways that attract the attention and interest of target customers</li><li>to provide the information that customers need</li><li>in line with organisational visual merchandising guidelines</li></ul>3.2 group merchandise within displays in ways that suit:<br><ul><li>the purpose of the display</li><li>the style of the display</li><li>the intended focal points of the display</li><li>the angles from which customers will view the display</li><li>the selling features of the merchandise</li><li>the visual effect specified by the design brief</li></ul>3.3 assess whether  the display's lighting meets the design brief in  achieving the required visual effects and atmosphere<br>3.4 check that the finished display meets organisational  requirements for:<br><ul><li>health and safety</li><li>security</li><li>easy access</li></ul>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  design brief |
| 2.2 order signage and graphics: |
| • within the required timescales |
| • within the available budget |
| • from suppliers who have confirmed they can meet the specified |

| requirements |
| --- |
| 2.3 monitor the progress of orders for signage and graphics |
| 2.4 assess signage and graphics when these are delivered, to ensure they meet the agreed requirements |

| **Learning outcome** |
| --- |
| The learner will: |
| 3. be able to position signage and graphics to support visual merchandising |
| **Assessment criteria** |
| The learner can: <br> 3.1 position signage and graphics in accordance with: <br> • the design brief <br> • any house styles that apply <br> • any branding requirements that apply <br> • organisational policy on signage <br> • legal requirements <br> • the display's intended visual effect and message <br> • organisational safety requirements <br> • 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: |
|    • 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 organisational procedures |
| 2.3 dispose of unwanted items from the dismantled display in line with organisational procedures |

2.4 keep records of the movement and disposal of items from dismantled displays in line with organisational procedures

2.5 clean display sites and components:

- in line with organisational procedures
- using equipment and materials suited to the task

| Learning outcome |
| --- |
| The learner will: |
| 3. be able to store props and graphics from dismantled visual merchandising displays |
| **Assessment criteria** |
| The learner can: |
| 3.1 assess the space required for props and graphics that are to be put into storage |
| 3.2 store props and graphics: <br> • in line organisational  procedures <br> • in secure but accessible places <br> • in ways that do not pose a health and safety risk |
| 3.3 keep up-to-date storage records in line with organisational procedures |
| 3.4 report any damaged and/or  missing props and graphics in line with organisational procedures |

# 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: |
| • 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: |
|     • 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: |
|     • 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: |
|     • 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: <br> • organisational guidelines provided <br> • agreed deadlines <br> • 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:** | This unit assesses the occupational competence of individuals who may be asked by customers to accept payment for age-restricted products such as alcohol or tobacco. Individuals taking this unit must be of an age appropriate to the products being sold. |

| 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:<br>  • the rules of National Lottery products<br>  • how to play National Lottery games<br>3.2 explain to customers, when necessary, the differences between national lottery products in terms of:<br>  • price<br>  • method of play<br>  • odds of winning<br>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:<br>1. be able to establish  customer requirements for fixing tiles |
| **Assessment criteria** |
| The learner can:<br>1.1 ask  customers questions to establish:<br><ul><li>the nature of the surfaces to be tiled</li><li>how the tiled surfaces are to be used</li><li>whether there are any existing or planned fixtures, fittings, pipework or cabling</li><li>whether there is, or will be, underfloor heating, where a floor is to be tiled</li></ul>1.2 reach an agreement with customers concerning:<br><ul><li>whether tiling is a practical solution for the surface and intended use</li><li>how the tiled surfaces are to be finished off</li><li>how best to accommodate any existing or planned fixtures, fittings, pipework or cabling</li><li>the need for a tanking system, where applicable</li></ul> |

| **Learning outcome** |
|---|
| The learner will:<br>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:

- 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: |
| • the organisation's schedule for cashing up |
| • organisational procedures for cashing up |
| 1.2 follow organisational procedures for maintaining security when cashing up, including the security of: |
| • self |
| • cash |
| • cash 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: |
| • in line with organisational procedures |
| • within 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:** | 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.<br><br>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. |

| **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:

- 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:

- 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:

- 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 : |
|     • 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: |
|    • 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: |
|    • 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: <br> • organisational procedures <br> • organisational recycling requirements <br> • 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 |
| 2.2 schedule deliveries in line with organisational procedures |
| 2.3 perform checks to ensure that everything needed for the delivery schedule is available |
| 2.4 perform checks to find out if there is enough fuel in the vehicle for the planned delivery schedule |

| 2.5 obtain fuel for the delivery vehicle in line with organisational procedures |
| --- |

| **Learning outcome** |
| --- |
| The learner will: |
| 3. be able to convey goods from a retail environment to customers' delivery addresses |
| **Assessment criteria** |
| The learner can: |
| 3.1 drive from a retail environment to customers' delivery addresses: <br> • without injury to self and others <br> • without damage to the goods and property <br> • arriving at the times agreed with customers <br> 3.2 contact customers to make alternative arrangements when deliveries cannot be made at the  times agreed with customers <br> 3.3 unload goods at customers' delivery addresses: <br> • in line with organisational procedures <br> • without injury to self and others <br> • without damage to the goods and property |

| **Learning outcome** |
| --- |
| The learner will: |
| 4. be able to complete deliveries of goods at customers' delivery addresses |
| **Assessment criteria** |
| The learner can: |
| 4.1 deliver goods to customers in a polite manner <br> 4.2 leave deliveries only with individuals who can legally receive them <br> 4.3 follow organisational procedures for dealing with goods that cannot be delivered <br> 4.4 update records of delivery and non-delivery in line with organisational procedures |

**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:** | 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. |
| | 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. |

| **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: |
| • use legally compliant wording |
| • are factually correct |
| • are unbiased |
| 4.2 tell customers: |
| • 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:<br><br>• their credit limit<br><br>• 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:<br><br>• in line with organisational procedures<br><br>• 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 : |
|     • 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: |
| • 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: <br>• health and safety requirements <br>• 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:<br>• in a logical sequence<br>• using tools and materials that are suited to the task<br>• following organisational procedures for hygienic application<br>• 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:<br>• 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<br>• 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: <ul><li>is completed in line with organisational procedures</li><li>is an accurate record of the information provided by the customer</li><li>includes details of any allergies to beauty products or ingredients, where the customer is willing and able to give this information</li><li>includes a note of any products in the current range that are unsuitable for the customer, as far as can be determined from the information provided by the customer</li><li>is stored and used in compliance with legal regulations relating to customer data</li></ul> |

| **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: |
| • 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: |
|     • 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 247 Work effectively in a retail team (E.19)

| | |
|---|---|
| **UAN:** | T/503/5735 |
| **Level:** | Level 2 |
| **Credit value:** | 8 |
| **GLH:** | 37 |
| **Relationship to NOS:** | SSR.E208, SSR.E209 |
| **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 expected to work as part of a team. This includes being able to seek feedback about their own work performance<br><br>For the purposes of this unit, the 'team' could be just the learner and their manager. |

| Learning outcome |
|---|
| The learner will: |
| 1. understand how to recognise discrimination, bullying and harassment in own work place |

| Assessment criteria |
|---|
| The learner can: |
| 1.1 explain how legislation and own employer define discrimination, bullying and harassment |
| 1.2 explain own employer's procedures for dealing with discrimination, bullying and harassment |

| Learning outcome |
|---|
| The learner will: |
| 2. be able to work effectively in a retail team |

| Assessment criteria |
|---|
| The learner can: |
| 2.1 ask for help and information from colleagues when needed |
| 2.2 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 |
| 2.3 offer help to colleagues when own workload allows and within the limits |

| of own responsibility |
| --- |
| 2.4 explain how to resolve difficulties with colleagues in a polite and constructive way |
| 2.5 identify the people who can provide advice if problems in working with colleagues cannot be resolved without help |
| 2.6 follow organisational procedures for safeguarding own and others' health and safety while at work |

| Learning outcome |
| --- |
| The learner will: |
| 3. be able to improve own work performance in a retail team |
| **Assessment criteria** |
| The learner can: |
| 3.1 explain the importance of being an effective learner at work |
| 3.2 identify training needs to improve own work performance |
| 3.3 agree own training programme, including action points and deadlines |
| 3.4 explain the importance of asking for feedback on own work performance |
| 3.5 request feedback on own work performance, including what is going well and what needs improving |
| 3.6 evaluate own work performance against agreed training programme |

| | |
|---|---|
| **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: |
| &bull; in the designated location ready for collection |
| &bull; 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 by staff 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:<br><br>&bull; accurately<br><br>&bull; 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: |
| (i) trees and shrubs |
| (i) bedding plants |
| (ii) herbaceous perennials |
| (iii) 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 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 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><li>damaged plants</li><li>diseased material</li><li>weeds</li><li>plant debris</li><li>non typical</li><li>dead</li><li>excessive growth</li><li>badly positioned</li></ul> |

| 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><li>trimming</li><li>supporting</li></ul> |

| |
|---|
| • 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<br>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<br>8.2 carry out work in a manner which minimises environmental damage<br>8.3 dispose of waste safely and correctly |

## Unit 260    Using web-based facilities in-store to achieve retail sales (MCR15)

| | |
|---|---|
| **UAN:** | D/505/9379 |
| **Level:** | Level 2 |
| **Credit value:** | 2 |
| **GLH:** | 20 |
| **Relationship to NOS:** | |
| **Endorsement by a sector or regulatory body:** | This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail. |
| **Aim:** | |

| **Learning outcome** |
|---|
| The learner will: |
| 1. be able to operate their own organisation's web-based in-store retail selling facilities in support of their customers' retail experience |
| **Assessment criteria** |
| The learner can: |
| 1.1 operate all aspects of the organisation's relevant web-based facilities correctly and with confidence |
| 1.2 use web-based facilities for the benefit of customers, based upon identified customer needs |
| 1.3 be proactive in checking online the availability of stock sought by customers |
| 1.4 place orders online on behalf of customers, where relevant |
| 1.5 process customer payments using web-based facilities, where relevant, applying appropriate discounts, in line with organisational requirements |
| 1.6 explain their responsibilities for monitoring and maintaining good housekeeping in relation to the web-based retail facilities in-store |
| 1.7 make sure that the selling of products within their area of operations complies with relevant legislation and regulatory requirements |
| 1.8 make sure that web-based facilities in-store fulfil relevant housekeeping requirements |
| 1.9 report any faults with web-based facilities in-store promptly to the relevant person |

| Learning outcome |
|---|
| The learner will: |
| 2. be able to promote customers' use of web-based in-store retail selling facilities |
| **Assessment criteria** |
| The learner can: |
| 2.1 explain the need to be sensitive to customers' attitudes to web-based technology, including how to respond to customers accordingly |
| 2.2 make customers aware of the availability and scope of their own organisation's web-based facilities |
| 2.3 communicate the features and benefits of web-based facilities enthusiastically and with confidence |
| 2.4 respond to customer needs from, and interest in, web-based facilities |
| 2.5 involve customers in the use of web-based processes where appropriate |
| 2.6 refer any problems whilst customers are using the web-based facilities in-store to the appropriate person, where necessary |
| 2.7 seek customer feedback regarding use of their own organisation's web-based facilities in-store |

# Unit 261 Advising and supporting customers on the use of in-store web-based retail facilities (MCR16)

| | |
|---|---|
| **UAN:** | R/505/9380 |
| **Level:** | Level 2 |
| **Credit value:** | 3 |
| **GLH:** | 24 |
| **Relationship to NOS:** | |
| **Endorsement by a sector or regulatory body:** | This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail. |
| **Aim:** | |

| **Learning outcome** |
|---|
| The learner will: |
| 1 Understand factors to consider when advising and supporting customers on the use of in-store web-based retail facilities |
| **Assessment criteria** |
| The learner can: |
| 1.1 explain the importance of achieving a balance between demonstration, instruction and customers' own activity in operating the facilities, as appropriate to customers' levels of expertise, attitude and confidence in using web-based technology |
| 1.2 explain their own organisation's practices and requirements relating to advising and supporting customers on the use of the web-based facilities. |

| Learning outcome |
| --- |
| The learner will: |
| 2. Be able to address customers' requirements via in-store web-based retail selling facilities |
| **Assessment criteria** |
| The learner can: |
| 2.1 operate all aspects of their own organisation's web-based facilities correctly and with confidence |
| 2.2 determine customers' requirements in accessing web-based facilities |
| 2.3 assess customers' levels of understanding regarding how to use the web-based facilities. |

| Learning outcome |
| --- |
| The learner will: |
| 3. Be able to promote and support customers' use of in-store web-based retail selling facilities |
| **Assessment criteria** |
| The learner can: |
| 3.1 promote use of the organisation's web-based facilities with enthusiasm, relating their features and benefits to the relevant needs of customers |
| 3.2 explain the use of the facilities:<br>• clearly and correctly<br>• in a manner which promotes understanding<br>• in a manner which is appropriate to their customers' existing appreciation and attitude to the technology being demonstrated |
| 3.3 provide opportunities for customers to ask questions, checking for understanding |
| 3.4 respond to customers' questions in ways that promote sales and goodwill |
| 3.5 support customers in operating in-store web-based facilities as appropriate to their customers' needs and levels of confidence in the use the web-based facilities. |

| Learning outcome |
| --- |
| The learner will: |
| 4. Be able to seek and use feedback regarding their own organisation's in-store web-based retail selling facilities |
| **Assessment criteria** |
| The learner can: |
| 4.1 seek feedback from customers upon the experience of using the organisation's web-based facilities |
| 4.2 respond to customer feedback in ways that promote goodwill |
| 4.3 report positive comments and any suggested improvements to the relevant person. |

## Unit 262    Maintaining data confidentiality and security when using web-based retail facilities in-store (MCR 18.1)

| | |
|---|---|
| **UAN:** | D/505/9382 |
| **Level:** | Level 2 |
| **Credit value:** | 2 |
| **GLH:** | 11 |
| **Relationship to NOS:** | |
| **Endorsement by a sector or regulatory body:** | This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail. |
| **Aim:** | |

| **Learning outcome** |
|---|
| The learner will: |
| 1 Be able to maintain the confidentiality and security of data regarding customers when recording and retaining online data |
| **Assessment criteria** |
| The learner can: |
| 1.1 make sure that documents, computers or electronic equipment containing sensitive information are kept secure |
| 1.2 check that online information is not changed in any unauthorised way, in line with organisational procedures |
| 1.3 encrypt all data entered electronically, where required |
| 1.4 make a record of only that information that needs to be recorded, according to organisational requirements |
| 1.5 keep all records of confidential information away from public display |
| 1.6 protect confidentiality by checking that information is destroyed properly when it is no longer required |
| 1.7 seek guidance from the relevant person about maintaining the security of data, when required |
| 1.8 maintain organisational requirements relating to the confidentiality and security of data. |

| Learning outcome |
| --- |
| The learner will: |
| 2. Be able to maintain the confidentiality and security of data held online when sharing information with third parties in line with organisational requirements |
| **Assessment criteria** |
| The learner can: |
| 2.1 check that any parties seeking information have the authority to receive it, following organisational procedures |
| 2.2 provide information to third parties only where they have satisfied relevant security checks, in line with organisational procedures |
| 2.3 provide relevant information only to those who need to use the information |
| 2.4 check with the relevant person that the learner has the authority to release information to others, where necessary |
| 2.5 use secure methods of sending information to third parties, when required, in line with organisational procedures. |

# Unit 301 Audit stock levels and stock inventories in a retail environment (B.15)

| | |
|---|---|
| **UAN:** | A/503/5669 |
| **Level:** | Level 3 |
| **Credit value:** | 6 |
| **GLH:** | 28 |
| **Relationship to NOS:** | SSR.B304, SSR.B305 |
| **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 organising and implementing stock audits.  The audit team may consist of people who do not normally work together, and the learner need not necessarily be a team leader in their day-to-day work. |

| Learning outcome |
|---|
| The learner will: |
| 1. be able to implement a stock audit in a retail environment |
| **Assessment criteria** |
| The learner can: |
| 1.1 explain the importance of auditing levels of stock and stock inventories |
| 1.2 plan an audit of stock that: |
| • will ensure accurate, complete and timely auditing |
| • will cause as little disruption as possible to normal work |
| • includes plans for dealing with contingencies |
| 1.3 negotiate with colleagues to obtain staff who have the necessary skills to help with the audit |
| 1.4 allocate specific responsibilities to each member of the audit team |
| 1.5 explain to the audit team what they are expected to do |
| 1.6 diagnose and resolve problems that arise when  implementing the audit |

| Learning outcome |
|---|
| The learner will: |
| 2. be able to use the findings of an audit to identify and resolve problems with stock levels and stock inventories |
| **Assessment criteria** |
| The learner can: |

2.1 analyse the findings of a stock audit to identify problems that need resolving

2.2 prioritise problems according to their importance and urgency

2.3 investigate and resolve problems:

- methodically
- as far as possible within the scope of the audit and with the resources available

| Learning outcome |
| --- |
| The learner will: |
| 3. be able to communicate the results of an audit |
| **Assessment criteria** |
| The learner can: |
| 3.1 clarify audit findings, including any unresolved problems, in a timely fashion for those who need the information |

## Unit 302 Source required goods and services in a retail environment (B.16)

| | |
|---|---|
| **UAN:** | **T/503/5671** |
| **Level:** | Level 3 |
| **Credit value:** | 10 |
| **GLH:** | 52 |
| **Relationship to NOS:** | SSR.B306, SSR.B307 |
| **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 someone who orders stock for a retail store and is responsible for choosing the store's suppliers as well as ordering stock directly from suppliers. |

| Learning outcome |
|---|
| The learner will: |
| 1. understand the role of suppliers when sourcing goods and services |
| **Assessment criteria** |
| The learner can: |
| 1.1 explain how suppliers' terms and conditions can affect the profitability of a retail business |
| 1.2 explain the organisation's legal rights as a purchaser of goods and services, including rights relating to returns, replacements and refunds |
| 1.3 explain what constitutes a legally binding contract between retailer and supplier |

| Learning outcome |
|---|
| The learner will: |
| 2. be able to source required   goods and services |
| **Assessment criteria** |
| The learner can: |
| 2.1 interpret stock records  to establish: |
| • which stock needs replenishing |
| • the quantity of stock required |
| 2.2 evaluate the service offered by suppliers, taking account of: |
| • the availability of the required goods and services |
| • the terms and conditions offered by suppliers |

| **Learning outcome** |
| --- |
| The learner will: |
| 3. be able to order goods and services |
| **Assessment criteria** |
| The learner can: |
| 3.1 analyse purchase requisitions to identify items that can be ordered together |
| 3.2 order goods and services: |
| • of the required type and quantity |
| • allowing sufficient time for delivery |
| 3.3 develop procedures that will enable colleagues to give sufficient notice of any special orders for goods and services |
| 3.4 resolve overdue or incomplete orders with the supplier |
| 3.5 arrange returns, replacements and refunds when applicable |
| 3.6 explain the options available when orders cannot be fulfilled on time |
| 3.7 maintain purchasing records that are in line with organisational procedures |

| **Learning outcome** |
| --- |
| The learner will: |
| 4. be able to evaluate the performance of suppliers of stock for retail sale |
| **Assessment criteria** |
| The learner can: |
| 4.1 evaluate the quality, price and timeliness of deliveries against the organisation's requirements |
| 4.2 evaluate colleagues' feedback about suppliers' performance to determine if the standard of performance is acceptable |
| 4.3 provide feedback to suppliers on the level of service they provide |

## Unit 303      Monitor and help improve food safety in a retail environment (B.22)

| | |
|---|---|
| **UAN:** | **L/503/5675** |
| **Level:** | Level 3 |
| **Credit value:** | 11 |
| **GLH:** | 50 |
| **Relationship to NOS:** | SSR.B308 |
| **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 certain aspects of the occupational competence needed to ensure the safe handling or preparation of food in a retail environment. The food concerned may be wrapped or unwrapped, and may include food subject to temperature control. The unit covers monitoring **critical control points** and using the findings of those monitoring activities to improve the processes that affect food safety. |

| **Learning outcome** |
|---|
| The learner will: |
| 1. understand the principles of food safety management that apply to a retail environment |
| **Assessment criteria** |
| The learner can: |
| 1.1 explain the  following terms in relation to own organisation: |
|    • **'critical control points'** |
|    • '**control points**' |
|    • **'critical limits'** |
|    • 'variance' |
| 1.2 explain the importance of monitoring **critical control points** and **control points** |
| 1.3 explain the impact of variance at **critical control points** and **control points** on food safety, public health and the organisation |
| 1.4 explain why traceability is important to food safety |
| 1.5 explain how traceability works |
| 1.6 explain the importance of having  organisational food safety procedures in place |

| Learning outcome |
|---|
| The learner will: |
| 2. be able to monitor **critical control points** in a retail environment |
| **Assessment criteria** |
| The learner can: |
| 2.1 select relevant food safety **control measures** when monitoring **critical control points** |
| 2.2 implement all specified organisational operational controls and checks of **critical control points** at the set time frequency |
| 2.3 maintain records of  monitoring activities in line with organisational procedures |
| 2.4 obtain verification for completed checks, following organisational procedures |

| Learning outcome |
|---|
| The learner will: |
| 3. be able to deal with problems identified when monitoring **critical control points** in a retail environment |
| **Assessment criteria** |
| The learner can: |
| 3.1 take **corrective action** when **control measures** fail, ensuring that such action is: |
| • suited to the situation |
| • carried out with a degree of urgency that matches the seriousness of the situation |
| 3.2 report to the designated person any procedures that are out of line with **critical limits** |
| 3.3 seek expert advice and support for problems identified when monitoring **critical control points** that are outside own level of authority or expertise to resolve |

| Learning outcome |
|---|
| The learner will: |
| 4. be able to ensure that staff perform to the standard required for food safety in a retail environment |
| **Assessment criteria** |
| The learner can: |
| 4.1 allocate food safety responsibilities to staff |
| 4.2 supervise staff to ensure that allocated food safety responsibilities are met |
| 4.3 ensure that staff receive the training in food safety that they need |

| Learning outcome |
|---|
| The learner will: |
| 5. be able to evaluate the nature and impact of factors or issues that may affect the safety of food a in a retail environment |
| **Assessment criteria** |

The learner can:

5.1 evaluate the nature and impact of factors or issues that may affect the safety of food, arising in:

- own work activities
- the working environment
- supplies
- products to be sold to customers

| **Learning outcome** |
| --- |
| The learner will: |
| 6. be able to contribute to improving food safety in a retail environment |
| **Assessment criteria** |
| The learner can: |
| 6.1 explain the term 'continuous improvement' in relation to food safety |
| 6.2 explain the importance of contributing to the process of improving food safety |
| 6.3 present to decision-makers ideas for improving procedures or processes that affect food safety |
| 6.4 implement new or revised procedures to improve food safety, where authorised to do so |

## Unit 303　　　　Monitor and help improve food safety in a retail environment

Supporting information

### Unit range

**Control measures** -

Actions required to prevent or eliminate a food safety hazard or reduce it to an acceptable level

**Control point -**

A step in the food preparation process which can be controlled, but would not result in an unacceptable health risk if control was not exercised

**Corrective action** -

The action to be taken when a critical limit is breached

**Critical control point** -

A step in the food control or preparation process where a food safety hazard must be dealt with by preventing it, removing it or reducing it to an acceptable level.

**Critical limit**

The minimum and maximum limits allowed in order to control a particular task or process

**Food safety hazards**

Something which may cause harm to the consumer and can be:
- microbiological (for example, bacteria, moulds, viruses)
- chemical (for example, pesticides used on fruit and vegetables, chemicals used in cleaning or for pest control)
- physical (for example, insects, parasites, glass, nails)
- allergenic (for exam ple, nuts, milk, eggs)

**Food safety management**

Putting into practice the policies, procedures, practices, controls and documentation that ensure that food is safe for consumers.

**Procedures**

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

**Training**

Bringing an individual up to a desired level or standard of proficiency. This can be done by means of instruction or by formal training courses.

**Variance**

The difference between the planned or standard limits allowed and the actual values monitored.

**Verification**

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

# Unit 304    Manage staff to receive goods in a retail environment (B.37)

| | |
|---|---|
| **UAN:** | D/503/5681 |
| **Level:** | Level 3 |
| **Credit value:** | 5 |
| **GLH:** | 24 |
| **Relationship to NOS:** | SSR.B301 |
| **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 a team leader or senior team member to manage staff to receive goods. |

| **Learning outcome** |
|---|
| The learner will: |
| 1. be able to manage staff to receive and check incoming deliveries of goods in a retail environment |
| **Assessment criteria** |
| The learner can: |
| 1.1 select sufficient staff  to prepare for, receive and check expected incoming deliveries of goods |
| 1.2 explain to staff, in advance of deliveries of goods arriving: |
|     • what needs to be done to prepare the receiving area |
|     • what needs to happen when the expected deliveries arrive |
| 1.3 assess whether the area for receiving goods has been adequately prepared to ensure safe and secure unloading of goods |
| 1.4 assess whether there is enough storage space of the right type for the expected goods |
| 1.5 ensure that goods are unloaded safely and securely |
| 1.6 explain why incoming goods should be checked against requirements immediately after unloading |
| 1.7 ensure that incoming goods are checked against requirements immediately after unloading |
| 1.8 ensure that delivery records are completed  in line with organisational procedures |
| 1.9 evaluate records of deliveries of goods to determine whether each supplier has met the organisation's service needs |
| 1.10 resolve problems with deliveries of goods in line with organisational procedures |

## Unit 305    Organise and monitor the storage of stock in a retail environment (B.38)

| | |
|---|---|
| **UAN:** | H/503/5682 |
| **Level:** | Level 3 |
| **Credit value:** | 6 |
| **GLH:** | 27 |
| **Relationship to NOS:** | SSR.B302, SSR.B303 |
| **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 a team leader or senior member of a retail team who is responsible for   monitoring the quality of stock and use of storage facilities. |

| Learning outcome |
|---|
| The learner will: |
| 1. understand the causes and prevention of stock loss within storage systems |
| **Assessment criteria** |
| The learner can: |
| 1.1 explain the causes of stock deterioration, loss and damage |
| 1.2 explain how  to reduce stock loss within storage systems |

| Learning outcome |
|---|
| The learner will: |
| 2. understand the legal and organisational requirements for storing stock |
| **Assessment criteria** |
| The learner can: |
| 2.1 explain the legal and organisational requirements for storing stock, including health and safety requirements and the removal of out-of-date stock |

| Learning outcome |
|---|
| The learner will: |
| 3. be able to organise the use of storage facilities in a retail environment |
| **Assessment criteria** |
| The learner can: |

3.1 organise storage facilities to take account of:

- day-to-day work
- safety requirements
- the need to keep stock secure
- the need to keep stock in a saleable condition

3.2 train staff to use the storage system:

- securely
- safely
- in line with relevant legal requirements

3.3 assign staff clear roles and responsibilities for storing and moving stock

3.4 develop plans to cope with unforeseen storage problems that take account of available resources

3.5 review plans for coping with unforeseen storage problems

3.6 revise plans to cope with unforeseen storage problems, taking account of any relevant factors

3.7 monitor storage operations to ensure that staff are storing and moving stock:

- securely
- safely
- in line with relevant legal requirements
- 3.8 maintain stock records that are in line with organisational procedures

---

**Learning outcome**

The learner will:

4. be able to monitor the storage and care of stock in a retail environment

**Assessment criteria**

The learner can:

4.1 maintain a routine that meets the organisation's requirements for checking the quality of storage facilities and stock

4.2 perform spot checks of storage facilities and stock

4.3 train staff to:

- identify stock that is out of date or at risk of deteriorating
- deal with stock that is out of date or at risk of deteriorating in line with legal requirements and organisational procedures

4.4 monitor the storage and movement of stock to make sure that stock is reaching the shop floor as it is needed

4.5 recommend to decision makers ways of running storage and stock movement systems more profitably

## Unit 306    Maintain the availability of goods on display in a retail environment to promote sales (C.13)

| | |
|---|---|
| **UAN:** | **L/503/5692** |
| **Level:** | Level 3 |
| **Credit value:** | 6 |
| **GLH:** | 30 |
| **Relationship to NOS:** | SSR.C301, SSR.C302, SSR.C303 |
| **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 organising staff to set up and maintain displays.  The learner does not need specialist visual merchandising skills to achieve this unit. |

| **Learning outcome** |
|---|
| The learner will: |
| 1. understand how the display of goods can promote sales |
| **Assessment criteria** |
| The learner can: |
| 1.1 explain how different types of display help the store to reach its sales targets |
| 1.2 explain how the way that information is positioned within displays can help to promote sales |
| 1.3 explain how the layout of the selling area affects sales |

| **Learning outcome** |
|---|
| The learner will: |
| 2. understand legal and organisational requirements for displaying goods |
| **Assessment criteria** |
| The learner can: |
| 2.1 explain the organisational and  legal requirements for displaying descriptions and prices  of goods |
| 2.2 explain the organisation's standards for putting displays together, including standards for cleaning and preparation |
| 2.3 explain the security, health and safety requirements and procedures relating to displaying goods |
| 2.4 explain customers' legal rights in relation to the display of goods |

| **Learning outcome** |
|---|
| The learner will: |
| 3. be able to organise staff to display goods for retail sale |
| **Assessment criteria** |
| The learner can: |
| 3.1 explain to staff the purpose of the display and the requirements and standards it must meet, including standards for health and safety and security |
| 3.2 ask staff questions to check their understanding of the requirements and standards for the display |
| 3.3 ensure that staff prepare the display area:<ul><li>safely</li><li>with the minimum of inconvenience to customers</li></ul> |
| 3.4 ensure that staff put the display together:<ul><li>safely</li><li>with the minimum of inconvenience to customers</li></ul> |
| 3.5 explain the importance of consulting  an authorised decision-maker before modifying or changing the display |
| 3.6 ensure that the records kept of displays are in line with organisational procedures |

| **Learning outcome** |
|---|
| The learner will: |
| 4. be able to evaluate the effectiveness of displays |
| **Assessment criteria** |
| The learner can: |
| 4.1 evaluate the effectiveness of displays in relation to:<ul><li>their intended purpose</li><li>legal and organisational requirements and standards</li></ul> |
| 4.2 evaluate information within displays to ensure that its content and position are:<ul><li>legally compliant</li><li>likely to promote sales</li></ul> |
| 4.3 ask staff for  suggestions for making the display more appealing to customers |
| 4.4 explain the importance of dealing promptly  with any risks to security or health and safety that arise when evaluating displays |

| **Learning outcome** |
|---|
| The learner will: |
| 5. be able to maintain the required quantity and quality of goods on display |
| **Assessment criteria** |
| The learner can: |
| 5.1 provide accurate, up-to-date pricing information to the staff who need it |
| 5.2 monitor price marking to ensure that it is correct |
| 5.3 resolve any pricing problems that arise |

| |
|---|
| 5.4 develop stock replenishment plans to maintain the required quantity and quality of goods on display |
| 5.5 organise the  removal of stock of unsaleable quality from display |

## Unit 307   Manage the payment transaction process in a retail environment (C.16)

| | |
|---|---|
| **UAN:** | **R/503/5693** |
| **Level:** | Level 3 |
| **Credit value:** | 9 |
| **GLH:** | 43 |
| **Relationship to NOS:** | SSR.C309, SSR.C310 |
| **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 managing the way payments are processed by staff at point of sale in a retail environment. |

| **Learning outcome** |
|---|
| The learner will: |
| 1. be able to monitor payment transaction processing in a retail environment |
| **Assessment criteria** |
| The learner can: |
| 1.1 explain the aims that takings practices and procedures are designed to achieve |
| 1.2 monitor the way staff process payment transactions,   ensuring they are processed: |
| &bull; in line with organisational processing requirements |
| &bull; in ways that attempt to  maintain goodwill |
| 1.3 perform checks to ensure that equipment is providing information concerning payment transactions that is: |
| &bull; up to date |
| &bull; accurate |
| 1.4 follow organisational procedures to take action to resolve any instances of: |
| &bull; payment transaction processing not meeting organisational processing requirements |
| &bull; payment transactions not being processed in ways that attempt to maintain goodwill |
| &bull; out of date or inaccurate information |

| Learning outcome |
| --- |
| The learner will: |
| 2. be able to manage the operation of payment points in a retail environment |

| Assessment criteria |
| --- |
| The learner can: |
| 2.1 performs checks to ensure that staff set up and operate payment points in line with organisational procedures |
| 2.2 resolve any operational problems with payment points when within own authority to do so |
| 2.3 monitor the way that payments are handled, ensuring that staff are following organisational procedures |
| 2.4 develop contingency plans to deal with unexpected problems at payment points |

## Unit 308      Choose merchandise to feature in visual merchandising displays (C.24)

| | |
|---|---|
| **UAN:** | H/503/5701 |
| **Level:** | Level 3 |
| **Credit value:** | 6 |
| **GLH:** | 27 |
| **Relationship to NOS:** | SSR.C330, SSR.C331 |
| **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 visual merchandising specialists who are responsible for choosing the merchandise to be featured in visual merchandising displays and negotiating with decision makers regarding those displays. |

| **Learning outcome** |
|---|
| The learner will: |
| 1. understand the purpose of featuring merchandise in visual merchandising displays |
| **Assessment criteria** |
| The learner can: |
| 1.1 explain the role of displays featuring merchandise in marketing, promotional and sales campaigns and activities |
| 1.2 explain the importance of being   creative when selecting merchandise for displays |

| **Learning outcome** |
|---|
| The learner will: |
| 2. be able to evaluate merchandise for its display potential |
| **Assessment criteria** |
| The learner can: |
| 2.1 evaluate the suitability of different items of merchandise for featuring in a display, with respect to:<br>• the purpose of the display<br>• the potential of the merchandise to attract and interest customers<br>• whether the merchandise to be featured is  consistent with the organisation's visual display policy<br>• the availability of the merchandise within the timescale for preparing |

the display

- the cost of obtaining the merchandise in relation to the budget available for the display

| Learning outcome |
| --- |
| The learner will: |
| 3. be able to liaise with decision makers concerning the merchandise to be featured in a display |
| **Assessment criteria** |
| The learner can: |
| 3.1 explain to decision makers: |
| • the reasons for the choice of merchandise for display |
| • how the merchandise would feature in the display |
| 3.2 reach an agreement with decision makers concerning the choice of merchandise before work starts on assembling the display |
| 3.3 reach agreement with decision makers concerning arrangements and timescales for the supply of merchandise |

| **Unit 309** | **Manage the use of signage and graphics in visual merchandising displays (C.25)** |

| | |
|---|---|
| **UAN:** | **K/503/5702** |
| **Level:** | Level 3 |
| **Credit value:** | 7 |
| **GLH:** | 31 |
| **Relationship to NOS:** | SSR.C332, SSR.C333, SSR.C334 |
| **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 visual merchandising specialists who are responsible for specifying signage and graphics to be used in visual merchandising displays to achieve the intended effects of a design brief. |

| **Learning outcome** |
|---|
| The learner will: |
| 1. understand how signage and graphics are used in visual merchandising displays |
| **Assessment criteria** |
| The learner can: |
| 1.1 explain how the look of  signage and graphics  in visual merchandising displays  can attract customers |
| 1.2 explain how  signage and graphics are used in visual merchandising displays to convey information to customers |

| **Learning outcome** |
|---|
| The learner will: |
| 2. understand the importance of complying with legal requirements relating to the use of signage and graphics in visual merchandising |
| **Assessment criteria** |
| The learner can: |
| 2.1 explain the importance of   complying with legal requirements relating to the use of signage and graphics in visual merchandising displays |

| **Learning outcome** |
|---|
| The learner will: |
| 3. understand the importance of monitoring the use of signage and graphics |

| in visual merchandising displays |
| --- |
| **Assessment criteria** |
| The learner can: |
| 3.1 explain the importance of monitoring the use of signage and graphics in visual merchandising displays to ensure that they are being used as intended |

| **Learning outcome** |
| --- |
| The learner will: |
| 4. be able to assess the signage and graphics needed for visual merchandising displays |
| **Assessment criteria** |
| The learner can: |
| 4.1 assess the types and quantities of signage and graphics that will best:<br>• suit the purpose of the display<br>• meet legal requirements<br>• comply with the organisation's visual design policy<br>4.2 confirm with decision makers that proposals for the use of signage and graphics are acceptable |

| **Learning outcome** |
| --- |
| The learner will: |
| 5. be able to source the signage and graphics needed for visual merchandising displays |
| **Assessment criteria** |
| The learner can: |
| 5.1 confirm with suppliers:<br>• the type of signage and graphics needed<br>• quantities<br>• costs<br>• delivery dates<br>• delivery arrangements<br>5.2 assess whether the signage and graphics received from suppliers meet specified requirements before they are used |

| **Learning outcome** |
| --- |
| The learner will: |
| 6. be able to co-ordinate the use of signage and graphics in visual merchandising |
| **Assessment criteria** |
| The learner can: |
| 6.1 distribute signage and graphics by the deadlines agreed in the design brief to those who are responsible for putting them on display<br>6.2 explain to colleagues how they should install signage and graphics to meet the design brief<br>6.3 check that signage and graphics are installed in line with specifications |

| Learning outcome |
| --- |
| The learner will: |
| 7. be able to monitor the use of signage and graphics in visual merchandising |
| **Assessment criteria** |
| The learner can: |
| 7.1 perform checks on visual merchandising displays to ensure that signage and graphics are still being used as intended |
| 7.2 request feedback from colleagues on the use of signage and graphics on display |
| 7.3 take corrective action when signage and graphics are not being used in line with organisational procedures or the design brief |

## Unit 310     Evaluate the effectiveness of visual merchandising displays (C.26)

| | |
|---|---|
| **UAN:** | M/503/5703 |
| **Level:** | Level 3 |
| **Credit value:** | 9 |
| **GLH:** | 46 |
| **Relationship to NOS:** | SSR.C335, SSR.C336 |
| **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 visual merchandising specialists who are responsible for evaluating the effectiveness of displays. |

| **Learning outcome** |
|---|
| The learner will: |
| 1. understand the types of evidence  used to evaluate the effectiveness of visual merchandising displays |
| **Assessment criteria** |
| The learner can: |
| 1.1 explain  the importance of evaluating the effectiveness of visual merchandising displays |
| 1.2 explain when the effectiveness of visual merchandising displays should be evaluated |
| 1.3 explain which types of information are the most useful for evaluating the effectiveness of visual merchandising displays |
| 1.4 explain the meaning of 'validity' and 'reliability' in relation to the measurement of customers' responses to visual merchandising displays |

| **Learning outcome** |
|---|
| The learner will: |
| 2. be able to gather information about customers' responses to visual merchandising displays |
| **Assessment criteria** |
| The learner can: |
| 2.1 research customers' responses to visual merchandising displays, ensuring that the information gathered is: |
| • valid |
| • reliable |

| |
|---|
| • gathered in line with organisation's communications policy |
| • gathered in ways that attempt to maintain   the goodwill and co operation of those providing the information |

| **Learning outcome** |
|---|
| The learner will: |
| 3. be able to analyse information from customers' responses to  evaluate the effectiveness of visual merchandising displays |
| **Assessment criteria** |
| The learner can: |
| 3.1 agree the standards for evaluating  the effect of visual merchandising displays with decision makers |
| 3.2 analyse the evidence of the effectiveness of visual merchandising displays fairly against the agreed standards |
| 3.3 evaluate the effectiveness   of visual merchandising displays in terms of: |
|   • the purpose of the display |
|   • customers' responses to it |
| 3.4 recommend to decision makers improvements that could be made to the way visual merchandising is carried out in the store, based on the research findings and conclusions |

# Unit 311 Manage budgets for visual merchandising projects (C.27)

| | |
|---|---|
| **UAN:** | T/503/5704 |
| **Level:** | Level 3 |
| **Credit value:** | 10 |
| **GLH:** | 46 |
| **Relationship to NOS:** | SSR.C337, SSR.C338 |
| **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 visual merchandising specialists who are responsible for managing the budgets of visual merchandising projects. |

| Learning outcome |
|---|
| The learner will: |
| 1. understand the importance of  controlling expenditure on visual merchandising projects |
| **Assessment criteria** |
| The learner can: |
| 1.1 explain the importance to the organisation of controlling expenditure on visual merchandising  projects |

| Learning outcome |
|---|
| The learner will: |
| 2. understand the concept of 'value for money' when managing visual merchandising projects |
| **Assessment criteria** |
| The learner can: |
| 2.1 explain what 'value for money' means when managing visual merchandising project |
| 2.2 explain why  'value for money' does not  just  mean paying the lowest prices |

| Learning outcome |
|---|
| The learner will: |
| 3. be able to agree costs with decision makers for visual merchandising projects |
| **Assessment criteria** |

The learner can:

3.1 calculate estimates of the costs of proposed visual merchandising projects

3.2 prepare business cases for visual merchandising project budgets that show how value for money will be achieved

3.3 present budget proposals to decision makers in ways that attempt to persuade them to adopt the proposals

3.4 negotiate budgets with decision makers in ways that attempt to keep them committed to the project's aims

| Learning outcome |
| --- |
| The learner will: |
| 4. be able to control costs for visual merchandising projects |
| **Assessment criteria** |
| The learner can: |
| 4.1 explain to colleagues the cost limits they must work within on visual merchandising projects |
| 4.2 maintain accurate records of project expenditure in line with organisational procedures |
| 4.3 identify unacceptable discrepancies in project expenditure |
| 4.4 take action to resolve any discrepancies in project expenditure when this falls within own authority |
| 4.5 report unacceptable discrepancies in project costs to the designated person when resolving such discrepancies is not within own authority |
| 4.6 identify areas where value for money could have been improved within budget limits for the project |

| Learning outcome |
| --- |
| The learner will: |
| 5. be able to keep colleagues informed on expenditure on visual merchandising projects |
| **Assessment criteria** |
| The learner can: |
| 5.1 keep colleagues informed on expenditure on visual merchandising projects |

## Unit 312     Contribute to improving a retail organisation's visual merchandising policy (C.28)

| | |
|---|---|
| **UAN:** | A/503/5705 |
| **Level:** | Level 3 |
| **Credit value:** | 8 |
| **GLH:** | 36 |
| **Relationship to NOS:** | SSR.C339, SSR.C340 |
| **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 visual merchandising specialists who are expected to suggest improvements to an organisation's visual design and to ensure that staff follow the organisation's visual design policy. |

| Learning outcome |
|---|
| The learner will: |
| 1. understand  how visual merchandising and visual design can benefit an organisation |

| Assessment criteria |
|---|
| The learner can: |
| 1.1 explain how having a visual merchandising policy can help the organisation to achieve its aims |
| 1.2 explain how visual design can  help to promote and sell goods and services |
| 1.3 explain what customer focused design is |
| 1.4 explain how customer-focused design can benefit the organisation |

| Learning outcome |
|---|
| The learner will: |
| 2. be able to evaluate  the organisation's approach to visual design |

| Assessment criteria |
|---|
| The learner can: |
| 2.1 research what internal and external customers want and expect from the visual design of the organisation |
| 2.2 analyse research findings to identify internal and external customers' wishes and expectations concerning visual design in the organisation |
| 2.3 evaluate  whether current and recent visual designs used in the organisation meet internal and external customers' wishes and |

| expectations |
| --- |

| **Learning outcome** |
| --- |
| The learner will: |
| 3. be able to recommend new ideas for the organisation's visual design |
| **Assessment criteria** |
| The learner can: |
| 3.1 develop ideas for improving the organisation's approach to visual design |
| 3.2 create ideas for improving the visual design of the organisation |
| 3.3 assess whether own design ideas are relevant to the needs of the organisation |
| 3.4 present visual design recommendations to decision makers |

| **Learning outcome** |
| --- |
| The learner will: |
| 4. be able to support staff putting the organisation's visual design policy into practice |
| **Assessment criteria** |
| The learner can: |
| 4.1 explain the organisation's visual design policy to staff in a way that attempts to encourage understanding and commitment |
| 4.2 provide opportunities for staff to ask questions |
| 4.3 perform checks to ensure that visual designs used in the organisation are consistent with the organisation's visual design policy |
| 4.4 report to own line manager any problems with implementing the visual design policy that are not within own authority to resolve |

## Unit 313     Design visual merchandising display layouts (C.29)

| | |
|---|---|
| **UAN:** | F/503/5706 |
| **Level:** | Level 3 |
| **Credit value:** | 10 |
| **GLH:** | 46 |
| **Relationship to NOS:** | SSR.C341, SSR.C342 |
| **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 visual merchandising specialists who are responsible for designing display layouts and providing guidance on how to assemble those designs. |

| Learning outcome |
|---|
| The learner will: |
| 1. understand the importance of display layout design in visual merchandising |
| **Assessment criteria** |
| The learner can: |
| 1.1 explain what layout design is |
| 1.2 explain the  role of layout design  in visual merchandising |
| 1.3 explain the importance of developing creative and practical display layout ideas  in visual merchandising |

| Learning outcome |
|---|
| The learner will: |
| 2. understand the elements of creative layout design solutions |
| **Assessment criteria** |
| The learner can: |
| 2.1 explain how to choose and combine scale, shape, colour, texture and focal points to produce creative layout design solutions |
| 2.2 explain the role of dimension, shape, colour, texture and location in creative layout design |

| Learning outcome |
|---|
| The learner will: |
| 3. understand the importance  of display layout designs to those who put layouts together |

| Assessment criteria |
|---|
| The learner can: |
| 3.1 explain why specifications, drawings and supporting information are needed by those who will put layouts together |

| Learning outcome |
|---|
| The learner will: |
| 4. be able to develop creative ideas for display layouts |

| **Assessment criteria** |
|---|
| The learner can: |
| 4.1 assess which layout best meets the intended purpose of the display |
| 4.2 generate different ideas for the design of the display layout |
| 4.3 evaluate ideas for the design of the display layout, using relevant criteria including: <ul><li>cost</li><li>the time available to prepare the display</li></ul> |
| 4.4 select the display layout idea that is most likely to achieve the required visual effect within time and cost limits |
| 4.5 develop the chosen display layout idea in more detail ensuring that it: <ul><li>fulfils the precise design requirements</li><li>is still achievable within the available time and cost</li><li>will fit the available space</li><li>can be assembled and used safely</li></ul> |
| 4.6 reach an agreement with decision makers on the final layout |

| Learning outcome |
|---|
| The learner will: |
| 5. be able to produce guidance to enable the assembly of display layout |

| **Assessment criteria** |
|---|
| The learner can: |
| 5.1 produce a drawing of the display layout that: <ul><li>uses visual merchandising drawing and coding conventions to give information</li><li>specifies the dimensions and orientation of the layout</li><li>specifies the standards of the finished layout</li></ul> |
| 5.2 estimate the quantities of materials needed for specified display layouts |
| 5.3 estimate the costs of materials and services needed for specified display layouts, doing so: <ul><li>within the design requirement for the layouts</li><li>within cost limits</li></ul> |
| 5.4 provide detailed information on the layout design to enable the display to be assembled safely |

## Unit 314 Help customers to choose alcoholic beverages in a retail environment (C.45)

| | |
|---|---|
| **UAN:** | J/503/5710 |
| **Level:** | Level 3 |
| **Credit value:** | 10 |
| **GLH:** | 53 |
| **Relationship to NOS:** | SSR.C268 |
| **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 alcoholic beverages in a retail environment and apply in-depth knowledge of these products to help increase sales and encourage customer loyalty.  The alcoholic beverages the learner sells may be of any kind. |

| **Learning outcome** |
|---|
| The learner will: |
| 1. understand legislation  relating to the sale of alcoholic beverages in a retail environment |
| **Assessment criteria** |
| The learner can: |
| 1.1 explain relevant legislation and regulations  relating to the sale of alcoholic beverages in a retail environment |
| 1.2 explain the personal consequences and the consequences for the organisation of not complying with legislation and regulations relating to the sale of alcoholic beverages |
| 1.3 explain how the organisation's policy relating to the sale of alcohol complies  with legal requirements |

| **Learning outcome** |
|---|
| The learner will: |
| 2. understand the characteristics   of different alcoholic beverages |
| **Assessment criteria** |
| The learner can: |
| 2.1 explain the characteristics of different alcoholic beverages in terms of their features and benefits |
| 2.2 explain where to find reliable information about the alcoholic content of the alcoholic beverages the organisation carries |

| Learning outcome |
| --- |
| The learner will: |
| 3. be able to comply with legal requirements when helping customers choose alcoholic beverages in a retail environment |
| **Assessment criteria** |
| The learner can: |
| 3.1 comply with all relevant legal requirements and organisational policy when helping customers choose alcoholic beverages in a retail environment |

| Learning outcome |
| --- |
| The learner will: |
| 4. be able to help customers to choose alcoholic beverages in a retail environment |
| **Assessment criteria** |
| The learner can: |
| 4.1 ask customers questions to establish the types of alcoholic beverage they are looking for |
| 4.2 provide customers with information about alcoholic beverages that is: <br> • in line with organisational procedures <br> • factually correct <br> • legally compliant <br> • relevant to the individual customer's needs |
| 4.3 match the features and benefits of available alcoholic beverages as closely as possible to customer needs |
| 4.4 compare and contrast alcoholic beverages in ways that attempt to help customers to choose those products that best meet their needs |
| 4.5 respond to customer questions about alcoholic beverages in ways that attempt to encourage sales and promote goodwill |
| 4.6 recommend to customers related products that could enhance their experience of the alcoholic beverages they are interested in purchasing |
| 4.7 explain politely to customers why it is not possible to help them to purchase alcoholic beverages, when legal requirements or organisational policy prevent this |

# Unit 315 Help customers to choose specialist products in a retail environment (C.58)

| | |
|---|---|
| **UAN:** | M/503/5720 |
| **Level:** | Level 3 |
| **Credit value:** | 8 |
| **GLH:** | 34 |
| **Relationship to NOS:** | SSR.C355 |
| **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 giving customers expert advice on specialist products. Specialist products are ones for which many customers will welcome in-depth advice to help them choose the products that best meet their needs. |

| **Learning outcome** |
|---|
| The learner will: |
| 1. understand  commercial awareness in relation to the organisation, its target market and product offer |
| **Assessment criteria** |
| The learner can: |
| 1.1 explain own organisation's brand values in relation to its product offer, pricing and service |
| 1.2 explain the customer profiles for own organisation |
| 1.3 explain how own organisation compares with its competitors on product offer, pricing and service |
| 1.4 explain the elements of a positive customer experience in relation  to: |
|    • own organisation |
|    • specialist products within own area of responsibility |

| **arning outcome** |
|---|
| The learner will: |
| 2. understand the specialist products within own area of responsibility |
| **Assessment criteria** |
| The learner can: |
| 2.1 explain the meaning of specialist terminology that knowledgeable customers are likely to use in relation to the specialist products within |

own area of responsibility

2.2 explain how the specialist products within own area of responsibility are produced or obtained

2.3 explain how methods of producing or obtaining specialist products in own area affect the nature and quality of the products

2.4 explain any legislation relating to the specialist products within own area of responsibility

2.5 explain any health and safety considerations that customers must be warned about, or may ask about, in relation to the specialist products within own area of responsibility

2.6 explain any ethical and environmental concerns that customers may have about the specialist products within own area of responsibility

2.7 explain how to address ethical and environmental concerns customers may have about specialist products within own area of responsibility

2.8 explain sources of after-sales advice and support that are available to customers in relation to the specialist products within own area of responsibility

2.9 explain the customer's legal rights and the organisation's policy concerning returns in relation to the specialist products within own area of responsibility

| Learning outcome |
|---|
| The learner will: |
| 3. be able to initiate and develop a rapport with customers |
| **Assessment criteria** |
| The learner can: |
| 3.1 explain how to assess customers' body language to determine whether they are likely to respond positively to being approached |
| 3.2 adapt own speech and body language in ways that attempt to initiate and develop a rapport with individual customers |
| 3.3 interact with customers in ways that attempt to support the organisation's brand values |

| Learning outcome |
|---|
| The learner will: |
| 4. be able to match specialist products to individual customer requirements |
| **Assessment criteria** |
| The learner can: |
| 4.1 explore customers' individual requirements to establish what specialist products they are looking for |
| 4.2 provide customers with information about specialist products that is: |
| • in line with organisational procedures |
| • factually correct |
| • legally compliant |
| • relevant to the individual customer's needs |
| 4.3 match the features and benefits of available specialist products as closely as possible to customers' needs |
| 4.4 compare and contrast specialist products in ways that attempt to help customers to choose products that best meet their needs |
| 4.5 respond to customers' questions about specialist products in ways that |

| |
|---|
| attempt to encourage  sales and promote goodwill |
| 4.6 recommend related products to customers that could  enhance their experience of the specialist product they are purchasing |

| Learning outcome |
|---|
| The learner will: |
| 5. be able to maintain own product knowledge and expertise   in relation to specialist products |
| **Assessment criteria** |
| The learner can: |
| 5.1 explain how in-depth product knowledge combined with genuine enthusiasm for the product affect own ability to sell specialist products |
| 5.2 investigate new products and product trends in own area of expertise |
| 5.3 devise ways of maintaining own enthusiasm for the products in own area of expertise |

| Unit 317 | Deputise for the leader of a retail team (E.09) |

| | |
|---|---|
| **UAN:** | Y/503/5730 |
| **Level:** | Level 3 |
| **Credit value:** | 11 |
| **GLH:** | 55 |
| **Relationship to NOS:** | SSR.E338 |
| **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 deputise for a team leader within a retail environment. The competent individual is expected to be able to manage and motivate peer colleagues to carry out their day-to-day duties. |

| **Learning outcome** |
|---|
| The learner will: |
| 1. understand the standards of performance required of own retail team when deputising for a team leader |

| **Assessment criteria** |
|---|
| The learner can: |
| 1.1 explain team leader responsibilities in relation to: |
| • health and safety |
| • equality, diversity and inclusion |
| • security |
| • staffing levels |
| • absence reporting |
| • timekeeping |
| • personal appearance |
| • handling customer complaints |
| 1.2 explain relevant legislation and regulations relating to the products the team sells |
| 1.3 explain the importance of setting an example to team members by following organisational procedures and policies at all times |

| **Learning outcome** |
|---|
| The learner will: |
| 2. understand how to gain the co-operation of own retail team when |

| deputising for team leader |
| --- |

| Assessment criteria |
| --- |
| The learner can: |
| 2.1 explain the challenges involved in temporarily managing peer colleagues |
| 2.2 explain how clear communication helps teams to work effectively |
| 2.3 explain why it is important for a team leader to be approachable and trustworthy, including the importance of maintaining confidentiality |
| 2.4 explain the importance of treating all team members fairly |

| Learning outcome |
| --- |
| The learner will: |
| 3. be able to maintain the standards of performance of own retail team when deputising for a team leader |

| Assessment criteria |
| --- |
| The learner can: |
| 3.1 communicate accurate information and instructions to the team |
| 3.2 set an example for own team by following organisational procedures and policies when deputising for a team leader |
| 3.3 perform checks to ensure that team members follow organisational procedures and policies |

| Learning outcome |
| --- |
| The learner will: |
| 4. be able to manage the morale of own retail team when deputising for a team leader |

| Assessment criteria |
| --- |
| The learner can: |
| 4.1 allocate work tasks to team members in ways that attempt to maintain the morale of the team |
| 4.2 use methods to motivate own team that are suited to individual team members' existing levels of motivation and expertise |
| 4.3 praise good performance both to the individuals concerned and to management |
| 4.4 provide support to team members who are having difficulty coping with their work, in ways suited to the individual and the situation |
| 4.5 communicate potentially sensitive information only to those who have a right to receive it |

| Learning outcome |
| --- |
| The learner will: |
| 5. be able to manage own performance when deputising for a team leader |

| Assessment criteria |
| --- |
| The learner can: |
| 5.1 manage own time to carry out other work duties when deputising for a team leader |
| 5.2 follow organisational procedures when problems arise when deputising for a team leader |

**Unit 318     Contribute to the continuous improvement of retail operations within own area of responsibility (E.10)**

| | |
|---|---|
| **UAN:** | D/503/5731 |
| **Level:** | Level 3 |
| **Credit value:** | 10 |
| **GLH:** | 47 |
| **Relationship to NOS:** | SSR.E301, SSR.E302, SSR.E303 |
| **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 a first line manager or senior team member in relation to the contribution they make to improving operations within their own area of responsibility.  The learner could contribute to improving performance against any operational measure set by the organisation, such as sales targets, service standards or quality standards. |

| Learning outcome |
|---|
| The learner will: |
| 1. understand how own area of responsibility can contribute  to the overall success of the retail organisation |
| **Assessment criteria** |
| The learner can: |
| 1.1 explain characteristics of the organisation's brand image, customer base and desired market position |
| 1.2 explain the relationship between the agreed performance measures for own area of responsibility and the organisation's brand image and desired market position |
| 1.3 explain how systems and procedures in own area of responsibility are intended to support the achievement of organisational performance measures |
| 1.4 explain potential causes of failure to achieve organisational performance measures in the type of retail operations carried out in own area of responsibility |

| Learning outcome |
| --- |
| The learner will: |
| 2. understand how to motivate staff in own area of responsibility to support and contribute to the continuous improvement of retail operations |
| **Assessment criteria** |
| The learner can: |
| 2.1 explain why it is important for staff to understand the purpose and intended benefits of improvements to retail operations |
| 2.2 explain how own manner when explaining improvements can affect staff's response to these |
| 2.3 explain the importance of encouraging staff to suggest ideas for improvement to retail operations |
| 2.4 explain the importance of   ensuring that  colleagues receive the credit if their ideas are implemented |
| 2.5 explain the importance of  showing enthusiasm and leading by example when putting improvements into practice |

| Learning outcome |
| --- |
| The learner will: |
| 3. be able to evaluate  achievements of organisational performance measures for retail operations within own area of responsibility |
| **Assessment criteria** |
| The learner can: |
| 3.1 evaluate  organisational performance within own area of responsibility using information that is : |
| • relevant |
| • reliable |
| • up to date |

| Learning outcome |
| --- |
| The learner will: |
| 4. be able to develop recommendations for improving the effectiveness of retail operations |
| **Assessment criteria** |
| The learner can: |
| 4.1 develop ideas to improve the effectiveness of operations in own area of responsibility |
| 4.2 evaluate which ideas for improvements to the effectiveness of operations in own area of responsibility should be put forward to decision makers, based on the extent to which the ideas are: |
| • consistent with the organisation's brand image |
| • consistent with organisational policy |
| • achievable, given the available resources |
| • beneficial to the organisation and its customers |

| Learning outcome |
| --- |
| The learner will: |
| 5. be able to recommend ideas for improving the effectiveness of retail operations to decision makers |

| Assessment criteria |
| --- |
| The learner can: |
| 5.1 present ideas to decision makers for possible improvements, doing so: |
|    &bull; with supporting facts |
|    &bull; acknowledging any contributions made by other people |
| 5.2 explain to decision makers the benefits the recommended improvements could bring |
| 5.3 justify to decision makers the resources needed to put improvements into practice |
| 5.4 clarify any aspects of the recommended improvements decision makers wish to discuss further |

| Learning outcome |
| --- |
| The learner will: |
| 6. be able to contribute to the implementation of planned improvements to retail operations within own area of responsibility |

| Assessment criteria |
| --- |
| The learner can: |
| 6.1 explain planned improvements to staff in ways that attempt to: |
|    &bull; make clear the benefits of the proposed changes |
|    &bull; encourage involvement in implementing proposed changes |
| 6.2 ensure that staff have everything they need to implement proposed changes including additional training |
| 6.3 seek advice and support to resolve any problems with implementing proposed changes that are not within own authority to resolve |
| 6.4 demonstrate to staff own commitment to achieving the benefits of proposed changes through own behaviour |

# Unit 319 Manage the prevention of wastage and loss in a retail environment (E.11)

| | |
|---|---|
| **UAN:** | **H/503/5732** |
| **Level:** | Level 3 |
| **Credit value:** | 11 |
| **GLH:** | 50 |
| **Relationship to NOS:** | SSR.E304, SSR.E305 |
| **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 preventing wastage and loss in their work area, both by their own actions and by promoting security consciousness to colleagues. |
| | For the purposes of this unit, 'loss' means the loss of stock, equipment, cash and cash equivalents through theft or fraud. 'Wastage' means the loss of stock through deterioration or damage. |

| **Learning outcome** |
|---|
| The learner will: |
| 1. understand the purpose of loss-control and stock-taking systems |
| **Assessment criteria** |
| The learner can: |
| 1.1 explain the purpose of loss-control and stock taking systems |

| **Learning outcome** |
|---|
| The learner will: |
| 2. be able to monitor own work area security in a retail environment |
| **Assessment criteria** |
| The learner can: |
| 2.1 monitor the work area to detect any problems with security |
| 2.2 implement security measures in line with: |
| • legislation |
| • organisational requirements |

| Learning outcome |
|---|
| The learner will: |
| 3. be able to promote security consciousness to colleagues |
| **Assessment criteria** |
| The learner can: |
| 3.1 provide information to colleagues on: |
|     • responsibilities for maintaining security |
|     • maintenance of security in own work area when opening, operating and closing the retail unit |
|     • those with authority to stop and search staff and customers |
|     • the items most likely to be stolen from own work area |

| Learning outcome |
|---|
| The learner will: |
| 4. be able to investigate loss of stock, equipment, cash and cash equivalents |
| **Assessment criteria** |
| The learner can: |
| 4.1 monitor levels of stock, equipment, cash and cash equivalents in line with organisational procedures to enable loss to be detected |
| 4.2 record losses in line with organisational procedures |
| 4.3 follow organisational procedures to investigate the cause of losses |

| Learning outcome |
|---|
| The learner will: |
| 5. be able to take measures to prevent wastage and loss |
| **Assessment criteria** |
| The learner can: |
| 5.1 provide information to colleagues on: |
|     • the nature and extent of wastage and loss |
|     • how wastage and loss can occur |
|     • the problems caused by wastage and loss |
|     • how they can help to prevent wastage and loss |
| 5.2 evaluate potential methods for preventing wastage and loss |
| 5.3 implement methods to prevent wastage and loss |
| 5.4 evaluate the effectiveness of wastage and loss prevention measures |

## Unit 320 Produce staffing schedules to help a retail team to achieve its targets (E.12)

| | |
|---|---|
| **UAN:** | K/503/5733 |
| **Level:** | Level 3 |
| **Credit value:** | 5 |
| **GLH:** | 22 |
| **Relationship to NOS:** | SSR.E308, SSR.E309 |
| **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 team leaders and other senior team members who are responsible for ensuring that there is adequate cover within their team to ensure that targets will be met. This includes producing staffing schedules, adjusting schedules as needed. |

| **Learning outcome** |
|---|
| The learner will: |
| 1. understand the uses of and constraints upon the staffing schedules for a retail team |
| **Assessment criteria** |
| The learner can: |
| 1.1 explain the relationship between staffing schedules and the achievement of work targets within a retail team |
| 1.2 explain the factors other than staffing that may affect progress towards work targets, and the effect these are likely to have |
| 1.3 explain what can happen if requirements are not complied with when drawing up staffing schedules including: |
| • legal requirements |
| • organisational requirements |
| • contracts of employment |

| **Learning outcome** |
|---|
| The learner will: |
| 2. be able to produce staffing schedules for a retail team |
| **Assessment criteria** |
| The learner can: |
| 2.1 produce staffing schedules that: |

- cover all the operational needs that the team is responsible for meeting
- take account of the operational constraints that apply
- take account of the existing skills of staff
- show how work will be allocated between available staff
- show the locations where individuals will work
- show the times when individuals will start and finish work
- comply with relevant laws, organisational policy relating to working hours and individual contracts of employment
- attempt to make it easy for team members to understand and use
- include contingency plans to cope with unusual situations

| Learning outcome |
| --- |
| The learner will: |
| 3. be able to adjust staffing schedules to take account of changing operational needs and constraints |
| **Assessment criteria** |
| The learner can: |
| 3.1 monitor the progress of the team towards meeting operational needs |
| 3.2 adjust staffing schedules where necessary and possible to ensure that operational needs can be met |

## Unit 321  Monitor and maintain health and safety in a retail environment (E.18)

| UAN: | M/503/5734 |
|---|---|
| **Level:** | Level 3 |
| **Credit value:** | 13 |
| **GLH:** | 60 |
| **Relationship to NOS:** | SSR.E306, SSR.E307 |
| **Endorsement by a sector or regulatory body:** | This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail. |
| **Aim:** | This unit assesses occupational competence in relation to monitoring the workplace for health and safety risks and taking action to reduce those risks, including carrying out formal risks assessments. |

| Learning outcome |
|---|
| The learner will: |
| 1. understand own role in controlling risks to health and safety in a retail environment |
| **Assessment criteria** |
| The learner can: |
| 1.1 explain own rights and responsibilities under current legislation relating to: |
| • health and safety at work |
| • managing health and safety at work |
| • reporting injuries, diseases and dangerous occurrences |
| • substances that can endanger health |
| • first aid |
| • fire precautions |
| 1.2 describe sources of information and advice about health and safety legislation, policy and procedures |
| 1.3 explain how to control health and safety  hazards in relation to own role |
| 1.4 describe methods of containing  threatening and/or violent behaviour |
| 1.5 explain how to control threatening and/or violent behaviour |

| Learning outcome |
|---|
| The learner will: |
| 2. understand own responsibility for implementing accident and emergency procedures in a retail environment |

| Assessment criteria |
|---|
| The learner can: |
| 2.1 explain how people can react in the event of accidents and emergencies |
| 2.2 explain the importance of staying calm in the event of an accident or emergency |
| 2.3 describe organisational procedures for raising alarms |
| 2.4 explain own responsibilities in relation to evacuating the workplace in the event of an accident or emergency |
| 2.5 describe escape routes from own work place including how to reach and use them safely |

| Learning outcome |
|---|
| The learner will: |
| 3. be able to control risks to health and safety in a retail environment |

| Assessment criteria |
|---|
| The learner can: |
| 3.1 monitor own working area to ensure that: |
| • it is free from risks to health and safety |
| • colleagues are using any personal protective equipment in line with organisational procedures |
| 3.2 seek advice immediately from the designated person when having difficulty controlling a risk to health and safety |
| 3.3 provide training to colleagues on safe working practices |
| 3.4 implement health and safety checks in line with organisational procedures |

| Learning outcome |
|---|
| The learner will: |
| 4. be able to conduct risk assessments in a retail environment |

| Assessment criteria |
|---|
| The learner can: |
| 4.1 explain why risk assessments are necessary in a retail environment |
| 4.2 conduct risk assessments in such a way as to detect any significant risks to health and safety |
| 4.3 prioritise risks in the order they should be dealt with |
| 4.4 record risk assessments in line with organisational procedures |
| 4.5 make risk assessment records available to those who need them |
| 4.6 review risk assessment procedures to take account of changes in factors affecting health and safety |
| 4.7 update risk assessment procedures as needed |

| Learning outcome |
|---|
| The learner will: |
| 5. be able to implement accident and emergency procedures in a retail environment |

| Assessment criteria |
|---|
| The learner can: |

5.1 take action in line with organisational procedures to prevent injury when emergencies occur in the workplace

5.2 take action in line with organisational procedures to prevent damage to property when emergencies occur in the workplace

5.3 take action in line with organisational procedures to contain potentially unsafe situations in the work area

5.4 seek immediate help from an appropriate source in the event of accidents and emergencies

5.5 use safety equipment in the event of an accident or emergency in line with the organisation's and/or manufacturer's guidelines

5.6 ensure when the building is being evacuated that:

- colleagues and customers leave the building immediately
- colleagues and customers use designated escape routes to leave the building
- officials responding to requests for help are given access

5.7 act immediately to isolate anyone acting violently or making threats

5.8 take action to protect colleagues and customers from anyone acting violently or making threats

# Unit 322 Monitor and support secure payment point use during trading hours (E.21)

| | |
|---|---|
| **UAN:** | F/503/5737 |
| **Level:** | Level 3 |
| **Credit value:** | 3 |
| **GLH:** | 13 |
| **Relationship to NOS:** | SSR.E211 |
| **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 maintaining the secure use of single or multiple payment points during trading hours. |

| Learning outcome |
|---|
| The learner will: |
| 1. understand the data security risks associated with payment point use |
| **Assessment criteria** |
| The learner can: |
| 1.1 explain who is authorised to remove cash or cash equivalents from payment points during trading hours |
| 1.2 explain the data security risks that can arise at a payment point |

| arning outcome |
|---|
| The learner will: |
| 2. be able to monitor and support secure payment point use during trading hours |
| **Assessment criteria** |
| The learner can: |
| 2.1 monitor the payment point  during trading hours to ensure that staff are following  organisational procedures for keeping customers' personal data confidential |
| 2.2 authorise payment point transactions and adjustments in line with organisational procedures for: |
|    • customer service |
|    • security |
|    • stock control |
| 2.3 replenish change in payment points in line with organisational |

| procedures |
| --- |

# Unit 334 Motivating colleagues to promote web-based retail facilities to customers (MCR17)

| | |
|---|---|
| **UAN:** | **Y/505/9381** |
| **Level:** | Level 3 |
| **Credit value:** | 4 |
| **GLH:** | 30 |
| **Relationship to NOS:** | |
| **Endorsement by a sector or regulatory body:** | This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail. |
| **Aim:** | |

| **Learning outcome** |
|---|
| The learner will: |
| 1. understand the factors to consider when motivating colleagues to promote web-based retail facilities to customers |
| **Assessment criteria** |
| The learner can: |
| 1.1 explain the main reasons why some colleagues may be concerned about the development and availability of web-based facilities in-store |
| 1.2 describe how to address the concerns of colleagues in relation to web-based retail facilities |
| 1.3 explain with whom in their own organisation it is appropriate to discuss activities designed to overcome colleagues' concerns regarding the use of web-based activities in-store |
| 1.4 explain different learning styles and how these can impact on how colleagues learn and develop skills in using web-based technology |
| 1.5 explain the importance of demonstrating respect for colleagues when helping them to use web-based technology |
| 1.6 describe how respect for colleagues can be demonstrated when helping them in the use of web-based technology |

| Learning outcome |
| --- |
| The learner will: |
| 2. be able to promote colleagues' use of in-store web-based retail selling facilities |
| **Assessment criteria** |
| The learner can: |
| 2.1 Explain to colleagues the purpose of all aspects of their own organisation's relevant web-based facilities and the benefits for customers |
| 2.2 Describe to colleagues the value of the facilities to their own organisation, including the opportunities that they present for engaging with customers in-store |
| 2.3 Support colleagues in the use of the web-based facilities |
| 2.4 Communicate with colleagues in a manner which promotes understanding and which demonstrates respect |
| 2.5 Make sure that colleagues' achievements in the use of web-based facilities are recognised |

| Learning outcome |
| --- |
| The learner will: |
| 3. be able to address barriers to their colleagues' use of in-store web-based retail selling facilities |
| **Assessment criteria** |
| The learner can: |
| 3.1 Determine the learning needs of colleagues relating to the use of their own organisation's web-based retail facilities, in line with their level of responsibility and organisational procedures |
| 3.2 Address identified learning needs in line with organisational procedures |
| 3.3 Identify positive and negative attitudes, where relevant, amongst colleagues regarding the web-based facilities |
| 3.4 Identify any barriers and conflicts that may impact negatively upon colleagues' attitudes to the use of the web-based facilities |
| 3.5 Discuss the needs of colleagues relating to the use of the web-based facilities with relevant people in their own organisation, protecting individual confidentiality where necessary |
| 3.6 Recommend activities designed to promote positive attitudes towards and use of web-based facilities |
| 3.7 Make sure that they act within their own levels of authority and expertise |

# 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 |
| 230 | Assemble visual merchandising displays (C.23) | D/503/5700 |

| Unit number | Unit title | UAN |
|---|---|---|
| 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    Relationships to other qualifications

## Links to other qualifications

Mapping is provided as guidance and suggests areas of commonality between the qualifications. It does not imply that candidates completing units in one qualification have automatically covered all of the content of another.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications.

## Literacy, language, numeracy and ICT skills development

These qualifications can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see **www.cityandguilds.com/functionalskills**
- Essential Skills (Northern Ireland) – see **www.cityandguilds.com/essentialskillsni**
- Essential Skills Wales – see **www.cityandguilds.com/esw**

# Appendix 4    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 GOLA/e-volve assessments.

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# Useful contacts

| | |
|---|---|
| **UK learners**<br>**General qualification information** | **T: +44 (0)844 543 0033**<br>**E: learnersupport@cityandguilds.com** |
| **International learners**<br>General qualification information | T: +44 (0)844 543 0033<br>F: +44 (0)20 7294 2413<br>E: **intcg@cityandguilds.com** |
| **Centres**<br>Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results | T: +44 (0)844 543 0000<br>F: +44 (0)20 7294 2413<br>E: **centresupport@cityandguilds.com** |
| **Single subject qualifications**<br>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<br>F: +44 (0)20 7294 2413<br>F: +44 (0)20 7294 2404 (BB forms)<br>E: **singlesubjects@cityandguilds.com** |
| **International awards**<br>Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports | T: +44 (0)844 543 0000<br>F: +44 (0)20 7294 2413<br>E: **intops@cityandguilds.com** |
| **Walled Garden**<br>Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems | T: +44 (0)844 543 0000<br>F: +44 (0)20 7294 2413<br>E: **walledgarden@cityandguilds.com** |
| **Employer**<br>Employer solutions, Mapping, Accreditation, Development Skills, Consultancy | T: +44 (0)121 503 8993<br>E: **business@cityandguilds.com** |
| **Publications**<br>Logbooks, Centre documents, Forms, Free literature | T: +44 (0)844 543 0000<br>F: +44 (0)20 7294 2413 |

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