

7384 Level 3 Certificate / Diploma in Retail Skills Handbook (Sales Professional)

May 2016 Version 2.0





Qualification at a glance

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

Title and level	City & Guilds number	Accreditation number
Level 3 Certificate in Retail Skills (Sales Professional)	7384-31	600/3963/2
Level 3 Diploma in Retail Skills (Sales Professional)	7384-34	600/4063/4

Version and date	Change detail	Section
2.0 May 2016	Added units 260, 261 and 334	Qualification structure Unit details



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1 Introduction

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

Area	Description
Who is are the qualifications for?	These level 3 qualifications are for candidates who have worked in the retail industry for some time – they will have plenty of experience, and their work might involve supervising others or managing resources. The qualifications are for candidates who want to develop their skills further, perhaps to move into a management role.
What do the qualifications cover?	These qualifications allow candidates to learn, develop and practise the skills required for employment and/or career progression in retail as a sales professional. Units in the qualification cover all areas of retail sales including the sale of fresh goods, helping customers to choose goods and services, reducing wastage and all aspects of customer service.
What opportunities for progression are there?	They allow candidates to progress into employment or to the following City & Guilds qualifications: <ul style="list-style-type: none">• Level 3 Certificate / Diploma in Retail Skills (Management)• Level 3 Certificate / Diploma in Retail Skills (Visual Merchandising)

Structure

To achieve the Level 3 Certificate in Retail Skills (Sales Professional), learners must achieve a minimum of 31 credits overall. A minimum of 21 credits must be achieved at level 3, of which;

- 10 credits must come from the mandatory unit in group A
- A minimum of 11 credits must come from the level 3 optional units in group B
- A maximum of 10 credits can come from the level 2 unit and imported level 3 optional units in group C

Level 3 Certificate in Retail Skills (Sales Professional)

UAN	Unit level	City & Guilds unit number	Unit title	Group	Credit Value	GLH
Mandatory						
H/503/5729	3	316	Work effectively and support others in a retail organisation (E.08)	A	10	50
Optional						
K/503/5666	2	207	Hand-process fish in a retail environment (B.11)	C	6	21
M/503/5667	2	208	Process greengrocery products for sale in a retail environment (B.12)	C	7	17
T/503/5668	2	209	Finish meat products by hand in a retail environment (B.13)	C	9	29
A/503/5672	2	210	Organise own work to meet a dough production schedule in a retail environment (B.17)	C	10	48
J/503/5674	2	211	Maintain food safety while working with food in a retail environment (B.21)	C	6	13
R/503/5676	2	212	Pick products in a retail environment to fulfil customer orders (B.28)	C	4	19
D/503/5678	2	213	Check stock levels and sort out problems with stock levels in a retail environment (B.30)	C	2	10
H/503/5679	2	214	Finish bake-off food products in a retail environment (B.35)	C	3	15
Y/503/5680	2	215	Glaze, coat or decorate bake-off products for sale in a retail environment (B.36)	C	3	15
J/503/5688	2	220	Demonstrate products to customers in a retail environment (C.06)	C	3	15
Y/503/5694	2	224	Provide a bra fitting service in a retail environment (C.17)	C	10	44
R/503/5709	2	233	Advise customers on the fixing and care of tiles (C.42)	C	6	35
L/503/5711	2	234	Cash up in a retail environment (C.46)	C	2	9

UAN	Unit level	City & Guilds unit number	Unit title	Group	Credit Value	GLH
R/503/5712	2	235	Promote a retail store's credit card to customers in a retail environment (C.47)	C	3	12
Y/503/5713	2	236	Provide service to customers in a dressing room in a retail environment (C.48)	C	3	16
D/503/5714	2	237	Promote food or drink products by offering samples to customers (C.49)	C	2	13
M/503/5717	2	239	Help customers to apply for a retail store's credit card and associated insurance products (C.52)	C	4	22
T/503/5718	2	240	Help customers to choose delicatessen products in a retail environment (C.54)	C	3	15
A/503/5719	2	241	Portion delicatessen products to meet customer requirements in a retail environment (C.55)	C	2	9
T/503/5721	2	243	Demonstrate make-up and skincare products to customers at a beauty counter in a retail environment (C.59)	C	4	15
A/503/5722	2	244	Operate a customer record card system on a beauty counter in a retail environment (C.60)	C	2	8
T/601/4555	2	253	Hand divide, mould and shape fermented dough (B.19)	C	4	21
D/601/4551	2	254	Select, weigh and measure bakery ingredients (B.18)	C	3	16
K/502/1511	2	255	Identify and report the presence of pests, diseases and disorders (B.34)	C	0	23
R/502/0854	2	256	Maintain moisture levels for crops or plants (B.31)	C	2	15
J/502/0771	2	257	Merchandise plants and other relevant products (C.56)	C	6	45
L/502/0853	2	258	Provide nutrients to crops or plants (B.32)	C	2	15
Y/502/1214	2	259	Remove unwanted plant growth to maintain development (B.33)	C	5	38
A/503/5669	3	301	Audit stock levels and stock inventories in a retail environment (B.15)	B	6	28
T/503/5671	3	302	Source required goods and services in a retail environment (B.16)	B	10	52
L/503/5675	3	303	Monitor and help improve food safety in a retail environment (B.22)	B	11	50
D/503/5681	3	304	Manage staff to receive goods in a retail environment (B.37)	B	5	24

UAN	Unit level	City & Guilds unit number	Unit title	Group	Credit Value	GLH
H/503/5682	3	305	Organise and monitor the storage of stock in a retail environment (B.38)	B	6	27
L/503/5692	3	306	Maintain the availability of goods on display in a retail environment to promote sales (C.13)	B	6	30
R/503/5693	3	307	Manage the payment transaction process in a retail environment (C.16)	B	9	43
J/503/5710	3	314	Help customers to choose alcoholic beverages in a retail environment (C.45)	B	10	53
M/503/5720	3	315	Help customers to choose specialist products in a retail environment (C.58)	B	8	34
Y/503/5730	3	317	Deputise for the leader of a retail team (E.09)	B	11	55
D/503/5731	3	318	Contribute to the continuous improvement of retail operations within own area of responsibility (E.10)	B	10	47
H/503/5732	3	319	Manage the prevention of wastage and loss in a retail environment (E.11)	B	11	50
K/503/5733	3	320	Produce staffing schedules to help a retail team to achieve its targets (E.12)	B	5	22
F/503/5737	3	322	Monitor and support secure payment point use during trading hours (E.21)	B	3	13
H/601/1232	3	323	Improve the customer relationship (D.06)	C	7	47
J/601/1515	3	327	Monitor and solve customer service problems (D.08)	C	6	40
Y/601/1230	3	328	Organise the delivery of reliable customer service (D.05)	C	6	40
H/601/1554	3	330	Promote continuous improvement (D.09)	C	7	47
D/601/1553	3	332	Work with others to improve customer service (D.07)	C	8	53

To achieve the Level 3 Diploma in Retail Skills (Sales Professional), learners must achieve a minimum of 43 credits overall. 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 optional units in group B
- A maximum of 10 credits can come from the level 2 unit and imported level 3 optional units in group C

Level 3 Diploma in Retail Skills (Sales Professional)

UAN	Unit level	City & Guilds unit number	Unit title	Group	Credit Value	GLH
Mandatory						
H/503/5729	3	316	Work effectively and support others in a retail organisation (E.08)	A	10	50
Optional						
K/503/5666	2	207	Hand-process fish in a retail environment (B.11)	C	6	21
M/503/5667	2	208	Process greengrocery products for sale in a retail environment (B.12)	C	7	17
T/503/5668	2	209	Finish meat products by hand in a retail environment (B.13)	C	9	29
A/503/5672	2	210	Organise own work to meet a dough production schedule in a retail environment (B.17)	C	10	48
J/503/5674	2	211	Maintain food safety while working with food in a retail environment (B.21)	C	6	13
R/503/5676	2	212	Pick products in a retail environment to fulfil customer orders (B.28)	C	4	19
D/503/5678	2	213	Check stock levels and sort out problems with stock levels in a retail environment (B.30)	C	2	10
H/503/5679	2	214	Finish bake-off food products in a retail environment (B.35)	C	3	15
Y/503/5680	2	215	Glaze, coat or decorate bake-off products for sale in a retail environment (B.36)	C	3	15
J/503/5688	2	220	Demonstrate products to customers in a retail environment (C.06)	C	3	15
Y/503/5694	2	224	Provide a bra fitting service in a retail environment (C.17)	C	10	44
R/503/5709	2	233	Advise customers on the fixing and care of tiles (C.42)	C	6	35
L/503/5711	2	234	Cash up in a retail environment (C.46)	C	2	9
R/503/5712	2	235	Promote a retail store's credit card to customers in a retail environment (C.47)	C	3	12

UAN	Unit level	City & Guilds unit number	Unit title	Group	Credit Value	GLH
Y/503/5713	2	236	Provide service to customers in a dressing room in a retail environment (C.48)	C	3	16
D/503/5714	2	237	Promote food or drink products by offering samples to customers (C.49)	C	2	13
M/503/5717	2	239	Help customers to apply for a retail store's credit card and associated insurance products (C.52)	C	4	22
T/503/5718	2	240	Help customers to choose delicatessen products in a retail environment (C.54)	C	3	15
A/503/5719	2	241	Portion delicatessen products to meet customer requirements in a retail environment (C.55)	C	2	9
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A/503/5722	2	244	Operate a customer record card system on a beauty counter in a retail environment (C.60)	C	2	8
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D/601/4551	2	254	Select, weigh and measure bakery ingredients (B.18)	C	3	16
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R/502/0854	2	256	Maintain moisture levels for crops or plants (B.31)	C	2	15
J/502/0771	2	257	Merchandise plants and other relevant products (C.56)	C	6	45
L/502/0853	2	258	Provide nutrients to crops or plants (B.32)	C	2	15
Y/502/1214	2	259	Remove unwanted plant growth to maintain development (B.33)	C	5	38
D/505/9379	2	260	Using web-based facilities in-store to achieve retail sales (MCR15)	B	2	20
R/505/9380	2	261	Advising and supporting customers on the use of in-store web-based retail facilities (MCR16)	B	3	24
A/503/5669	3	301	Audit stock levels and stock inventories in a retail environment (B.15)	B	6	28
T/503/5671	3	302	Source required goods and services in a retail environment (B.16)	B	10	52
L/503/5675	3	303	Monitor and help improve food safety in a retail environment (B.22)	B	11	50
D/503/5681	3	304	Manage staff to receive goods in a retail environment (B.37)	B	5	24

H/503/5682	3	305	Organise and monitor the storage of stock in a retail environment (B.38)	B	6	27
L/503/5692	3	306	Maintain the availability of goods on display in a retail environment to promote sales (C.13)	B	6	30
UAN	Unit level	City & Guilds unit number	Unit title	Group	Credit Value	GLH
R/503/5693	3	307	Manage the payment transaction process in a retail environment (C.16)	B	9	43
J/503/5710	3	314	Help customers to choose alcoholic beverages in a retail environment (C.45)	B	10	53
M/503/5720	3	315	Help customers to choose specialist products in a retail environment (C.58)	B	8	34
Y/503/5730	3	317	Deputise for the leader of a retail team (E.09)	B	11	55
D/503/5731	3	318	Contribute to the continuous improvement of retail operations within own area of responsibility (E.10)	B	10	47
H/503/5732	3	319	Manage the prevention of wastage and loss in a retail environment (E.11)	B	11	50
K/503/5733	3	320	Produce staffing schedules to help a retail team to achieve its targets (E.12)	B	5	22
F/503/5737	3	322	Monitor and support secure payment point use during trading hours (E.21)	B	3	13
H/601/1232	3	323	Improve the customer relationship (D.06)	C	7	47
J/601/1515	3	327	Monitor and solve customer service problems (D.08)	C	6	40
Y/601/1230	3	328	Organise the delivery of reliable customer service (D.05)	C	6	40
H/601/1554	3	330	Promote continuous improvement (D.09)	C	7	47
D/601/1553	3	332	Work with others to improve customer service (D.07)	C	8	53
Y/505/9381	3	334	Motivating colleagues to promote web-based retail facilities to customers (MCR17)	B	4	30



2 Centre requirements

Approval

If your Centre is approved to offer the qualification 7536-32/35 Level 3 Certificate/Diploma in Retail Skills (Sales Professional) you will be automatically approved for the new 7384-31/34 Level 3 Certificate/Diploma in Retail Skills (Sales Professional).

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

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

Resource requirements

Centre staffing

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

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

See also page 19 for details from the assessment strategy on the role of supervisors and managers in the assessment process.

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

Assessors and internal verifiers

Assessor/Verifier (A/V) units are valued as qualifications for centre staff, but they are not currently a requirement for the qualifications.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes

account of any national or legislative developments.

Candidate entry requirements

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

Age restrictions

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



3 Delivering the qualification

Initial assessment and induction

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

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

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

Support materials

The following resources are available for these qualifications:

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

Recording documents

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

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

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

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



4 Assessment

Assessment of the qualification

Candidates must:

- have a completed portfolio of evidence for each unit

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

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

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

Evidence requirements

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

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

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

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

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

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

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

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

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

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

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

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

Case studies: An effective case study report should:

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

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

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

This list is illustrative of the options available to provide evidence in support of achieving the assessment criteria of a unit. The most appropriate forms of evidence should be selected for each unit or part of a unit.

Time constraints

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

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

Assessment strategy

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

The use and application of simulation

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

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

Use of simulation as an assessment method

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

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

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

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

Definition of a Realistic Working Environment (RWE)

Where simulation is used the sector requires that:

- Simulation must be undertaken in a Realistic Working Environment

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

(See Evidence Requirements section for further details)

The role and competence of assessors, expert witnesses and verifiers

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

The role of supervisors and managers in the assessment process

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

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

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

OR

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

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

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

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

The services offered by the peripatetic assessor must complement the activity of a line manager or owner/manager and the competence of a candidate employed in the retail sector may not be confirmed without the participation of a line manager or owner/manager in the process. It is also requested that specific reference be made to auditing this provision, within external verification processes.

The role of expert witnesses in the assessment process

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

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

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

Occupational competence of expert witnesses

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

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

Occupational competence of assessors

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

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

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

Occupational competence of verifiers

Internal Verifiers (or equivalent quality assurance experts) in the retail sector must have a current understanding of the structure, content and

occupational requirements of the units that they are internally verifying. This understanding will have been acquired while working directly within the relevant occupational area in either an operational or a support function.

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

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

Continuing professional development of assessors and verifiers

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

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

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

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

Recognition of prior learning (RPL)

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



5 Units

Availability of units

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

Structure of units

These units each have the following:

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

Unit 207

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

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

Learning outcome
The learner will: 1. understand safe working practices in relation to hand-processing fish
Assessment criteria
The learner can: 1.1 explain the importance of hygiene in relation to hand-processing fish 1.2 describe the organisation's hygiene policy relating to hand-processing fish 1.3 describe safe working practices relating to hand-processing fish 1.4 explain the importance of following safe working practices when hand-processing fish 1.5 explain the dangers and disadvantages of using unsafe and blunt tools to hand-process fish 1.6 describe possible types of accident and injury associated with hand-processing fish 1.7 describe organisational procedures for dealing with accidents and injuries that occur when hand-processing fish 1.8 explain the importance of following the organisation's cleaning schedule for the area where fish is hand-processed

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

Assessment criteria
The learner can: 2.1 explain how the arrangement of body parts of a flat fish differs from that of a round fish 2.2 explain how the different arrangement of body parts affects the way that flat and round fish are hand-processed

Learning outcome
The learner will: 3. be able to hand-process fish

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

Learning outcome
The learner will: 4. be able to maintain own work area in a condition fit for hand-processing fish

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

Unit 208

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

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

Learning outcome
The learner will: 1. be able to prepare greengrocery products for sale
Assessment criteria
The learner can: 1.1 explain the importance of keeping greengrocery products in a hygienic condition when preparing them for sale 1.2 explain the importance of protecting greengrocery products from damage when preparing them for sale 1.3 handle greengrocery products: <ul style="list-style-type: none">• hygienically• in ways that protect them from damage 1.4 remove unwanted packaging from greengrocery products 1.5 remove unwanted parts of greengrocery products to make products as attractive as possible to customers 1.6 deal with any greengrocery products that do not meet the organisation's quality standards, in line with organisational procedures 1.7 weigh greengrocery products accurately, when weighing is required 1.8 sort greengrocery products according to type and quality 1.9 package greengrocery products in line with organisational requirements for presentation 1.10 place unwanted packaging and waste from greengrocery products in the designated places for recycling

Learning outcome

The learner will:

2. be able to replenish displays of greengrocery products

Assessment criteria

The learner can:

- 2.1 perform checks to ensure that the designated display areas for greengrocery products are clean before replenishing them with stock
- 2.2 arrange greengrocery products:
 - in the designated display area for each product
 - in ways that will attempt to attract customers to buy them
- 2.3 perform checks to ensure that the ticketing and coding of greengrocery products contain accurate information about products and prices

Learning outcome

The learner will:

3. be able to maintain the quality of greengrocery products on display

Assessment criteria

The learner can:

- 3.1 carry out regular checks of the quality and shelf life of greengrocery products on display
- 3.2 place greengrocery products in the designated places for recycling when they have little or no shelf life or have deteriorated in quality
- 3.3 rotate the stock of greengrocery items according to the shelf life of those items

Unit 209

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

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

Learning outcome
The learner will: 1. be able to check the suitability of meat products for finishing in a retail environment
Assessment criteria
The learner can: 1.1 perform checks to ensure that the meat products to be processed meet the organisation's quality specifications 1.2 state reasons for rejecting meat products at the checking stage 1.3 deal with meat products rejected during the checking process: <ul style="list-style-type: none">• safely• hygienically, including keeping them separate from other meat products 1.4 keep meat products at the specified temperatures during handling, transfer and storage 1.5 explain why meat should be held at the specified temperatures 1.6 keep records of the checking process, in line with organisational procedures

Learning outcome
The learner will: 2. be able to organise own work area and equipment for finishing meat products in a retail environment

Assessment criteria
<p>The learner can:</p> <p>2.1 organise own work area to meet organisational requirements for:</p> <ul style="list-style-type: none"> • health and safety • food safety • finishing meat products as instructed <p>2.2 select hand tools that are suited to specific meat finishing tasks</p> <p>2.3 state potential dangers associated with particular tools and equipment</p> <p>2.4 prepare meat finishing tools and equipment in line with organisational safety and processing requirements</p> <p>2.5 deal with faulty meat finishing tools and equipment in line with organisational procedures</p> <p>2.6 clean meat finishing tools and equipment after use in line with organisational safety and processing requirements</p> <p>2.7 store meat finishing tools and equipment after cleaning in the designated places</p>

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

Unit 210

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

UAN:	A/503/5672
Level:	Level 2
Credit value:	10
GLH:	48
Relationship to NOS:	SSR.B243, SSR.B244
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	<p>The purpose of this unit is to assess the occupational competence of individuals who process dough within a dough production schedule, in a retail environment.</p> <p>The type of dough the learner works with may be fermented or non-fermented. Common types of fermented dough include those used for bread, plain and fruited buns, Danish pastries and croissants. Common types of non-fermented dough include those used for sweet and savoury products, puff pastry, scones and biscuits.</p>

Learning outcome
The learner will: 1. understand the importance of maintaining health and safety and food safety during dough production
Assessment criteria
The learner can: 1.1 explain the importance of following organisational requirements that apply to own work within the dough production schedule for: <ul style="list-style-type: none">• health and safety• food safety

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

Assessment criteria
The learner can: 2.1 explain why efficient and effective dough production is important to the organisation and its customers

Learning outcome
The learner will: 3. be able to organise own work to meet a dough production schedule in a retail environment

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

Unit 211

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

UAN:	J/503/5674
Level:	Level 2
Credit value:	6
GLH:	13
Relationship to NOS:	SSR.B235
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	<p>The purpose of this unit is to assess the occupational competence of individuals who work in a retail environment, and whose work involves any of these activities:</p> <ul style="list-style-type: none">• handling wrapped or unwrapped food including that subject to temperature control requirements (for example, in storage, display, in the bakery or on the deli counter)• preparing unwrapped food, including that subject to temperature control requirements

Learning outcome
The learner will: 1. know how food in a retail environment can become unsafe for consumers
Assessment criteria
The learner can: 1.1 describe the types of infestation and how these can occur in a retail environment 1.2 describe the types of food safety hazard and cross contamination and how these can occur in a retail environment 1.3 describe the causes of food spoilage in a retail environment
Learning outcome
The learner will: 2. know the routine working practices that contribute to food safety in a retail environment

Assessment criteria
<p>The learner can:</p> <p>2.1 describe how food handling practices 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 procedures for cleaning the workplace must be followed</p> <p>2.4 describe why certain foods must be kept at specified temperatures</p> <p>2.5 describe why the organisation's schedule and procedures for checking and reporting the condition of food and food storage areas must be followed</p>

Learning outcome
<p>The learner will:</p> <p>3. be able to maintain own work area in a safe condition for working with food</p>

Assessment criteria
<p>The learner can:</p> <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 procedures</p> <p>3.3 maintain tools, utensils and equipment:</p> <ul style="list-style-type: none"> • in good working order • in a hygienic condition

Learning outcome
<p>The learner will:</p> <p>4. be able to work with food in a way that keeps it safe for customers</p>

Assessment criteria
<p>The learner can:</p> <p>4.1 dispose of food waste:</p> <ul style="list-style-type: none"> • promptly • hygienically • in line with organisational procedures <p>4.2 protect the food being worked with from food safety hazards and cross contamination</p> <p>4.3 deal with contaminated food in line with organisational procedures</p> <p>4.4 deal with items that may cause allergic reactions in line with organisational procedures</p> <p>4.5 label products clearly with the prescribed use-by dates</p>

Learning outcome
<p>The learner will:</p> <p>5. be able to record the condition of food</p>

Assessment criteria
<p>The learner can:</p> <p>5.1 perform checks on the condition of food and food storage areas in</p>

line with the organisation's schedules and procedures
5.2 record checks on the condition of food and food storage areas in line with organisational procedures

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

Supporting information

Unit range

Cross-contamination –

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

1. the transfer of harmful bacteria between foods by direct contact (e.g. the juices of raw meat dripping on to cooked meat stored on a lower shelf) or indirect contact (e.g. via the hands, clothing, cloths, equipment or other surfaces)
2. the cross-contamination of foods containing specific allergens (e.g. nuts, milk, eggs) with other food (e.g. by use of common utensils on cold meat counters and salad bars, slicers on deli counters, etc.; mixing of foods due to damaged packaging or spillage or via hands, clothing, cloths or other surfaces)

Food handling practices –

Depending on the type of food you work with and the activities you carry out, food handling practices may include:

- keeping finished products separate from other materials
- keeping raw and cooked meat products separate
- getting rid of waste, contaminated or damaged products

Food safety hazards

Something which may cause harm to the consumer and can be:

- microbiological (for example, bacteria, moulds, viruses)
- chemical (for example, pesticides used on fruit and vegetables, chemicals used in cleaning or for pest control)
- physical (for example, insects, parasites, glass, nails)
- allergenic (for example, nuts, milk, eggs).

Food spoilage

When food goes bad and has a noticeable change in its taste, smell or appearance.

Infestation

The presence of pests such as insects or rodents in the workplace which put food safety at risk.

Procedures

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

Specified temperatures

Temperatures specified by relevant legislation or in own organisation's procedures

Unit 212

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

UAN:	R/503/5676
Level:	Level 2
Credit value:	4
GLH:	19
Relationship to NOS:	SSR.B245
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of individuals who are responsible for picking products in a retail environment to fulfil customer orders. The context could be a conventional store or a 'dot.com' store but not a warehouse

Learning outcome
The learner will: 1. be able to organise own work to pick orders within a retail environment
Assessment criteria
The learner can: 1.1 plan own route around the retail environment, ensuring this will enable orders to be picked in line with organisational procedures 1.2 identify the person who can give advice if picking instructions are unclear

Learning outcome
The learner will: 2. be able to pick products in a retail environment to meet customer requirements
Assessment criteria
The learner can: 2.1 minimise the inconvenience caused to other people in the retail environment when picking products 2.2 perform checks to ensure that the products being picked are of saleable quality

- | |
|--|
| 2.3 protect products from damage and deterioration throughout the picking process |
| 2.4 follow organisational procedures for recording picked products and unavailable products |
| 2.5 choose alternatives as allowed when products requested by customers are not in stock |
| 2.6 use methods for separating products for different orders when picking for more than one customer |

Learning outcome
The learner will: 3. be able to prepare picked orders for collection or dispatch from a retail environment
Assessment criteria
The learner can: 3.1 pack orders in ways that : <ul style="list-style-type: none">• keep products in saleable condition during transit• avoid using excessive amounts of packaging 3.2 place packed orders in the designated places ready for collection or dispatch from the retail environment

Unit 213

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

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

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

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

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 3.1 record problems with stock and stock levels as these arise
- 3.2 resolve problems with stock and stock levels that are within own authority to deal with in line with organisational procedures
- 3.3 identify the person who must be told if any problems arise with stock and stock levels that are not within own authority to deal with

Unit 214

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

UAN:	H/503/5679
Level:	Level 2
Credit value:	3
GLH:	15
Relationship to NOS:	SSR.B220
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	This unit assesses the occupational competence of individuals who prepare bake-off products (partly-baked products that require final baking) in a retail environment. Such products may include bread, pastry, biscuits and scones.

Learning outcome
The learner will: 1. understand the baking and cooling processes that apply to bake-off food products
Assessment criteria
The learner can: 1.1 explain the factors that affect the baking of bake-off products 1.2 explain what happens to the ingredients of bake-off products during baking 1.3 explain the conditions required for cooling bake-off products after baking

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

Learning outcome
The learner will: 3. be able to finish the baking process of bake-off products in a retail environment
Assessment criteria
The learner can: 3.1 apply methods to finish baking bake-off products in line with organisational procedures 3.2 assess the quantity and quality of baked products using organisational procedures 3.3 apply organisational procedures for dealing with bake-off products that are not fit for sale 3.4 store bake-off products at a temperature that will keep them in the condition required for the next stage in the bakery process

Unit 215

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

UAN:	Y/503/5680
Level:	Level 2
Credit value:	3
GLH:	15
Relationship to NOS:	SSR.B221
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	This unit assesses the occupational competence of individuals who glaze, coat or decorate ready prepared goods (bake-off goods), such as bread, pastry, biscuits and scones, in a retail environment.

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

Learning outcome
The learner will: 2. be able to glaze, coat and decorate bake off products in a retail environment
Assessment criteria
The learner can: 2.1 assess whether bake-off products and finishing materials are in the right condition for glazing, coating or decorating 2.2 apply glazes, coating, or decorative materials to bake-off products using organisational procedures 2.3 assess whether glazed, coated or decorated bake-off products:

- meet the organisation's specification
 - are correctly positioned for the next stage in the bakery process
- 2.4 apply organisational procedures for dealing with finished bake-off products that fail to meet the product specification
- 2.5 produce glazed, coated or decorated bake-off products:
- to the amount required
 - within an allocated time
 - with a minimum of waste
- 2.6 apply organisational procedures for saving or disposing of waste materials resulting from working with bake-off products

Unit 220

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

UAN:	J/503/5688
Level:	Level 2
Credit value:	3
GLH:	15
Relationship to NOS:	SSR.C210
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of individuals who are responsible for demonstrating the features and benefits of products to customers. This may be a group or a single customer.

Learning outcome
The learner will: 1. understand how product demonstrations can help to increase sales
Assessment criteria
The learner can: 1.1 explain the importance of knowing the difference between the 'features' and 'benefits' of products when demonstrating them 1.2 explain how demonstrating the features and benefits of products can help to promote and sell them 1.3 explain the importance of organising product demonstrations into logical steps and stages

Learning outcome
The learner will: 2. be able to make the preparations needed to ensure a safe and efficient product demonstration
Assessment criteria
The learner can: 2.1 take the necessary safety precautions before, during and immediately after demonstrating products 2.2 perform checks to ensure that all the equipment and products needed for the product demonstration are to hand before starting the demonstration

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

3.1 demonstrate products:

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

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

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

Unit 233

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

UAN:	R/503/5709
Level:	Level 2
Credit value:	6
GLH:	35
Relationship to NOS:	SSR.C264
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of individuals who sell tiles and tiling products in a retail environment, and who are responsible for explaining to customers how to fix tiles.

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

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

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

Unit 224

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

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

Learning outcome
The learner will: 1. understand what a bra fitting session involves
Assessment criteria
The learner can: 1.1 explain the stages of a bra fitting session and the overall time a session is likely to take 1.2 explain how to build trust with customers before and during a bra fitting session 1.3 explain how to help customers to relax before and during a bra fitting session 1.4 explain how to communicate with different types of customer and help them understand the information provided during a bra fitting session 1.5 explain how to deal with challenging situations, including: <ul style="list-style-type: none">• unusual body shape• body odour• disability• mastectomy• maternity

Learning outcome
The learner will: 2. know the features and benefits of different types of bra
Assessment criteria
The learner can: 2.1 describe the basic styles, shapes and sizes of bra 2.2 describe the different parts of bras, using the technical names for these 2.3 describe the brands, colours, fabrics, trims and price range of bras available in own sales area 2.4 describe the size range and fit of the bras in stock 2.5 describe the features and benefits of different types of bra 2.6 describe the types of clothing that different types of bra are designed to be worn with 2.7 describe accessories such as enhancers and co-ordinating garments 2.8 describe trends in bra design, technological solutions and fabrics

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

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

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

<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>

Learning outcome
<p>The learner will:</p> <p>6. be able to find potential customers for the bra fitting service</p>
Assessment criteria
<p>The learner can:</p> <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>

Learning outcome
<p>The learner will:</p> <p>7. be able to fit customer for bras</p>
Assessment criteria
<p>The learner can:</p> <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> <p>7.4 choose a range of products to offer customers that:</p> <ul style="list-style-type: none"> • are the correct size • meet customer needs <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>

Unit 234

Cash up in a retail environment (C.46)

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

Learning outcome
The learner will: 1. be able to cash up accurately in a retail environment
Assessment criteria
The learner can: 1.1 cash up in line with: <ul style="list-style-type: none">• the organisation's schedule for cashing up• organisational procedures for cashing up 1.2 follow organisational procedures for maintaining security when cashing up, including the security of: <ul style="list-style-type: none">• self• cash• cash equivalents 1.3 use cashing up equipment to reconcile takings in line with organisational and/or manufacturer's instructions 1.4 explain how to recognise till overages and shortages 1.5 deal with till overages and shortages: <ul style="list-style-type: none">• in line with organisational procedures• within the limits of own authority 1.6 report till overages and shortages to the designated person when these are not within own authority to resolve

Unit 235

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

UAN:	R/503/5712
Level:	Level 2
Credit value:	3
GLH:	12
Relationship to NOS:	SSR.C270
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	<p>The purpose of this unit is to assess the occupational competence of individuals who are responsible for promoting a retail store's credit card to customers.</p> <p>For the purposes of this unit, a credit card is not simply a loyalty card that offers rewards such as points or discounts, although the credit card might serve as a loyalty card as well. The defining feature of a credit card is that the customer incurs a financial debt when using it to pay for purchases. This debt must eventually be paid, and can cost the customer extra money in the form of interest if payment is not made in full on the due date. If the store's card cannot be used in this way then this unit is not suitable for the learner.</p>

Learning outcome
The learner will: 1. understand the importance of promoting a retail store's credit card to both potential and existing holders of the card
Assessment criteria
The learner can: 1.1 explain how the store can benefit from having customers who hold the store's credit card 1.2 explain how the store can benefit from enhancing the retail experience of existing holders of the store's credit card

Learning outcome
The learner will: 2. be able to promote a retail store's credit card to customers in a retail environment
Assessment criteria
The learner can: 2.1 ask potentially eligible customers if they have a credit card with the store 2.2 promote the benefits of the retail store's credit card to: <ul style="list-style-type: none">• potential new customers• existing card holders 2.3 comply with legal requirements to disclose to customers who express an interest in having the retail store's credit card: <ul style="list-style-type: none">• the costs involved• the repayment terms• the customer's right to cancel the card 2.4 address concerns customers may have about the retail store's credit card, ensuring that: <ul style="list-style-type: none">• any information provided is legally compliant• benefits of the retail store's credit card are reinforced

Unit 236

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

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

Learning outcome
The learner will: 1. be able to use the dressing room facilities in a retail environment to create sales opportunities
Assessment criteria
The learner can: 1.1 explain how to recognise customers on the sales floor who may be interested in trying on clothes 1.2 welcome customers politely when they approach the dressing room 1.3 tell customers how to get further help before leaving them to try on clothes 1.4 monitor the dressing room to ensure that customers are not kept waiting unduly to try on clothes 1.5 suggest to dressing room customers any matching items, accessories or promotional offers that may be of interest to them

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

Assessment criteria
<p>The learner can:</p> <p>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</p> <p>2.2 control the number of items of stock taken into the dressing room in ways that attempt to maintain goodwill</p> <p>2.3 perform checks to ensure that customers bring out of the dressing room all the items that were taken in</p> <p>2.4 follow organisational procedures for reporting suspected or actual loss of stock from the dressing room</p>

Learning outcome
<p>The learner will:</p> <p>3. be able to keep dressing room facilities in a retail environment ready for customer use</p>

Assessment criteria
<p>The learner can:</p> <p>3.1 perform checks before opening the dressing room for use to ensure that it :</p> <ul style="list-style-type: none"> • meets organisational requirements • is free from obstructions <p>3.2 maintain the dressing room in a state that meets organisational requirements when the dressing room is open for use</p>

Learning outcome
<p>The learner will:</p> <p>4. be able to process unsold merchandise in a dressing room in a retail environment</p>

Assessment criteria
<p>The learner can:</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>

Unit 237

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

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

Learning outcome
The learner will: 1. understand the business reasons for offering samples of food or drink to customers
Assessment criteria
The learner can: 1.1 explain how giving customers the opportunity to sample products can help to increase sales 1.2 explain how to recognise opportunities to: <ul style="list-style-type: none">• display samples• encourage individual customers to sample products 1.3 explain the criteria to be applied when selecting products for sampling, including product type and sell-by date

Learning outcome
The learner will: 2. be able to set up attractive and hygienic displays of food or drink samples
Assessment criteria
The learner can: 2.1 describe the required temperatures for safely storing and serving samples of food or drink 2.2 prepare samples of food or drink in line with: <ul style="list-style-type: none">• food safety requirements• organisational procedures for preparing and displaying samples

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

3.1 provide customers with information about any potentially allergenic ingredients in the food or drink samples being offered

3.2 use words and body language in ways that attempt to encourage customers to sample and purchase food or drink products being offered

3.3 describe to customers where in the store the sampled products can be purchased

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

4.1 monitor the freshness of food or drink samples on display

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

4.3 dispose of waste products in line with:

- organisational procedures
- organisational recycling requirements
- food safety requirements

4.4 record food disposals in line with legal and organisational requirements

Unit 239

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

UAN:	M/503/5717
Level:	Level 2
Credit value:	4
GLH:	22
Relationship to NOS:	SSR.C271, SSR.C272
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	<p>The purpose of this unit is to assess the occupational competence of individuals who work in a retail store and who are responsible for helping customers to apply for the store's credit card and associated insurance products.</p> <p>For the purposes of this unit, a credit card is not simply a loyalty card that offers rewards such as points or discounts, although the credit card might serve as a loyalty card as well. The defining feature of a credit card is that the customer incurs a financial debt when using it to pay for purchases. This debt must eventually be paid, and can cost the customer extra money in the form of interest if payment is not made in full on the due date. If the store's card cannot be used in this way then this unit is not suitable for the learner.</p>

Learning outcome
The learner will: 1. understand the legal requirements relating to informing customers about insurance products associated with a retail store's credit card
Assessment criteria
The learner can: 1.1 explain the difference between informing and advising customers about insurance products

- 1.2 explain why it is not within own limits of authority to provide advice to customers about insurance products
- 1.3 explain the legal requirement for offering customers the opportunity to read the insurance policy summary

Learning outcome
The learner will: 2. understand the importance of helping customers to understand the implications of applying for a retail store's credit card and associated insurance products
Assessment criteria
The learner can: 2.1 explain how customers can benefit from reading the policy summary for an insurance product associated with the retail store's credit card 2.2 explain why customers may take credit card and insurance application forms away to study in detail 2.3 explain why blank application forms must be voided before being given to the customer to take away

Learning outcome
The learner will: 3. understand the legal requirements relating to helping customers to apply for the store's credit card and associated insurance products
Assessment criteria
The learner can: 3.1 explain the legal requirements for giving customers information about the process of applying for the store's credit card and associated insurance products 3.2 explain why customers must provide proof of identity when applying for the store's credit card and associated insurance products 3.3 explain why customers' personal data must be kept secure during the process of applying for the store's credit card and associated insurance products 3.4 explain the importance of not speculating with customers on possible reasons why their application for the retail store's credit card have been declined

Learning outcome
The learner will: 4. be able to offer customers insurance products associated with the store's credit card
Assessment criteria
The learner can: 4.1 tell customers about the features of the insurance being applied for in ways that: <ul style="list-style-type: none"> • use legally compliant wording • are factually correct • are unbiased 4.2 tell customers:

<ul style="list-style-type: none"> • whether the insurance is optional • the cost of the insurance • the type and extent of the cover available • any significant and unusual exclusions • their right to cancel the insurance <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"> • that it is not within own authority to provide such advice • who the customer can contact for such advice <p>4.7 ask customers questions to ensure that they understand information about the insurance product they have applied for</p>

Learning outcome
The learner will:
5. be able to help customers to apply for a retail store's credit card and associated insurance products
Assessment criteria
The learner can:
5.1 comply with relevant legal requirements when giving customers information about the process of applying for the retail store's credit card and associated insurance products
5.2 provide customers with voided blank application forms on request to take away to consider, ensuring that customers are told that they are welcome to do this
5.3 perform checks to ensure that the customer's identity has been proved
5.4 follow organisational requirements to keep customer's personal data secure throughout the application process
5.5 process applications in line with the procedures agreed between the store and the insurer
5.6 tell customers whose applications have been accepted:
<ul style="list-style-type: none"> • their credit limit • the annual percentage rate (apr) that applies
5.7 follow organisational procedures to enable customer accounts to be set up
5.8 tell customers whose applications have not been accepted:
<ul style="list-style-type: none"> • in line with organisational procedures • without speculating with the customer on the reasons for the refusal
5.9 follow organisational procedures when technical problems arise with the application system or equipment

Unit 240

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

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

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

Learning outcome
The learner will: 2. be able to suggest delicatessen products that meet customer needs
Assessment criteria
The learner can: 2.1 match delicatessen products as closely as possible to customers' stated requirements, from the products available 2.2 suggest, politely, possible alternative portion sizes or products when customer requests for delicatessen products are impractical 2.3 provide customers with information about delicatessen products that

is factually correct

2.4 explain the differences between delicatessen products in ways that attempt to help customers to choose the products that best meet their requirements

2.5 recommend associated or additional products to the customer at the delicatessen counter

Unit 241

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

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

Learning outcome
The learner will: 1. be able to cut and weigh delicatessen products to meet customer requirements
Assessment criteria
The learner can: 1.1 explain the importance of using tools and utensils suited to the delicatessen products 1.2 cut delicatessen products in ways that: <ul style="list-style-type: none">• produce the required portion size and shape• attempt to maintain the attractiveness of the remaining product where possible• minimise waste• comply with relevant health and safety requirements• comply with relevant food safety requirements 1.3 weigh delicatessen products accurately, taking into account the weight of any additional items on the scales such as containers

Learning outcome
The learner will: 2. be able to wrap or package portioned delicatessen products for customers
Assessment criteria
The learner can: 2.1 ask customers if they are satisfied with portioned products before wrapping or packaging them 2.2 wrap or package portioned products using materials or containers suited to the product

Learning outcome
The learner will: 3. be able to maintain the display of a delicatessen counter
Assessment criteria
The learner can: 3.1 restore products from which portions have been taken to a presentable condition 3.2 remove from display products from which portions have been taken when the product is no longer saleable 3.3 replenish the delicatessen display with replacement products, when these are both required and available 3.4 dispose of any unsaleable products in line with relevant: <ul style="list-style-type: none"> • health and safety requirements • food safety requirements

Unit 243

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

UAN:	T/503/5721
Level:	Level 2
Credit value:	4
GLH:	15
Relationship to NOS:	SSR.C253
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of individuals who work on the beauty counter in a retail environment and who apply make-up or skincare products to customers for the purpose of demonstrating, promoting and selling them.

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

Learning outcome
The learner will: 2. understand the elements of a demonstration of make-up and skincare products
Assessment criteria
The learner can: 2.1 explain how own personal hygiene and grooming contribute to making the demonstration a pleasant experience for customers 2.2 explain the importance of gaining the customer's permission for a

demonstration
2.3 explain the difference between ‘features’ and ‘benefits’ of products
2.4 explain the importance of communicating features and benefits to the customer when demonstrating and applying make-up and skincare products
2.5 explain the importance of organising demonstrations of make-up and skincare products into a series of logical steps
2.6 explain the importance of clearing away products and equipment after demonstrating make-up and skincare products

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

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

Learning outcome
The learner will: 5. be able to conclude a demonstration of make up or skin care products
Assessment criteria
The learner can: 5.1 ask customers questions to determine whether they are satisfied with the results of the make-up or skincare demonstration by:

- providing opportunities for customers to look in a mirror at the end of the demonstration, taking into consideration the lighting and angle of the mirror
- asking customers whether they want any adjustments to be made to the products that have been applied

5.2 clear away equipment and products at the end of the make-up or skincare demonstration in line with organisational procedures without keeping customers waiting unduly

Unit 244

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

UAN:	A/503/5722
Level:	Level 2
Credit value:	2
GLH:	8
Relationship to NOS:	SSR.C254
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of individuals who work on a beauty counter in a retail environment and are responsible for maintaining and using a customer record card system to identify opportunities for increasing sales.

Learning outcome

The learner will:

1. understand how to maintain the customer record card system in a retail environment

Assessment criteria

The learner can:

- 1.1 explain how using a customer record card system can help to meet own sales targets
- 1.2 explain the benefits to the customer of the record card system
- 1.3 explain the importance of updating the record card system regularly
- 1.4 explain how to find time in own working day to update the record card system
- 1.5 explain the relevant aspects of current data protection legislation when maintaining a customer record card system
- 1.6 explain the implications of complying with data protection legislation when maintaining a customer record card system
- 1.7 explain the importance of asking customers about any allergies to products and ingredients so that these can be noted on the record card

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 2.1 ask customers whether a record card may be set up for them at the beauty counter
- 2.2 describe to customers the benefits of being on file at the beauty counter
- 2.3 offer customers the opportunity to make an appointment for a return visit to the beauty counter, when setting up a record card
- 2.4 complete record cards with customer details, ensuring that the information:
 - is completed in line with organisational procedures
 - is an accurate record of the information provided by the customer
 - includes details of any allergies to beauty products or ingredients, where the customer is willing and able to give this information
 - includes a note of any products in the current range that are unsuitable for the customer, as far as can be determined from the information provided by the customer
 - is stored and used in compliance with legal regulations relating to customer data

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Unit 253

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

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

Learning outcome
The learner will: 1. hand-divide fermented dough to specifications and instructions
Assessment criteria
The learner can: 1.1 check the dough meets the specification and instructions 1.2 take action on discovering any discrepancy between dough and the specification 1.3 check the condition of dividing tools and the accuracy of equipment 1.4 hand-divide dough 1.5 minimise waste and deal with scrap material 1.6 position divided dough portions for further processing.

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

Assessment criteria

The learner can:

- 2.1 check the portioned dough meets instructions and the specification
- 2.2 take action on discovering any discrepancy between portioned dough and the specification
- 2.3 prepare and maintain table surface for moulding and shaping
- 2.4 hand-mould and shape portioned dough
- 2.5 wash and dress shaped dough surfaces according to specification
- 2.6 minimise waste and deal with scrap material
- 2.7 place dough in the specified condition and location for further processing
- 2.8 operate within the limits of own authority and capabilities.

Unit 254

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

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

Learning outcome

The learner will:

1. check quantities of ingredients

Assessment criteria

The learner can:

- 1.1 identify the specified ingredients
- 1.2 check quantities against instructions and specifications
- 1.3 calculate quantities of ingredients required for production.

Learning outcome

The learner will:

2. select ingredients

Assessment criteria

The learner can:

- 2.1 select ingredients to meet production needs
- 2.2 check condition, quantity and quality of ingredients
- 2.3 isolate sub-standard ingredients
- 2.4 report sub-standard ingredients to the relevant people:

- | |
|--|
| 2.5 take action to source and identify alternatives, if ingredients are not available
2.6 store ingredients according to specified procedures ready for further processing. |
|--|

Learning outcome
The learner will: 3. weigh and measure ingredients
Assessment criteria
The learner can: 3.1 check ingredients against instructions and specifications 3.2 check accuracy of bakery weighing and measuring equipment 3.3 weigh and measure ingredients, avoiding contamination 3.4 store weighed and measured ingredients in the specified conditions, ready for further processing 3.5 label storage containers or mixing bowls, ready for further processing 3.6 operate within the limits of own authority and capabilities.

Unit 255

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

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

Learning outcome
The learner will: 1. identify and report the presence of pests, diseases and disorders
Assessment criteria
The learner can: 1.1 monitor the crop(s) in accordance with production requirements 1.2 correctly identify the presence of pests, diseases and disorders 1.3 correctly identify the presence of any biological controls in use and beneficial insects 1.4 establish the extent of the pest population, disease and any disorders 1.5 promptly report the presence to the appropriate person

Learning outcome
The learner will: 2. be able to work safely and minimise environmental damage
Assessment criteria
The learner can: 2.1 work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements 2.2 carry out work in a manner which minimises environmental damage

Learning outcome

The learner will:

3. know how to identify and report the presence of pests, diseases and disorders

Assessment criteria

The learner can:

- 3.1 describe reasons for monitoring the crop
- 3.2 describe when to carry out crop monitoring
- 3.3 describe common types of pests, diseases and disorders and the problems caused
- 3.4 describe biological controls and beneficial insects that can be used
- 3.5 identify to whom you should report the presence and extent of pests, diseases, disorders and biological control/beneficial insects

Learning outcome

The learner will:

4. know relevant health and safety legislation and environmental good practice

Assessment criteria

The learner can:

- 4.1 outline the current health and safety legislation, codes of practice and any additional requirements
- 4.2 describe how environmental damage can be minimised
- 4.3 describe the correct methods for disposing of waste.
- 4.4 describe the health and safety risks in monitoring pests, diseases and disorders

Unit 256

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

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

Learning outcome
The learner will: 1. know why it is important to maintain moisture for crops and plants
Assessment criteria
The learner can: 1.1 describe how moisture requirements vary according to the crop or plants and stage of development 1.2 describe the methods and systems for maintaining moisture levels 1.3 describe the impact of prevailing weather conditions on the crop or plants water requirements 1.4 identify the types of records required and the importance of accurate record keeping

Learning outcome
The learner will: 2. know the types of equipment required and how to maintain them
Assessment criteria
The learner can: 2.1 describe the equipment which will be necessary for maintaining moisture levels to crops or plants 2.2 describe methods of maintaining the equipment ready for use

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

Learning outcome
The learner will: 4. be able to select, use and maintain equipment
Assessment criteria
The learner can: 4.1 select appropriate equipment for this area of work 4.2 use equipment according to manufacturer's instructions and legal requirements 4.3 prepare, maintain and store equipment in a safe and effective working condition

Learning outcome
The learner will: 5. be able to maintain moisture levels for crops and plants
Assessment criteria
The learner can: 5.1 identify correctly the condition of the crop or plant 5.2 maintain moisture levels in accordance with the crop or plant requirements 5.3 provide clear and accurate information for recording purposes

Learning outcome
The learner will: 6. be able to work safely and minimise environmental damage
Assessment criteria
The learner can: 6.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 6.2 carry out work in a manner which minimises environmental damage

Unit 257

Merchandise plants and other relevant products (C.56)

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

Learning outcome
The learner will: 1. know how to merchandise plants and other products
Assessment criteria
The learner can: 1.1 outline how to present plants and relevant products (e.g. growing media, containers, plant feed etc) for best effect 1.2 explain the importance of location and hot and cold spots 1.3 describe the different ways plants are sold e.g. root wrap and containers 1.4 outline the merchandising systems of display 1.5 describe how other sales can be linked to plant purchases 1.6 outline the principles of stock rotation 1.7 outline the value of point of sale material and the range available

Learning outcome
The learner will: 2. be able to merchandise plants and other products
Assessment criteria
The learner can: 2.1 display plants and relevant products (e.g. growing media, containers, plant feed etc) effectively to maximise sales 2.2 use point of sale materials and labels effectively 2.3 promote linked sales

Learning outcome

The learner will:

3. know how to maintain the condition of plants for sale

Assessment criteria

The learner can:

3.1 explain how to check and maintain the condition of plants and products covering the following types of plants:

- (i) trees and shrubs
- (i) bedding plants
- (ii) herbaceous perennials
- (iii) bulbs

3.2 describe the appropriate method of reporting signs of pests, diseases or other disorders and who to

Learning outcome

The learner will:

4. be able to maintain plants ready for sale

Assessment criteria

The learner can:

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

Unit 258

Provide nutrients to crops or plants (B.32)

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

Learning outcome
The learner will: 1. know how nutrient requirements vary and their method of application
Assessment criteria
The learner can: 1.1 describe how nutrient requirements vary according to the crop or plant grown and stage of development 1.2 describe the range of conditions in which nutrient stress can occur 1.3 describe the nutrients which are commonly used in the cultivation of crops or plants 1.4 describe methods of providing nutrients to crops or plants 1.5 describe the types of records required and the importance of accurate record keeping

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

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

Learning outcome
The learner will: 4. be able to provide nutrients to plants or crops
Assessment criteria
The learner can: 4.1 identify the condition of plants or crops in relation to nutrient requirements 4.2 apply nutrients correctly to maintain crop or plant growth and development as required 4.3 provide clear and accurate information for recording purposes

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

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

Unit 259

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

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

Learning outcome
The learner will: 1. know the different types of unwanted plant growth
Assessment criteria
The learner can: 1.1 identify different types of plant material and explain why it must be removed covering: (i) damaged plants (ii) diseased material (iii) weeds (iv) plant debris (v) non typical (vi) dead (vii) excessive growth (viii) badly positioned

Learning outcome
The learner will: 2. know how to maintain plant development

Assessment criteria
<p>The learner can:</p> <p>2.1 describe how all the following methods can be used to maintain/control plant development:</p> <ul style="list-style-type: none"> (i) trimming (ii) supporting (iii) thinning (iv) spacing (v) irrigation (vi) growth regulators (vii) lighting and shading (viii) protection (ix) pruning

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

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

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

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

Learning outcome
The learner will: 7. be able to remove unwanted plant growth
Assessment criteria
The learner can: 7.1 remove unwanted plant material using appropriate techniques according to the species, time of year, stage of development 7.2 maintain the growing environment in a hygienic condition

Learning outcome
The learner will: 8. be able to work safely and minimise environmental damage
Assessment criteria
The learner can: 8.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 8.2 carry out work in a manner which minimises environmental damage 8.3 dispose of waste safely and correctly

Unit 260

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

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

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

Learning outcome
The learner will: 2. Be able to promote customers' use of web-based in-store retail selling

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

Unit 261

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

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

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

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

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

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

Unit 301

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

UAN:	A/503/5669
Level:	Level 3
Credit value:	6
GLH:	28
Relationship to NOS:	SSR.B304, SSR.B305
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of individuals who are responsible for organising and implementing stock audits. The audit team may consist of people who do not normally work together, and the learner need not necessarily be a team leader in their day-to-day work.

Learning outcome
The learner will: 1. be able to implement a stock audit in a retail environment
Assessment criteria
The learner can: 1.1 explain the importance of auditing levels of stock and stock inventories 1.2 plan an audit of stock that: <ul style="list-style-type: none">• will ensure accurate, complete and timely auditing• will cause as little disruption as possible to normal work• includes plans for dealing with contingencies 1.3 negotiate with colleagues to obtain staff who have the necessary skills to help with the audit 1.4 allocate specific responsibilities to each member of the audit team 1.5 explain to the audit team what they are expected to do 1.6 diagnose and resolve problems that arise when implementing the audit

Learning outcome
The learner will: 2. be able to use the findings of an audit to identify and resolve problems with stock levels and stock inventories
Assessment criteria
The learner can: 2.1 analyse the findings of a stock audit to identify problems that need resolving 2.2 prioritise problems according to their importance and urgency 2.3 investigate and resolve problems: <ul style="list-style-type: none"> • methodically • as far as possible within the scope of the audit and with the resources available

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

Unit 302

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

UAN:	T/503/5671
Level:	Level 3
Credit value:	10
GLH:	52
Relationship to NOS:	SSR.B306, SSR.B307
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of someone who orders stock for a retail store and is responsible for choosing the store's suppliers as well as ordering stock directly from suppliers

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

Learning outcome
The learner will: 2. be able to source required goods and services
Assessment criteria
The learner can: 2.1 interpret stock records to establish: <ul style="list-style-type: none">• which stock needs replenishing• the quantity of stock required

2.2 evaluate the service offered by suppliers, taking account of:

- the availability of the required goods and services
- the terms and conditions offered by suppliers

Learning outcome

The learner will:

3. be able to order goods and services

Assessment criteria

The learner can:

3.1 analyse purchase requisitions to identify items that can be ordered together

3.2 order goods and services:

- of the required type and quantity
- allowing sufficient time for delivery

3.3 develop procedures that will enable colleagues to give sufficient notice of any special orders for goods and services

3.4 resolve overdue or incomplete orders with the supplier

3.5 arrange returns, replacements and refunds when applicable

3.6 explain the options available when orders cannot be fulfilled on time

3.7 maintain purchasing records that are in line with organisational procedures

Learning outcome

The learner will:

4. be able to evaluate the performance of suppliers of stock for retail sale

Assessment criteria

The learner can:

4.1 evaluate the quality, price and timeliness of deliveries against the organisation's requirements

4.2 evaluate colleagues' feedback about suppliers' performance to determine if the standard of performance is acceptable

4.3 provide feedback to suppliers on the level of service they provide

Unit 303

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

UAN:	L/503/5675
Level:	Level 3
Credit value:	11
GLH:	50
Relationship to NOS:	SSR.B308
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess certain aspects of the occupational competence needed to ensure the safe handling or preparation of food in a retail environment. The food concerned may be wrapped or unwrapped, and may include food subject to temperature control. The unit covers monitoring critical control points and using the findings of those monitoring activities to improve the processes that affect food safety.

Learning outcome
The learner will: 1. understand the principles of food safety management that apply to a retail environment
Assessment criteria
The learner can: 1.1 explain the following terms in relation to own organisation: <ul style="list-style-type: none">• 'critical control points'• 'control points'• 'critical limits'• 'variance' 1.2 explain the importance of monitoring critical control points and control points 1.3 explain the impact of variance at critical control points and control points on food safety, public health and the organisation 1.4 explain why traceability is important to food safety 1.5 explain how traceability works 1.6 explain the importance of having organisational food safety procedures in place

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

Learning outcome
The learner will: 3. be able to deal with problems identified when monitoring critical control points in a retail environment
Assessment criteria
The learner can: 3.1 take corrective action when control measures fail, ensuring that such action is: <ul style="list-style-type: none"> • suited to the situation • carried out with a degree of urgency that matches the seriousness of the situation 3.2 report to the designated person any procedures that are out of line with critical limits 3.3 seek expert advice and support for problems identified when monitoring critical control points that are outside own level of authority or expertise to resolve

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

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

Assessment criteria
The learner can: 5.1 evaluate the nature and impact of factors or issues that may affect the safety of food, arising in: <ul style="list-style-type: none">• own work activities• the working environment• supplies• products to be sold to customers

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

Unit 303

Monitor and help improve food safety in a retail environment

Supporting information

Unit range

Control measures -

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

Control point -

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

Corrective action -

The action to be taken when a critical limit is breached

Critical control point -

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

Critical limit

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

Food safety hazards

Something which may cause harm to the consumer and can be:

- microbiological (for example, bacteria, moulds, viruses)
- chemical (for example, pesticides used on fruit and vegetables, chemicals used in cleaning or for pest control)
- physical (for example, insects, parasites, glass, nails)
- allergenic (for example, nuts, milk, eggs)

Food safety management

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

Procedures

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

Training

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

Variance

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

Verification

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

Unit 304

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

UAN:	D/503/5681
Level:	Level 3
Credit value:	5
GLH:	24
Relationship to NOS:	SSR.B301
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of a team leader or senior team member to manage staff to receive goods

Learning outcome
The learner will: 1. be able to manage staff to receive and check incoming deliveries of goods in a retail environment
Assessment criteria
The learner can: 1.1 select sufficient staff to prepare for, receive and check expected incoming deliveries of goods 1.2 explain to staff, in advance of deliveries of goods arriving: <ul style="list-style-type: none">• what needs to be done to prepare the receiving area• what needs to happen when the expected deliveries arrive 1.3 assess whether the area for receiving goods has been adequately prepared to ensure safe and secure unloading of goods 1.4 assess whether there is enough storage space of the right type for the expected goods 1.5 ensure that goods are unloaded safely and securely 1.6 explain why incoming goods should be checked against requirements immediately after unloading 1.7 ensure that incoming goods are checked against requirements immediately after unloading 1.8 ensure that delivery records are completed in line with organisational procedures 1.9 evaluate records of deliveries of goods to determine whether each supplier has met the organisation's service needs 1.10 resolve problems with deliveries of goods in line with organisational procedures

Unit 305

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

UAN:	H/503/5682
Level:	Level 3
Credit value:	6
GLH:	27
Relationship to NOS:	SSR.B302, SSR.B303
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of a team leader or senior member of a retail team who is responsible for monitoring the quality of stock and use of storage facilities.

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

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

Learning outcome
The learner will: 3. be able to organise the use of storage facilities in a retail environment
Assessment criteria
The learner can: 3.1 organise storage facilities to take account of: <ul style="list-style-type: none"> • day-to-day work • safety requirements • the need to keep stock secure • the need to keep stock in a saleable condition 3.2 train staff to use the storage system: <ul style="list-style-type: none"> • securely • safely • in line with relevant legal requirements 3.3 assign staff clear roles and responsibilities for storing and moving stock 3.4 develop plans to cope with unforeseen storage problems that take account of available resources 3.5 review plans for coping with unforeseen storage problems 3.6 revise plans to cope with unforeseen storage problems, taking account of any relevant factors 3.7 monitor storage operations to ensure that staff are storing and moving stock: <ul style="list-style-type: none"> • securely • safely • in line with relevant legal requirements • 3.8 maintain stock records that are in line with organisational procedures

Learning outcome
The learner will: 4. be able to monitor the storage and care of stock in a retail environment
Assessment criteria
The learner can: 4.1 maintain a routine that meets the organisation's requirements for checking the quality of storage facilities and stock 4.2 perform spot checks of storage facilities and stock 4.3 train staff to: <ul style="list-style-type: none"> • identify stock that is out of date or at risk of deteriorating • deal with stock that is out of date or at risk of deteriorating in line with legal requirements and organisational procedures 4.4 monitor the storage and movement of stock to make sure that stock is reaching the shop floor as it is needed 4.5 recommend to decision makers ways of running storage and stock movement systems more profitably

Unit 306

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

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

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

Learning outcome
The learner will: 2. understand legal and organisational requirements for displaying goods
Assessment criteria
The learner can: 2.1 explain the organisational and legal requirements for displaying descriptions and prices of goods 2.2 explain the organisation's standards for putting displays together,

<p>including standards for cleaning and preparation</p> <p>2.3 explain the security, health and safety requirements and procedures relating to displaying goods</p> <p>2.4 explain customers' legal rights in relation to the display of goods</p>
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Learning outcome
<p>The learner will:</p> <p>3. be able to organise staff to display goods for retail sale</p>
Assessment criteria
<p>The learner can:</p> <p>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</p> <p>3.2 ask staff questions to check their understanding of the requirements and standards for the display</p> <p>3.3 ensure that staff prepare the display area:</p> <ul style="list-style-type: none"> • safely • with the minimum of inconvenience to customers <p>3.4 ensure that staff put the display together:</p> <ul style="list-style-type: none"> • safely • with the minimum of inconvenience to customers <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>

Learning outcome
<p>The learner will:</p> <p>4. be able to evaluate the effectiveness of displays</p>
Assessment criteria
<p>The learner can:</p> <p>4.1 evaluate the effectiveness of displays in relation to:</p> <ul style="list-style-type: none"> • their intended purpose • legal and organisational requirements and standards <p>4.2 evaluate information within displays to ensure that its content and position are:</p> <ul style="list-style-type: none"> • legally compliant • likely to promote sales <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>

Learning outcome
<p>The learner will:</p> <p>5. be able to maintain the required quantity and quality of goods on display</p>

Assessment criteria

The learner can:

- 5.1 provide accurate, up-to-date pricing information to the staff who need it
- 5.2 monitor price marking to ensure that it is correct
- 5.3 resolve any pricing problems that arise
- 5.4 develop stock replenishment plans to maintain the required quantity and quality of goods on display
- 5.5 organise the removal of stock of unsaleable quality from display

Unit 307

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

UAN:	R/503/5693
Level:	Level 3
Credit value:	9
GLH:	43
Relationship to NOS:	SSR.C309, SSR.C310
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of individuals who are responsible for managing the way payments are processed by staff at point of sale in a retail environment

Learning outcome
The learner will: 1. be able to monitor payment transaction processing in a retail environment
Assessment criteria
The learner can: 1.1 explain the aims that takings practices and procedures are designed to achieve 1.2 monitor the way staff process payment transactions, ensuring they are processed: <ul style="list-style-type: none">• in line with organisational processing requirements• in ways that attempt to maintain goodwill 1.3 perform checks to ensure that equipment is providing information concerning payment transactions that is: <ul style="list-style-type: none">• up to date• accurate 1.4 follow organisational procedures to take action to resolve any instances of: <ul style="list-style-type: none">• payment transaction processing not meeting organisational processing requirements• payment transactions not being processed in ways that attempt to maintain goodwill• out of date or inaccurate information

Learning outcome
The learner will: 2. be able to manage the operation of payment points in a retail environment
Assessment criteria
The learner can: 2.1 performs checks to ensure that staff set up and operate payment points in line with organisational procedures 2.2 resolve any operational problems with payment points when within own authority to do so 2.3 monitor the way that payments are handled, ensuring that staff are following organisational procedures 2.4 develop contingency plans to deal with unexpected problems at payment points

Unit 314

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

UAN:	J/503/5710
Level:	Level 3
Credit value:	10
GLH:	53
Relationship to NOS:	SSR.C268
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of individuals who sell alcoholic beverages in a retail environment and apply in-depth knowledge of these products to help increase sales and encourage customer loyalty. The alcoholic beverages the learner sells may be of any kind.

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

Learning outcome
The learner will: 2. understand the characteristics of different alcoholic beverages

Assessment criteria
The learner can: 2.1 explain the characteristics of different alcoholic beverages in terms of their features and benefits 2.2 explain where to find reliable information about the alcoholic content of the alcoholic beverages the organisation carries

Learning outcome
The learner will: 3. be able to comply with legal requirements when helping customers choose alcoholic beverages in a retail environment

Assessment criteria
The learner can: 3.1 comply with all relevant legal requirements and organisational policy when helping customers choose alcoholic beverages in a retail environment

Learning outcome
The learner will: 4. be able to help customers to choose alcoholic beverages in a retail environment

Assessment criteria
The learner can: 4.1 ask customers questions to establish the types of alcoholic beverage they are looking for 4.2 provide customers with information about alcoholic beverages that is: <ul style="list-style-type: none"> • in line with organisational procedures • factually correct • legally compliant • relevant to the individual customer's needs 4.3 match the features and benefits of available alcoholic beverages as closely as possible to customer needs 4.4 compare and contrast alcoholic beverages in ways that attempt to help customers to choose those products that best meet their needs 4.5 respond to customer questions about alcoholic beverages in ways that attempt to encourage sales and promote goodwill 4.6 recommend to customers related products that could enhance their experience of the alcoholic beverages they are interested in purchasing 4.7 explain politely to customers why it is not possible to help them to purchase alcoholic beverages, when legal requirements or organisational policy prevent this

Unit 315

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

UAN:	M/503/5720
Level:	Level 3
Credit value:	8
GLH:	34
Relationship to NOS:	SSR.C355
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of individuals responsible for giving customers expert advice on specialist products. Specialist products are ones for which many customers will welcome in-depth advice to help them choose the products that best meet their needs.

Learning outcome

The learner will:

1. understand commercial awareness in relation to the organisation, its target market and product offer

Assessment criteria

The learner can:

- 1.1 explain own organisation's brand values in relation to its product offer, pricing and service
- 1.2 explain the customer profiles for own organisation
- 1.3 explain how own organisation compares with its competitors on product offer, pricing and service
- 1.4 explain the elements of a positive customer experience in relation to:
 - own organisation
 - specialist products within own area of responsibility

Learning outcome

The learner will:

2. understand the specialist products within own area of responsibility

Assessment criteria
<p>The learner can:</p> <p>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</p> <p>2.2 explain how the specialist products within own area of responsibility are produced or obtained</p> <p>2.3 explain how methods of producing or obtaining specialist products in own area affect the nature and quality of the products</p> <p>2.4 explain any legislation relating to the specialist products within own area of responsibility</p> <p>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</p> <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>

Learning outcome
<p>The learner will:</p> <p>3. be able to initiate and develop a rapport with customers</p>
Assessment criteria
<p>The learner can:</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>

Learning outcome
<p>The learner will:</p> <p>4. be able to match specialist products to individual customer requirements</p>
Assessment criteria
<p>The learner can:</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:</p> <ul style="list-style-type: none"> • in line with organisational procedures • factually correct • legally compliant

<ul style="list-style-type: none"> • relevant to the individual customer's needs <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> <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>
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<p>Learning outcome</p> <p>The learner will:</p> <p>5. be able to maintain own product knowledge and expertise in relation to specialist products</p>
<p>Assessment criteria</p> <p>The learner can:</p> <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>

Unit 316

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

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

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

Learning outcome
The learner will: 2. understand own role within a team in a retail environment
Assessment criteria
The learner can: 2.1 explain own responsibility for contributing to own team's success, including helping colleagues to learn 2.2 explain the importance of being a reliable team member 2.3 explain the factors to take account of when making commitments, including: <ul style="list-style-type: none">• existing workload• the degree to which interruptions and changes of plan are within

<p>own control</p> <p>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</p>

Learning outcome
<p>The learner will:</p> <p>3. understand what motivates self and colleagues in a retail environment</p>
Assessment criteria
<p>The learner can:</p> <p>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</p> <p>3.2 explain potential circumstances that could affect morale in a retail environment</p>

Learning outcome
<p>The learner will:</p> <p>4. be able to support effective working within a retail team</p>
Assessment criteria
<p>The learner can:</p> <p>4.1 allocate work in ways that take account of own and colleagues' preferences, skills and available time</p> <p>4.2 make and keep commitments to colleagues within:</p> <ul style="list-style-type: none"> • own team • the wider organisation <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>

Learning outcome
<p>The learner will:</p> <p>5. be able to improve own work performance in own retail team</p>
Assessment criteria
<p>The learner can:</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"> • learning and development goals • action points and deadlines for own learning and development <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>

Learning outcome

The learner will:

6. be able to help others to learn in a retail environment

Assessment criteria

The learner can:

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

Unit 317

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

UAN:	Y/503/5730
Level:	Level 3
Credit value:	11
GLH:	55
Relationship to NOS:	SSR.E338
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of individuals who deputise for a team leader within a retail environment. The competent individual is expected to be able to manage and motivate peer colleagues to carry out their day-to-day duties.

Learning outcome
The learner will: 1. understand the standards of performance required of own retail team when deputising for a team leader
Assessment criteria
The learner can: 1.1 explain team leader responsibilities in relation to: <ul style="list-style-type: none">• health and safety• equality, diversity and inclusion• security• staffing levels• absence reporting• timekeeping• personal appearance• handling customer complaints 1.2 explain relevant legislation and regulations relating to the products the team sells 1.3 explain the importance of setting an example to team members by following organisational procedures and policies at all times

Learning outcome
The learner will: 2. understand how to gain the co-operation of own retail team when deputising for team leader
Assessment criteria
The learner can: 2.1 explain the challenges involved in temporarily managing peer colleagues 2.2 explain how clear communication helps teams to work effectively 2.3 explain why it is important for a team leader to be approachable and trustworthy, including the importance of maintaining confidentiality 2.4 explain the importance of treating all team members fairly

Learning outcome
The learner will: 3. be able to maintain the standards of performance of own retail team when deputising for a team leader
Assessment criteria
The learner can: 3.1 communicate accurate information and instructions to the team 3.2 set an example for own team by following organisational procedures and policies when deputising for a team leader 3.3 perform checks to ensure that team members follow organisational procedures and policies

Learning outcome
The learner will: 4. be able to manage the morale of own retail team when deputising for a team leader
Assessment criteria
The learner can: 4.1 allocate work tasks to team members in ways that attempt to maintain the morale of the team 4.2 use methods to motivate own team that are suited to individual team members' existing levels of motivation and expertise 4.3 praise good performance both to the individuals concerned and to management 4.4 provide support to team members who are having difficulty coping with their work, in ways suited to the individual and the situation 4.5 communicate potentially sensitive information only to those who have a right to receive it

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

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

Unit 318

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

UAN:	D/503/5731
Level:	Level 3
Credit value:	10
GLH:	47
Relationship to NOS:	SSR.E301, SSR.E302, SSR.E303
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of a first line manager or senior team member in relation to the contribution they make to improving operations within their own area of responsibility. The learner could contribute to improving performance against any operational measure set by the organisation, such as sales targets, service standards or quality standards.

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

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

Learning outcome
The learner will: 3. be able to evaluate achievements of organisational performance measures for retail operations within own area of responsibility
Assessment criteria
The learner can: 3.1 evaluate organisational performance within own area of responsibility using information that is : <ul style="list-style-type: none"> • relevant • reliable • up to date

Learning outcome
The learner will: 4. be able to develop recommendations for improving the effectiveness of retail operations
Assessment criteria
The learner can: 4.1 develop ideas to improve the effectiveness of operations in own area of responsibility 4.2 evaluate which ideas for improvements to the effectiveness of operations in own area of responsibility should be put forward to decision makers, based on the extent to which the ideas are: <ul style="list-style-type: none"> • consistent with the organisation's brand image • consistent with organisational policy • achievable, given the available resources • beneficial to the organisation and its customers

Learning outcome
The learner will: 5. be able to recommend ideas for improving the effectiveness of retail operations to decision makers
Assessment criteria
The learner can: 5.1 present ideas to decision makers for possible improvements, doing so: <ul style="list-style-type: none"> • with supporting facts • acknowledging any contributions made by other people 5.2 explain to decision makers the benefits the recommended improvements could bring 5.3 justify to decision makers the resources needed to put improvements into practice 5.4 clarify any aspects of the recommended improvements decision makers wish to discuss further

Learning outcome
The learner will: 6. be able to contribute to the implementation of planned improvements to retail operations within own area of responsibility
Assessment criteria
The learner can: 6.1 explain planned improvements to staff in ways that attempt to: <ul style="list-style-type: none"> • make clear the benefits of the proposed changes • encourage involvement in implementing proposed changes 6.2 ensure that staff have everything they need to implement proposed changes including additional training 6.3 seek advice and support to resolve any problems with implementing proposed changes that are not within own authority to resolve 6.4 demonstrate to staff own commitment to achieving the benefits of proposed changes through own behaviour

Unit 319

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

UAN:	H/503/5732
Level:	Level 3
Credit value:	11
GLH:	50
Relationship to NOS:	SSR.E304, SSR.E305
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	<p>The purpose of this unit is to assess the occupational competence of individuals who are responsible for preventing wastage and loss in their work area, both by their own actions and by promoting security consciousness to colleagues.</p> <p>For the purposes of this unit, 'loss' means the loss of stock, equipment, cash and cash equivalents through theft or fraud.</p> <p>'Wastage' means the loss of stock through deterioration or damage</p>

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

Learning outcome
The learner will: 2. be able to monitor own work area security in a retail environment
Assessment criteria
The learner can: 2.1 monitor the work area to detect any problems with security 2.2 implement security measures in line with: <ul style="list-style-type: none">• legislation• organisational requirements

Learning outcome

The learner will:

3. be able to promote security consciousness to colleagues

Assessment criteria

The learner can:

3.1 provide information to colleagues on:

- responsibilities for maintaining security
- maintenance of security in own work area when opening, operating and closing the retail unit
- those with authority to stop and search staff and customers
- the items most likely to be stolen from own work area

Learning outcome

The learner will:

4. be able to investigate loss of stock, equipment, cash and cash equivalents

Assessment criteria

The learner can:

4.1 monitor levels of stock, equipment, cash and cash equivalents in line with organisational procedures to enable loss to be detected

4.2 record losses in line with organisational procedures

4.3 follow organisational procedures to investigate the cause of losses

Learning outcome

The learner will:

5. be able to take measures to prevent wastage and loss

Assessment criteria

The learner can:

5.1 provide information to colleagues on:

- the nature and extent of wastage and loss
- how wastage and loss can occur
- the problems caused by wastage and loss
- how they can help to prevent wastage and loss

5.2 evaluate potential methods for preventing wastage and loss

5.3 implement methods to prevent wastage and loss

5.4 evaluate the effectiveness of wastage and loss prevention measures

Unit 320

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

UAN:	K/503/5733
Level:	Level 3
Credit value:	5
GLH:	22
Relationship to NOS:	SSR.E308, SSR.E309
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of team leaders and other senior team members who are responsible for ensuring that there is adequate cover within their team to ensure that targets will be met. This includes producing staffing schedules, adjusting schedules as needed.

Learning outcome
The learner will: 1. understand the uses of and constraints upon the staffing schedules for a retail team
Assessment criteria
The learner can: 1.1 explain the relationship between staffing schedules and the achievement of work targets within a retail team 1.2 explain the factors other than staffing that may affect progress towards work targets, and the effect these are likely to have 1.3 explain what can happen if requirements are not complied with when drawing up staffing schedules including: <ul style="list-style-type: none">• legal requirements• organisational requirements• contracts of employment

Learning outcome
The learner will: 2. be able to produce staffing schedules for a retail team
Assessment criteria
The learner can: 2.1 produce staffing schedules that: <ul style="list-style-type: none"> • cover all the operational needs that the team is responsible for meeting • take account of the operational constraints that apply • take account of the existing skills of staff • show how work will be allocated between available staff • show the locations where individuals will work • show the times when individuals will start and finish work • comply with relevant laws, organisational policy relating to working hours and individual contracts of employment • attempt to make it easy for team members to understand and use • include contingency plans to cope with unusual situations

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

Unit 322

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

UAN:	F/503/5737
Level:	Level 3
Credit value:	3
GLH:	13
Relationship to NOS:	SSR.E211
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Aim:	The purpose of this unit is to assess the occupational competence of individuals who are responsible for maintaining the secure use of single or multiple payment points during trading hours.

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

Learning outcome
The learner will: 2. be able to monitor and support secure payment point use during trading hours
Assessment criteria
The learner can: 2.1 monitor the payment point during trading hours to ensure that staff are following organisational procedures for keeping customers' personal data confidential 2.2 authorise payment point transactions and adjustments in line with organisational procedures for:

- customer service
- security
- stock control

2.3 replenish change in payment points in line with organisational procedures

Unit 323

Improve the customer relationship (D.06)

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

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

Learning outcome

The learner will:

2. balance the needs of their customer and their organisation

Assessment criteria

The learner can:

- 2.1 meet their customers' expectations within their organisation's service offer
- 2.2 explain the reasons to their customers sensitively and positively when customer expectations cannot be met
- 2.3 identify alternative solutions for their customers either within or outside the organisation
- 2.4 identify the costs and benefits of these solutions to their organisation and to their customers
- 2.5 negotiate and agree solutions with their customers which satisfy them and are acceptable to their organisation
- 2.6 take action to satisfy their customers with the agreed solution when balancing customer needs with those of their organisation

Learning outcome

The learner will:

3. exceed customer expectations to develop the relationship

Assessment criteria

The learner can:

- 3.1 make extra efforts to improve their relationship with their customers
- 3.2 recognise opportunities to exceed their customers' expectations
- 3.3 take action to exceed their customers' expectations within the limits of their own authority
- 3.4 gain the help and support of others to exceed their customers' expectations

Learning outcome

The learner will:

4. understand how to improve the customer relationship

Assessment criteria

The learner can:

- 4.1 describe how to make best use of the method of communication chosen for dealing with their customers
- 4.2 explain how to negotiate effectively with their customers
- 4.3 explain how to assess the costs and benefits to their customers and their organisation of any unusual agreement they make
- 4.4 explain the importance of customer loyalty and/or improved internal customer relationships to their organisation

Unit 327

Monitor and solve customer service problems (D.08)

UAN:	J/601/1515
Level:	Level 3
Credit value:	6
GLH:	40
Relationship to NOS:	CFAC5
Endorsement by a sector or regulatory body:	This unit is endorsed by Cfa, the Sector Skills Council for Business Skills and Administration.
Aim:	<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. 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>

Learning outcome
The learner will: 1. solve immediate customer service problems
Assessment criteria
The learner can: 1.1 respond positively to customer service problems following organisational guidelines 1.2 solve customer service problems when they have sufficient authority 1.3 work with others to solve customer service problems 1.4 keep customers informed of the actions being taken

<p>1.5 check with customers that they are comfortable with the actions being taken</p> <p>1.6 solve problems with service systems and procedures that might affect customers before customers become aware of them</p> <p>1.7 inform managers and colleagues of the steps taken to solve specific problems</p>
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Learning outcome
<p>The learner will:</p> <p>2. identify repeated customer service problems and options for solving them</p>
Assessment criteria
<p>The learner can:</p> <p>2.1 identify repeated customer service problems</p> <p>2.2 identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option</p> <p>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</p>

Learning outcome
<p>The learner will:</p> <p>3. take action to avoid the repetition of customer service problems</p>
Assessment criteria
<p>The learner can:</p> <p>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</p> <p>3.2 action their agreed solution</p> <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>

Learning outcome
<p>The learner will:</p> <p>4. understand how to monitor and solve customer service problems</p>
Assessment criteria
<p>The learner can:</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>

Unit 328

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

UAN:	Y/601/1230
Level:	Level 3
Credit value:	6
GLH:	40
Relationship to NOS:	CFAB10
Endorsement by a sector or regulatory body:	This unit is endorsed by Cfa, the Sector Skills Council for Business Skills and Administration.
Aim:	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.

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

Learning outcome
The learner will: 2. review and maintain customer service delivery
Assessment criteria
The learner can: 2.1 maintain service delivery during very busy periods and unusually quiet periods 2.2 maintain service delivery when systems, people or resources have let them down 2.3 consistently meet their customers' expectations 2.4 balance the time they take with their customers with the demands of other customers seeking their attention 2.5 respond appropriately to their customers when customers make comments about the products or services they are offering 2.6 alert others to repeated comments made by their customers 2.7 take action to improve the reliability of their service based on customer comments 2.8 monitor the action they have taken to identify improvements in the service they give to their customers

Learning outcome
The learner will: 3. use recording systems to maintain reliable customer service
Assessment criteria
The learner can: 3.1 record and store customer service information accurately following organisational guidelines 3.2 select and retrieve customer service information that is relevant, sufficient and in an appropriate format 3.3 quickly locate information that will help solve a customer's query 3.4 supply accurate customer service information to others using the most appropriate method of communication

Learning outcome
The learner will: 4. understand how to organise the delivery of reliable customer service
Assessment criteria
The learner can: 4.1 describe organisational procedures for unexpected situations and their role within them 4.2 describe resource implications in times of staff sickness and holiday periods and their responsibility at these times 4.3 explain the importance of having reliable and fast information for their customers and their organisation 4.4 evaluate the organisational procedures and systems for delivering customer service 4.5 identify useful customer feedback and explain how to decide which feedback should be acted on 4.6 describe how to communicate feedback from customers to others

4.7 evaluate the organisational procedures and systems for recording, storing, retrieving and supplying customer service information

4.8 explain the legal and regulatory requirements regarding the storage of data

Unit 330

Promote continuous improvement (D.09)

UAN:	H/601/1554
Level:	Level 3
Credit value:	7
GLH:	47
Relationship to NOS:	CFAD9
Endorsement by a sector or regulatory body:	This unit is endorsed by Cfa, the Sector Skills Council for Business Skills and Administration.
Aim:	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.

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

Learning outcome
The learner will: 2. implement changes in customer service
Assessment criteria
The learner can: 2.1 organise the implementation of authorised changes 2.2 implement the changes following organisational guidelines 2.3 inform people inside and outside their organisation who need to know of the changes being made and the reasons for them 2.4 monitor early reactions to changes and make appropriate fine-tuning adjustments

Learning outcome
The learner will: 3. review changes to promote continuous improvement
Assessment criteria
The learner can: 3.1 collect and record feedback on the effects of changes 3.2 analyse and interpret feedback and share their findings on the effects of changes with others 3.3 summarise the advantages and disadvantages of the changes 3.4 use their analysis and interpretation of changes to identify opportunities for further improvement 3.5 present these opportunities to somebody with sufficient authority to make them happen

Learning outcome
The learner will: 4. understand how to promote continuous improvement
Assessment criteria
The learner can: 4.1 review how service improvements in their area affect the balance between overall customer satisfaction, the costs of providing service and regulatory requirements 4.2 explain how customer experience is influenced by the way service is delivered 4.3 explain how to collect, analyse and present customer feedback 4.4 explain how to make a business case to others to bring about change in the products or services they offer

Unit 332

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

UAN:	D/601/1553
Level:	Level 3
Credit value:	8
GLH:	53
Relationship to NOS:	CFAD8
Endorsement by a sector or regulatory body:	This unit is endorsed by Cfa, the Sector Skills Council for Business Skills and Administration.
Aim:	<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>

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

Learning outcome

The learner will:

2. monitor their own performance when improving customer service

Assessment criteria

The learner can:

2.1 discuss with others how what they do affects customer service performance

2.2 identify how the way they work with others contributes towards improving customer service

Learning outcome

The learner will:

3. monitor team performance when improving customer service

Assessment criteria

The learner can:

3.1 discuss with others how teamwork affects customer service performance

3.2 work with others to collect information on team customer service performance

3.3 identify with others how customer service teamwork could be improved

3.4 take action with others to improve customer service performance

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

4.1 describe who else is involved either directly or indirectly in the delivery of customer service

4.2 describe the roles and responsibilities of others in their organisation

4.3 describe the roles of others outside their organisation who have an impact on their services or products

4.4 evaluate what the goals or targets of their organisation are in relation to customer service and how these are set

4.5 evaluate how their organisation identifies improvements in customer service

Unit 334

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

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

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

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

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

Appendix 1 Units for which simulated activities are allowed

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

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

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

Retail Skills units for which expert witness testimony is allowed if the assessor is not expert in the specialism covered by the unit. This list includes only Skillsmart Retail's units. For guidance on assessing imported units, please refer to the relevant sector's own assessment principles.

Unit number	Unit title	UAN
104	Maintain food safety while working with food in a retail environment (B.20)	F/503/5673
207	Hand-process fish in a retail environment (B.11)	K/503/5666
208	Process greengrocery products for sale in a retail environment (B.12)	M/503/5667
209	Finish meat products by hand in a retail environment (B.13)	T/503/5668
210	Organise own work to meet a dough production schedule in a retail environment (B.17)	A/503/5672
211	Maintain food safety while working with food in a retail environment (B.21)	J/503/5674
214	Finish bake-off food products in a retail environment (B.35)	H/503/5679
215	Glaze, coat or decorate bake-off products for sale in a retail environment (B.36)	Y/503/5680
222	Process applications for credit agreements offered in a retail environment (C.09)	F/503/5690
223	Promote loyalty schemes to customers in a retail environment (C.12)	J/503/5691
224	Provide a bra fitting service in a retail environment (C.17)	Y/503/5694
225	Follow guidelines for planning and preparing visual merchandising displays (C.18)	D/503/5695
226	Dress visual merchandising displays to attract customers (C.19)	H/503/5696
227	Order and position signage and graphics for visual merchandising displays (C.20)	K/503/5697
228	Dismantle and store props and graphics from visual merchandising displays (C.21)	M/503/5698
229	Make props and decorate fixtures and panels for visual merchandising displays (C.22)	T/503/5699
230	Assemble visual merchandising displays (C.23)	D/503/5700

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



Appendix 3 Relationships to other qualifications

Links to other qualifications

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

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

Literacy, language, numeracy and ICT skills development

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

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



Appendix 4 Sources of general information

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

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

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

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

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

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

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

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

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for GOLA/e-volve assessments.

Useful contacts

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

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