

SPECIFICATION

**IAO LEVEL 2 CERTIFICATE FOR TRANSITION TO WORKING IN
RETAIL**

QUALIFICATION NUMBER: 603/6378/2

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

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

Active Leisure
Business and Management
Childcare
Employability
Retail

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

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

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

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

Innovate Awarding is an Ofqual-regulated Awarding Organisation in England.

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

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

Telephone: 0117 314 2800

Email: contactus@innovateawarding.org

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

Qualification summary

Qualification Accreditation Number (QAN) 603/6378/2

Qualification review date 31.07.2024

Guided Learning Hours (GLH) 95

Total Qualification Time (TQT) 130

RQF level 2

Qualification credit value 13 credits

Minimum credits at/above level 13 credits

Assessment requirements Portfolio of Evidence, Multiple Choice assessment

This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).

Aims and objectives of the qualification

The aim of this qualification is to prepare learners for work. It supports the development of knowledge and skills to enable learners to prepare for work and identify the skills and behaviours required within a professional environment. It provides an insight into the principles and processes of working in retail and has been designed to support transition into employment for those seeking to work in a retail role.

Entry guidance

There are no formal entry requirements for this qualification.

This qualification is suitable for those who want to work within the retail sector.

Progression opportunities

Learners who achieve this qualification could progress into further learning, apprenticeships or employment within the retail sector.

On completion of this course, Learners may progress to apprenticeships in retail or qualifications such as:

- IAO Level 2 Diploma in Retail Skills
- IAO Level 3 Diploma in Retail Skills (Sales Professional)

Funding

For details on eligibility for government funding please refer to the following websites:
<http://www.education.gov.uk/section96/>
<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

Innovate Awarding

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

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

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website www.innovateawarding.org.

Feedback

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

Complaints

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

Fees

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

Enquiries and appeals

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

Data Protection

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

Equality and Diversity

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

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

Reasonable Adjustment and Special Consideration

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

Malpractice and Maladministration

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

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

Recognition of Prior Learning (RPL)

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

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

The Regulated Qualifications Framework (RQF)

What is the RQF?

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

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

Qualification Level

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

Qualification Size

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

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

Rules of combination

To achieve this qualification, learners must gain 5 credits from the mandatory units and a minimum of 8 credits from units in the optional bank.

The minimum guided learning hours for this qualification is 95.

*These units are assessed by multiple choice examination

Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
H/501/5917	Preparing for an interview	2	1	10
J/501/5893	Applying for a job	2	1	10
J/618/3737	Effective skills, qualities and attitudes for learning and work	2	3	22

Optional units

Unit ref	Unit title	Level	Credit value	GLH
J/618/3740	Teamworking skills	2	3	20
L/506/2083	*Understand working in a customer service environment	1	3	25
H/502/5797	*Understanding the handling of customer payments in a retail business	2	2	8
M/601/1508	Recognise and deal with customer queries, requests and problems	1	5	33
R/618/3739	Building working relationships with customers	2	2	20
A/502/5823	*Understanding how a retail business maintains health and safety on its premises	2	2	15

Mandatory units:

Title:	H/501/5917 Preparing for an interview
Level:	2
Credit Value:	1
GLH:	10
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to anticipate key questions that they might be asked at the interview	1.1 Suggest key types of questions that an interviewer might ask
2. Be able to prepare answers to anticipated interview questions	2.1 Prepare appropriate answers to the key questions most likely to be asked by an interviewer
3. Know how to use information about the job/course to identify questions to ask the interviewer	3.1 Find out key information about the employer/organisation/course and explain why it is useful for the interview 3.2 Identify what information they do not have about the job/placement/course which they could request at the interview
Additional information	
Unit aim (s)	This unit focuses on the role of the learner in correctly anticipating and preparing key information, questions and answers for a potential interview.

Title:	J/501/5893 Applying for a job
Level:	2
Credit Value:	1
GLH:	10
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to access different methods of applying for a job	1.1 Investigate different methods of applying for a job
2. Be able to prepare a job application	2.1 Collate the appropriate information for a job application 2.2 Prepare a thorough job application
3. Be able to present the job application appropriately	3.1 Select and use the conventions, formats and styles of presenting job applications appropriately
4. Be able to reflect on the appropriateness of the job application	4.1 Evaluate the suitability of the style and information in the job application in relation to its intended audience
Additional information	
Unit aim (s)	This unit aims to equip learners with the skills to access and respond to different types of job application opportunities. Learners will gain an understanding of how to present a job application in an appropriate way.

Title:	J/618/3737 Effective skills, qualities and attitudes for learning and work
Level:	2
Credit Value:	3
GLH:	22
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand a range of positive qualities, attitudes and behaviours for learning and work	1.1 Explain the importance of positive qualities, attitudes and behaviours for employment 1.2 Describe appropriate codes of conduct 1.3 Describe the importance of: <ul style="list-style-type: none"> • adaptability and flexibility • motivation • enthusiasm • commitment • professionalism 1.4 Reflect on their positive qualities, attitudes and behaviours for learning and work
2. Understand why effective communication is important	2.1 Explain the importance of effective verbal and non-verbal communication 2.2 Describe how to communicate effectively face-to-face with colleagues or customers 2.3 Describe how to communicate effectively with colleagues or customers who are not present 2.4 Explain ideas using technical language where appropriate 2.5 Give examples of different forms of written communication and when they are used 2.6 Describe the possible impact of inappropriate use of social network sites
3. Be able to work effectively	3.1 Identify the tasks that need to be done and the deadlines 3.2 Produce a plan for the working day 3.3 Work safely following health and safety guidelines 3.4 Carry out multiple tasks or projects 3.5 Complete tasks to required standard and deadlines 3.6 Reflect on their work and identify ways of working more effectively
Additional information	

Unit aim (s)	The aim of this unit is to help the learner to be able to demonstrate positive qualities, attitudes and behaviours for learning and work, and to communicate and work effectively.
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Optional units:

Title:	J/618/3740 Teamworking skills
Level:	2
Credit Value:	3
GLH:	20
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand why effective teamwork is important	1.1 Define effective teamwork 1.2 Describe the advantages and disadvantages of teamwork for a given situation
2. Understand the roles people may take in a teamwork situation	2.1 Give examples of formally allocated roles 2.2 Give examples of less formal roles 2.3 Describe the impact these roles could have on the way a team works and on members of the team
3. Understand the role of conflict	3.1 List factors that could contribute to conflict in a team 3.2 Explain how conflicting views could be an advantage 3.3 Suggest ways to manage and resolve conflict
4. Understand what needs to be done to achieve a particular goal	4.1 Explain the overall goal and objectives of the team 4.2 Identify their own strengths, skills and experiences relevant to the teamwork situation 4.3 Describe their own role as part of the team
5. Be able to work with others towards achieving shared objectives	5.1 Agree an action plan of individual and group activities needed to achieve the objectives 5.2 Clarify action plan if necessary 5.3 Identify who to ask for help if needed 5.4 Carry out the individual and group activities as agreed 5.5 Motivate the team to achieve its objectives 5.6 Provide feedback in an appropriate and constructive manner 5.7 Receive and respond to constructive feedback
6. Be able to reflect on own performance and that of the team	6.1 Reflect on their own performance and the performance of the team

	6.2 Suggest ways of improving own team working skills
Additional information	
Unit aim (s)	The aim of this unit is to help the learner understand the roles people may take within teams and be able to work with others towards achieving shared objectives.

Title:	L/506/2083 Understand working in a customer service environment
Level:	1
Credit value:	3
GLH:	25
Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know the importance of customer service	1.1 State what is meant by “customer service” 1.2 State why effective customer service is important to an organisation
2. Know the factors affecting customer service	2.1 Outline the difference between an internal and an external customer 2.2 State how to identify customers’ needs and expectations 2.3 List information sources needed to deliver reliable customer service 2.4 Describe the relationship between customer expectations and customer satisfaction
3. Know how to work in a customer service role	3.1 Identify personal behaviours that can positively affect customers’ perceptions of an organisation and its products and/or services 3.2 Identify the job roles within a team delivering customer service 3.3 State the standards of personal presentation and behaviour expected by customer service staff in different organisations 3.4 State standards and practices that relate to a service offer within different types of organisation 3.5 Describe how legislation and organisational requirements affect what can be promised or carried out in a customer service role 3.6 Describe the procedures for protecting customers’ personal information and safety 3.7 State the importance of protecting the safety of customers’ personal information and safety
4. Know how to refer customer queries and problems to others	4.1 Describe types of customer behaviour that show when a customer is dissatisfied 4.2 State the procedures to be followed when dealing with customer queries or problems 4.3 State to whom to refer customer queries and problems

Additional information about this unit

Unit aim (s)

This unit aims to develop knowledge and understanding regarding working effectively in a customer service environment. Upon completion of this unit, learners will have developed knowledge of the importance of customer service and an awareness of the factors affecting customer service. Learners will also know how to work in a customer service role and will know how to refer customer queries and problems to others.

Title:	M/601/1508 Recognise and deal with customer queries, requests and problems
Level:	1
Credit Value:	5
GLH:	33
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Recognise and deal with customer queries and requests	1.1 Deal with queries and requests from customers in a positive and professional way 1.2 Seek information or help from a colleague if they cannot answer their customer's query or request 1.3 Obtain help from a colleague if they are not able to deal with their customer's request 1.4 Always tell their customer what is happening
2. Recognise and deal with customer problems	2.1 Recognise when something is a problem from the customer's point of view 2.2 Avoid saying or doing anything which may make the problem worse 2.3 Deal with a difficult customer calmly and confidently 2.4 Recognise when to pass a problem onto an appropriate colleague 2.5 Pass the problem onto a colleague with the appropriate information 2.6 Check that the customer knows what is happening
3. Know how to recognise and deal with customer queries, requests and problems	3.1 List who in the organisation is able to give help and information 3.2 State the limits of what they are allowed to do 3.3 Identify what professional behaviour is 3.4 Describe how to speak to people who are dissatisfied 3.5 Describe how to deal with difficult people 3.6 State what customers normally expect 3.7 Identify how to recognise a problem from what a customer says or does 3.8 Describe what kinds of behaviours/actions would make situations worse 3.9 List the organisational procedures they must follow when they deal with problems or complaints

	3.10 Identify the types of behaviour that may make a problem worse
Additional information	
Unit aim (s)	No matter how good the learner is at providing consistent and reliable customer service, some of their customers will from time to time expect more. They can signal this in various ways and when they do the learner must know how to handle it. Sometimes customers ask different questions and request special treatment. The learner may be able to help them and they certainly need to know who to ask for help if necessary. Some customers may be dissatisfied with the service and may present a problem. The learner's job is to recognise that there is a problem and make sure that the appropriate person deals with it.

Title:	R/618/3739 Building working relationships with customers
Level:	2
Credit Value:	2
GLH:	20
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how a customer's or client's interactions with employees influence their opinion of an organisation as a whole	1.1 Explain how an employee's self-presentation can affect a customer's opinion of the individual and their organisation 1.2 Explain why keeping customers satisfied is important to organisations
2. Understand why organisations normally have protocols for dealing with customers	2.1 Describe the key areas likely to be contained in a customer service protocol 2.2 Explain why it is important for employees to follow customer service protocols
3. Be able to interact positively with customers in line with given protocols	3.1 Follow protocols to provide answers to commonly occurring customer query requests 3.2 Communicate appropriately with customers 3.3 Explain the procedures within an organisation for dealing with customer problems and complaints 3.4 Describe when it would be necessary to involve colleagues in assisting the customer
Additional information	
Unit aim (s)	In this unit the learner will be introduced to the concept of customer service standards and the way in which organisations ensure their delivery through the use of protocols.

Title:	H/502/5797 Understanding the handling of customer payments in a retail business
Level:	2
Credit value:	2
GLH:	8
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the methods of payment accepted from retail customers	1.1 List the methods of payment typically accepted by retail businesses 1.2 Describe how each method is processed
2. Understand the risks involved in handling payments	2.1 Describe how errors can arise when accepting cash payments at the till 2.2 Explain how errors can result in losses 2.3 Identify the security risks that may arise when handling payments
3. Understand the cashier's responsibility for providing service at the payment point	3.1 Outline the cashier's key responsibilities for serving customers at the payment point 3.2 Identify common problems which can arise at the payment point 3.3 Describe how the cashier can resolve or refer problems 3.4 Describe additional services which are often offered to customers at the payment point, such as cash-back or wrapping 3.5 Describe how the cashier can help to promote additional sales at the payment point
4. Understand the cashier's responsibilities when processing age-restricted goods at the payment point	4.1 List the types and age restrictions of products which can be sold only to customers, or by employees, who are over a minimum age specified by law 4.2 State the consequences for the cashier and the business if legal age restrictions are not complied with 4.3 Describe the cashier's responsibilities for helping to ensure that legal age restrictions are complied with
Additional information about this unit	
Unit aim (s)	The purpose of this unit is to provide learners with the knowledge and understanding of the cashier's responsibilities in terms of processing payments at the payment point within retail businesses.

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Title:	A/502/5823 Understanding how a retail business maintains health and safety on its premises
Level:	2
Credit value:	2
GLH:	15
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the main provisions of health and safety legislation in relation to a retail business	1.1 Describe the main legal responsibilities of employees and employers in relation to the relevant health and safety legislation 1.2 Describe the main responsibilities of employees and employers in relation to the control of substances hazardous to health
2. Know what actions to take in an emergency	2.1 State when and how to raise an emergency alarm 2.2 State the actions an employee should take in the event of: • fire • a bomb alert • acute illness or accident 2.3 State the main stages in an emergency evacuation procedure
3. Understand the employees' responsibilities in reporting hazards and accidents that typically occur on the premises of a retail business	3.1 Describe the hazards and associated risks typically found on the premises of a retail business 3.2 Explain why it is important to notice and report hazards 3.3 State when and to whom a personal accident should be reported
4. Understand safe handling, storage and disposal	4.1 Describe safe methods for lifting and carrying 4.2 Describe methods for safely handling, removing and disposing of waste and rubbish 4.3 Describe where and how to store dangerous substances and items 4.4 State the importance and relevance in handling, storing and disposing of substances hazardous to health
5. Understand safe working practices	5.1 Describe the routine practices which employees need to follow to minimise health and safety risks at work 5.2 Explain why equipment and materials should be used in line with the employer's and manufacturer's instructions

Additional information about this unit

Unit aim (s)	The purpose of this unit is to provide learners with the knowledge and understanding of the procedures required for maintaining health and safety on the premises of retail businesses. It also covers employers' and employees' responsibilities in terms of legislation and safe working practices
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