

# SPECIFICATION

**IAO Level 3 Diploma in Retail Skills  
(Sales Professional)**

**Qualification number: 601/2000/9**



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 Management (Administration)
- Business Management (Sales)
- Business Management (Team Leading)
- Education and Training
- Health and Beauty
- Hospitality and Catering
- IT
- Retail
- Business Management (Customer Service)
- Childcare
- Health and Social Care
- Logistics

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

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

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

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

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

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

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

Telephone: 0117 314 2800  
Email: [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org)

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*“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.”*

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## Qualification summary

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| <b>Qualification Accreditation Number (QAN)</b> | 601/2000/9  |
| <b>Qualification review date</b>                | 31 <sup>st</sup> January 2022   |
| <b>Guided Learning Hours (GLH)</b>              | Minimum 181 hours   |
| <b>Total Qualification Time (TQT)</b>           | 430 hours   |
| <b>RQF level</b>                                | 3   |
| <b>Qualification credit value</b>               | 43 Credits  |
| <b>Minimum credits at/above level</b>           | 33 Credits  |
| <b>Assessment requirements</b>                  | Portfolio of Evidence<br><br>This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisers (EQAs).   |
| <b>Aims and objectives of the qualification</b> | The IAO Level 3 Diploma in Retail Skills (Sales Professional) is a flexible qualification designed to provide learners with an in-depth level of retail competence required by employers in the sector.   |
| <b>Entry guidance</b>                           | There are no formal entry requirements for this qualification.<br><br>This qualification is suitable for those who work within the Retail sector. It is typically suitable for those with retail sales responsibilities and autonomy.   |
| <b>Progression opportunities</b>                | Learners who achieve this qualification can progress within employment, or can progress to the: <ul style="list-style-type: none"> <li>• IAO Level 3 Diploma in Retail Skills (Visual Merchandising)</li> <li>• IAO Level 3 Diploma in Retail Skills (Management)</li> <li>• IAO Level 3 NVQ Certificate in Management</li> </ul> |
| <b>Funding</b>                                  | For details on eligibility for government funding please refer to the following websites:<br><a href="http://www.education.gov.uk/section96/">http://www.education.gov.uk/section96/</a>  |

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

## **Innovate Awarding**

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

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

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

## **Feedback**

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

## **Complaints**

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

## **Fees**

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

## **Enquiries and appeals**

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

## **Data Protection**

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

## **Equality and Diversity**

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

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

## **Reasonable Adjustment and Special Consideration**

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

## **Malpractice and Maladministration**

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

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

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

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

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

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

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

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

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

### **Qualification Level**

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

### **Qualification Size**

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

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

## **Credit values**

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

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

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

## **RQF terminology**

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

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

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

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

### 1 Key principles

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

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

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

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



### **3 Applied qualifications**

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

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

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

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

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

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

Skillsmart Retail requires that Awarding Organisations:

- a Discourage the inappropriate use of competence-based qualifications by organisations that do not assess candidates in a working environment. Competence-based qualifications are suitable only for learners who are in some form of employment in the sector, or, in a limited set of contexts, are being prepared for work and will be assessed in a realistic working environment (see section 4.1.2 below for definition).
- b Establish criteria to ensure that simulation is not used as the sole form of evidence for any unit of a competence-based qualification, except where allowed for specific units that meet the criteria set out in Section 4.1.1 of these Assessment Principles. This should be expressed in guidance for qualifications operating in the sector.
- c Provide clear guidance to centres to indicate that evidence towards a competence-based qualification should come from the workplace except where simulation is expressly allowed in the evidence requirements for a particular unit. Workplace evidence may be gathered in the context of full, part-time, casual or voluntary employment. Assessment may be undertaken in a 'work placement' (i.e. fulltime students placed into a working environment for a day per week) although supporting evidence from a supervisor or manager, associated with some form of work activity, must supplement the assessment process.

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

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

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

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

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

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

Where simulation is used the sector requires that:

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

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

### **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 the Awarding Organisation as providing the equivalent level of rigour and robustness as the achievement of the qualification.

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

### **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.

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

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

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

## Continuing professional development of assessors and verifiers

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

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

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

## External quality control of assessment

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

The Awarding Organisation's risk rating system must be auditable by the regulatory authority.

## Risk identification

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

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

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

## Risk management

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

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

The Awarding Organisation must have a **method of rating** each centre against each of the risk factors noted above and, also, producing an overall rating which identifies the level of risk associated with the centre. The rating should then be used by the Awarding Organisation to assist in determining the level of on-going support for the centre, including the level of external verification activity.

## Appendix 1: Qualifications covered by these Assessment Principles

### Competence-based

Level 1 Award in Retail Skills

Level 1 Certificate in Retail Skills

Level 1 Diploma in Retail Skills

Level 2 Award in Retail Skills

Level 2 Certificate in Retail Skills

Level 2 Diploma in Retail Skills

Level 3 Certificate in Retail Skills (Sales Professional)

Level 3 Certificate in Retail Skills (Visual Merchandising)

Level 3 Certificate in Retail Skills (Management)

Level 3 Diploma in Retail Skills (Sales Professional)

Level 3 Diploma in Retail Skills (Visual Merchandising)

Level 3 Diploma in Retail Skills (Management)

## **Knowledge-based**

Level 1 Award in Retail Knowledge

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

Level 2 Award in Retail Knowledge

Level 2 Certificate in Retail Knowledge

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

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

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

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

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

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

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

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

Level 2 Diploma in Retail Knowledge

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

Level 3 Award in Retail Knowledge

Level 3 Certificate in Retail Knowledge

Level 3 Diploma in Retail Knowledge

Level 3 Diploma in Retail Knowledge (Garden Retail)

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

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

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



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

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

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



| SR ref. | Unit title   | URN on RITS |
|---------|--|-------------|
| C.22    | Make props and decorate fixtures and panels for visual merchandising displays                      | T/503/5699  |
| C.23    | Assemble visual merchandising displays   | D/503/5700  |
| C.24    | Choose merchandise to feature in visual merchandising displays                                     | H/503/5701  |
| C.25    | Manage the use of signage and graphics in visual merchandising displays                            | K/503/5702  |
| C.26    | Evaluate the effectiveness of visual merchandising displays  | M/503/5703  |
| C.27    | Manage budgets for visual merchandising projects   | T/503/5704  |
| C.28    | Contribute to improving a retail organisation's visual merchandising policy                        | A/503/5705  |
| C.29    | Design visual merchandising display layouts  | F/503/5706  |
| C.37    | Provide National Lottery products to customers   | L/503/5708  |
| C.42    | Advise customers on the fixing and care of tiles   | R/503/5709  |
| C.45    | Help customers to choose alcoholic beverages in a retail environment                               | J/503/5710  |
| C.47    | Promote a retail store's credit card to customers in a retail environment                          | R/503/5712  |
| C.52    | Help customers to apply for a retail store's credit card and associated insurance products         | M/503/5717  |
| C.54    | Help customers to choose delicatessen products in a retail environment                             | T/503/5718  |
| C.55    | Portion delicatessen products to meet customer requirements in a retail environment                | A/503/5719  |
| C.59    | Demonstrate make-up and skincare products to customers at a beauty counter in a retail environment | T/503/5721  |
| C.60    | Operate a customer record card system on a beauty counter in a retail environment                  | A/503/5722  |
| E.12    | Produce staffing schedules to help a retail team to achieve its targets                            | K/503/5733  |

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

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

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

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

#### **Monitoring Centre Performance**

Awarding Organisations/Bodies should:

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

#### **External Verification**

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

In particular the AO/B will:

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

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<sup>1</sup> Additional Requirements for Qualifications using the title NVQ within the RQF: Version 2 August 2009

## 2. Assessor Internal and External Verifier Occupational Competence

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

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

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

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

**Awarding Organisations/Bodies and the CfA will work together to:**

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

### 3. Simulation and Realistic Workplace Performance

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

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

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

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

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

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

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

### 4. Employer Direct Model

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

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

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

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

The Awarding Organisation/Body must:

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

## Appendix A

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

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

|   |   |   |   |   |
|---|---|---|---|---|
| 7. Demonstrated high levels of communication and interpersonal skills | gathering feedback from candidates employers or peers | ✓ | ✓ | ✓ |
|---|---|---|---|---|

## Appendix B

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



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

## Appendix C

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

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

## Appendix D

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



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

## Appendix E

### Simulated Activities Guidelines for Customer Service National Occupational Standards

Simulation can only be applied to Level 1 S/NVQ Units listed below

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

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

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

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

## Appendix F

Realistic Working Environment Guidelines for Customer Service National Occupational Standards

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

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

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

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

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

### **Section 1**

#### **1.1 Purpose**

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

#### **1.2 Scope**

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

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

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

#### **1.3 Features**

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

Proficiency Qualifications in food and drink are designed for use in the food and drink sector<sup>2</sup>. They cover the food supply chain from the availability and processing of raw materials through storage, transportation, wholesaling, manufacturing and processing, logistics and presentational processing in sales environments.

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

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<sup>2</sup> Improve is the Sector Skills Council for the Food and Drink Sector. For details visit [www.improveltd.co.uk](http://www.improveltd.co.uk)



They ensure that individuals develop the skills and knowledge, which are exactly those needed to perform reliably and consistently at work. The knowledge content of the qualifications is designed to support and suit individual's needs. It will support those who require the basics, but will also develop those who require significantly more detailed knowledge and understanding.

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

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

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

The calculation is based on notional learning hours;

10 notional learning hours = 1 credit.

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

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

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

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

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

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

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

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

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

## **Section 2**

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

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

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

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

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

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

External quality control will be achieved through these requirements:

- Each year external quality assurance personnel will complete the recommended number of days of Continuing Professional Development (CPD), comprised of training or other developmental activities relevant to the food and drink sector and approved by the Awarding Organisation. Training should include relevant updating in respect of changes to legislation and regulations impacting on the sector, standardisation activities and good practice developments in assessment and improving quality assurance. Improve will be invited by Awarding Organisations to observe and/or provide relevant input to CPD activity as appropriate.
- Awarding Organisations will operate a risk rating system that is applied to each active approved centre. Details of the risk rating system should be provided as part of the submission for accreditation of the qualification to the relevant qualifications regulatory authority. The Awarding Organisations will carry out risk assessment and

risk rate each approved centre for food and drink Proficiency Qualifications. External quality assurance activity, and in particular the scope and rigour of sampling, is required to reflect the risk rating status of each centre.

- Improve, through its Standards and Qualifications Development team, will maintain on-going dialogue with Awarding Organisations to monitor practices, consider issues and gain feedback, which impact on qualifications design and the use of units of assessment.

### 2.3 Approval of centres to offer Proficiency Qualifications

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

Awarding Organisation Centre Approval to provide specific IPQs



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



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

## Section 3

### 3.1 Approved Centres

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

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

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

### 3.2 Occupational competence of assessors

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

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

Assessors are required to:

- Provide current evidence of competence, knowledge and understanding in the areas to be assessed, to the satisfaction of the Awarding Organisation. This will normally be achieved through demonstrating competence in the roles which are to be assessed, which may be recorded in company training records. Alternatively, this can be demonstrated by relevant experience and continuing professional development which may include the achievement of qualification relevant to areas being assessed.
- Demonstrate competent practice in workplace assessment methods, and must demonstrate understanding of the principles and practices of the assessment process. This practice must be commensurate with the National Occupational Standard for Learning and Development March 2010, Standard 9; Assess Learner Achievement. They are not required to hold assessor qualifications or units, but the achievement of these will indicate assessor capability at a given point, and this should be complemented by continuous professional development to update and maintain practice standards. Assessor capability may also be demonstrated by the outcomes of formal training in assessment techniques for company based training systems or qualifications, or for auditing against quality criteria for an externally audited quality standard. Recognition of assessors in this way is only valid between a centre and an Awarding Organisation in respect of specific qualifications, and is not transferable to other bodies or qualifications.
- Demonstrate their continuing professional development to ensure they are up to date with work practices in their sector area of expertise and developments in the Proficiency Qualifications they assess.
- Have a full and current understanding of the units of assessment and requirements of the qualifications being assessed.
- Operate safely as an assessor in a food environment, therefore it is strongly recommended that a relevant food safety/hygiene qualification is achieved.

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

### 3.3 Occupational competence of internal quality assurance personnel

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

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

- Demonstrate sufficient and current understanding of the qualifications to be internally quality assured, and know how they are applied in business, to the satisfaction of the Awarding Organisation. Relevant knowledge and understanding of the workplace areas to be sampled during quality assurance activity is required. Relevant experience of working in or with the sector area(s) is preferable.
- Demonstrate competent practice in internal quality assurance of assessment, and demonstrate understanding of the principles and practices of internal quality assurance of assessment. This practice must be commensurate with the National Occupational Standard for Learning and Development March 2010, Standard 11; Internally monitor and maintain the quality of assessment. They are not required to hold internal quality assurance of assessment qualifications or units, but the achievement of these will indicate capability at a given point, and this should be complemented by continuous professional development to update and maintain practice standards. Internal quality assurance of assessment capability may also be demonstrated by the outcomes of formal training in quality assurance and improvement techniques for company based training systems or qualifications, or for auditing against quality criteria for an externally audited quality standard. Recognition of internal quality assurance personnel in this way is only valid between a centre and an Awarding Organisation in respect of specific qualifications, and is not transferable to other bodies or qualifications.
- Demonstrate their continuing professional development to ensure they are up to date with work practices and developments in the qualifications they quality assure.
- Know where and when to access specialist sector advice, where additional specialist or technical knowledge relating to assessment and quality assurance decisions are concerned.
- Operate safely in a food environment, therefore it is strongly recommended that a relevant food safety/hygiene qualification is achieved.

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

## **Section 4**

### **4.1 Assessment evidence**

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

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

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

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

### **4.2 Workplace testimony**

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

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

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

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

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

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

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

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

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

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

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

### **Section 5**

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

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

External quality assurance personnel are required to:

- Demonstrate sufficient and current understanding of the areas within the sector being externally quality assured.
- Demonstrate sufficient and current understanding of the Proficiency Qualifications to be externally quality assured, and know how they are applied in the sector, to the satisfaction of the Awarding Organisation.
- Demonstrate competent practice in external quality assurance of assessment, and demonstrate understanding of the principles and practices of external quality assurance of assessment. This practice must be commensurate with the National Occupational Standard for Learning and Development March 2010, Standard 12; Externally monitor and maintain the quality of assessment. They are not required to hold external quality assurance of assessment qualifications or units, but the

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

- Complete a minimum of two days Continuing Professional Development (CPD) each year, composed of training or other developmental activities relevant to the food and drink sector and approved by the Awarding Organisation.
- Have good report writing, auditing and communication skills to the satisfaction of the Awarding Organisation
- Know where and when to access specialist sector advice, where additional specialist knowledge relating to assessment and quality assurance decisions is concerned.

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

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

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

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

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

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



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

## **Annex 1**

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

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

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

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

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

Assessors are required to:

- Have experience in the implementation, application and sustainability of lean and/or improvement skills practice in relevant manufacturing, processing or logistics roles in the food and drink sector, where there have been measurable and beneficial productivity gains to companies.
- Demonstrate achievement in learning and/or competence in lean and improvement skill practice in the food and drink sector to the satisfaction of the Awarding Organisation. Examples may include; green/black belt 6 sigma courses, Proficiency Qualification in Food Manufacturing Excellence, N/SVQ in Business Improvement Techniques at an appropriate level.
- Have a sound underpinning achievement in the application of mathematics and communication in order to demonstrate competence in using and articulating the mathematical requirements of improvement techniques.

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

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

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

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

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

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

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

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

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

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

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

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

## **Annex 2**

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

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

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

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

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

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

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

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

### 1.3 Occupational competence of assessors

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

Assessors are required to:

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

### 1.4 Occupational competence of internal quality assurance personnel

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

Internal quality assurers are required to:

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

## Qualification Structure

To complete this qualification, candidates must achieve a **minimum of 43 credits**.

**A minimum of 33 credits** must be achieved at **Level 3**, of which:

- **10 credits** must come from the mandatory unit in **Group A**;
- **a minimum of 23 credits** must come from the level 3 units in **Group B**.

**A maximum of 10 credits** can come from the Level 2 units and imported Level 3 units in **Group C**.

The Guided Learning Hours (GLH) for this qualification is 181 hours.

The Total Qualification Time (TQT) for this qualification is 430 hours.

### Mandatory Group A

| Unit Reference | Title  | Level | Credit | GLH |
|----------------|--|-------|--------|-----|
| H/503/5729     | Work effectively and support others in a retail organisation | 3     | 10     | 50  |

### Optional Group B

| Unit Reference | Title   | Level | Credit | GLH |
|----------------|---|-------|--------|-----|
| A/503/5669     | Audit stock levels and stock inventories in a retail environment                                | 3     | 6      | 28  |
| T/503/5671     | Source required goods and services in a retail environment                                      | 3     | 10     | 52  |
| L/503/5675     | Monitor and help improve food safety in a retail environment                                    | 3     | 11     | 50  |
| D/503/5681     | Manage staff to receive goods in a retail environment   | 3     | 5      | 24  |
| H/503/5682     | Organise and monitor the storage of stock in a retail environment                               | 3     | 6      | 27  |
| L/503/5692     | Maintain the availability of goods on display in a retail environment to promote sales          | 3     | 6      | 30  |
| R/503/5693     | Manage the payment transaction process in a retail environment                                  | 3     | 9      | 43  |
| J/503/5710     | Help customers to choose alcoholic beverages in a retail environment                            | 3     | 10     | 53  |
| M/503/5720     | Help customers to choose specialist products in a retail environment                            | 3     | 8      | 34  |
| Y/503/5730     | Deputise for the leader of a retail team  | 3     | 11     | 55  |
| D/503/5731     | Contribute to the continuous improvement of retail operations within own area of responsibility | 3     | 10     | 47  |
| H/503/5732     | Manage the prevention of wastage and loss in a retail environment                               | 3     | 11     | 50  |



| Unit Reference | Title   | Level | Credit | GLH |
|----------------|---|-------|--------|-----|
| K/503/5733     | Produce staffing schedules to help a retail team to achieve its targets | 3     | 5      | 22  |
| F/503/5737     | Monitor and support secure payment point use during trading hours       | 3     | 3      | 13  |

## Optional Group C

| Unit Reference | Title  | Level | Credit | GLH |
|----------------|--|-------|--------|-----|
| K/503/5666     | Hand-process fish in a retail environment  | 2     | 6      | 21  |
| M/503/5667     | Process greengrocery products for sale in a retail environment                     | 2     | 7      | 17  |
| T/503/5668     | Finish meat products by hand in a retail environment                               | 2     | 9      | 29  |
| A/503/5672     | Organise own work to meet a dough production schedule a retail environment         | 2     | 10     | 48  |
| D/601/4551     | Select, weigh and measure bakery ingredients                                       | 2     | 3      | 16  |
| T/601/4555     | Hand-divide, mould and shape fermented dough                                       | 2     | 4      | 21  |
| J/503/5674     | Maintain foods safety while working with food in a retail environment              | 2     | 6      | 13  |
| R/503/5676     | Pick products in a retail environment to fulfil customer orders                    | 2     | 4      | 19  |
| D/503/5678     | Check stock levels and sort out problems with stock levels in a retail environment | 2     | 2      | 10  |
| R/502/0854     | Maintain moisture levels for crops or plants                                       | 2     | 2      | 15  |
| L/502/0853     | Provide nutrients to crops or plants   | 2     | 2      | 15  |
| Y/502/1214     | Remove unwanted plant growth to maintain development                               | 2     | 5      | 38  |



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| K/502/1511 | Identify and report the presence of pests, diseases and disorders                          | 2 | 3  | 23 |
| H/503/5679 | Finish bake-off food products in a retail environment                                      | 2 | 3  | 15 |
| Y/503/5680 | Glaze, coat or decorate bake-off products for sale in a retail environment                 | 2 | 3  | 15 |
| J/503/5688 | Demonstrate products to customers in a retail environment                                  | 2 | 3  | 15 |
| Y/503/5694 | Provide a bra fitting service in a retail environment                                      | 2 | 10 | 44 |
| R/503/5709 | Advise customers on the fixing and care of tiles   | 2 | 6  | 35 |
| L/503/5711 | Cash up in a retail environment  | 2 | 2  | 9  |
| R/503/5712 | Promote a retail store's credit card to customers in a retail environment                  | 2 | 3  | 12 |
| Y/503/5713 | Provide service to customers in a dressing room in a retail environment                    | 2 | 3  | 16 |
| D/503/5714 | Promote food or drink products by offering samples to customers                            | 2 | 2  | 13 |
| M/503/5717 | Help customers to apply for a retail store's credit card and associated insurance products | 2 | 4  | 22 |
| T/503/5718 | Help customers to choose delicatessen products in a retail environment                     | 2 | 3  | 15 |
| A/503/5719 | Portion delicatessen products to meet customer requirements in a retail environment        | 2 | 2  | 9  |
| J/502/0771 | Merchandise plants and other relevant products   | 2 | 6  | 45 |





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| T/503/5721 | Demonstrate make-up and skincare products to customers at a beauty counter in a retail environment | 2 | 4 | 15 |
| A/503/5722 | Operate a customer record card system on a beauty counter in a retail environment                  | 2 | 2 | 8  |
| Y/601/1230 | Organise the delivery of reliable customer service   | 3 | 6 | 40 |
| H/601/1232 | Improve the customer relationship  | 3 | 7 | 47 |
| D/601/1553 | Work with others to improve customer service   | 3 | 8 | 53 |
| J/601/1515 | Monitor and solve customer service problems  | 3 | 6 | 40 |
| H/601/1554 | Promote continuous improvement   | 3 | 7 | 47 |

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| <b>Title:</b>   | <b>H/503/5729 Work effectively and support others in a retail organisation</b>   |
| <b>Level:</b>   | <b>3</b>   |
| <b>Credit Value:</b>  | <b>10</b>  |
| <b>GLH:</b>   | <b>50</b>  |
| <b>Learning Outcomes<br/>The learner will:</b>                                  | <b>Assessment Criteria<br/>The learner can:</b>  |
| 1. Understand how own team contributes to the success of the wider organisation | 1.1 Explain own team's purpose, aims and targets in the context of the wider organisation<br>1.2 Explain the roles and responsibilities of colleagues in own team<br>1.3 Explain the importance of good working relations within own team  |
| 2. Understand own role within a team in a retail environment                    | 2.1 Explain own responsibility for contributing to own team's success, including helping colleagues to learn<br>2.2 Explain the importance of being a reliable team member<br>2.3 Explain the factors to take account of when making commitments, including: <ul style="list-style-type: none"> <li>• existing workload</li> <li>• the degree to which interruptions and changes of plan are within own control</li> </ul> 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 |
| 3. Understand what motivates self and colleagues in a retail environment        | 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<br>3.2 Explain potential circumstances that could affect morale in a retail environment   |
| 4. Be able to support effective working within a retail team                    | 4.1 Allocate work in ways that take account of own and colleagues' preferences, skills and available time  |

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|  | <p>4.2 Make and keep commitments to colleagues within:</p> <ul style="list-style-type: none"> <li>• own team</li> <li>• the wider organisation</li> </ul> <p>4.3 Agree alternative actions when it is not possible to keep commitments made to colleagues</p> <p>4.4 Interact with colleagues within own team and wider organisation in ways that attempt to maintain morale</p> <p>4.5 Explain to team members why it is important to treat each other fairly, politely and with respect</p> <p>4.6 Implement own organisation's health and safety procedures while working</p>  |
| <p>5. Be able to improve own work performance in own retail team</p> | <p>5.1 Identify knowledge and skills needed to improve own work performance</p> <p>5.2 Reach agreement with own line manager concerning:</p> <ul style="list-style-type: none"> <li>• learning and development goals</li> <li>• action points and deadlines for own learning and development</li> </ul> <p>5.3 Take measures to improve own performance</p> <p>5.4 Review own progress against an agreed learning and development plan, including seeking feedback from those in a position to give it</p>  |
| <p>6. Be able to help others to learn in a retail environment</p>    | <p>6.1 Communicate to colleagues own willingness and availability to provide work-related information and advice</p> <p>6.2 Provide information and advice on request to colleagues where this is within own responsibility</p> <p>6.3 Provide advice and support to colleagues to help them meet the organisation's standards</p> <p>6.4 Communicate procedures to colleagues in a logical sequence to help them meet the organisation's standards</p> <p>6.5 Provide colleagues with opportunities to practise new skills</p> <p>6.6 Provide constructive feedback to colleagues on their progress in developing new skills</p> |

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|   | <p>6.7 Ensure that health, safety and security are not compromised when helping others to learn</p> <p>6.8 Refer colleagues to specialist advice as needed to support their learning</p>  |
| <p><b>Additional information about this unit</b></p> <p>N/A</p>                                 |   |
| <p><b>Unit aim (s)</b></p>  | <p>This unit assesses the occupational competence of a team leader or senior team leader within a retail team, to work effectively and support others to contribute to the success of the wider organisation</p>  |
| <p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p> | <p>This unit requires workplace assessment of occupational competence.<br/>Simulation is not allowed for any performance evidence within this unit<br/>This unit can be assessed independently of other units. However, it may be possible to generate some of the evidence for this unit holistically when gathering evidence for other units in the same qualification<br/><b>AC 4.5:</b> 'Politely' means demonstrating respect and consideration for other people through the use of appropriate body language, verbal language, tone of voice (or the sign language equivalent) and facial expressions<br/><b>AC 6.6:</b> 'Constructive' means objective (i.e. not personal), designed to help, and conveyed in a respectful manner<br/>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p> |

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

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| 3. Be able to communicate the results of an audit  | 3.1 Clarify audit findings, including any unresolved problems, in a timely fashion for those who need the information   |
| <b>Additional information about this unit</b><br>N/A                                     |   |
| <b>Unit aim (s)</b>  | This unit assesses the occupational competence of individuals who are responsible for organising and implementing stock audits. The audit team may consist of people who do not normally work together, and the learner need not necessarily be a team leader in their day-to-day work  |
| <b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b> | This unit requires workplace assessment of occupational competence<br><br>Simulation is not allowed for any performance evidence within this unit<br><br>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website ( <a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a> ) |

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

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|   | <p>3.6 Explain the options available when orders cannot be fulfilled on time</p> <p>3.7 Maintain purchasing records that are in line with organisational procedures</p>  |
| <p>4. Be able to evaluate the performance of suppliers of stock for retail sale</p>             | <p>4.1 Evaluate the quality, price and timeliness of deliveries against the organisation's requirements</p> <p>4.2 Evaluate colleagues' feedback about suppliers' performance to determine if the standard of performance is acceptable</p> <p>4.3 Provide feedback to suppliers on the level of service they provide</p>                  |
| <p><b>Additional information about this unit</b></p> <p>N/A</p>                                 |  |
| <p><b>Unit aim (s)</b></p>  | <p>This unit assesses the occupational competence of someone who orders stock for a retail store and is responsible for choosing the store's suppliers as well as ordering stock directly from suppliers</p>   |
| <p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p> | <p>This unit requires workplace assessment of occupational competence</p> <p>Simulation is not allowed for any performance evidence within this unit</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p> |



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

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

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| <b>Control measures</b>       | Actions required to prevent or eliminate a food safety hazard or reduce it to an acceptable level  |
| <b>Control point</b>          | A step in the food preparation process which can be controlled, but would <i>not</i> result in an unacceptable health risk if control was not exercised  |
| <b>Corrective action</b>      | The action to be taken when a <b>critical limit</b> is breached  |
| <b>Critical control point</b> | A step in the food control or preparation process where a <b>food safety hazard</b> must be dealt with by preventing it, removing it or reducing it to an acceptable level   |
| <b>Critical limit</b>         | The minimum and maximum limits allowed in order to control a particular task or process  |
| <b>Food safety hazards</b>    | Something which may cause harm to the consumer and can be: <ul style="list-style-type: none"> <li>• microbiological (for example, bacteria, moulds, viruses)</li> <li>• chemical (for example, pesticides used on fruit and vegetables, chemicals used in cleaning or for pest control)</li> <li>• physical (for example, insects, parasites, glass, nails)</li> <li>• allergenic (for example, nuts, milk, eggs)</li> </ul> |
| <b>Food safety management</b> | Putting into practice the policies, procedures, practices, controls and documentation that ensure that food is safe for consumers  |
| <b>Procedures</b>             | 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  |
| <b>Training</b>               | 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  |

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

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

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



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

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



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

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

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| <b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b> | <p>This unit requires workplace assessment of occupational competence</p> <p>Simulation is not allowed for any performance evidence within this unit</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p> |
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| <b>Title:</b>  | <b>R/503/5693 Manage the payment transaction process in a retail environment</b>  |
| <b>Level:</b>  | <b>3</b>  |
| <b>Credit Value:</b>   | <b>9</b>  |
| <b>GLH:</b>  | <b>43</b>   |
| <b>Learning Outcomes<br/>The learner will:</b>                               | <b>Assessment Criteria<br/>The learner can:</b>   |
| 1. Be able to monitor payment transaction processing in a retail environment | <p>1.1 Explain the aims that takings practices and procedures are designed to achieve</p> <p>1.2 Monitor the way staff process payment transactions, ensuring they are processed:</p> <ul style="list-style-type: none"> <li>• in line with organisational processing requirements</li> <li>• in ways that attempt to maintain goodwill</li> </ul> <p>1.3 Perform checks to ensure that equipment is providing information concerning payment transactions that is:</p> <ul style="list-style-type: none"> <li>• up to date</li> <li>• accurate</li> </ul> <p>1.4 Follow organisational procedures to take action to resolve any instances of:</p> <ul style="list-style-type: none"> <li>• payment transaction processing not meeting organisational processing requirements</li> <li>• payment transactions not being processed in ways that attempt to maintain goodwill</li> <li>• out of date or inaccurate information</li> </ul> |

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| <p>2. Be able to manage the operation of payment points in a retail environment</p>             | <p>2.1 Perform checks to ensure that staff set up and operate payment points in line with organisational procedures</p> <p>2.2 Resolve any operational problems with payment points when within own authority to do so</p> <p>2.3 Monitor the way that payments are handled, ensuring that staff are following organisational procedures</p> <p>2.4 Develop contingency plans to deal with unexpected problems at payment points</p> |
| <p><b>Additional information about this unit</b></p> <p>N/A</p>                                 |  |
| <p><b>Unit aim (s)</b></p>  | <p>This unit assesses the occupational competence of individuals who are responsible for managing the way payments are processed by staff at point of sale in a retail environment</p>   |
| <p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p> | <p>This unit requires workplace assessment of occupational competence</p> <p>Simulation is not allowed for any performance evidence within this unit</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>   |

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

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

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| <p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p> | <p>This unit requires workplace assessment of occupational competence</p> <p>Simulation is not allowed for any performance evidence within this unit</p> <p>If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence</p> <p><b>ACs 1.3, 3.1, 4.7:</b> If the organisation does not have a written policy, learners need to ask their manager for broad guidelines and follow these where the unit refers to a policy</p> <p><b>AC 4.7:</b> 'Politely' means demonstrating respect and consideration for other people through the use of appropriate body language, verbal language, tone of voice (or the sign language equivalent) and facial expressions.</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p> |
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| <b>Title:</b>   | <b>M/503/5720 Help customers to choose specialist products in a retail environment</b>  |
| <b>Level:</b>   | <b>3</b>  |
| <b>Credit Value:</b>  | <b>8</b>  |
| <b>GLH:</b>   | <b>34</b>   |
| <b>Learning Outcomes</b><br><b>The learner will:</b>  | <b>Assessment Criteria</b><br><b>The learner can:</b>   |
| 1. Understand commercial awareness in relation to the organisation, its target market and product offer | 1.1 Explain own organisation's brand values in relation to its product offer, pricing and service<br>1.2 Explain the customer profiles for own organisation<br>1.3 Explain how own organisation compares with its competitors on product offer, pricing and service<br>1.4 Explain the elements of a positive customer experience in relation to: <ul style="list-style-type: none"> <li>• own organisation</li> <li>• specialist products within own area of responsibility</li> </ul>   |
| 2. Understand the specialist products within own area of responsibility                                 | 2.1 Explain the meaning of specialist terminology that knowledgeable customers are likely to use in relation to the specialist products within own area of responsibility<br>2.2 Explain how the specialist products within own area of responsibility are produced or obtained<br>2.3 Explain how methods of producing or obtaining specialist products in own area affect the nature and quality of the products<br>2.4 Explain any legislation relating to the specialist products within own area of responsibility<br>2.5 Explain any health and safety considerations that customers must be warned about, or may ask about, in relation to the specialist products within own area of responsibility |

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

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|   | <p>4.5 Respond to customers' questions about specialist products in ways that attempt to encourage sales and promote goodwill</p> <p>4.6 Recommend related products to customers that could enhance their experience of the specialist product they are purchasing</p>  |
| 5. Be able to maintain own product knowledge and expertise in relation to specialist products | <p>5.1 Explain how in-depth product knowledge combined with genuine enthusiasm for the product affect own ability to sell specialist products</p> <p>5.2 Investigate new products and product trends in own area of expertise</p> <p>5.3 Devise ways of maintaining own enthusiasm for the products in own area of expertise</p>  |
| <b>Additional information about this unit</b>   |   |
| N/A   |   |
| <b>Unit aim (s)</b>   | This unit assesses the occupational competence of individuals responsible for giving customers expert advice on specialist products. Specialist products are ones for which many customers will welcome in-depth advice to help them choose the products that best meet their needs   |
| <b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>      | <p>This unit requires workplace assessment of occupational competence. Simulation is not allowed for any performance evidence within this unit</p> <p>If the assessor is unable to make judgements about the specialist product knowledge required by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence</p> <p><b>AC 2.9:</b> If the organisation does not have a written policy, learners need to ask their manager for broad guidelines and follow these where the unit refers to a policy</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p> |

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

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| <p>3. Be able to maintain the standards of performance of own retail team when deputising for a team leader</p> | <p>3.1 Communicate accurate information and instructions to the team</p> <p>3.2 Set an example for own team by following organisational procedures and policies when deputising for a team leader</p> <p>3.3 Perform checks to ensure that team members follow organisational procedures and policies</p>   |
| <p>4. Be able to manage the morale of own retail team when deputising for a team leader</p>                     | <p>4.1 Allocate work tasks to team members in ways that attempt to maintain the morale of the team</p> <p>4.2 Use methods to motivate own team that are suited to individual team members' existing levels of motivation and expertise</p> <p>4.3 Praise good performance both to the individuals concerned and to management</p> <p>4.4 Provide support to team members who are having difficulty coping with their work, in ways suited to the individual and the situation</p> <p>4.5 Communicate potentially sensitive information only to those who have a right to receive it</p> |
| <p>5. Be able to manage own performance when deputising for a team leader</p>                                   | <p>5.1 Manage own time to carry out other work duties when deputising for a team leader</p> <p>5.2 Follow organisational procedures when problems arise when deputising for a team leader</p>   |

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| <b>Additional information</b>  |  |
| N/A  |  |
| <b>Unit aim (s)</b>  | This unit assesses the occupational competence of individuals who deputise for a team leader within a retail environment. The competent individual is expected to be able to manage and motivate peer colleagues to carry out their day-to-day duties  |
| <b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b> | <p>This unit requires workplace assessment of occupational competence</p> <p>Simulation is not allowed for any performance evidence within this unit</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p> |

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

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



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| <p>6. Be able to contribute to the implementation of planned improvements to retail operations within own area of responsibility</p> | <p>6.1 Explain planned improvements to staff in ways that attempt to:</p> <ul style="list-style-type: none"> <li>• make clear the benefits of the proposed changes</li> <li>• encourage involvement in implementing proposed changes</li> </ul> <p>6.2 Ensure that staff have everything they need to implement proposed changes including additional training</p> <p>6.3 Seek advice and support to resolve any problems with implementing proposed changes that are not within own authority to resolve</p> <p>6.4 Demonstrate to staff own commitment to achieving the benefits of proposed changes through own behaviour</p> |
| <p><b>Additional information</b></p> <p>N/A</p>  |  |
| <p><b>Unit aim (s)</b></p>   | <p>This unit assesses the occupational competence of a first line manager or senior team member in relation to the contribution they make to improving operations within their own area of responsibility. The learner could contribute to improving performance against any operational measure set by the organisation, such as sales targets, service standards or quality standards</p>  |

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| <p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p> | <p>This unit requires workplace assessment of occupational competence</p> <p>Simulation is not allowed for any performance evidence within this unit</p> <p>It is highly unlikely that the assessor will be able to gather evidence for this unit by observing workplace activity. Evidence can, however, come from professional discussion supported by oral reports of real achievements and testimony from an expert witness</p> <p><b>AC 4.2:</b> If the organisation does not have a written policy, learners need to ask their manager for broad guidelines and follow these where the unit refers to a policy<br/>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p> |
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| <b>Title:</b>   | <b>H/503/5732 Manage the prevention of wastage and loss in a retail environment</b>  |
| <b>Level:</b>   | <b>3</b>   |
| <b>Credit Value:</b>  | <b>11</b>  |
| <b>GLH:</b>   | <b>50</b>  |
| <b>Learning Outcomes<br/>The learner will:</b>                                | <b>Assessment Criteria<br/>The learner can:</b>  |
| 1. Understand the purpose of loss-control and stock-taking systems            | 1.1 Explain the purpose of loss-control and stock-taking systems   |
| 2. Be able to monitor own work area security in a retail environment          | 2.1 Monitor the work area to detect any problems with security<br>2.2 Implement security measures in line with:<br><ul style="list-style-type: none"> <li>• legislation</li> <li>• organisational requirements</li> </ul>  |
| 3. Be able to promote security consciousness to colleagues                    | 3.1 Provide information to colleagues on:<br><ul style="list-style-type: none"> <li>• responsibilities for maintaining security</li> <li>• maintenance of security in own work area when opening, operating and closing the retail unit</li> <li>• those with authority to stop and search staff and customers</li> <li>• the items most likely to be stolen from own work area</li> </ul> |
| 4. Be able to investigate loss of stock, equipment, cash and cash equivalents | 4.1 Monitor levels of stock, equipment, cash and cash equivalents in line with organisational procedures to enable loss to be detected<br>4.2 Record losses in line with organisational procedures<br>4.3 Follow organisational procedures to investigate the cause of losses  |

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

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

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

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| <b>Title:</b>   | <b>F/503/5737 Monitor and support secure payment point use during trading hours</b>   |
| <b>Level:</b>   | <b>3</b>  |
| <b>Credit Value:</b>  | <b>3</b>  |
| <b>GLH:</b>   | <b>13</b>   |
| <b>Learning Outcomes<br/>The learner will:</b>                                  | <b>Assessment Criteria<br/>The learner can:</b>   |
| 1. Understand the data security risks associated with payment point use         | 1.1 Explain who is authorised to remove cash or cash equivalents from payment points during trading hours<br>1.2 Explain the data security risks that can arise at a payment point  |
| 2. Be able to monitor and support secure payment point use during trading hours | 2.1 Monitor the payment point during trading hours to ensure that staff are following organisational procedures for keeping customers' personal data confidential<br>2.2 Authorise payment point transactions and adjustments in line with organisational procedures for: <ul style="list-style-type: none"> <li>• customer service</li> <li>• security</li> <li>• stock control</li> </ul> 2.3 Replenish change in payment points in line with organisational procedures |
| <b>Additional information about this unit</b>                                   |   |
| N/A   |   |
| <b>Unit aim (s)</b>   | This unit assesses the occupational competence of individuals who are responsible for maintaining the secure use of single or multiple payment points during trading hours  |



***Assessment requirements specified by a sector or regulatory body (if appropriate)***

This unit requires workplace assessment of occupational competence

Simulation is not allowed for any performance evidence within this unit

Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website ([www.skillsmartretail.com](http://www.skillsmartretail.com))

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

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

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|  | <p>For the purposes of this unit, 'processing' means:</p> <ul style="list-style-type: none"><li>• skinning, heading, scaling, gutting, boning, portioning and steaking <b>either</b> flat <b>or</b> round fish</li><li>• filleting <b>both</b> a flat <b>and</b> a round fish</li></ul> <p><b>AC 1.2:</b> If the organisation does not have a written policy, learners need to ask their manager for broad guidelines and follow these where the unit refers to a policy</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p> |
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| <b>Title:</b>   | <b>M/503/5667 Process greengrocery products for sale in a retail environment</b>  |
| <b>Level:</b>   | <b>2</b>  |
| <b>Credit Value:</b>                                      | <b>7</b>  |
| <b>GLH:</b>   | <b>17</b>   |
| <b>Learning Outcomes<br/>The learner will:</b>            | <b>Assessment Criteria<br/>The learner can:</b>   |
| 1. Be able to prepare greengrocery products for sale      | 1.1 Explain the importance of keeping greengrocery products in a hygienic condition when preparing them for sale<br>1.2 Explain the importance of protecting greengrocery products from damage when preparing them for sale<br>1.3 Handle greengrocery products: <ul style="list-style-type: none"> <li>• hygienically</li> <li>• in ways that protect them from damage</li> </ul> 1.4 Remove unwanted packaging from greengrocery products<br>1.5 Remove unwanted parts of greengrocery products to make products as attractive as possible to customers<br>1.6 Deal with any greengrocery products that do not meet the organisation's quality standards, in line with organisational procedures<br>1.7 Weigh greengrocery products accurately, when weighing is required<br>1.8 Sort greengrocery products according to type and quality<br>1.9 Package greengrocery products in line with organisational requirements for presentation<br>1.10 Place unwanted packaging and waste from greengrocery products in the designated places for recycling |
| 2. Be able to replenish displays of greengrocery products | 2.1 Perform checks to ensure that the designated display areas for greengrocery products are clean before replenishing them with stock  |

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|   | <p>3.3 Arrange greengrocery products:</p> <ul style="list-style-type: none"> <li>• in the designated display area for each product</li> <li>• in ways that will attempt to attract customers to buy them</li> </ul> <p>2.3 Perform checks to ensure that the ticketing and coding of greengrocery products contain accurate information about products and prices</p> |
| <p>3. Be able to maintain the quality of greengrocery products on display</p> | <p>3.1 Carry out regular checks of the quality and shelf life of greengrocery products on display</p> <p>3.2 Place greengrocery products in the designated places for recycling when they have little or no shelf life or have deteriorated in quality</p> <p>3.3 Rotate the stock of greengrocery items according to the shelf life of those items</p>               |
| <p><b>Additional information about this unit</b></p> <p>N/A</p>               |   |
| <p><b>Unit aim (s)</b></p>  | <p>This unit assesses the occupational competence of individuals who are responsible for processing greengrocery products for display in a retail environment</p>   |

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| <p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p> | <p>This unit requires workplace assessment of occupational competence</p> <p>Simulation is not allowed for any performance evidence within this unit</p> <p>If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence</p> <p>Greengrocery products are to include <b>all</b> of the following:</p> <ul style="list-style-type: none"> <li>• vegetables</li> <li>• fruit</li> <li>• salad</li> </ul> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p> |
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| <b>Title:</b>  | <b>T/503/5668 Finish meat products by hand in a retail environment</b>   |
| <b>Level:</b>  | <b>2</b>   |
| <b>Credit Value:</b>   | <b>9</b>   |
| <b>GLH:</b>  | <b>29</b>  |
| <b>Learning Outcomes<br/>The learner will:</b>   | <b>Assessment Criteria<br/>The learner can:</b>  |
| 1. Be able to check the suitability of meat products for finishing in a retail environment             | 1.1 Perform checks to ensure that the meat products to be processed meet the organisation's quality specifications<br>1.2 State reasons for rejecting meat products at the checking stage<br>1.3 Deal with meat products rejected during the checking process: <ul style="list-style-type: none"> <li>• safely</li> <li>• hygienically, including keeping them separate from other meat products</li> </ul> 1.4 Keep meat products at the specified temperatures during handling, transfer and storage<br>1.5 Explain why meat should be held at the specified temperatures<br>1.6 Keep records of the checking process, in line with organisational procedures  |
| 2. Be able to organise own work area and equipment for finishing meat products in a retail environment | 2.1 Organise own work area to meet organisational requirements for: <ul style="list-style-type: none"> <li>• health and safety</li> <li>• food safety</li> <li>• finishing meat products as instructed</li> </ul> 2.2 Select hand tools that are suited to specific meat finishing tasks<br>2.3 State potential dangers associated with particular tools and equipment<br>2.4 Prepare meat finishing tools and equipment in line with organisational safety and processing requirements<br>2.5 Deal with faulty meat finishing tools and equipment in line with organisational procedures<br>2.6 Clean meat finishing tools and equipment after use in line with |



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

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

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

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

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

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

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

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



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| <p>4. Be able to work with food in a way that keeps it safe for customers</p> | <p>4.1 Dispose of food waste:</p> <ul style="list-style-type: none"> <li>• promptly</li> <li>• hygienically</li> <li>• in line with organisational procedures</li> </ul> <p>4.2 Protect the food being worked with from <b>food safety hazards</b> and <b>cross-contamination</b></p> <p>4.3 Deal with contaminated food in line with organisational <b>procedures</b></p> <p>4.4 Deal with items that may cause allergic reactions in line with organisational <b>procedures</b></p> <p>4.5 Label products clearly with the prescribed use-by dates</p>   |
| <p>5. Be able to record the condition of food</p>                             | <p>5.1 Perform checks on the condition of food and food storage areas in line with the organisation's schedule and <b>procedures</b></p> <p>5.2 Record checks on the condition of food and food storage areas in line with organisational <b>procedures</b></p>  |
| <p><b>Additional information about this unit</b></p> <p>N/A</p>               |  |
| <p><b>Glossary</b></p>  |  |
| <p><b>Cross-contamination</b></p>   | <p>In a retail environment, there are two kinds of cross-contamination you need to guard against:</p> <ol style="list-style-type: none"> <li>1. the transfer of harmful bacteria between foods by direct contact (e.g. the juices of raw meat dripping on to cooked meat stored on a lower shelf) or indirect contact (e.g. via the hands, clothing, cloths, equipment or other surfaces)</li> <li>2. the cross-contamination of foods containing specific allergens (e.g. nuts, milk, eggs) with other food (e.g. by use of common utensils on cold meat counters and salad bars, slicers on deli counters, etc.; mixing of foods due to damaged packaging or spillage or via hands, clothing, cloths or other surfaces)</li> </ol> |

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| <b>Food handling practices</b> | <p>Depending on the type of food you work with and the activities you carry out, food handling practices may include:</p> <ul style="list-style-type: none"> <li>• keeping finished products separate from other materials</li> <li>• keeping raw and cooked meat products separate</li> <li>• getting rid of waste, contaminated or damaged products</li> </ul>  |
| <b>Food safety hazards</b>     | <p>Something which may cause harm to the consumer and can be:</p> <ul style="list-style-type: none"> <li>• microbiological (for example, bacteria, moulds, viruses)</li> <li>• chemical (for example, pesticides used on fruit and vegetables, chemicals used in cleaning or for pest control)</li> <li>• physical (for example, insects, parasites, glass, nails)</li> <li>• allergenic (for example, nuts, milk, eggs)</li> </ul> |
| <b>Food spoilage</b>           | When food goes bad and has a noticeable change in its taste, smell or appearance  |
| <b>Infestation</b>             | The presence of pests such as insects or rodents in the workplace which put food safety at risk   |
| <b>Procedures</b>              | A series of clear steps or instructions on how to do things; rules. Some organisations document their procedures formally in writing, and others simply have procedures that all staff understand and follow but which are not written down   |
| <b>Specified temperatures</b>  | Temperatures specified by relevant legislation or in own organisation's procedures  |

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| <p><b>Unit aim (s)</b></p>  | <p>This unit assesses the occupational competence of individuals who work in a retail environment, and whose work involves any of these activities:</p> <ul style="list-style-type: none"> <li>• handling wrapped or unwrapped food including that subject to temperature control requirements (for example, in storage, display, in the bakery or on the deli counter)</li> <li>• preparing unwrapped food, including that subject to temperature control requirements</li> </ul>   |
| <p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p> | <p>This unit requires workplace assessment of occupational competence</p> <p>Simulation is not allowed for any performance evidence within this unit</p> <p>If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.</p> <p>The candidate may have undertaken formal food safety training that may contribute to the evidence for this unit</p> <p>The terms highlighted in bold in the assessment criteria are explained in a glossary appended to this unit</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p> |

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| <b>Title:</b>   | <b>R/503/5676 Pick products in a retail environment to fulfil customer orders</b>   |
| <b>Level:</b>   | <b>2</b>  |
| <b>Credit Value:</b>  | <b>4</b>  |
| <b>GLH:</b>   | <b>19</b>   |
| <b>Learning Outcomes<br/>The learner will:</b>                                    | <b>Assessment Criteria<br/>The learner can:</b>   |
| 1. Be able to organise own work to pick orders within a retail environment        | <p>1.1 Plan own route around the retail environment, ensuring this will enable orders to be picked in line with organisational procedures</p> <p>1.2 Identify the person who can give advice if picking instructions are unclear</p>  |
| 2. Be able to pick products in a retail environment to meet customer requirements | <p>2.1 Minimise the inconvenience caused to other people in the retail environment when picking products</p> <p>2.2 Perform checks to ensure that the products being picked are of saleable quality</p> <p>2.3 Protect products from damage and deterioration throughout the picking process</p> <p>2.4 Follow organisational procedures for recording picked products and unavailable products</p> <p>2.5 Choose alternatives as allowed when products requested by customers are not in stock</p> <p>2.6 Use methods for separating products for different orders when picking for more than one customer</p> |

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| <p>3. Be able to prepare picked orders for collection or despatch from a retail environment</p> | <p>3.1 Pack orders in ways that :</p> <ul style="list-style-type: none"> <li>• keep products in saleable condition during transit</li> <li>• avoid using excessive amounts of packaging</li> </ul> <p>3.2 Place packed orders in the designated places ready for collection or despatch from the retail environment</p>                    |
| <p><b>Additional information about this unit</b></p> <p>N/A</p>                                 |  |
| <p><b>Unit aim (s)</b></p>  | <p>This unit assesses the occupational competence of individuals who are responsible for picking products in a retail environment to fulfil customer orders. The context could be a conventional store or a 'dot.com' store but not a warehouse</p>  |
| <p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p> | <p>This unit requires workplace assessment of occupational competence</p> <p>Simulation is not allowed for any performance evidence within this unit</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p> |

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

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

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



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

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

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



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

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

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

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| <p>4. Know relevant health and safety legislation and environmental good practice</p> | <p>4.1 Outline the current health and safety legislation, codes of practice and any additional requirements</p> <p>4.2 Describe how environmental damage can be minimised</p> <p>4.3 Describe the correct methods for disposing of waste</p> <p>4.4 Describe the health and safety risks in monitoring pests, diseases and disorders</p> |
| <p><b>Additional information about this unit</b></p> <p>N/A</p>                       |  |
| <p><b>Unit aim (s)</b></p>  | <p>This unit comes from the land based and environmental sector. It is included as an option within the Retail Skills qualifications for learners who work in garden centres</p>   |

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| <b>Title:</b>  | <b>H/503/5679 Finish bake-off food products in a retail environment</b>   |
| <b>Level:</b>  | <b>2</b>  |
| <b>Credit Value:</b>   | <b>3</b>  |
| <b>GLH:</b>  | <b>15</b>   |
| <b>Learning Outcomes<br/>The learner will:</b>                                       | <b>Assessment Criteria<br/>The learner can:</b>   |
| 1. Understand the baking and cooling processes that apply to bake-off food products  | 1.1 Explain the factors that affect the baking of bake-off products<br>1.2 Explain what happens to the ingredients of bake-off products during baking<br>1.3 Explain the conditions required for cooling bake-off products after baking   |
| 2. Know the legal and organisational requirements that apply to bake-off products    | 2.1 Describe the legal and organisational requirements that apply to bake-off products  |
| 3. Be able to finish the baking process of bake-off products in a retail environment | 3.1 Apply methods to finish baking bake-off products in line with organisational procedures<br>3.2 Assess the quantity and quality of baked products using organisational procedures<br>3.3 Apply organisational procedures for dealing with bake-off products that are not fit for sale<br>3.4 Store bake-off products at a temperature that will keep them in the condition required for the next stage in the bakery process |
| <b>Additional information about this unit</b>  |   |
| N/A  |   |



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| <p><b>Unit aim (s)</b></p>  | <p>This unit assesses the occupational competence of individuals who prepare bake-off products (partly-baked products that require final baking) in a retail environment. Such products may include bread, pastry, biscuits and scones</p>   |
| <p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p> | <p>This unit requires workplace assessment of occupational competence</p> <p>Simulation is not allowed for any performance evidence within this unit</p> <p>If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p> |

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

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

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

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

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

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|  | <p>2.7 Describe accessories such as enhancers and co-ordinating garments</p> <p>2.8 Describe trends in bra design, technological solutions and fabrics</p>  |
| 3. Understand how to prolong the life of a bra                       | <p>3.1 Explain the importance of following manufacturers' guidance on washing and caring for bras</p> <p>3.2 Explain how bras can be adjusted to prolong their life</p>   |
| 4. Know the arrangements for obtaining bras both in and out of stock | <p>4.1 Describe where different types of bra are to be found within own sales area</p> <p>4.2 State the scheduled delivery dates for new products for own sales area</p> <p>4.3 Describe the available systems for ordering lines either not in stock or not carried by the organisation</p>  |
| 5. Know how to fit customers for bras                                | <p>5.1 Describe how to assess the customer's body size, shape and age</p> <p>5.2 Describe the equipment and layout needed for the bra fitting room</p> <p>5.3 Describe how and where to measure for the customer's band size using a tape measure</p> <p>5.4 Describe how to estimate the cup size needed</p> <p>5.5 Describe how to choose the correct bras for the fitting</p> <p>5.6 Describe how to adjust and fit bras</p> |
| 6. Be able to find potential customers for the bra fitting service   | <p>6.1 Ask questions to clarify and agree customers' need for the bra fitting service</p> <p>6.2 Describe to customers the process and benefits of the bra fitting service</p> <p>6.3 Book bra fitting appointments taking into account the time needed for the bra fitting service</p>   |
| 7. Be able to fit customer for bras                                  | <p>7.1 Assess customers' fitting needs in ways that attempt to create a rapport with them</p> <p>7.2 Explain politely to customers that an accurate fit cannot be guaranteed if measurements are taken on top of their clothing</p> <p>7.3 Measure customer chest sizes accurately</p>  |

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





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|  | <p><b>AC 7.2:</b> 'Politely' means demonstrating respect and consideration for other people through the use of appropriate body language, verbal language, tone of voice (or the sign language equivalent) and facial expressions. Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p> |
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| <b>Title:</b>  | <b>R/503/5709 Advise customers on the fixing and care of tiles</b>   |
| <b>Level:</b>  | <b>2</b>   |
| <b>Credit Value:</b>   | <b>6</b>   |
| <b>GLH:</b>  | <b>35</b>  |
| <b>Learning Outcomes</b><br><b>The learner will:</b>           | <b>Assessment Criteria</b><br><b>The learner can:</b>  |
| 1. Be able to establish customer requirements for fixing tiles | <p>1.1 Ask customers questions to establish:</p> <ul style="list-style-type: none"> <li>• the nature of the surfaces to be tiled</li> <li>• how the tiled surfaces are to be used</li> <li>• whether there are any existing or planned fixtures, fittings, pipework or cabling</li> <li>• whether there is, or will be, under floor heating, where a floor is to be tiled</li> </ul> <p>1.2 Reach an agreement with customers concerning:</p> <ul style="list-style-type: none"> <li>• whether tiling is a practical solution for the surface and intended use</li> <li>• how the tiled surfaces are to be finished off</li> <li>• how best to accommodate any existing or planned fixtures, fittings, pipework or cabling</li> <li>• the need for a tanking system, where applicable</li> </ul> |
| 2. Be able to explain to customers how to fix tiles            | <p>2.1 Explain to customers how to fix tiles, including:</p> <ul style="list-style-type: none"> <li>• how to prepare the surface to be tiled</li> <li>• how to fix and use battens, where applicable</li> <li>• how to waterproof walls before tiling, where applicable</li> <li>• how to site movement joints, where applicable</li> <li>• what types of adhesive and grout are needed and how to apply these, including the curing and drying times involved</li> </ul>  |

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

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

**Assessment requirements specified by a sector or regulatory body (if appropriate)**

This unit requires workplace assessment of occupational competence

Simulation is not allowed for any performance evidence within this unit

Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website ([www.skillsmartretail.com](http://www.skillsmartretail.com))

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

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

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



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

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| <b>Title:</b>   | <b>D/503/5714 Promote food or drink products by offering samples to customers</b>  |
| <b>Level:</b>   | <b>2</b>   |
| <b>Credit Value:</b>  | <b>2</b>   |
| <b>GLH:</b>   | <b>13</b>  |
| <b>Learning Outcomes</b><br><b>The learner will:</b>                                  | <b>Assessment Criteria</b><br><b>The learner can:</b>  |
| 1. Understand the business reasons for offering samples of food or drink to customers | <p>1.1 Explain how giving customers the opportunity to sample products can help to increase sales</p> <p>1.2 Explain how to recognise opportunities to:</p> <ul style="list-style-type: none"> <li>• display samples</li> <li>• encourage individual customers to sample products</li> </ul> <p>1.3 Explain the criteria to be applied when selecting products for sampling, including product type and sell-by date</p> |
| 2. Be able to set up attractive and hygienic displays of food or drink samples        | <p>2.1 Describe the required temperatures for safely storing and serving samples of food or drink</p> <p>2.2 Prepare samples of food or drink in line with:</p> <ul style="list-style-type: none"> <li>• food safety requirements</li> <li>• organisational procedures for preparing and displaying samples</li> </ul>   |
| 3. Be able to interact with customers at a display of food or drink samples           | <p>3.1 Provide customers with information about any potentially allergenic ingredients in the food or drink samples being offered</p> <p>3.2 Use words and body language in ways that attempt to encourage customers to sample and purchase food or drink products being offered</p> <p>3.3 Describe to customers where in the store the sampled products can be purchased</p>   |
| 4. Be able to dispose of food or drink samples in line with organisational procedures | <p>4.1 Monitor the freshness of food or drink samples on display</p>   |

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



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

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

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

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| <p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p> | <p>This unit requires workplace assessment of occupational competence</p> <p>Simulation is not allowed for any performance evidence within this unit</p> <p>If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p> |
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| <b>Title:</b>   | <b>T/503/5718 Help customers to choose delicatessen products in a retail environment</b>  |
| <b>Level:</b>   | <b>2</b>  |
| <b>Credit Value:</b>  | <b>3</b>  |
| <b>GLH:</b>   | <b>15</b>   |
| <b>Learning Outcomes<br/>The learner will:</b>                                    | <b>Assessment Criteria<br/>The learner can:</b>   |
| 1. Be able to find out what customers are looking for at the delicatessen counter | 1.1 Communicate with customers at the delicatessen counter in ways that: <ul style="list-style-type: none"> <li>• attempt to establish a rapport with them</li> <li>• find out what they are looking for</li> </ul>   |
| 2. Be able to suggest delicatessen products that meet customer needs              | 2.1 Match delicatessen products as closely as possible to customers' stated requirements, from the products available<br>2.2 Suggest, politely, possible alternative portion sizes or products when customer requests for delicatessen products are impractical<br>2.3 Provide customers with information about delicatessen products that is factually correct<br>2.4 Explain the differences between delicatessen products in ways that attempt to help customers to choose the products that best meet their requirements<br>2.5 Recommend associated or additional products to the customer at the delicatessen counter |



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

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

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|   | <p>3.3 Replenish the delicatessen display with replacement products, when these are both required and available</p> <p>3.4 Dispose of any unsaleable products in line with relevant:</p> <ul style="list-style-type: none"> <li>• health and safety requirements</li> <li>• food safety requirements</li> </ul>  |
| <p><b>Additional information about this unit</b></p> <p>N/A</p>                                 |  |
| <p><b>Unit aim (s)</b></p>  | <p>This unit assesses the occupational competence of individuals who work on a delicatessen counter and who are responsible for portioning products to meet customer requirements</p>  |
| <p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p> | <p>This unit requires workplace assessment of occupational competence</p> <p>Simulation is not allowed for any performance evidence within this unit</p> <p>If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p> |

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

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

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| <b>Title:</b>   | <b>T/503/5721 Demonstrate make-up and skincare products to customers at a beauty counter in a retail environment</b>  |
| <b>Level:</b>   | <b>2</b>  |
| <b>Credit Value:</b>  | <b>4</b>  |
| <b>GLH:</b>   | <b>15</b>   |
| <b>Learning Outcomes</b><br><b>The learner will:</b>  | <b>Assessment Criteria</b><br><b>The learner can:</b>   |
| 1. Understand the commercial value of demonstrating make-up and skincare products   | 1.1 Explain the purpose and value of demonstrations in promoting and selling make-up and skincare products  |
| 2. Understand the elements of a demonstration of make-up and skincare products  | 2.1 Explain how own personal hygiene and grooming contribute to making the demonstration a pleasant experience for customers<br>2.2 Explain the importance of gaining the customer's permission for a demonstration<br>2.3 Explain the difference between 'features' and 'benefits' of products<br>2.4 Explain the importance of communicating features and benefits to the customer when demonstrating and applying make-up and skincare products<br>2.5 Explain the importance of organising demonstrations of make-up and skincare products into a series of logical steps<br>2.6 Explain the importance of clearing away products and equipment after demonstrating make-up and skincare products |
| 3. Be able to prepare to demonstrate make-up and skincare products to customers at a beauty counter in a retail environment | 3.1 Ask customers' permission to carry out a demonstration<br>3.2 Ask customers if they have enough time for a demonstration<br>3.3 Tell customers which products are going to be applied and why<br>3.4 Ask customers if they are allergic to any products or ingredients  |

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|   | <p>3.5 Perform checks to ensure that all the necessary products, tools and materials are to hand</p> <p>3.6 Perform checks to ensure that any products, tools or materials being used to not include anything to which the customer is allergic</p> <p>3.7 Protect customers' hair and clothing from coming into contact with the products that will be demonstrated</p>  |
| <p>4. Be able to apply make-up or skincare products to customers as part of a demonstration</p> | <p>4.1 Apply make-up or skincare products to customers:</p> <ul style="list-style-type: none"> <li>• in a logical sequence</li> <li>• using tools and materials that are suited to the task</li> <li>• following organisational procedures for hygienic application</li> <li>• within the time agreed with the customer</li> </ul> <p>4.2 Describe to customers the make-up or skincare products being demonstrated, focusing on the product features and benefits</p>  |
| <p>5. Be able to conclude a demonstration of make-up or skincare products</p>                   | <p>5.1 Ask customers questions to determine whether they are satisfied with the results of the make-up or skincare demonstration by:</p> <ul style="list-style-type: none"> <li>• providing opportunities for customers to look in a mirror at the end of the demonstration, taking into consideration the lighting and angle of the mirror</li> <li>• asking customers whether they want any adjustments to be made to the products that have been applied</li> </ul> <p>5.2 Clear away equipment and products at the end of the make-up or skincare demonstration in line with organisational procedures without keeping customers waiting unduly</p> |

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| <b>Additional information about this unit</b>  |   |
| N/A  |   |
| <b>Unit aim (s)</b>  | This unit assesses the occupational competence of individuals who work on the beauty counter in a retail environment and who apply make-up or skincare products to customers for the purpose of demonstrating, promoting and selling them   |
| <b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b> | <p>This unit requires workplace assessment of occupational competence</p> <p>Simulation is not allowed for any performance evidence within this unit</p> <p>If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence</p> <p>The evidence should take into account the training provided by the cosmetic house that the candidate is working for where this occurs</p> <p>Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p> |



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

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|   | <p>2.4 Complete record cards with customer details, ensuring that the information:</p> <ul style="list-style-type: none"> <li>• is completed in line with organisational procedures</li> <li>• is an accurate record of the information provided by the customer</li> <li>• includes details of any allergies to beauty products or ingredients, where the customer is willing and able to give this information</li> <li>• includes a note of any products in the current range that are unsuitable for the customer, as far as can be determined from the information provided by the customer</li> <li>• is stored and used in compliance with legal regulations relating to customer data</li> </ul> |
| <p>3. Be able to use the record card system to recognise opportunities for increasing sales at a beauty counter in a retail environment</p> | <p>3.1 Update the information in the record card system regularly enough to maintain the system's usefulness as a sales tool</p> <p>3.2 Identify the counter's highest spending customers, from the record card system, to receive priority information about special offers and promotions</p>  |
| <p><b>Additional information about this unit</b></p>  |  |
| <p><b>Unit aim (s)</b></p>  | <p>This unit assesses the occupational competence of individuals who work on a beauty counter in a retail environment and are responsible for maintaining and using a customer record card system to identify opportunities for increasing sales</p>   |

**Assessment requirements specified by a sector or regulatory body (if appropriate)**

This unit requires workplace assessment of occupational competence

Simulation is not allowed for any performance evidence within this unit

If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence

Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website ([www.skillsmartretail.com](http://www.skillsmartretail.com))

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| <b>Title:</b>  | <b>Y/601/1230 Organise the delivery of reliable customer service</b>   |
| <b>Level:</b>  | <b>3</b>   |
| <b>Credit Value:</b>   | <b>6</b>   |
| <b>GLH:</b>  | <b>40</b>  |
| <b>Learning Outcomes<br/>The learner will:</b>                 | <b>Assessment Criteria<br/>The learner can:</b>  |
| 1. Plan and organise the delivery of reliable customer service | 1.1 Plan, prepare and organise everything they need to deliver services or products to different types of customers<br>1.2 Organise what they do to ensure that they are consistently able to give prompt attention to your customers<br>1.3 Reorganise their work to respond to unexpected additional workloads   |
| 2. Review and maintain customer service delivery               | 2.1 Maintain service delivery during very busy periods and unusually quiet periods<br>2.2 Maintain service delivery when systems, people or resources have let them down<br>2.3 Consistently meet their customers' expectations<br>2.4 Balance the time they take with their customers with the demands of other customers seeking their attention<br>2.5 Respond appropriately to their customers when customers make comments about the products or services they are offering<br>2.6 Alert others to repeated comments made by their customers<br>2.7 Take action to improve the reliability of their service based on customer comments<br>2.8 Monitor the action they have taken to identify improvements in the service they give to their customers |

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| <p>3. Use recording systems to maintain reliable customer service</p>          | <p>3.1 Record and store customer service information accurately following organisational guidelines</p> <p>3.2 Select and retrieve customer service information that is relevant, sufficient and in an appropriate format</p> <p>3.3 Quickly locate information that will help solve a customer's query</p> <p>3.4 Supply accurate customer service information to others using the most appropriate method of communication</p>  |
| <p>4. Understand how to organise the delivery of reliable customer service</p> | <p>4.1 Describe organisational procedures for unexpected situations and their role within them</p> <p>4.2 Describe resource implications in times of staff sickness and holiday periods and their responsibility at these times</p> <p>4.3 Explain the importance of having reliable and fast information for their customers and their organisation</p> <p>4.4 Evaluate the organisational procedures and systems for delivering customer service</p> <p>4.5 Identify useful customer feedback and explain how to decide which feedback should be acted on</p> <p>4.6 Describe how to communicate feedback from customers to others</p> <p>4.7 Evaluate the organisational procedures and systems for recording, storing, retrieving and supplying customer service information</p> <p>4.8 Explain the legal and regulatory requirements regarding the storage of data</p> |

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| <b>Additional information about this unit</b>   |  |
| N/A   |  |
| <b>Unit aim (s)</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>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>    | Specified in the Customer Service Assessment Strategy 2010   |
| <b>Details of the relationship of the unit and relevant national occupational standards</b> | This Unit directly relates to Unit B10 of the Customer Service NOS 2010  |

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| <b>Title:</b>   | <b>H/601/1232 Improve the customer relationship</b>   |
| <b>Level:</b>   | <b>3</b>  |
| <b>Credit Value:</b>  | <b>7</b>  |
| <b>GLH:</b>   | <b>47</b>   |
| <b>Learning Outcomes<br/>The learner will:</b>                | <b>Assessment Criteria<br/>The learner can:</b>   |
| 1. Improve communication with their customers                 | 1.1 Select and use the best method of communication to meet their customers' expectations<br>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<br>1.3 Adapt their communication to respond to individual customers' feelings   |
| 2. Balance the needs of their customer and their organisation | 2.1 Meet their customers' expectations within their organisation's service offer<br>2.2 Explain the reasons to their customers sensitively and positively when customer expectations cannot be met<br>2.3 Identify alternative solutions for their customers either within or outside the organisation<br>2.4 Identify the costs and benefits of these solutions to their organisation and to their customers<br>2.5 Negotiate and agree solutions with their customers which satisfy them and are acceptable to their organisation<br>2.6 Take action to satisfy their customers with the agreed solution when balancing customer needs with those of their organisation |

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| <p>3. Exceed customer expectations to develop the relationship</p>                              | <p>3.1 Make extra efforts to improve their relationship with their customers<br/>           3.2 Recognise opportunities to exceed their customers' expectations<br/>           3.3 Take action to exceed their customers' expectations within the limits of their own authority<br/>           3.4 Gain the help and support of others to exceed their customers' expectations</p>  |
| <p>4. Understand how to improve the customer relationship</p>                                   | <p>4.1 Describe how to make best use of the method of communication chosen for dealing with their customers<br/>           4.2 Explain how to negotiate effectively with their customers<br/>           4.3 Explain how to assess the costs and benefits to their customers and their organisation of any unusual agreement they make<br/>           4.4 Explain the importance of customer loyalty and/or improved internal customer relationships to their organisation</p> |
| <p><b>Additional information about this unit</b><br/>N/A</p>                                    |   |
| <p><b>Unit aim (s)</b></p>  | <p>This unit is a cross-sector customer service unit owned by CfA Business Skills @ Work.</p>   |
| <p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p> | <p>Assessment guidance for this unit is provided in the CfA Assessment Strategy for Customer Service qualifications.</p>  |



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| <b>Title:</b>   | <b>D/601/1553 Work with others to improve customer service</b>   |
| <b>Level:</b>   | <b>3</b>   |
| <b>Credit Value:</b>  | <b>8</b>   |
| <b>GLH:</b>   | <b>53</b>  |
| <b>Learning Outcomes<br/>The learner will:</b>                    | <b>Assessment Criteria<br/>The learner can:</b>  |
| 1. Improve customer service by working with others                | 1.1 Contribute constructive ideas for improving customer service<br>1.2 Identify what they have to do to improve customer service and confirm this with others<br>1.3 Agree with others what they have to do to improve customer service<br>1.4 Co-operate with others to improve customer service<br>1.5 Keep their commitments made to others<br>1.6 Make others aware of anything that may affect plans to improve customer service |
| 2. Monitor their own performance when improving customer service  | 2.1 Discuss with others how what they do affects customer service performance<br>2.2 Identify how the way they work with others contributes towards improving customer service   |
| 3. Monitor team performance when improving customer service       | 3.1 Discuss with others how teamwork affects customer service performance<br>3.2 Work with others to collect information on team customer service performance<br>3.3 Identify with others how customer service teamwork could be improved<br>3.4 Take action with others to improve customer service performance   |
| 4. Understand how to work with others to improve customer service | 4.1 Describe who else is involved either directly or indirectly in the delivery of customer service<br>4.2 Describe the roles and responsibilities of others in their organisation<br>4.3 Describe the roles of others outside their organisation who have an impact on their services or products   |



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|   | <p>4.4 Evaluate what the goals or targets of their organisation are in relation to customer service and how these are set</p> <p>4.5 Evaluate how their organisation identifies improvements in customer service</p>  |
| <b>Additional information about this unit</b><br><br>N/A                                    |   |
| <b>Unit aim (s)</b>   | <p>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.</p> |
| <b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>    | <p>Specified in the Customer Service Assessment Strategy 2010</p>   |
| <b>Details of the relationship of the unit and relevant national occupational standards</b> | <p>This Unit directly relates to Unit D8 of the Customer Service NOS 2010</p>   |

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| <b>Title:</b>   | <b>J/601/1515 Monitor and solve customer service problems</b>  |
| <b>Level:</b>   | <b>3</b>   |
| <b>Credit Value:</b>  | <b>6</b>   |
| <b>GLH:</b>   | <b>40</b>  |
| <b>Learning Outcomes<br/>The learner will:</b>                              | <b>Assessment Criteria<br/>The learner can:</b>  |
| 1. Solve immediate customer service problems                                | 1.1 Respond positively to customer service problems following organisational guidelines<br>1.2 Solve customer service problems when they have sufficient authority<br>1.3 Work with others to solve customer service problems<br>1.4 Keep customers informed of the actions being taken<br>1.5 Check with customers that they are comfortable with the actions being taken<br>1.6 Solve problems with service systems and procedures that might affect customers before customers become aware of them<br>1.7 Inform managers and colleagues of the steps taken to solve specific problems |
| 2. Identify repeated customer service problems and options for solving them | 2.1 Identify repeated customer service problems<br>2.2 Identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option<br>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 organisation  |
| 3. Take action to avoid the repetition of customer service problems         | 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<br>3.2 Action their agreed solution  |

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|   | <p>3.3 Keep their customers informed in a positive and clear manner of steps being taken to solve any service problems</p> <p>3.4 Monitor the changes they have made and adjust them if appropriate</p>   |
| <p>4. Understand how to monitor and solve customer service problems</p> | <p>4.1 Describe organisational procedures and systems for dealing with customer service problems</p> <p>4.2 Describe the organisational procedures and systems for identifying repeated customer service problems</p> <p>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</p> <p>4.4 Explain how to negotiate with and reassure customers while their problems are being solved</p>   |
| <p><b>Additional information about this unit</b></p> <p>N/A</p>         |   |
| <p><b>Unit aim (s)</b></p>  | <p>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.</p> <p>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.</p> |

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| <b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>    | Specified in the Customer Service Assessment Strategy 2010             |
| <b>Details of the relationship of the unit and relevant national occupational standards</b> | This Unit directly relates to Unit C5 of the Customer Service NOS 2010 |

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| <b>Title:</b>   | <b>H/601/1554 Promote continuous improvement</b>   |
| <b>Level:</b>   | <b>3</b>   |
| <b>Credit Value:</b>  | <b>7</b>   |
| <b>GLH:</b>   | <b>47</b>  |
| <b>Learning Outcomes<br/>The learner will:</b>                      | <b>Assessment Criteria<br/>The learner can:</b>  |
| 1. Plan improvements in customer service based on customer feedback | 1.1 Gather feedback from customers that will help to identify opportunities for customer service improvement<br>1.2 Analyse and interpret feedback to identify opportunities for customer service improvements and propose changes<br>1.3 Discuss with others the potential effects of any proposed changes for their customers and their organisation<br>1.4 Negotiate changes in customer service systems and improvements with somebody with sufficient authority to approve trial or full implementation of the change |
| 2. Implement changes in customer service                            | 2.1 Organise the implementation of authorised changes<br>2.2 Implement the changes following organisational guidelines<br>2.3 Inform people inside and outside their organisation who need to know of the changes being made and the reasons for them<br>2.4 Monitor early reactions to changes and make appropriate fine-tuning adjustments   |
| 3. Review changes to promote continuous improvement                 | 3.1 Collect and record feedback on the effects of changes<br>3.2 Analyse and interpret feedback and share their findings on the effects of changes with others<br>3.3 Summarise the advantages and disadvantages of the changes  |

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|   | <p>3.4 Use their analysis and interpretation of changes to identify opportunities for further improvement</p> <p>3.5 Present these opportunities to somebody with sufficient authority to make them happen</p>  |
| 4. Understand how to promote continuous improvement   | <p>4.1 Review how service improvements in their area affect the balance between overall customer satisfaction, the costs of providing service and regulatory requirements</p> <p>4.2 Explain how customer experience is influenced by the way service is delivered</p> <p>4.3 Explain how to collect, analyse and present customer feedback</p> <p>4.4 Explain how to make a business case to others to bring about change in the products or services they offer</p>   |
| <b>Additional information about this unit</b>   |   |
| N/A   |   |
| <b>Unit aim (s)</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>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>    | Specified in the Customer Service Assessment Strategy 2010  |
| <b>Details of the relationship of the unit and relevant national occupational standards</b> | This Unit directly relates to Unit D9 of the Customer Service NOS 2010  |