

# City & Guilds 7384 Level 3 Certificate / Diploma in Retail Skills Handbook (Management)

December 2022 Version 4.2





## Qualification at a glance

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

<b>Title and level</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 3 Certificate in Retail Skills (Management)	7384-30	600/4101/8
Level 3 Diploma in Retail Skills (Management)	7384-33	600/4064/6

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
2.0 May 2016	Added units 260, 261 and 334	Qualification structure Unit details
3.0 November 2016	Added unit 262 and amended the rules of combination to include level 2 units (260-262)	Qualification structure Unit details
4.0 July 2017	Units 524, 529 and 531 added	Unit details
	Qualification structure amended to include units 524, 529 and 531	Qualification structure
4.1 March 2022	GLH and TQT clarified and highlighted	Total Qualification Time
4.2 Dec. 2022	GLH corrected.	Total Qualification Time



# Contents

<b>1</b>	<b>Introduction</b>	<b>5</b>
	Structure	6
	Total Qualification Time	9
<b>2</b>	<b>Centre requirements</b>	<b>10</b>
	Approval	10
	Resource requirements	10
	Candidate entry requirements	10
<b>3</b>	<b>Delivering the qualification</b>	<b>11</b>
	Initial assessment and induction	11
	Support materials	11
	Recording documents	11
<b>4</b>	<b>Assessment</b>	<b>12</b>
	Assessment of the qualification	12
	Evidence requirements	12
	Assessment strategy	14
	Recognition of prior learning (RPL)	17
<b>5</b>	<b>Units</b>	<b>18</b>
<b>Unit 260</b>	<b>Using web-based facilities in-store to achieve retail sales (MCR15)</b>	<b>19</b>
<b>Unit 261</b>	<b>Advising and supporting customers on the use of in-store web-based retail facilities (MCR16)</b>	<b>21</b>
<b>Unit 262</b>	<b>Maintaining data confidentiality and security when using web-based retail facilities in store</b>	<b>23</b>
<b>Unit 301</b>	<b>Audit stock levels and stock inventories in a retail environment (B.15)</b>	<b>25</b>
<b>Unit 302</b>	<b>Source required goods and services in a retail environment (B.16)</b>	<b>27</b>
<b>Unit 303</b>	<b>Monitor and help improve food safety in a retail environment (B.22)</b>	<b>29</b>
<b>Unit 304</b>	<b>Manage staff to receive goods in a retail environment (B.37)</b>	<b>34</b>
<b>Unit 305</b>	<b>Organise and monitor the storage of stock in a retail environment (B.38)</b>	<b>35</b>
<b>Unit 306</b>	<b>Maintain the availability of goods on display in a retail environment to promote sales (C.13)</b>	<b>37</b>
<b>Unit 307</b>	<b>Manage the payment transaction process in a retail environment (C.16)</b>	<b>40</b>
<b>Unit 316</b>	<b>Work effectively and support others in a retail organisation (E.08)</b>	<b>42</b>
<b>Unit 318</b>	<b>Contribute to the continuous improvement of retail operations within own area of responsibility (E.10)</b>	<b>45</b>

<b>Unit 319</b>	<b>Manage the prevention of wastage and loss in a retail environment (E.11)</b>	<b>48</b>
<b>Unit 320</b>	<b>Produce staffing schedules to help a retail team to achieve its targets (E.12)</b>	<b>50</b>
<b>Unit 321</b>	<b>Monitor and maintain health and safety in a retail environment (E.18)</b>	<b>52</b>
<b>Unit 322</b>	<b>Monitor and support secure payment point use during trading hours (E.21)</b>	<b>55</b>
<b>Unit 323</b>	<b>Improve the customer relationship (D.06)</b>	<b>57</b>
<b>Unit 324*</b>	<b>Make effective decisions (E.25)</b>	<b>59</b>
<b>Unit 325</b>	<b>Manage conflict in a team (E.26)</b>	<b>61</b>
<b>Unit 326</b>	<b>Manage or support equality of opportunity, diversity and inclusion in own area of responsibility (E.27)</b>	<b>63</b>
<b>Unit 327</b>	<b>Monitor and solve customer service problems (D.08)</b>	<b>65</b>
<b>Unit 328</b>	<b>Organise the delivery of reliable customer service (D.05)</b>	<b>67</b>
<b>Unit 329*</b>	<b>Plan, allocate and monitor work of a team (E.24)</b>	<b>70</b>
<b>Unit 330</b>	<b>Promote continuous improvement (D.09)</b>	<b>72</b>
<b>Unit 331*</b>	<b>Set objectives and provide support for team members (E.23)</b>	<b>74</b>
<b>Unit 332</b>	<b>Work with others to improve customer service (D.07)</b>	<b>76</b>
<b>Unit 334</b>	<b>Motivating colleagues to promote web-based retail facilities to customers (MCR17)</b>	<b>78</b>
<b>Unit 524**</b>	<b>Make effective decisions (E.25)</b>	<b>80</b>
<b>Unit 529**</b>	<b>Plan, allocate and monitor work of a team</b>	<b>82</b>
<b>Unit 531**</b>	<b>Set objectives and provide support for team members (E.23)</b>	<b>84</b>
<b>Appendix 1</b>	<b>Units for which simulated activities are allowed</b>	<b>86</b>
<b>Appendix 2</b>	<b>Units from which expert witness testimony is allowed if the assessor is not expert</b>	<b>87</b>
<b>Appendix 3</b>	<b>Relationships to other qualifications</b>	<b>89</b>
<b>Appendix 4</b>	<b>Sources of general information</b>	<b>90</b>



# 1 Introduction

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

<b>Area</b>	<b>Description</b>
Who is are the qualifications for?	These level 3 qualifications are for candidates who have worked in the retail industry for some time – they will have plenty of experience, and their work might involve supervising others or managing resources. The qualifications are for candidates who want to develop their skills further, perhaps to move into a management role.
What do the qualifications cover?	These qualifications allow candidates to learn, develop and practise the skills required for employment and/or career progression in retail management. Units in the qualification cover all areas of retail management including managing teams, resolving conflict, producing staff schedules and promoting continuous improvement.
What opportunities for progression are there?	They allow candidates to progress into employment or to the following City & Guilds qualifications: <ul style="list-style-type: none"><li>• Level 3 Certificate / Diploma in Retail Skills (Visual Merchandising)</li><li>• Level 3 Certificate / Diploma in Retail Skills (Sales Professional)</li></ul>

## Structure

To achieve the **Level 3 Certificate in Retail Skills (Management)**, learners must achieve a minimum of **31 credits** overall. All **31 credits** must be achieved at level 3, of which;

- 10 credits must come from the mandatory unit in group A
- A minimum of 21 credits must come from the level 3 optional units
- A minimum of 11 credits must come from group B
- A maximum of 10 credits can come from the imported units in group C

<b>Level 3 Certificate in Retail Skills (Management)</b>					
<b>UAN</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Group</b>	<b>Credit Value</b>	<b>GLH</b>
<b>Mandatory</b>					
H/503/5729	316	Work effectively and support others in a retail organisation (E.08)	A	10	50
<b>Optional</b>					
A/503/5669	301	Audit stock levels and stock inventories in a retail environment (B.15)	B	6	28
T/503/5671	302	Source required goods and services in a retail environment (B.16)	B	10	52
L/503/5675	303	Monitor and help improve food safety in a retail environment (B.22)	B	11	50
D/503/5681	304	Manage staff to receive goods in a retail environment (B.37)	B	5	24
H/503/5682	305	Organise and monitor the storage of stock in a retail environment (B.38)	B	6	27
L/503/5692	306	Maintain the availability of goods on display in a retail environment to promote sales (C.13)	B	6	30
R/503/5693	307	Manage the payment transaction process in a retail environment (C.16)	B	9	43
D/503/5731	318	Contribute to the continuous improvement of retail operations within own area of responsibility (E.10)	B	10	47
H/503/5732	319	Manage the prevention of wastage and loss in a retail environment (E.11)	B	11	50
K/503/5733	320	Produce staffing schedules to help a retail team to achieve its targets (E.12)	B	5	22
M/503/5734	321	Monitor and maintain health and safety in a retail environment (E.18)	B	13	60
F/503/5737	322	Monitor and support secure payment point use during trading hours (E.21)	B	3	13
H/601/1232	323	Improve the customer relationship (D.06)	C	7	47

<b>UAN</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Group</b>	<b>Credit Value</b>	<b>GLH</b>
F/600/9715	324*	Make effective decisions (E.25)	C	3	10
R/600/9685	325	Manage conflict in a team (E.26)	C	3	20
M/600/9628	326	Manage or support equality of opportunity, diversity and inclusion in own area of responsibility (E.27)	C	4	20
J/601/1515	327	Monitor and solve customer service problems (D.08)	C	6	40
Y/601/1230	328	Organise the delivery of reliable customer service (D.05)	C	6	40
Y/600/9669	329*	Plan, allocate and monitor work of a team (E.24)	C	5	25
H/601/1554	330	Promote continuous improvement (D.09)	C	7	47
M/600/9600	331*	Set objectives and provide support for team members (E.23)	C	5	35
D/601/1553	332	Work with others to improve customer service (D.07)	C	8	53
K/615/8555	524**	Make effective decisions (E.25)	C	3	10
F/615/8562	529**	Plan, allocate and monitor work of a team (E.24)	C	5	25
M/600/9619	531**	Set objectives and provide support for team members (E.23)	C	5	35

\* Learners registered before 1<sup>st</sup> July 2017 should use this unit.

\*\* Learners registered after 1<sup>st</sup> July 2017 should use this unit.

To achieve the **Level 3 Diploma in Retail Skills (Management)**, learners must achieve a minimum of **43 credits** overall. **36 credits** must be achieved at level 3;

- 10 credits must come from the mandatory unit in group A
- A minimum of 33 credits must come from the optional units, of which;
  - A minimum of 18 credits must come from group B
  - A maximum of 15 credits can come from the imported units in group C
  - A maximum of 8 credits can come from the imported units in group D

<b>Level 3 Diploma in Retail Skills (Management)</b>					
<b>UAN</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Group</b>	<b>Credit Value</b>	<b>GLH</b>
<b>Mandatory</b>					
H/503/5729	316	Work effectively and support others in a retail organisation (E.08)	A	10	50
<b>Optional</b>					
D/505/9379	260	Using web-based facilities in-store to achieve retail sales (MCR15)	B	2	20
R/505/9380	261	Advising and supporting customers on the use of in-store web-based retail facilities (MCR16)	B	3	24
D/505/9379	262	Maintaining data confidentiality and security when using web-based retail facilities in-store	B	2	20
A/503/5669	301	Audit stock levels and stock inventories in a retail environment (B.15)	B	6	28
T/503/5671	302	Source required goods and services in a retail environment (B.16)	B	10	52
L/503/5675	303	Monitor and help improve food safety in a retail environment (B.22)	B	11	50
D/503/5681	304	Manage staff to receive goods in a retail environment (B.37)	B	5	24
H/503/5682	305	Organise and monitor the storage of stock in a retail environment (B.38)	B	6	27
L/503/5692	306	Maintain the availability of goods on display in a retail environment to promote sales (C.13)	B	6	30
R/503/5693	307	Manage the payment transaction process in a retail environment (C.16)	B	9	43
D/503/5731	318	Contribute to the continuous improvement of retail operations within own area of responsibility (E.10)	B	10	47
H/503/5732	319	Manage the prevention of wastage and loss in a retail environment (E.11)	B	11	50
K/503/5733	320	Produce staffing schedules to help a retail team to achieve its targets (E.12)	B	5	22



UAN	City & Guilds unit number	Unit title	Group	Credit Value	GLH
F/503/5737	322	Monitor and support secure payment point use during trading hours (E.21)	B	3	13
H/601/1232	323	Improve the customer relationship (D.06)	D	7	47
F/600/9715	324*	Make effective decisions (E.25)	C	3	10
Y/505/9381	334	Motivating colleagues to promote web-based retail facilities to customers (MCR17)	B	4	30
R/600/9685	325	Manage conflict in a team (E.26)	C	3	20
M/600/9628	326	Manage or support equality of opportunity, diversity and inclusion in own area of responsibility (E.27)	C	4	20
J/601/1515	327	Monitor and solve customer service problems (D.08)	D	6	40
Y/601/1230	328	Organise the delivery of reliable customer service (D.05)	D	6	40
Y/600/9669	329*	Plan, allocate and monitor work of a team (E.24)	C	5	25
H/601/1554	330	Promote continuous improvement (D.09)	D	7	47
M/600/9600	331*	Set objectives and provide support for team members (E.23)	C	5	35
D/601/1553	332	Work with others to improve customer service (D.07)	D	8	53
K/615/8555	524**	Make effective decisions (E.25)	C	3	10
F/615/8562	529**	Plan, allocate and monitor work of a team (E.24)	C	5	25
M/600/9619	531**	Set objectives and provide support for team members (E.23)	C	5	35

\* Learners registered before 1<sup>st</sup> July 2017 should use this unit.

\*\* Learners registered after 1<sup>st</sup> July 2017 should use this unit.

## Total Qualification Time

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

Title and level	GLH	TQT
City & Guilds Level 3 Diploma in Retail Skills (Management)	196	430



## 2 Centre requirements

### Approval

If your Centre is approved to offer the qualification 7536-31/34 Level 3 Certificate/Diploma in Retail Skills (Management) you will be automatically approved for the new 7384-30/33 Level 3 Certificate/Diploma in Retail Skills (Management).

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 area[s] 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 16 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.



## 3 Delivering the qualification

### Initial assessment and induction

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

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

We recommend that centres provide an induction programme, so the candidate fully understands the requirements of the qualification[s], 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	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
SmartScreen	<a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a>

### 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](http://www.cityandguilds.com/eportfolios).

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

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



## 4 Assessment

### Assessment of the qualification

Candidates must:

- have a completed portfolio of evidence for each unit

City & Guilds discourages the inappropriate use of competence-based qualifications by organisations that do not assess candidates in a working environment. Competence-based qualifications are suitable only for learners who are in some form of employment in the sector, or, in a limited set of contexts, are being prepared for work and will be assessed in a realistic working environment.

City & Guilds has established criteria to ensure that simulation is not used as the sole form of evidence for any unit of a competence-based qualification, except where allowed for specific units that meet the criteria set out in the assessment strategy.

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

### Evidence requirements

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

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

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

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

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

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

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

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

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

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

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

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

Case studies: An effective case study report should:

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

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

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

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

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

### **Time constraints**

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

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

### **Assessment strategy**

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

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

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

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

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

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

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

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

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

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

Where simulation is used the sector requires that:

- Simulation must be undertaken in a Realistic Working Environment.

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

(See Evidence Requirements section for further details)

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

A wide variety of factors affect the participation of organisations and take-up by individuals of competence-based qualifications. These issues relate to other matters as well as the quality of an assessment process but are central to the way assessment is managed. To this end, Skillsmart Retail requires that the following conditions be fulfilled.

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

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

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

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

**OR**

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

The alternative option described in (b) above, which waives the need for the regulatory approved units in the retail sector, must be applied on an 'organisation by organisation' and 'qualification by qualification' basis.

**Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the NOS in association with City & Guilds.**

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

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

The services offered by the peripatetic assessor must complement the activity of a line manager or owner/manager and the competence of a

candidate employed in the retail sector may not be confirmed without the participation of a line manager or owner/manager in the process. It is also requested that specific reference be made to auditing this provision, within external verification processes.

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

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

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

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

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

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

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

### **Occupational competence of assessors**

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

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

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



## Occupational competence of verifiers

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

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

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

## Continuing professional development of assessors and verifiers

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

- Internal or external work experience
- Internal or external work shadowing opportunities
- Other relevant CPD activities with the prior approval of City & Guilds

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

The full assessment strategy is available to download from Skillsmart retail website [www.skillsmartretail.com](http://www.skillsmartretail.com)

## Recognition of prior learning (RPL)

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



## 5 Units

### Availability of units

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

### Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- 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 260

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

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

### 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.

<b>Learning outcome</b>
The learner will: 2. Be able to promote customers' use of web-based in-store retail selling facilities
<b>Assessment criteria</b>
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)

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

<b>Learning outcome</b>
The learner will: 1. Understand factors to consider when advising and supporting customers on the use of in-store web-based retail facilities
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 2. Be able to address customers' requirements via in-store web-based retail selling facilities
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 3. Be able to promote and support customers' use of in-store web-based retail selling facilities
<b>Assessment criteria</b>
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: a. clearly and correctly b. in a manner which promotes understanding c. 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.

<b>Learning outcome</b>
The learner will: 4. Be able to seek and use feedback regarding their own organisation's in-store web-based retail selling facilities
<b>Assessment criteria</b>
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

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

### 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)

<b>UAN:</b>	<b>A/503/5669</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	6
<b>GLH:</b>	28
<b>Relationship to NOS:</b>	SSR.B304, SSR.B305
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
<b>Aim:</b>	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.

<b>Learning outcome</b>
The learner will: 1. Be able to implement a stock audit in a retail environment
<b>Assessment criteria</b>
The learner can: 1.1 explain the importance of auditing levels of stock and stock inventories 1.2 plan an audit of stock that: a. will ensure accurate, complete and timely auditing b. will cause as little disruption as possible to normal work c. 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:
  - a.methodically
  - b.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)

<b>UAN:</b>	<b>T/503/5671</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	10
<b>GLH:</b>	52
<b>Relationship to NOS:</b>	SSR.B306, SSR.B307
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
<b>Aim:</b>	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.

<b>Learning outcome</b>
The learner will: 1. Understand the role of suppliers when sourcing goods and services
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 2. Be able to source required goods and services
<b>Assessment criteria</b>
The learner can: 2.1 interpret stock records to establish: a. which stock needs replenishing b. the quantity of stock required 2.2 evaluate the service offered by suppliers, taking account of: a. the availability of the required goods and services

b.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:

a.of the required type and quantity

b.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)

<b>UAN:</b>	<b>L/503/5675</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	11
<b>GLH:</b>	50
<b>Relationship to NOS:</b>	SSR.B308
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
<b>Aim:</b>	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.

<b>Learning outcome</b>
The learner will: 1. Understand the principles of food safety management that apply to a retail environment
<b>Assessment criteria</b>
The learner can: 1.1 explain the following terms in relation to own organisation: a. 'critical control points' b. 'control points' c. 'critical limits' d. '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.

<b>Learning outcome</b>
The learner will: 2. Be able to monitor critical control points in a retail environment
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 3. Be able to deal with problems identified when monitoring critical control points in a retail environment
<b>Assessment criteria</b>
The learner can: 3.1 take corrective action when control measures fail, ensuring that such action is: a. suited to the situation b. 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.

<b>Learning outcome</b>
The learner will: 4. Be able to ensure that staff perform to the standard required for food safety in a retail environment
<b>Assessment criteria</b>
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 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:
  - a. own work activities
  - b. the working environment
  - c. supplies
  - d. 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 example, nuts, milk, eggs)

##### **Food safety management**

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

##### **Procedures**

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



**Training**

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

**Variance**

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

**Verification**

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

## Unit 304

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

<b>UAN:</b>	<b>D/503/5681</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	5
<b>GLH:</b>	24
<b>Relationship to NOS:</b>	SSR.B301
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
<b>Aim:</b>	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.

<b>Learning outcome</b>
The learner will: 1. Be able to manage staff to receive and check incoming deliveries of goods in a retail environment
<b>Assessment criteria</b>
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: a.what needs to be done to prepare the receiving area b.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)

<b>UAN:</b>	<b>H/503/5682</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	6
<b>GLH:</b>	27
<b>Relationship to NOS:</b>	SSR.B302, SSR.B303
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
<b>Aim:</b>	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.

<b>Learning outcome</b>
The learner will: 1. Understand the causes and prevention of stock loss within storage systems
<b>Assessment criteria</b>
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

<b>Learning outcome</b>
The learner will: 2. Understand the legal and organisational requirements for storing stock
<b>Assessment criteria</b>
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:
- a. day-to-day work
  - b. safety requirements
  - c. the need to keep stock secure
  - d. the need to keep stock in a saleable condition
- 3.2 train staff to use the storage system:
- a. securely
  - b. safely
  - c. 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:
- a. securely
  - b. safely
  - c. 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:
- a. identify stock that is out of date or at risk of deteriorating
  - b. 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)

<b>UAN:</b>	<b>L/503/5692</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	6
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	SSR.C301, SSR.C302, SSR.C303
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
<b>Aim:</b>	This unit assesses the occupational competence of individuals who are responsible for organising staff to set up and maintain displays. The learner does not need specialist visual merchandising skills to achieve this unit.

<b>Learning outcome</b>
The learner will: 1. Understand how the display of goods can promote sales
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 2. Understand legal and organisational requirements for displaying goods
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 3. Be able to organise staff to display goods for retail sale
<b>Assessment criteria</b>
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: a.safely b.with the minimum of inconvenience to customers 3.4 ensure that staff put the display together: a.safely b.with the minimum of inconvenience to customers 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.

<b>Learning outcome</b>
The learner will: 4. Be able to evaluate the effectiveness of displays
<b>Assessment criteria</b>
The learner can: 4.1 evaluate the effectiveness of displays in relation to: a.their intended purpose b.legal and organisational requirements and standards 4.2 evaluate information within displays to ensure that its content and position are: a.legally compliant b.likely to promote sales 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.

<b>Learning outcome</b>
The learner will: 5. Be able to maintain the required quantity and quality of goods on display
<b>Assessment criteria</b>
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)

<b>UAN:</b>	<b>R/503/5693</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	9
<b>GLH:</b>	43
<b>Relationship to NOS:</b>	SSR.C309, SSR.C310
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
<b>Aim:</b>	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.

<b>Learning outcome</b>
The learner will: 1. Be able to monitor payment transaction processing in a retail environment
<b>Assessment criteria</b>
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: a.in line with organisational processing requirements b.in ways that attempt to maintain goodwill 1.3 perform checks to ensure that equipment is providing information concerning payment transactions that is: a.up to date b.accurate 1.4 follow organisational procedures to take action to resolve any instances of: a.payment transaction processing not meeting organisational processing requirements b.payment transactions not being processed in ways that attempt to maintain goodwill c.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 316

## Work effectively and support others in a retail organisation (E.08)

<b>UAN:</b>	<b>H/503/5729</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	10
<b>GLH:</b>	50
<b>Relationship to NOS:</b>	SSR.E335, SSR.E336, SSR.E337
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
<b>Aim:</b>	The purpose of this unit is to assess the occupational competence of a team leader or senior team member within a retail team, to work effectively and support others to contribute to the success of the wider organisation.

<b>Learning outcome</b>
The learner will: 1. Understand how own team contributes to the success of the wider organisation
<b>Assessment criteria</b>
The learner can: 1.1 explain own team's purpose, aims and targets in the context of the wider organisation 1.2 explain the roles and responsibilities of colleagues in own team 1.3 explain the importance of good working relations within own team.

<b>Learning outcome</b>
The learner will: 2. Understand own role within a team in a retail environment
<b>Assessment criteria</b>
The learner can: 2.1 explain own responsibility for contributing to own team's success, including helping colleagues to learn 2.2 explain the importance of being a reliable team member 2.3 explain the factors to take account of when making commitments, including: a.existing workload b.the degree to which interruptions and changes of plan are

within own control
2.4 explain the importance of implementing the organisation's policies and procedures for health and safety, including the importance of setting a good example to colleagues.

<b>Learning outcome</b>
The learner will: 3. Understand what motivates self and colleagues in a retail environment
<b>Assessment criteria</b>
The learner can: 3.1 explain the factors that can affect own and colleagues' motivation to carry out work in a retail environment, including skills and existing workload 3.2 explain potential circumstances that could affect morale in a retail environment.

<b>Learning outcome</b>
The learner will: 4. Be able to support effective working within a retail team
<b>Assessment criteria</b>
The learner can: 4.1 allocate work in ways that take account of own and colleagues' preferences, skills and available time 4.2 make and keep commitments to colleagues within: a. own team b. the wider organisation 4.3 agree alternative actions when it is not possible to keep commitments made to colleagues 4.4 interact with colleagues within own team and wider organisation in ways that attempt to maintain morale 4.5 explain to team members why it is important to treat each other fairly, politely and with respect 4.6 implement own organisation's health and safety procedures while working.

<b>Learning outcome</b>
The learner will: 5. Be able to improve own work performance in own retail team
<b>Assessment criteria</b>
The learner can: 5.1 identify knowledge and skills needed to improve own work performance 5.2 reach agreement with own line manager concerning: a. learning and development goals b. action points and deadlines for own learning and development 5.3 take measures to improve own performance 5.4 review own progress against an agreed learning and development

plan, including seeking feedback from those in a position to give it.

**Learning outcome**

The learner will:

- 6. Be able to help others to learn in a retail environment

**Assessment criteria**

The learner can:

- 6.1 communicate to colleagues' own willingness and availability to provide work-related information and advice
- 6.2 provide information and advice on request to colleagues where this is within own responsibility
- 6.3 provide advice and support to colleagues to help them meet the organisation's standards
- 6.4 communicate procedures to colleagues in a logical sequence to help them meet the organisation's standards
- 6.5 provide colleagues with opportunities to practise new skills
- 6.6 6.6 provide constructive feedback to colleagues on their progress developing new skills
- 6.7 ensure that health, safety and security are not compromised when helping others to learn
- 6.8 refer colleagues to specialist advice as needed to support their learning.

## Unit 318

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

<b>UAN:</b>	<b>D/503/5731</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	10
<b>GLH:</b>	47
<b>Relationship to NOS:</b>	SSR.E301, SSR.E302, SSR.E303
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
<b>Aim:</b>	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.

<b>Learning outcome</b>
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
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 3. Be able to evaluate achievements of organisational performance measures for retail operations within own area of responsibility
<b>Assessment criteria</b>
The learner can: 3.1 evaluate organisational performance within own area of responsibility using information that is: a.relevant b.reliable c.up to date

<b>Learning outcome</b>
The learner will: 4. Be able to develop recommendations for improving the effectiveness of retail operations
<b>Assessment criteria</b>
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: a.consistent with the organisation's brand image b.consistent with organisational policy c.achievable, given the available resources d.beneficial to the organisation and its customers.

<b>Learning outcome</b>
The learner will: 5. Be able to recommend ideas for improving the effectiveness of retail operations to decision makers
<b>Assessment criteria</b>
The learner can: 5.1 present ideas to decision makers for possible improvements, doing so: a.with supporting facts b.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.

<b>Learning outcome</b>
The learner will: 6. Be able to contribute to the implementation of planned improvements to retail operations within own area of responsibility
<b>Assessment criteria</b>
The learner can: 6.1 explain planned improvements to staff in ways that attempt to: a.make clear the benefits of the proposed changes b.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)

<b>UAN:</b>	<b>H/503/5732</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	11
<b>GLH:</b>	50
<b>Relationship to NOS:</b>	SSR.E304, SSR.E305
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
<b>Aim:</b>	<p>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.</p> <p>For the purposes of this unit, 'loss' means the loss of stock, equipment, cash and cash equivalents through theft or fraud.</p> <p>'Wastage' means the loss of stock through deterioration or damage.</p>

<b>Learning outcome</b>
The learner will: 1. Understand the purpose of loss-control and stock-taking systems
<b>Assessment criteria</b>
The learner can: 1.1 explain the purpose of loss-control and stock taking systems.

<b>Learning outcome</b>
The learner will: 2. Be able to monitor own work area security in a retail environment
<b>Assessment criteria</b>
The learner can: 2.1 monitor the work area to detect any problems with security 2.2 implement security measures in line with: a. legislation b. 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:
  - a.responsibilities for maintaining security
  - b.maintenance of security in own work area when opening, operating and closing the retail unit
  - c.those with authority to stop and search staff and customers
  - d.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:
  - a.the nature and extent of wastage and loss
  - b.how wastage and loss can occur
  - c.the problems caused by wastage and loss
  - d.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)

<b>UAN:</b>	<b>K/503/5733</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	5
<b>GLH:</b>	22
<b>Relationship to NOS:</b>	SSR.E308, SSR.E309
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
<b>Aim:</b>	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.

<b>Learning outcome</b>
The learner will: 1. Understand the uses of and constraints upon the staffing schedules for a retail team
<b>Assessment criteria</b>
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: a.legal requirements b.organisational requirements c.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:
  - a.cover all the operational needs that the team is responsible for meeting
  - b.take account of the operational constraints that apply
  - c.take account of the existing skills of staff
  - d.show how work will be allocated between available staff
  - e.show the locations where individuals will work
  - f.show the times when individuals will start and finish work
  - g.comply with relevant laws, organisational policy relating to working hours and individual contracts of employment
  - h.attempt to make it easy for team members to understand and use
  - i.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)

<b>UAN:</b>	<b>F/503/5737</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	13
<b>GLH:</b>	60
<b>Relationship to NOS:</b>	SSR.E306, SSR.E307
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
<b>Aim:</b>	This unit assesses occupational competence in relation to monitoring the workplace for health and safety risks and taking action to reduce those risks, including carrying out formal risks assessments.

<b>Learning outcome</b>
The learner will: 1. Understand own role in controlling risks to health and safety in a retail environment
<b>Assessment criteria</b>
The learner can: 1.1 explain own rights and responsibilities under current legislation relating to: a.health and safety at work b.managing health and safety at work c.reporting injuries, diseases and dangerous occurrences d.substances that can endanger health e.first aid f.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 behavior.

<b>Learning outcome</b>
The learner will: 2. Understand own responsibility for implementing accident and emergency procedures in a retail environment
<b>Assessment criteria</b>
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 workplace including how to reach and use them safely.

<b>Learning outcome</b>
The learner will: 3. Be able to control risks to health and safety in a retail environment
<b>Assessment criteria</b>
The learner can: 3.1 monitor own working area to ensure that: a. it is free from risks to health and safety b. 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

<b>Learning outcome</b>
The learner will: 4. Be able to conduct risk assessments in a retail environment
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 5. Be able to implement accident and emergency procedures in a retail environment
<b>Assessment criteria</b>
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: a.colleagues and customers leave the building immediately b.colleagues and customers use designated escape routes to leave the building c.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)

<b>UAN:</b>	<b>F/503/5737</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	13
<b>Relationship to NOS:</b>	SSR.E211
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
<b>Aim:</b>	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.

<b>Learning outcome</b>
The learner will: 1. Understand the data security risks associated with payment point use
<b>Assessment criteria</b>
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

<b>Learning outcome</b>
The learner will: 2. Be able to monitor and support secure payment point use during trading hours.
<b>Assessment criteria</b>
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: a.customer service b.security c.stock control 2.3 replenish change in payment points in line with organisational

procedures.



## Unit 323

## Improve the customer relationship (D.06)

<b>UAN:</b>	<b>H/601/1232</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	7
<b>GLH:</b>	47
<b>Relationship to NOS:</b>	CFAB11
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Cfa, the Sector Skills Council for Business Skills and Administration.
<b>Aim:</b>	To improve relationships with their customers, learners need to deliver consistent and reliable customer service. In addition, customers need to feel that the learner genuinely wants to give them high levels of service and that the learner makes every possible effort to meet or exceed their expectations. This encourages loyalty from external customers or longer-term service partnerships with internal customers. The learner needs to be proactive in their dealings with their customers and to respond professionally in all situations. The learner needs to negotiate between their customers and their organisation or department in order to find some way of meeting their customers' expectations. In addition the learner needs to make extra efforts to delight their customers by exceeding customer service expectations.

<b>Learning outcome</b>
The learner will: 1. Improve communication with their customers
<b>Assessment criteria</b>
The learner can: 1.1 select and use the best method of communication to meet their customers' expectations 1.2 take the initiative to contact their customers to update them when things are not going to plan or when they require further information 1.3 adapt their communication to respond to individual customers' feelings.

<b>Learning outcome</b>
The learner will: 2. Balance the needs of their customer and their organisation
<b>Assessment criteria</b>
The learner can: 2.1 meet their customers' expectations within their organisation's service offer 2.2 explain the reasons to their customers sensitively and positively when customer expectations cannot be met 2.3 identify alternative solutions for their customers either within or outside the organisation 2.4 identify the costs and benefits of these solutions to their organisation and to their customers 2.5 negotiate and agree solutions with their customers which satisfy them and are acceptable to their organisation 2.6 take action to satisfy their customers with the agreed solution when balancing customer needs with those of their organization.

<b>Learning outcome</b>
The learner will: 3. Exceed customer expectations to develop the relationship
<b>Assessment criteria</b>
The learner can: 3.1 make extra efforts to improve their relationship with their customers 3.2 recognise opportunities to exceed their customers' expectations 3.3 take action to exceed their customers' expectations within the limits of their own authority 3.4 gain the help and support of others to exceed their customers' expectations.

<b>Learning outcome</b>
The learner will: 4. Understand how to improve the customer relationship
<b>Assessment criteria</b>
The learner can: 4.1 describe how to make best use of the method of communication chosen for dealing with their customers 4.2 explain how to negotiate effectively with their customers 4.3 explain how to assess the costs and benefits to their customers and their organisation of any unusual agreement they make 4.4 explain the importance of customer loyalty and/or improved internal customer relationships to their organization.

**Unit 324\*****Make effective decisions  
(E.25)**

This unit has been replaced by unit 524. Learners registered before 1st July 2017 should use this unit. Learners registered after 1st July 2017 should use unit 524.

<b>UAN:</b>	<b>F/600/9715</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	CFAE10
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Cfa, the Sector Skills Council for Business Skills and Administration.
<b>Aim:</b>	This unit will ensure that learners understand the process of decision-making and can identify and analyse information to enable them to come to a final decision.

<b>Learning outcome</b>
The learner will: 1. Be able to identify circumstances that require a decision to be made
<b>Assessment criteria</b>
The learner can: 1.1 explain the circumstances requiring a decision to be made 1.2 state the desired objective(s) for making a decision 1.3 establish criteria on which to base the decision, in line with own organization.

<b>Learning outcome</b>
The learner will: 2. Be able to collect information to inform decision-making
<b>Assessment criteria</b>
The learner can: 2.1 identify information needed to inform the decision-making process 2.2 communicate with stakeholders affected by the decision 2.3 explain how to inform stakeholders about the decision-making process.

**Learning outcome**

The learner will:

3. Be able to analyse information to inform decision-making

**Assessment criteria**

The learner can:

- 3.1 identify information for validity and relevance to the decision-making process
- 3.2 analyse information and against established criteria.

**Learning outcome**

The learner will:

4. Be able to make a decision

**Assessment criteria**

The learner can:

- 4.1 apply decision-making technique(s) to determine a decision
- 4.2 explain the decision made in line with desired objectives
- 4.3 communicate the decision taken to relevant stakeholders.

## Unit 325

## Manage conflict in a team (E.26)

<b>UAN:</b>	<b>R/600/9685</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	CFAD10
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Cfa, the Sector Skills Council for Business Skills and Administration.
<b>Aim:</b>	This unit will ensure that learners understand how to identify potential and actual conflicts within a team and take action to resolve them.

<b>Learning outcome</b>
The learner will: 1. Be able to support team members' understanding of their role and position within a team
<b>Assessment criteria</b>
The learner can: 1.1 communicate to team members the standards of work and behaviour expected of them 1.2 explain how team members can work together and support each other.

<b>Learning outcome</b>
The learner will: 2. Be able to take measures to minimise conflict within a team
<b>Assessment criteria</b>
The learner can: 2.1 identify issues with organisational structures, systems or procedures that are likely to give rise to conflict 2.2 identify potential conflict between team members 2.3 explain action required to avoid potential conflict and agree strategies for conflict resolution.

**Learning outcome**

The learner will:

3. Be able to understand how to encourage team members to resolve their own conflicts

**Assessment criteria**

The learner can:

- 3.1 explain how team members can be encouraged to identify and resolve their own problems and conflicts
- 3.2 explain how respect can be developed and maintained between team members.

**Learning outcome**

The learner will:

4. Be able to understand legal and organisational requirements concerning conflict

**Assessment criteria**

The learner can:

- 4.1 explain legal and organisational requirements concerning conflict in own team
- 4.2 explain how to maintain complete, accurate and confidential records of conflicts and their outcomes.

## Unit 326

## Manage or support equality of opportunity, diversity and inclusion in own area of responsibility (E.27)

<b>UAN:</b>	<b>M/600/9628</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	4
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	CFAB11
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Cfa, the Sector Skills Council for Business Skills and Administration.
<b>Aim:</b>	This unit aims to provide the skills and knowledge required to manage or support equality of opportunity, diversity and inclusion within the learners own area of responsibility.

<b>Learning outcome</b>
The learner will: 1. Understand own responsibilities under equality legislation, relevant codes of practice and own organisational policies
<b>Assessment criteria</b>
The learner can: 1.1 explain how equality of opportunity, diversity and inclusion relate to legal, industry requirements and organisational policies 1.2 describe how equality of opportunity, diversity and inclusion are considered in planning in own area of responsibility.

<b>Learning outcome</b>
The learner will: 2. Be able to communicate an organisation's written equality, diversity and inclusion policy and procedures in own area of responsibility
<b>Assessment criteria</b>
The learner can: 2.1 outline an organisation's equality, diversity and inclusion policy and procedures.

<b>Learning outcome</b>
The learner will: 3. Be able to monitor equality, diversity and inclusion within own area of responsibility
<b>Assessment criteria</b>
The learner can: 3.1 monitor how equality, diversity and inclusion activities in own area of responsibility are in line with own organization.



## Unit 327

## Monitor and solve customer service problems (D.08)

<b>UAN:</b>	<b>J/601/1515</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	6
<b>GLH:</b>	40
<b>Relationship to NOS:</b>	CFAC5
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Cfa, the Sector Skills Council for Business Skills and Administration.
<b>Aim:</b>	The learner's job involves delivering and organising excellent customer service. However good the service provided, some of their customers will experience problems and the learner will spot and solve other problems before their customers even know about them. This Unit is about the part of their job that involves solving immediate customer service problems. It is also about changing systems to avoid repeated customer service problems. Remember that some customers judge the quality of their customer service by the way that the learner solves customer service problems. The learner can impress customers and build customer loyalty by sorting out those problems efficiently and effectively. Sometimes a customer service problem presents an opportunity to impress a customer in a way that would not have been possible if everything had gone smoothly.

<b>Learning outcome</b>
The learner will: 1. Solve immediate customer service problems
<b>Assessment criteria</b>
The learner can: 1.1 respond positively to customer service problems following organisational guidelines 1.2 solve customer service problems when they have sufficient authority 1.3 work with others to solve customer service problems 1.4 keep customers informed of the actions being taken 1.5 check with customers that they are comfortable with the actions being taken 1.6 solve problems with service systems and procedures that might

affect customers before customers become aware of them  
1.7 inform managers and colleagues of the steps taken to solve specific problems.

**Learning outcome**

The learner will:

2. Identify repeated customer service problems and options for solving them

**Assessment criteria**

The learner can:

- 2.1 identify repeated customer service problems
- 2.2 identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option
- 2.3 work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of the organization.

**Learning outcome**

The learner will:

3. Take action to avoid the repetition of customer service problems

**Assessment criteria**

The learner can:

- 3.1 obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated
- 3.2 action their agreed solution
- 3.3 keep their customers informed in a positive and clear manner of steps being taken to solve any service problems
- 3.4 monitor the changes they have made and adjust them if appropriate.

**Learning outcome**

The learner will:

4. Understand how to monitor and solve customer service problems

**Assessment criteria**

The learner can:

- 4.1 describe organisational procedures and systems for dealing with customer service problems
- 4.2 describe the organisational procedures and systems for identifying repeated customer service problems
- 4.3 explain how the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with service partners or internal customers
- 4.4 explain how to negotiate with and reassure customers while their problems are being solved.

## Unit 328

## Organise the delivery of reliable customer service (D.05)

<b>UAN:</b>	<b>Y/601/1230</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	6
<b>GLH:</b>	40
<b>Relationship to NOS:</b>	CFAB10
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Cfa, the Sector Skills Council for Business Skills and Administration.
<b>Aim:</b>	This unit is about how the learner delivers and maintains excellent and reliable customer service. The role of the learner may or may not involve supervisory or management responsibilities, but they are expected to take some responsibility for the resources and systems they use which support the service that they give. In the learner's job they must be alert to customer reactions and know how they can be used to improve the service that they give. In addition, customer service information must be recorded to support reliable service.

<b>Learning outcome</b>
The learner will: 1. Plan and organise the delivery of reliable customer service
<b>Assessment criteria</b>
The learner can: 1.1 plan, prepare and organise everything they need to deliver services or products to different types of customers 1.2 organise what they do to ensure that they are consistently able to give prompt attention to your customers 1.3 reorganise their work to respond to unexpected additional workloads.

**Learning outcome**

The learner will:

2. Review and maintain customer service delivery

**Assessment criteria**

The learner can:

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

**Learning outcome**

The learner will:

3. Use recording systems to maintain reliable customer service

**Assessment criteria**

The learner can:

- 3.1 record and store customer service information accurately following organisational guidelines
- 3.2 select and retrieve customer service information that is relevant, sufficient and in an appropriate format
- 3.3 quickly locate information that will help solve a customer's query
- 3.4 supply accurate customer service information to others using the most appropriate method of communication.

**Learning outcome**

The learner will:

4. Understand how to organise the delivery of reliable customer service

**Assessment criteria**

The learner can:

- 4.1 describe organisational procedures for unexpected situations and their role within them
- 4.2 describe resource implications in times of staff sickness and holiday periods and their responsibility at these times
- 4.3 explain the importance of having reliable and fast information for their customers and their organisation
- 4.4 evaluate the organisational procedures and systems for delivering customer service
- 4.5 identify useful customer feedback and explain how to decide which feedback should be acted on

- 4.6 describe how to communicate feedback from customers to others
- 4.7 evaluate the organisational procedures and systems for recording, storing, retrieving and supplying customer service information
- 4.8 explain the legal and regulatory requirements regarding the storage of data.

## Unit 329\*

## Plan, allocate and monitor work of a team (E.24)

This unit has been replaced by unit 529. Learners registered before 1st July 2017 should use this unit. Learners registered after 1st July 2017 should use unit 529.

<b>UAN:</b>	<b>Y/600/9669</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	5
<b>GLH:</b>	25
<b>Relationship to NOS:</b>	CFAD5
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Cfa, the Sector Skills Council for Business Skills and Administration.
<b>Aim:</b>	This unit helps learners to plan and allocate the work for a team, and support, monitor and improve team performance.

<b>Learning outcome</b>
The learner will: 1. Be able to plan work for a team
<b>Assessment criteria</b>
The learner can: 1.1 agree team objectives with own manager 1.2 develop a plan for a team to meet agreed objectives, taking into account capacity and capabilities of the team.

<b>Learning outcome</b>
The learner will: 2. Be able to allocate work across a team
<b>Assessment criteria</b>
The learner can: 2.1 discuss team plans with a team 2.2 agree work allocation and smart (specific, measurable, achievable, realistic and time-bound) objectives with team members 2.3 agree standard of work required by team.

<b>Learning outcome</b>
The learner will: 3. Be able to manage team members to achieve team objectives
<b>Assessment criteria</b>
The learner can: 3.1 support all team members in order to achieve team objectives.

<b>Learning outcome</b>
The learner will: 4. Be able to monitor and evaluate the performance of team members
<b>Assessment criteria</b>
The learner can: 4.1 assess team members' work against agreed standards and objectives 4.2 identify and monitor conflict within a team 4.3 identify causes for team members not meeting team objectives.

<b>Learning outcome</b>
The learner will: 5. Be able to improve the performance of a team
<b>Assessment criteria</b>
The learner can: 5.1 identify ways of improving team performance 5.2 provide constructive feedback to team members to improve their performance 5.3 implement identified ways of improving team performance.

## Unit 330

## Promote continuous improvement (D.09)

<b>UAN:</b>	<b>H/601/1554</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	7
<b>GLH:</b>	47
<b>Relationship to NOS:</b>	CFAD9
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Cfa, the Sector Skills Council for Business Skills and Administration.
<b>Aim:</b>	This unit covers the key competence of the customer service professional. The learner must be dedicated to the continuous improvement of customer service, and this involves organising changes in the way customer service is delivered over and over again. The learner will need to identify potential changes, think through their consequences and make them work. Above all, this unit covers the competence of organising and seeing through change that is sustainable and is in the spirit of continuous improvement in customer service.

<b>Learning outcome</b>
The learner will: 1. Plan improvements in customer service based on customer feedback
<b>Assessment criteria</b>
The learner can: 1.1 gather feedback from customers that will help to identify opportunities for customer service improvement 1.2 analyse and interpret feedback to identify opportunities for customer service improvements and propose changes 1.3 discuss with others the potential effects of any proposed changes for their customers and their organisation 1.4 negotiate changes in customer service systems and improvements with somebody with sufficient authority to approve trial or full implementation of the change.



**Learning outcome**

The learner will:

2. Implement changes in customer service

**Assessment criteria**

The learner can:

- 2.1 organise the implementation of authorised changes
- 2.2 implement the changes following organisational guidelines
- 2.3 inform people inside and outside their organisation who need to know of the changes being made and the reasons for them
- 2.4 monitor early reactions to changes and make appropriate fine-tuning adjustments.

**Learning outcome**

The learner will:

3. Review changes to promote continuous improvement

**Assessment criteria**

The learner can:

- 3.1 collect and record feedback on the effects of changes
- 3.2 analyse and interpret feedback and share their findings on the effects of changes with others
- 3.3 summarise the advantages and disadvantages of the changes
- 3.4 use their analysis and interpretation of changes to identify opportunities for further improvement
- 3.5 present these opportunities to somebody with sufficient authority to make them happen.

**Learning outcome**

The learner will:

4. Understand how to promote continuous improvement

**Assessment criteria**

The learner can:

- 4.1 review how service improvements in their area affect the balance between overall customer satisfaction, the costs of providing service and regulatory requirements
- 4.2 explain how customer experience is influenced by the way service is delivered
- 4.3 explain how to collect, analyse and present customer feedback
- 4.4 explain how to make a business case to others to bring about change in the products or services they offer.

## Unit 331\* **Set objectives and provide support for team members (E.23)**

This unit has been replaced by unit 531. Learners registered before 1st July 2017 should use this unit. Learners registered after 1st July 2017 should use unit 531.

<b>UAN:</b>	<b>M/600/9600</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	5
<b>GLH:</b>	35
<b>Relationship to NOS:</b>	CFAB5
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Cfa, the Sector Skills Council for Business Skills and Administration.
<b>Aim:</b>	This unit helps learners to set and support individuals and teams to achieve objectives.

<b>Learning outcome</b>
The learner will: 1. Be able to communicate a team's purpose and objectives to the team members
<b>Assessment criteria</b>
The learner can: 1.1 describe the purpose of a team 1.2 set team objectives with its members which are smart (specific, measurable, achievable, realistic and time-bound) 1.3 communicate the team's purpose and objectives to its members.

<b>Learning outcome</b>
The learner will: 2. Be able to develop a plan with team members showing how team objectives will be met
<b>Assessment criteria</b>
The learner can: 2.1 discuss with team members how team objectives will be met 2.2 ensure team members participate in the planning process and think creatively 2.3 develop plans to meet team objectives 2.4 set smart personal work objectives with team members.

**Learning outcome**

The learner will:

3. Be able to support team members identifying opportunities and providing support

**Assessment criteria**

The learner can:

- 3.1 identify opportunities and difficulties faced by team members
- 3.2 discuss identified opportunities and difficulties with team members
- 3.3 provide advice and support to team members to overcome identified difficulties and challenges
- 3.4 provide advice and support to team members to make the most of identified opportunities.

**Learning outcome**

The learner will:

4. Be able to monitor and evaluate progress and recognise individual and team achievement

**Assessment criteria**

The learner can:

- 4.1 monitor and evaluate individual and team activities and progress
- 4.2 provide recognition when individual and team objectives have been achieved.

## Unit 332

## Work with others to improve customer service (D.07)

<b>UAN:</b>	<b>D/601/1553</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	8
<b>GLH:</b>	53
<b>Relationship to NOS:</b>	CFAD8
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Cfa, the Sector Skills Council for Business Skills and Administration.
<b>Aim:</b>	Teamwork is a key component of delivering and improving excellent customer service. The people the learner works with to improve customer service may include one or more of the following: team members; colleagues; suppliers; service partners; supervisors; managers; team leaders. The delivery of excellent customer service depends on their skills and those of others. It involves communicating with each other and agreeing how they can work together to give a more effective service. They all need to work together positively. The learner must also monitor their own and the team's performance and change the way they do things if that improves customer service. This unit is about how the learner develops a relationship with others to improve their customer service performance.

<b>Learning outcome</b>
The learner will: 1. Improve customer service by working with others
<b>Assessment criteria</b>
The learner can: 1.1 contribute constructive ideas for improving customer service 1.2 identify what they have to do to improve customer service and confirm this with others 1.3 agree with others what they have to do to improve customer service 1.4 co-operate with others to improve customer service 1.5 keep their commitments made to others 1.6 make others aware of anything that may affect plans to improve customer service.

**Learning outcome**

The learner will:

2. Monitor their own performance when improving customer service

**Assessment criteria**

The learner can:

- 2.1 discuss with others how what they do affects customer service performance
- 2.2 identify how the way they work with others contributes towards improving customer service.

**Learning outcome**

The learner will:

3. Monitor team performance when improving customer service

**Assessment criteria**

The learner can:

- 3.1 discuss with others how teamwork affects customer service performance
- 3.2 work with others to collect information on team customer service performance
- 3.3 identify with others how customer service teamwork could be improved
- 3.4 take action with others to improve customer service performance.

**Learning outcome**

The learner will:

4. Understand how to work with others to improve customer service

**Assessment criteria**

The learner can:

- 4.1 describe who else is involved either directly or indirectly in the delivery of customer service
- 4.2 describe the roles and responsibilities of others in their organisation
- 4.3 describe the roles of others outside their organisation who have an impact on their services or products
- 4.4 evaluate what the goals or targets of their organisation are in relation to customer service and how these are set
- 4.5 evaluate how their organisation identifies improvements in customer service.

## Unit 334

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

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

<b>Learning outcome</b>
The learner will: 1. Understand the factors to consider when motivating colleagues to promote web-based retail facilities to customers
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 2. Be able to promote colleagues' use of in-store web-based retail selling facilities
<b>Assessment criteria</b>
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 recognized.

<b>Learning outcome</b>
The learner will: 3. Be able to address barriers to their colleagues' use of in-store web-based retail selling facilities
<b>Assessment criteria</b>
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

## Unit 524\*\*

## Make effective decisions (E.25)

This unit has replaced unit 324. Learners registered before 1st July 2017 should use unit 324. Learners registered after 1st July 2017 should use this unit.

<b>UAN:</b>	<b>K/615/8555</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	10
<b>Aim:</b>	This unit is about developing learners understanding of the process of decision-making, identifying and analysing information to enable them to make a final decision.

<b>Learning outcome</b>
The learner will: 1. Be able to identify situations where a decision needs to be made
<b>Assessment criteria</b>
The learner can: 1.1 explain the situation requiring a decision to be made 1.2 outline the objective(s) for making a decision 1.3 establish criteria on which to base the decision.

<b>Learning outcome</b>
The learner will: 2. Be able to gather factual information to inform the decision-making process
<b>Assessment criteria</b>
The learner can: 2.1 Identify factual information required to inform the decision-making process 2.2 explain the process of informing stakeholders about the decision-making process 2.3 communicate with all stakeholders affected by the decision.



<b>Learning outcome</b>
The learner will: 3. Be able to analyse valid information to inform decision-making
<b>Assessment criteria</b>
The learner can: 3.1 identify relevant and valid information to inform the decision-making process 3.2 analyse information and against established criteria.

<b>Learning outcome</b>
The learner will: 4. Be able to make a decision
<b>Assessment criteria</b>
The learner can: 4.1 apply decision-making technique(s) to determine a decision 4.2 explain the decision made in line with objectives 4.3 communicate the decision to relevant stakeholders.

## Unit 529\*\*

## Plan, allocate and monitor work of a team

This unit has replaced unit 329. Learners registered before 1st July 2017 should use unit 329. Learners registered after 1st July 2017 should use this unit.

<b>UAN:</b>	<b>F/615/8562</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	5
<b>GLH:</b>	25
<b>Aim:</b>	This unit is about how learners plan and allocate the work of a team effectively and fairly amongst the team members taking into account capacity and capabilities. It also involves checking progress and quality of the work produced by team members, ensuring improvement in team performance.

<b>Learning outcome</b>
The learner will: 1. Be able to plan work for a team
<b>Assessment criteria</b>
The learner can: 1.1 prepare and agree team objectives with line manager 1.2 develop a team plan to meet agreed objectives, considering team capacity and capabilities.

<b>Learning outcome</b>
The learner will: 2. Be able to allocate work to team members
<b>Assessment criteria</b>
The learner can: 2.1 discuss team plans with team members 2.2 agree work allocation and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members 2.3 agree standard of work required from team members.

<b>Learning outcome</b>
The learner will: 3. Be able to manage team members to achieve objectives
<b>Assessment criteria</b>
The learner can: 3.1 support team members to achieve team objectives.

<b>Learning outcome</b>
The learner will: 4. Be able to monitor and evaluate the performance of team members
<b>Assessment criteria</b>
The learner can: 4.1 assess team members work against agreed standards and objectives 4.2 identify and monitor any conflict within a team 4.3 identify causes for team members not meeting team objectives.

<b>Learning outcome</b>
The learner will: 5. Be able to improve the performance of a team
<b>Assessment criteria</b>
The learner can: 5.1 identify methods of improving team performance 5.2 provide constructive feedback to team members in order to improve performance 5.3 implement agreed methods for improving team performance.

**Unit 531\*\*****Set objectives and provide support for team members (E.23)**

This unit has replaced unit 331. Learners registered before 1st July 2017 should use unit 331. Learners registered after 1st July 2017 should use this unit.

<b>UAN:</b>	<b>M/600/9619</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	5
<b>GLH:</b>	35
<b>Aim:</b>	This unit helps learners to set and support individuals and teams to achieve objectives.

<b>Learning outcome</b>
The learner will: 1. Be able to communicate a team's purpose and objectives to the team members
<b>Assessment criteria</b>
The learner can: 1.1 describe the purpose of a team 1.2 set team objectives with its members which are SMART (specific, measurable, achievable, realistic and time-bound) 1.3 communicate the team's purpose and objectives to its members.

<b>Learning outcome</b>
The learner will: 2. Be able to develop a plan with the team showing how team objectives will be met
<b>Assessment criteria</b>
The learner can: 2.1 discuss with the team how team objectives will be met 2.2 ensure team members participate in the planning process and think innovatively 2.3 develop plans to meet team objectives 2.4 set SMART personal work objectives with team members.

**Learning outcome**

The learner will:

3. Be able to support team and individual members, where relevant, identifying opportunities and providing support

**Assessment criteria**

The learner can:

- 3.1 identify opportunities and difficulties faced by team and individual members
- 3.2 discuss identified opportunities and difficulties with team and individual members
- 3.3 provide advice and support to team and individual members to overcome identified difficulties and challenges
- 3.4 provide advice and support to team and individual members to make the most of identified opportunities.

**Learning outcome**

The learner will:

4. Be able to monitor and evaluate progress, recognising individual and team achievement

**Assessment criteria**

The learner can:

- 4.1 monitor and evaluate individual and team activities and progress
- 4.2 provide recognition when individual and team objectives have been achieved.

## 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

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





## Appendix 3 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](http://www.cityandguilds.com/functionalskills)
- Essential Skills (Northern Ireland) – see [www.cityandguilds.com/essentialskillsni](http://www.cityandguilds.com/essentialskillsni)
- Essential Skills Wales – see [www.cityandguilds.com/esw](http://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:

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

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

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

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

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

City & Guilds  
**Believe you can**



[www.cityandguilds.com](http://www.cityandguilds.com)

## Useful contacts

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

**Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.**

**If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: [feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)**

### **About City & Guilds**

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

### **City & Guilds Group**

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

### **Copyright**

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent. However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching candidates working towards a City & Guilds qualification, or for internal administration purposes
- candidates may copy the material only for their own use when working towards a City & Guilds qualification

The *Standard Copying Conditions* (see the City & Guilds website) also apply.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Published by City & Guilds, a registered charity established to promote education and training

**City & Guilds**  
**5-6 Giltspur Street**  
**London, UK**  
**EC1A 9DET**  
**+44 (0)844 543 0000**  
**[www.cityandguilds.com](http://www.cityandguilds.com)**