

Level 3 Certificate/Diploma in Retail Skills (Management) (7536)

Qualification handbook

www.cityandguilds.com
July 2011
Version 1.6

| | |
|--------------------|-------------------|
| Certificate | 500/2911/3 |
| Diploma | 500/2910/1 |



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Additional unit 336 was added to the Level 3 Certificate and Diploma qualifications in Retail Skills (Management) in October 2009 and can be found in the following document: *Additional Units and Updated Rules of Combination for Incremental Change*.

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1 About the qualification

This document contains the information that centres need to offer the following qualification:

| Qualification title and level | City & Guilds qualification number | ofQual accreditation number(s) | Last registration date | Last certification date |
|---|---|---------------------------------------|-------------------------------|--------------------------------|
| Level 3 Certificate in Retail Skills (Management) | 7536-31 | 500/2911/3 | 31/12/2010 | 31/12/2013 |
| Level 3 Diploma in Retail Skills (Management) | 7536-34 | 500/2910/1 | 31/12/2010 | 31/12/2013 |

It includes details and guidance on:

- List of available units
- Rules of Combination
- Assessment
- Entry requirements
- Progression opportunities

The following documents contain essential information on City & Guilds qualifications and should be referred to in conjunction with this handbook. These documents are available on line from **www.cityandguilds.com**

| Publication | Content |
|--|---|
| <i>Providing City & Guilds qualifications – a guide to centre and qualification approval</i> | This provides 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. |
| <i>Ensuring quality</i> | This has updates on City & Guilds assessment and policy issues |
| <i>Centre toolkit</i> | This contains additional information on Providing City & Guilds qualifications, in a CD-ROM, which links to the internet for access to the latest documents, reference materials and templates. The Centre Toolkit is sent to centres when they receive approved centre status. |
| <i>Walled Garden</i> | This contains details of the qualification structure, registration and certification procedures and fees. |

Contacting City & Guilds by e-mail

The following e-mail addresses give direct access to our Customer Relations team.

| e-mail | Query types |
|---|----------------------------------|
| learnersupport@cityandguilds.com | all learner enquiries, including |

| | |
|--|---|
| | <ul style="list-style-type: none"> • requesting a replacement certificate • information about our qualification • finding a centre |
| centresupport@cityandguilds.com | all centre enquiries |
| walledgarden@cityandguilds.com | all enquiries relating to the Walled Garden, including <ul style="list-style-type: none"> • setting up an account • resetting passwords |

1.1 Qualification structure

What is the Qualifications and Credit Framework?

The Qualification and Credit Framework (QCF) is a new way of recognising achievement through the award of credit for units and qualifications. It will provide flexible routes to gaining full qualifications, and enable qualifications to be achieved in smaller steps.

Units within the framework will have a level (ranging from Entry level to level 8) to indicate the level of difficulty. They will also have a credit value to indicate the size of the unit.

The QCF will:

- allow providers to design more flexible programmes, suited to the needs of a wider range of candidates
- describe achievements (credits) to employers, providers and candidates in a way that is easy to understand
- allow candidates to accumulate credit, by recognising smaller steps of learning at their own pace
- allow candidates to transfer credits into an electronic Learner Achievement Record, which they will keep for life

QCF units

Each unit has been a credit value based on the total number of hours learning required to achieve it (notional learning). Each 10 hours of learning equals 1 credit e.g. if a unit takes 50 hours of learning then it will receive a credit value of 5. The units vary in credit value.

In addition all units have a level which may be different from the qualification in which they can be used.

Are the Retail QCF units different to the NVQ units?

The NVQ units for Retail match exactly the National Occupational Standards (NOS) units. They were written to meet the requirements of the National Qualifications Framework.

The QCF has a slightly different layout of the criteria for the units and also incorporates the level and credit value. The NVQ units have therefore been reformatted, to meet the new QCF unit criteria. Although the units are presented in a revised format, the assessment criteria used in both the NVQ and QCF units are identical.

QCF terminology

Whilst the evidence outcomes required from QCF and NVQ units are the same the QCF units use different terminology to the NVQ units.

The assessment criteria for NVQ units are listed under the 'What you must do' and 'What you must know' whereas for the QCF units they are all listed under 'The learner can'.

Qualifications

These are available as Award, Certificate and Diploma at levels 1 & 2 and Certificate and Diploma at level 3. To complete a qualification the minimum credit value must be achieved and each type at each level requires more credit to be achieved. The number of units to achieve this is not fixed as it is the total credit value that is required. Rules of combination apply to each qualification.

Candidates can accumulate credit which will allow them to claim Award, Certificate or Diploma certification as the qualification credit values are achieved.

The rules of combination for certification are therefore much more flexible and less prescriptive than for NVQs.

The units in the Level 3 Retail Skills (Management) qualification are:

Level 2

| | | | |
|-----|--|--------|----|
| 241 | Develop productive working relationships with colleagues | (E.15) | 9 |
| 242 | Allocate and check work in your team | (E.16) | 12 |

Level 3

| City & Guilds unit number | Title | QCF unit number | Credits |
|---------------------------|--|-----------------|---------|
| 301 | Work effectively in your retail organisation | (E.8) | 9 |
| 306 | Organise the receipt and storage of goods in a retail environment | (B.14) | 11 |
| 307 | Audit stock levels and stock inventories in a retail environment | (B.15) | 6 |
| 308 | Monitor and help improve food safety in a retail environment | (B.22) | 12 |
| 310 | Source required goods and services in a retail environment | (B.16) | 10 |
| 311 | Maintain the availability of goods for sale to customers in a retail environment | (C.13) | 11 |
| 313 | Plan, monitor and adjust staffing levels and schedules in a retail environment | (E.12) | 11 |
| 315 | Monitor and evaluate the quality of service provided by external suppliers to your customers | (E.17) | 9 |
| 316 | Organise the delivery of reliable customer service | (D.5) | 8 |
| 317 | Improve customer relationship | (D.6) | 8 |
| 318 | Work with others to improve customer service | (D.7) | 7 |
| 319 | Monitor and solve customer service problems | (D.8) | 7 |

| City & Guilds unit number | Title | QCF unit number | Credits |
|--|--|----------------------------|----------------|
| 320 | Promote continuous improvement in customer service | (D.9) | 10 |
| 321 | Help to monitor and maintain the security of the retail unit | (E.11) | 11 |
| 328 | Contribute to the continuous improvement of retail operations | (E.10) | 10 |
| 329 | Recruit, select and keep colleagues | (E.13) | 13 |
| 330 | Provide learning opportunities for colleagues | (E.14) | 11 |
| 331 | Evaluate the receipt of payments from customers | (C.16) | 9 |
| 332 | Monitor and maintain health and safety in a retail environment | (E.18) | 13 |
| *336 | Monitor and support secure till use during trading hours | (E.21) | 3 |

*Unit 336 was added to the Diploma and Certificate qualifications in Retail Skills Management, in October 2009, and can be found in the *Additional Units and Updated Rules of Combination for Incremental Change* document.

Rules of Combination

Level 3 Retail Skills (Management)

| | Award | Certificate | Diploma |
|--|---------------|--|--|
| Minimum number of credits required | Not available | 31 credits | 43 credits |
| Rules of combination | n/a | Unit 301 must be taken (9 credits) A minimum of 22 credits must come from units 241-242, 306-308, 310-311, 313, 315-321, 328-332, 336 with (unit 336 added October 2009*) - at least 1 unit coming from 241, 242, 328-330 - no more than 1 unit coming from 316-320 - no more than 1 unit coming from 241-242 | Unit 301 must be taken (9 credits) A minimum of 34 credits must come from units 241, 242, 306-308, 310-311, 313, 315-321, 328-332, 336 with (unit 336 added October 2009*) - at least 2 units coming from 241, 242, 328-330 - no more than 1 unit coming from 316-320 - no more than 1 unit coming from 241-242 |
| Minimum number of credits which must come from Level 3 | n/a | 19 credits | 26 credits |
| Number of units this qualification could be achieved in | n/a | Min-3 units Max-5 units | Min-4 units Max-6 units |
| NVQ equivalent | | | |

*Unit 336 can be found in the *Additional Units and Updated Rules of Combination for Incremental Change* document.

1.2 Opportunities for progression

On completion of this qualification candidates may progress into employment or to the following City & Guilds qualifications:

- Level 3 Certificate in Retail Skills (Sales Professional) (7536-33)
- Level 3 Diploma in Retail Skills (Sales Professional) (7536-36)
- Level 3 Certificate in Retail Skills (Visual Merchandising) (7536-32)
- Level 3 Diploma in Retail Skills (Visual Merchandising) (7536-35)
- Level 4 Higher Professional Diploma in Retail Management (4454)

Candidate entry requirements

There are no formal entry requirements for candidates undertaking these qualifications. However, centres must ensure that candidates have the potential and opportunity to successfully gain the qualifications.

Age restrictions

There are no age limits attached to candidates undertaking the qualification unless this is a legal requirement of the process or the environment.

Other legal considerations

There are no formal entry requirements for candidates undertaking this qualification; however centres must ensure that candidates have the potential and opportunity to gain evidence for the qualification in the work place.

For funding purposes, centres are reminded that candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

1.3 Qualification support materials

City & Guilds also provides the following publications and resources specifically for this qualification:

| Description | How to access |
|--------------------|--|
| SmartScreen | www.smartscreen.co.uk |

2 Assessment

2.1 Summary of assessment methods

For this qualification, candidates will be required to complete the following assessments:

- a portfolio of evidence for each unit

This guidance is based on and amplifies the assessment strategy developed for the N/SVQ in Retail Skills Level 3.

External quality control

External quality control is provided by the usual City & Guilds external verification process which includes the use of the electronically scannable report form which is designed to provide an objective risk analysis of individual centre assessment and verification practice.

Accreditation of prior learning and experience (APEL)

Accreditation of Prior Learning (APL) and Accreditation of Prior Experience and Learning (APEL) recognise the contribution a person's previous experience could contribute to a qualification.

Should any opportunities for APEL be identified it is important that a complete **process** of accreditation of prior experience and learning is undertaken by ensuring that:

- it covers relevant or appropriate experience for previous activities as well as accredited learning and qualifications
- it is incorporated into the assessment planning with details of how this will take place
- mapping of prior learning to the National Occupational Standards to identify gaps is documented and auditable
- assessment methods or processes for accreditation of prior experience and learning are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of Accreditation of Prior Experience and Learning
- the authenticity and currency of presented evidence is established by the assessor
- where observation or expert witness testimony is a unit assessment method requirement, this activity is undertaken after candidate registration for the qualification

In considering the appropriateness of any single piece of **evidence** the following should be considered:

- **Content** – the degree to which the content of any previous accredited learning meets the requirements of the National Occupational Standards against which it is being presented as evidence.
- **Performance and Knowledge** – the degree to which the previous learning covered both performance and knowledge. Some learning will only have offered and tested the latter, in which case the Accreditation of Prior Learning can only cover this aspect. Performance will require further assessment. Although unlikely, the reverse (performance tested but not knowledge) could be true in which case knowledge and understanding would need further assessment.

- **Relevance of Context** – the degree to which the context of the learning gained and assessed relates to the current context of candidates' work roles. If the context was different, assessors will need to satisfy themselves of candidates' ability to transfer the learning gained into their current setting.
- **Currency** – how recently the learning was gained. Candidates would need to demonstrate current knowledge and understanding of areas such as legislation, policy and practice etc, which may have changes since the previous learning programmes was undertaken.
- **Authenticity** – how the ownership of the evidence is established to ensure it was generated by the candidate.

Simulation

Simulation is allowed in some of the units in this qualification. This information can be found with the unit summary at the front of each unit.

The overarching principle to be applied to units identified as suitable for simulation is that it should only be undertaken in a minority of cases where:

- there is a high risk to the security or safety of the candidate, individuals, key people in their lives and others
- the opportunity to present evidence from work-based practice happens infrequently and therefore insisting that candidates wait for such an occurrence would be unreasonable or create blockages in the assessment system and might carry the risk of de-motivating candidates
- there would otherwise be a breach of confidentiality or privacy

Where centres, for purposes of supporting, or complementing an effective skills formation programme, wish to establish an environment where simulation is a structured component of an assessment methodology, the sector requires that:

- a Simulation must be undertaken in a Realistic Working Environment
- b Awarding Bodies provide guidance for centres, which requires that Realistic Working Environments:

'Provide an environment which replicates the key characteristics of the workplace in which the skill to be assessed is normally employed'.

A realistic working environment (for the purpose of simulated work activities) is regarded as one that replicates a real working environment. For example, a college shop that operates on a commercial basis (i.e. it has a profit and loss account) is acceptable for retail environments but a shop laid out in a classroom environment isn't. However, a simulated activity may be used, within a retail setting itself, for assessment purposes to allow candidates to demonstrate emergency drills, evacuation and accident procedures as part of the Health and Safety Units in order to prevent any barriers to achievement.

Assessment for the Level 2 Retail Skills must always be carried out in a real retail environment. The use of simulated activities should only be allowed for the demonstration of emergency procedures contained within the Health & Safety Units E2 (level 1/4), E6 (level 2/5), E18 (level 3/6) and taking action to deal with or contain security risks, threats & breaches and incidents of theft within the Security Units E1 (level 1/4), E7 (level 2/5), E11 (level 3/6). Additionally Improve SSC allow for the use of simulation as a supplementary form of evidence for Units B17, B18 and B19 when the candidate's assessment environment does not allow for assessment across the full range of contexts, equipment or products specified.

Evidence generated from simulated activities will not be acceptable for any other unit. In particular, it must be emphasised that simulation is not permitted for any of the units originally derived by the:

- Institute of Customer Service (ICS)
(Note: the use of a Realistic Working Environment including work experience and work placement for units D1, D2 & D3 is acceptable to the ICS. All other Units must be achieved in a real working situation (either paid or voluntary))
- Management Standards Centre (MSC)
- Financial Services Skills Council (FSSC)

Simulation

Simulation is allowed in some of the units in this qualification. This information can be found with the unit summary at the front of each unit.

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- the opportunity to present evidence from work-based practice happens infrequently and therefore insisting that candidates wait for such an occurrence would be unreasonable or create blockages in the assessment system and might carry the risk of de-motivating candidates
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‘Provide an environment which replicates the key characteristics of the workplace in which the skill to be assessed is normally employed’.

A realistic working environment (for the purpose of simulated work activities) is regarded as one that replicates a real working environment. For example, a college shop that operates on a commercial basis (i.e. it has a profit and loss account) is acceptable for retail environments but a shop laid out in a classroom environment isn't. However, a simulated activity may be used, within a retail setting itself, for assessment purposes to allow candidates to demonstrate emergency drills, evacuation and accident procedures as part of the Health and Safety Units in order to prevent any barriers to achievement.

Assessment for the Level 3 Retail Skills must always be carried out in a real retail environment. The use of simulated activities should only be allowed for the demonstration of emergency procedures contained within the Health & Safety Units E2 (level 1/4), E6 (level 2/5), E18 (level 3/6) and taking action to deal with or contain security risks, threats & breaches and incidents of theft within the Security Units E1 (level 1/4), E7 (level 2/5), E11 (level 3/6). Additionally Improve SSC allow for the use of simulation as a supplementary form of evidence for Units B17, B18 and B19 when the candidate's assessment environment does not allow for assessment across the full range of contexts, equipment or products specified.

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- Management Standards Centre (MSC)
- Financial Services Skills Council (FSSC)

2.2 Evidence requirements

Specific evidence requirements can be found at the start of each unit.

2.3 Recording forms

City & Guilds has developed a set of recording forms specifically for these qualifications; *Recording forms for Level 1 Award/Certificate/Diploma in Retail Skills 7536*.

This is available from the City & Guilds website or can be ordered from Publications.

Although it is expected that centres will 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.

3 Units

Availability of units

The units for this qualification follow. They may also be obtained from the centre resources section of the City & Guilds website www.cityandguilds.com

The learning outcomes and assessment criteria are also viewable on the National Database of Accredited Qualifications (NDAQ) www.accreditedqualifications.org.uk

Structure of units

The units in this qualification are written in a standard format and comprise the following:

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

Glossary of terms used in the units

The following key words and terms are used in the units.

| Term | Definition |
|-------------------------------|---|
| 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 <i>not</i> 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 you must deal with a food safety hazard 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: <ul style="list-style-type: none">• 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 241

Develop productive working relationships with colleagues (Management Standards Centre) (E.15)

Level: 2

Credit value: 9

Unit aims

This unit is about developing working relationships with colleagues, within the learner's own organisation and within other organisations, which are productive in terms of supporting and delivering the learner's work and that of the overall organisation. 'Colleagues' are any people the learner is expected to work with, whether they are in a similar work role to the learner's or in different work roles.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know how to develop productive working relationships with colleagues
2. Develop productive working relationships with colleagues
3. Behave appropriately in developing productive working relationships with colleagues

Notional and guided learning hours

It is recommended that **90** hours should be allocated for this unit, **27** of these are guided learning hours. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is based on the National Occupational Standards of the same title and endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Unit Assessment: General Unit for Retail management Pathway

If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

The nature of this outcome means evidence collection may need to be carefully and sensitively planned. Direct observation of all performance criteria by the assessor may not be the most appropriate method of evidence collection.

However, the assessor must collect sufficient valid and reliable evidence of the candidate's ability to work competently. This will involve expert witness testimony, professional discussions, the use of question and answer sessions to confirm knowledge and understanding.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this unit.

Unit 241 Develop productive working relationships with colleagues (Management Standards Centre) (E.15)

Learning Outcomes and Assessment Criteria

Outcome 1 Know how to develop productive working relationships with colleagues

The learner can:

1. show that they know and understand the benefits of developing productive working relationships with colleagues
2. show that they know and understand principles of effective communication and how to apply these in order to communicate effectively with colleagues
3. show that they know and understand how to identify disagreements with colleagues and the techniques for sorting such disagreements out
4. show that they know and understand how to identify conflicts of interest with colleagues and the measures that can be used to manage or remove such conflicts of interest
5. show that they know and understand how to take account of diversity issues when developing working relationships with colleagues
6. show that they know and understand the importance of exchanging information and resources with colleagues
7. show that they know and understand how to get and make use of feedback on their performance from colleagues
8. show that they know and understand how to provide colleagues with useful feedback on colleagues' own performance
9. show that they know and understand key aspects of the regulations and codes of practice that apply to retail in general
10. show that they know and understand standards of behaviour and performance typically expected in a retail environment
11. show that they know and understand the retail working culture and how this can affect working relationships
12. show that they know and understand current and future work being carried out
13. show that they know which colleagues are relevant to the work being carried out, and the work roles and responsibilities of those colleagues
14. show that they know and understand processes within the organisation for making decisions
15. show that they know and understand line management responsibilities and relationships within the organisation
16. show that they know and understand the organisation's values and culture
17. show that they know and understand power, influence and politics within the organisation
18. show that they know and understand standards of behaviour and performance expected in the organisation
19. show that they know what information and resources different colleagues might need
20. show that they know and understand existing agreements with colleagues

Outcome 2 Develop productive working relationships with colleagues

The learner can:

1. establish working relationships with all colleagues who are relevant to the work being carried out
2. recognise, agree and respect the roles and responsibilities of colleagues
3. understand and take account of the priorities, expectations, and authority of colleagues in decisions and actions
4. fulfil agreements made with colleagues and let colleagues know
5. advise colleagues promptly of any difficulties or where it will be impossible to fulfil agreements
6. identify and sort out conflicts of interest and disagreements with colleagues in ways that minimise damage to the work being carried out
7. exchange information and resources with colleagues to make sure that all parties can work effectively
8. provide feedback to colleagues on colleagues' own performance and seek feedback from colleagues on the learner's own performance in order to identify areas for improvement

Outcome 3 Behave appropriately in developing productive working relationships with colleagues

The learner can:

1. present information clearly, concisely, accurately and in ways that promote understanding
2. seek to understand people's needs and motivations
3. make time available to support others
4. clearly agree what is expected of others and hold others to account
5. work to develop an atmosphere of professionalism and mutual support
6. model behaviour that shows respect, helpfulness and co-operation
7. keep promises and honour commitments
8. consider the impact of the learner's own actions on others
9. say 'no' to unreasonable requests
10. show respect for the views and actions of others

Unit 242

Allocate and check work in your team (Management Standards Centre) (E.16)

Level: 2
Credit value: 12

Unit aims

This unit is about ensuring that the work required of the learner's team is effectively and fairly allocated amongst team members. It also involves checking that team members are achieving the level and quality of work required. The learner needs to identify and act on opportunities to improve team members' performance. The learner also needs to resolve conflict between team members.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know how to allocate and check work in their team
2. Allocate and check work in their team
3. Behave appropriately in allocating and checking work for their team

Notional and guided learning hours

It is recommended that **120** hours should be allocated for this unit, **36** of these are guided learning hours. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is based on the National Occupational Standards of the same title and endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Unit Assessment: General Unit for Retail Management Pathway

If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

The nature of this outcome means evidence collection may need to be carefully and sensitively planned. Direct observation of all performance criteria by the assessor may not be the most appropriate method of evidence collection.

However, the assessor must collect sufficient valid and reliable evidence of the candidate's ability to work competently. This will involve expert witness testimony, professional discussions, and the use of question and answer sessions to confirm knowledge and understanding.

Specific Evidence Requirement: It is expected that simulation will be used to gather evidence for taking action to deal with or contain health and safety risks.

Unit 242 Allocate and check work in your team (Management Standards Centre) (E.16)

Learning Outcomes and Assessment Criteria

Outcome 1 Know how to allocate and check work in their team

The learner can:

1. show that they know and understand different ways of communicating effectively with members of a team
2. show that they know and understand the importance of confirming and clarifying the work required of the team with their manager and how to do this effectively
3. show that they know and understand how to plan the work of a team, including how to identify any priorities or critical activities and the available resources
4. show that they know and understand how to identify and take due account of health and safety issues in the planning, allocation and checking of work
5. show that they know and understand why it is important to allocate work across the team on a fair basis and how to do so
6. show that they know and understand why it is important to brief team members on the work that has been allocated and the standard or level of expected performance and how to do so
7. show that they know and understand ways of encouraging team members to ask questions and/or seek clarification and make suggestions in relation to the work which team members have been allocated
8. show that they know and understand effective ways of regularly and fairly checking the progress and quality of the work of team members
9. show that they know and understand how to provide prompt and constructive feedback to team members
10. show that they know and understand how to select and apply a limited range of different methods for motivating, supporting and encouraging team members to complete the work that has been allocated, improve team members' performance and for recognising team members' achievements
11. show that they know and understand the additional support and resources which team members might require to help complete the work and how to help in providing this
12. show that they know and understand why it is important to monitor the team for conflict and how to identify the cause(s) of conflict when it occurs and deal with it promptly and effectively
13. show that they know and understand why it is important to identify opportunities for team members to improve performance and how to discuss these and agree ways of improving performance with team members
14. show that they know and understand the type of problems and unforeseen events that may occur and how to support team members in dealing with such problems and events
15. show that they know and understand how to log information on the ongoing performance of team members and use this information for performance appraisal purposes
16. show that they know and understand relevant aspects of the UK's and their country's legislation, regulations, guidelines and codes of practice relating to grievance and disciplinary procedures
17. show that they know and understand the importance of providing an example to their team by being consistently customer focused
18. show that they know and understand the importance of planning and supervising work in ways that minimise wastage and loss
19. show that they know and understand relevant aspects of their country's legislation, regulations, guidelines and codes of practice relating to the type of goods their team deals with

20. show that they know the health and safety risks relating to the type of goods their team deals with, and how to monitor and minimise these
21. show that they know the members, purpose and objectives of their team
22. show that they know and understand the work required of their team
23. show that they know the available resources for undertaking the required work
24. show that they know and understand the organisation's written health and safety policy statement and associated information and requirements
25. show that they know and understand their team's plan for undertaking the required work
26. show that they know and understand the skills, knowledge, understanding, experience and workloads of team members
27. show that they know and understand the organisation's policy and procedures in terms of personal development
28. show that they know and understand reporting lines in the organisation and the limits of their own authority
29. show that they know and understand organisational standards or levels of expected performance
30. show that they know and understand organisational policies and procedures for improving performance
31. show that they know and understand organisational grievance and disciplinary policies and procedures
32. show that they know and understand the organisation's systems for appraising performance

Outcome 2 Allocate and check work in their team

The learner can:

1. confirm the work required of the team with their manager and seek clarification, where necessary, of any outstanding points and issues
2. plan how the team will undertake its work, identify any priorities or critical activities and make best use of the available resources
3. allocate work to team members on a fair basis taking account of individual team members' skills, knowledge and understanding, experience and workloads and the opportunity for development
4. brief team members on the work team members have been allocated and the standard or level of expected performance
5. encourage team members to ask questions, make suggestions and seek clarification in relation to the work team members have been allocated
6. check the progress and quality of the work of team members on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback
7. support team members in identifying and dealing with problems and unforeseen events
8. motivate team members to complete the work team members have been allocated and provide, where requested and where possible, any additional support or resources to help completion
9. monitor the team for conflict, identify the cause(s) when conflict occurs and deal with it promptly and effectively
10. identify opportunities to improve performance, discuss these with team members and agree ways of improving performance
11. recognise successful completion of significant pieces of work or work activities by team members and the overall team and tell their own manager about these achievements
12. use information collected on the performance of team members in any formal appraisal of performance.

Outcome 3 Behave appropriately in allocating and checking work for their team

The learner can:

1. make time available to support others
2. clearly agree what is expected of others and hold others to account
3. prioritise objectives and plan work to make best use of time and resources
4. state their own position and views clearly and confidently in conflict situations
5. show integrity, fairness and consistency in decision-making
6. seek to understand people's needs and motivations
7. take pride in delivering high quality work
8. take personal responsibility for making things happen
9. encourage and support team members to make the best use of team members' own abilities
10. be vigilant for possible risks and hazards

Unit 301

Work effectively in your retail organisation (E.8)

Level: 3
Credit value: 9

Unit aims

This unit is about the learner being an effective member of their team, including taking some responsibility for helping colleagues to learn. The unit involves the learner in supporting the team's efforts by sharing the workload fairly, making realistic commitments and doing their best to keep them, and contributing to team morale and good working relations. The unit is also about being an effective learner in the workplace. It assumes that the learner receives some help and support in planning and carrying out their learning plans. The learner's responsibilities are to contribute to the planning process, carry out their plan and report on their progress.

Finally, the unit is about helping colleagues to gain the information and skills needed for competent performance. It involves the learner passing on to colleagues their own knowledge and skills as the learner goes about their day-to-day work. This unit is not about being a professional trainer and the learner is not expected to assess colleagues' performance formally.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will be able to:

1. Know how to support effective team working in a retail environment
2. Know how to help to plan and organise their own learning in a retail environment
3. Know how to help others to learn in a retail environment
4. Support effective team working in a retail environment
5. Help to plan and organise their own learning in a retail environment
6. Help others to learn in a retail environment

Notional and guided learning hours

It is recommended that **90** hours should be allocated for this unit, **49** of these are guided learning hours. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is based on the National Occupational Standards of the same title and endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Unit Assessment: Mandatory Unit for all Level 3 Pathways

Product evidence (either paper or electronic) is the most likely source of evidence for this unit. This could include minutes of meetings recording your agreed actions, rotas and schedules that you have negotiated communication with customers and suppliers. Your involvement in staff

development programmes for staff within your work team. Evidence should arise through naturally occurring work activities. Where difficulties arise naturally, documentary evidence of how they were dealt with should be included. It is unlikely that you will be able to demonstrate competence in less than three months.

The use of **Witness testimonies** and **Professional discussion** will be a valuable source of evidence to support those areas for which it may not be practical or cost effective to produce performance evidence.

Assessor observed performance may be used for this unit to expand on the evidence already generated.

Knowledge and understanding will need to demonstrate that you know what you are doing and your assessor may ask you questions to confirm this. When questions are used the assessment must record both the question asked and your answer as evidence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this unit.

This unit can be achieved in isolation of other units. However evidence for this unit will be generated holistically whilst the candidate is working towards competence in their selected units for the qualification.

Unit 301 Work effectively in your retail organisation (E.8)

Learning Outcomes and Assessment Criteria

Outcome 1 Know how to support effective team working in a retail environment

The learner can:

1. show that they know the team's purpose, aims and targets
2. show that they know their responsibility for contributing to the team's success
3. show that they know their colleagues' roles and main responsibilities
4. show that they know the importance of sharing work fairly with colleagues
5. show that they know the factors that can affect their own and colleagues' willingness to carry out work, including skills and existing workload
6. show that they know the importance of being a reliable team member
7. show that they know the factors to take account of when making commitments, including their existing workload and the degree to which interruptions and changes of plan are within their control
8. show that they know the importance of maintaining team morale, the circumstances when morale is likely to flag, and the kinds of encouragement and support that are likely to be valued by colleagues
9. show that they know the importance of good working relations, and techniques for removing tension between colleagues
10. show that they know the importance of following the company's policies and procedures for health and safety, including setting a good example to colleagues

Outcome 2 Know how to help to plan and organise their own learning in a retail environment

The learner can:

1. show that they know who can help them set goals, help them plan their learning, and give them feedback about their progress
2. show that they know how to identify the knowledge and skills they will need to achieve their goals
3. show that they know how reflecting on their past learning experiences can help them to plan their future learning, and techniques for doing so
4. show that they know how to work out how much time they need to devote to learning and how much time they can make available for learning
5. show that they know how often to check their progress and how to do this
6. show that they know how to adjust their plans as needed to help them meet their goals
7. show that they know why they should ask for feedback on their progress, how to do so, and how to respond positively

Outcome 3 Know how to help others to learn in a retail environment

The learner can:

1. show that they know their role in helping others to learn in the workplace
2. show that they know how to work out what skills and knowledge they can usefully share with others
3. show that they know how and when to offer help and advice to colleagues who are learning

4. show that they know methods of helping others to learn on the job, and how to choose suitable methods for different learning situations
5. show that they know health, safety and security risks that are likely to arise when people are learning on the job, and how to reduce these risks
6. show that they know sources of help within your organisation for people who are learning, and how to access them

Outcome 4 Support effective team working in a retail environment

The learner can:

1. share work fairly with colleagues, taking account of their own and others' preferences, skills and time available
2. make realistic commitments to colleagues and do what the learner has promised to do
3. let colleagues know promptly if the learner will not be able to do what has been promised and suggest suitable alternatives
4. encourage and support colleagues when working conditions are difficult
5. encourage colleagues who are finding it difficult to work together to treat each other fairly, politely and with respect
6. follow the company's health and safety procedures as they work

Outcome 5 Help to plan and organise their own learning in a retail environment

The learner can:

1. discuss and agree with the right people goals that are relevant, realistic and clear
2. identify the knowledge and skills they will need to achieve their goals
3. agree action points and deadlines that are realistic, taking account of their past learning experiences and the time and resources available for learning
4. regularly check their progress and, when necessary, change the way they work
5. ask for feedback on their progress from those in a position to give it, and use this feedback to improve the learner's performance

Outcome 6 Help others to learn in a retail environment

The learner can:

1. encourage colleagues to ask the learner for work-related information or advice that the learner is likely to be able to provide
2. notice when colleagues are having difficulty performing tasks at which the learner is competent, and tactfully offer advice
3. give clear, accurate and relevant information and advice relating to tasks and procedures
4. explain and demonstrate procedures clearly, accurately and in a logical sequence
5. encourage colleagues to ask questions if colleagues don't understand the information and advice the learner gives
6. give colleagues opportunities to practise new skills, and give constructive feedback
7. check that health, safety and security are not compromised when they are helping others to learn
8. recognise when the learner is not the most appropriate person to advise colleagues who are learning and guide those colleagues to suitable sources of help

Unit 306

Organise the receipt and storage of goods in a retail environment (B.14)

Level: 3
Credit value: 11

Unit aims

This unit is firstly about organising staff to receive goods, for example when preparing for seasonal intake of stock. Secondly, the unit involves organising storage facilities and training and supervising staff in the use of the storage system.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will be able to:

1. Know how to organise staff to receive and check incoming deliveries in a retail environment
2. Know how to organise and maintain storage facilities in a retail environment
3. Know how to check the storage and care of stock in a retail environment
4. Organise staff to receive and check incoming deliveries in a retail environment
5. Organise and maintain storage facilities in a retail environment
6. Check the storage and care of stock in a retail environment

Notional and guided learning hours

It is recommended that **110** hours should be allocated for this unit, **59** of these are guided learning hours. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is based on the National Occupational Standards of the same title and endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Unit Assessment: General Unit for all Level 3 Pathways

The National Occupational Standards for Retail candidates at Level 3 supports the ethos of holistic assessment, which is, being assessed by work role rather than individual units. This means that the generation and collection of evidence is more streamlined and ensures an integrated and logical approach to make the most of assessment opportunities. This enables both the candidate and assessor to focus on competent performance in the job role, rather than matching isolated tasks to the national occupational standards.

Documentary evidence is the most likely sources of evidence to support this unit. This could include records or orders, delivery schedules, delivery documentation, reports to suppliers, service requirements and stock records. Evidence should arise from naturally occurring work activities. Where conflicts arise naturally, documentary evidence of how they were resolved should be included. It is unlikely that you will be able to demonstrate competence in less than one month.

The use of **Witness testimonies** and **Professional discussion** will be a valuable source of evidence to support those areas for which it may not be practical or cost effective to produce performance evidence.

Knowledge and understanding will need to demonstrate that you know what you are doing and your assessor may ask you questions to confirm this. When questions are used the assessment must record both the question asked and your answer as evidence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this unit.

Unit 306 Organise the receipt and storage of goods in a retail environment (B.14)

Learning Outcomes and Assessment Criteria

Outcome 1 Know how to organise staff to receive and check incoming deliveries in a retail environment

The learner can:

1. show that they know how to prepare to receive and handle different types of goods
2. show that they know procedures for receiving goods, including dealing with incorrect, damaged and late deliveries
3. show that they know which members of staff are involved in or affected by a delivery schedule and the information these people need to receive goods efficiently
4. show that they know the company's standards for acceptable goods
5. show that they know why incoming goods must be checked against requirements straight after unloading
6. show that they know recording and control systems including procedures for checking goods received
7. show that they know safety and security procedures for receiving goods

Outcome 2 Know how to organise and maintain storage facilities in a retail environment

The learner can:

1. show that they know how effective storage systems contribute to reducing stock loss
2. show that they know how to work out what storage facilities are needed for goods on order
3. show that they know how to protect goods from various causes of deterioration and damage
4. show that they know how to work out suitable storage layouts and solve storage problems efficiently, safely and securely
5. show that they know how to run the stock recording and controlling systems efficiently and accurately, including using them to monitor and record stock loss
6. show that they know the legal requirements for storing stock, including health and safety requirements

Outcome 3 Know how to check the storage and care of stock in a retail environment

The learner can:

1. show that they know when and how to check stock and storage, including both routine and spot checks
2. show that they know legal and company requirements for removing out-of-date stock
3. show that they know the company's requirements for storing and moving stock, and how to check that these requirements are being met
4. show that they know how to work out if ideas for improving the ways stock is stored and moved are likely to be profitable
5. show that they know the causes of stock deterioration and damage and how these affect products
6. show that they know the company's requirements and quality standards for storage
7. show that they know the information colleagues need to be able to use the storage system effectively
8. show that they know company policy and procedures for protecting goods that are at risk of damage or deterioration
9. show that they know the company's systems and procedures for moving and storing stock

Outcome 4 Organise staff to receive and check incoming deliveries in a retail environment

The learner can:

1. gather enough competent staff and brief those staff members well enough before deliveries are received
2. make sure that the area for receiving goods is prepared and that there is enough storage space for the delivery
3. check that deliveries are unloaded safely and securely
4. make sure that goods are promptly checked against requirements
5. make sure that delivery records are complete and accurate and processed promptly
6. use delivery records to check that each supplier has met the company's service needs
7. spot problems with deliveries and sort such problems out promptly

Outcome 5 Organise and maintain storage facilities in a retail environment

The learner can:

1. organise storage facilities to take account of day-to-day work, safety requirements and the need to keep goods secure and in a saleable condition
2. give staff accurate, up-to-date information and suitable training to enable them to use the storage system securely, safely and in line with relevant legal requirements
3. give staff clear roles and responsibilities for storing and moving goods and check that staff understand these roles and responsibilities
4. develop and update plans to cope with unforeseen storage problems
5. check regularly that staff are storing and moving goods competently, safely, securely and in line with relevant legal requirements
6. keep complete, accurate and up to date stock records that can be found easily by everyone who needs these

Outcome 6 Check the storage and care of stock in a retail environment

The learner can:

1. keep up a routine for checking storage facilities and stock
2. carry out spot checks of storage facilities and stock at suitable intervals
3. make sure staff have the information and training needed to spot stock that is out of date or at risk of deteriorating, and to deal with it in line with legal and company requirements
4. check the storage and movement of stock to make sure that stock is reaching the shop floor as it is needed
5. evaluate the storage, care and movement of stock and find ways of running storage and movement systems more profitably

Unit 307

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

Level: 3
Credit value: 6

Unit aims

This unit involves organising an audit, managing the audit team and preparing an audit report. The audit team may consist of people who don't normally work together, and the learner need not necessarily be a team leader in their day-to-day work.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Know how to put an audit programme into practice in a retail environment
2. Know how to report the findings of a retail stock audit
3. Put an audit programme into practice in a retail environment
4. Report the findings of a retail stock audit

Notional and guided learning hours

It is recommended that **60** hours should be allocated for this unit, **29** of these are guided learning hours. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is based on the National Occupational Standards of the same title and endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Unit Assessment: General Unit for Retail Sales Professional and Retail Management pathways.

The National Occupational Standards for Retail candidates at Level 3 supports the ethos of holistic assessment, which is, being assessed by work role rather than individual units. This means that the generation and collection of evidence is more streamlined and ensures an integrated and logical approach to make the most of assessment opportunities. This enables both the candidate and assessor to focus on competent performance in the job role, rather than matching isolated tasks to the national occupational standards.

Documentary evidence is the most likely source of evidence for this unit. This could include stock control records, stock lists, staff schedules, details of responsibilities and report on findings. Evidence should arise through naturally occurring work activities. The assessment should be planned to cover at least once full cycle of stock audit activity from planning through to reporting on the findings.

The use of **Witness testimonies** and **Professional discussion** will be a valuable source of evidence to support those areas for which it may not be practical or cost effective to produce performance evidence.

Knowledge and understanding will need to demonstrate that you know what you are doing and your assessor may ask you questions to confirm this. When questions are used the assessment must record both the question asked and your answer as evidence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this unit.

Unit 307 Audit stock levels and stock inventories in a retail environment (B.15)

Learning Outcomes and Assessment Criteria

Outcome 1 Know how to put an audit programme into practice in a retail environment

The learner can:

1. show that they know why it is important to audit levels of stock and stock inventories
2. show that they know how often they need to carry out audits
3. show that they know the information held in the stock inventory and how to access it
4. show that they know how to interpret information and correct mistakes in the stock inventory
5. show that they know the types of situation that can make it difficult to carry out an effective audit in the time available, and how to prevent these
6. show that they know the resources they need to be able to carry out an audit
7. show that they know when and how to tell colleagues that an audit is to take place, and how it is likely to affect colleagues' work
8. show that they know how to choose people to help with the audit and give these people responsibilities
9. show that they know how to explain to their audit team what the team's responsibilities are during the audit, and how the learner wants these responsibilities to be carried out
10. show that they know how to check on the progress of the audit

Outcome 2 Know how to report the findings of a retail stock audit

The learner can:

1. show that they know how to organise audit findings so that problems can be easily identified
2. show that they know the methods for spotting problems in audit findings
3. show that they know the types of problem that can happen and how to sort such problems out
4. show that they know the layout needed for the audit report
5. show that they know who needs to see the report
6. show that they know how to distribute the report so that each person receives it on time

Outcome 3 Put an audit programme into practice in a retail environment

The learner can:

1. find out and make sure they understand when to carry out an audit, why it is needed, what it should cover and who needs the audit report
2. find out how the report should be laid out and the level of detail needed
3. find out what resources are available to carry out the audit
4. spot any problems that are likely to prevent them from carrying out the audit effectively in the time available, and sort these out before starting the audit
5. choose staff to help with the audit, check these people's availability and give responsibilities to each person
6. brief their audit team so that individual responsibilities during the audit, and how to carry out those responsibilities, are clear to team members
7. plan the work of the audit team so as to make sure it is accurate and will cause as little disruption as possible to normal work
8. check on the audit team's progress at suitable intervals and help the team to sort out any problems the team may be having in completing the audit

Outcome 4 Report the findings of a retail stock audit

The learner can:

1. organise their findings so that they can easily spot any problems
2. spot problems and note these clearly for investigation
3. work out which problems are most important and should be investigated first
4. investigate problems methodically and sort problems out as far as they can within the scope of the audit and with the resources available
5. prepare their final report in the layout needed and include comments on any problems which still exist
6. give or send their report to the people who need to see it, so that each person receives it on time

Unit 308

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

Level: 3
Credit value: 12

Unit aims

This unit is for the learner who supervises staff who handle or prepare wrapped or unwrapped food, including food subject to temperature control. The unit is firstly about monitoring food safety in line with the company's food safety procedures. Secondly, the unit is about making a contribution to continuously improving food safety in the work area.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand the principles of food safety management procedures
2. Monitor food safety at critical control points
3. Contribute to continuous improvement of food safety

Notional and guided learning hours

It is recommended that **120** hours should be allocated for this unit, **67** of these are guided learning hours. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is based on the National Occupational Standards of the same title and endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Unit Assessment: Specialist Unit Retail Sales Professional and Retail Management Pathways.

If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this unit.

The candidate may have undertaken formal food safety training that may contribute to the evidence for this unit.

Unit 308 Monitor and help improve food safety in a retail environment (B.22)

Learning Outcomes and Assessment Criteria

Outcome 1 Understand the principles of food safety management procedures

The learner can:

1. show that they know what the relevant food safety management principles are and why it is important to follow these principles
2. show that they know what critical control points, control points, critical limits and relevant variance are
3. show that they know why it is important to monitor critical control points and control points, and how to do so
4. show that they know their responsibilities under their organisation's food safety procedures, including the critical control points relating to their work activity
5. show that they know how to communicate responsibilities for food safety procedures to staff and make sure staff understand these
6. show that they know how to make sure staff receive appropriate training to meet food safety responsibilities
7. show that they know the impact of variance at critical control points and control points on food safety, public health and their organisation
8. show that they know the type and frequency of checks that they should perform to control food safety within their work activities, and how to obtain verification of those checks
9. show that they know the reporting procedures when control measures fail
10. show that they know the records required for controlling food safety and how to maintain these records
11. show that they know how traceability works and why it is important to food safety
12. show that they know types and methods of corrective action to reduce, control or eliminate food safety hazards
13. show that they know why it is important to have food safety procedures in place
14. show that they know what continuous improvement is and why it is important to contribute to the improvement process

Outcome 2 Monitor food safety at critical control points

The learner can:

1. identify and monitor critical control points, which means they:
 - identify relevant food safety control measures
 - allocate and supervise food safety responsibilities
 - identify and meet staff training needs
 - complete all specified operational controls and checks at the set time frequency
 - keep accurate and complete records of checks
 - obtain verification for completed checks, following set procedures
2. troubleshoot, which means they:
 - take suitable corrective action with the appropriate degree of urgency when control measures fail
 - report to the appropriate person any procedures that are out of line with critical limits
 - seek expert advice and support for matters outside their own level of authority or expertise

Outcome 3 Contribute to continuous improvement of food safety

The learner can:

1. highlight areas for improvement, which means they:
 - identify and report any factors or issues that arise in their work activities which may affect the safety of food
 - identify and report any factors or issues within the environment, supplies or product which may affect the safety of food
2. contribute to improving food safety, which means they:
 - contribute to team meetings with ideas and suggestions to improve procedures or processes
 - contribute to introducing new procedures and/or reviewing existing ones in order to improve food safety
3. interpret and use food safety management procedures, which means they:
 - check that they understand and can use any new control measures that are introduced relating to food safety

Unit 310

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

Level: 3
Credit value: 10

Unit aims

This unit is suitable for the learner if they order stock for a small, independent store and are responsible for choosing the store's suppliers as well as ordering stock directly from suppliers. The unit involves working out what needs replenishing and choosing which suppliers to use. It also involves ordering stock, checking that the right stock is delivered on time, and evaluating supplier's performance.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Know how to choose suppliers and order stock for retail sale
2. Know how to check and evaluate the performance of suppliers of stock for retail sale
3. Choose suppliers and order stock for retail sale
4. Check and evaluate the performance of suppliers of stock for retail sale

Notional and guided learning hours

It is recommended that **100** hours should be allocated for this unit, **21** of these are guided learning hours. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is based on the National Occupational Standards of the same title and endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Unit Assessment: General Unit for Retail Sales Professional and Retail Management Pathways

The National Occupational Standards for Retail candidates at Level 3 supports the ethos of holistic assessment that is, being assessed by work role rather than individual units. This means that the generation and collection of evidence is more streamlined and ensures an integrated and logical approach to make the most of assessment opportunities. This enables both the candidate and assessor to focus on competent performance in the job role, rather than matching isolated tasks to the national occupational standards.

Documentary evidence is the most likely source of evidence for this unit. This could include stock records, purchasing records, list of approved suppliers, completed order forms, delivery notes, and invoices and feedback reports. Evidence should arise through naturally occurring work activities. The assessment should be planned to cover procurement for a range of products from a variety of suppliers for the organisation.

The use of **Witness testimonies** and **Professional discussion** will be a valuable source of evidence to support those areas for which it may not be practical or cost effective to produce performance evidence.

Knowledge and understanding will need to demonstrate that you know what you are doing and your assessor may ask you questions to confirm this. When questions are used the assessment must record both the question asked and your answer as evidence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this unit.

Unit 310 Source required goods and services in a retail environment (B.16)

Learning Outcomes and Assessment Criteria

Outcome 1 Check and evaluate the performance of suppliers of stock for retail sale

The learner can:

1. show that they know the types of goods the company normally needs
2. show that they know how to use the stock records to find out what needs to be ordered
3. show that they know the suppliers currently being used
4. show that they know the suppliers who have been used in the past and why these suppliers are no longer being used
5. show that they know how to find possible new suppliers and check whether these suppliers are suitable
6. show that they know company policy for choosing suppliers
7. show that they know what makes a legally binding contract
8. show that they know why they need to check suppliers' terms and conditions
9. show that they know the company's procedures for placing orders
10. show that they know the company's procedures for keeping records of orders

Outcome 2 Monitor food safety at critical control points

The learner can:

1. show that they know the company's systems and procedures for returning goods
2. show that they know the company's legal rights as a buyer
3. show that they know the company's policy for paying creditors, and who to consult in the accounts department if a supplier suspends the account
4. show that they know the records their company keeps about suppliers' performance and how to find and use these records
5. show that they know who in their company can comment on the quality and delivery time of goods or services received, and when and how to ask for those people's comments
6. show that they know how to complain to suppliers
7. show that they know how to respond positively when colleagues complain about the speed or quality of suppliers' performance

Outcome 3 Contribute to continuous improvement of food safety

The learner can:

1. check the stock records at suitable intervals and spot which stock needs replenishing
2. follow a suitable routine for asking if colleagues expect to have any special orders
3. compare purchase requisitions to spot items they can order together
4. use the purchasing records to find out who the regular suppliers have been, if any
5. choose suitable suppliers to use, taking account of stock availability, prices and delivery times
6. order items accurately, promptly and from suitable suppliers
7. accurately work out the total cost of an order
8. keep complete, accurate and up-to-date purchasing records
9. store purchasing records so that these can be easily found by the people who need such records

Outcome 4 Report the findings of a retail stock audit

The learner can:

1. promptly match deliveries with orders so they can spot overdue items
2. spot items which are overdue and promptly contact the supplier about them
3. tell colleagues promptly if orders will not be fulfilled on time and tell colleagues what options are available
4. follow procedures for returning goods and getting goods replaced
5. check the quality, price and times of deliveries against the company's requirements
6. ask colleagues for comments about the quality and delivery times of items received from suppliers
7. provide accurate comments to suppliers on the level of service they provide

Unit 311

Maintain the availability of goods for sale to customers in a retail environment (C.13)

Level: 3
Credit value: 11

Unit aims

This unit is for team leaders responsible for organising and monitoring the display of goods. Firstly, the unit is about briefing colleagues about display requirements and supervising the assembly of displays. Secondly, the unit is about assessing the effectiveness of displays prepared by colleagues under the learner's supervision. The third aspect of the unit is concerned with keeping stock replenished and accurately priced, and making suggestions for improving displays. The learner does not need specialist visual merchandising skills for this unit.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will be able to:

1. Know how to organise staff to display goods for retail sale
2. Know how to assess how effective displays are in a retail environment
3. Know how to keep products available and maintain product quality in a retail environment
4. Organise staff to display goods for retail sale
5. Assess how effective displays are in a retail environment
6. Keep products available and maintain product quality in a retail environment

Notional and guided learning hours

It is recommended that **110** hours should be allocated for this unit, **55** of these are guided learning hours. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is based on the National Occupational Standards of the same title and endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Unit Assessment: General Unit for Retail Sales professional and Retail Management Pathways

The National Occupational Standards for Retail candidates at Level 3 supports the ethos of holistic assessment, which is, being assessed by work role rather than individual units. This means that the generation and collection of evidence is more streamlined and ensures an integrated and logical approach to make the most of assessment opportunities. This enables both the candidate and assessor to focus on competent performance in the job role, rather than matching isolated tasks to the national occupational standards.

Documentary evidence is the most likely source of evidence for this unit. This could include records the types of displays required to promote retail goods.

Notes on the space and amount of stock required and the timescales for completion. Records on how the team were briefed, how they were monitored, the evaluation on the overall effectiveness of the product display.

The use of **Witness testimonies** and **Professional discussion** will be a valuable source of evidence to support those areas for which it may not be practical or cost effective to produce performance evidence.

Knowledge and understanding will need to demonstrate that you know what you are doing and your assessor may ask you questions to confirm this. When questions are used the assessment must record both the question asked and your answer as evidence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this unit.

Unit 311 Maintain the availability of goods for sale to customers in a retail environment (C.13)

Learning Outcomes and Assessment Criteria

Outcome 1 Know how to organise staff to display goods for retail sale

The learner can:

1. show that they know how different types of display help the store to reach its sales targets
2. show that they know how they can position information so that it helps to promote sales
3. show that they know how the layout of the selling area affects sales
4. show that they know the legal requirements for pricing goods for sales
5. show that they know the company's standards for putting displays together, including standards for cleaning and preparation
6. show that they know how to work out what type and quantity of resources they need to set up displays
7. show that they know how to brief staff in a way that encourages staff's involvement
8. show that they know how to check the work of staff preparing and putting displays together and how to give feedback to staff on staff's performance
9. show that they know the security, health and safety requirements and procedures relating to displaying goods
10. show that they know the customer's legal rights and the company's legal duties and responsibilities in relation to the display of goods including descriptions of goods
11. show that they know how to check that the information in displays is accurate and legal
12. show that they know how to use different price marking methods and technologies

Outcome 2 Know how to assess how effective displays are in a retail environment

The learner can:

1. show that they know the standards they should apply when assessing how effective displays are
2. show that they know how to assess displays against the relevant standards
3. show that they know how to identify displays that are unsafe or not secure enough
4. show that they know how to correct displays that are unsafe or not secure enough
5. show that they know who can authorise changes in the display
6. show that they know how to involve staff in assessing and changing displays

Outcome 3 Know how to keep products available and maintain product quality in a retail environment

The learner can:

1. show that they know how to collect and record information about prices
2. show that they know how to check stock rotation and the quality of goods on display
3. show that they know what can happen to stock that is not stored correctly or renewed as needed
4. show that they know how to replenish and rotate stock and deal with sub-standard goods
5. show that they know how to check pricing and price marking, correct mistakes and change prices
6. show that they know why it is important to record price changes accurately

Outcome 4 Organise staff to display goods for retail sale

The learner can:

1. confirm the purpose of the display and any relevant requirements and standards and, where necessary, check these with the appropriate authority
2. clearly explain to staff the purpose of the display and any relevant requirements and standards
3. provide opportunities for staff to check staff understand the requirements and standards of the display
4. check that staff prepare the display area and put the display together in a way that causes the least inconvenience to customers
5. provide constructive feedback to staff on staff's performance
6. check that the assembled display conforms to company requirements and standards
7. obtain permission from the appropriate authority to modify or change the display
8. monitor that information has been placed accurately and legally, and is chosen and positioned to promote sales effectively
9. keep complete, accurate and up to date records of displays

Outcome 5 Assess how effective displays are in a retail environment

The learner can:

1. identify what standards the display should meet
2. check displays against all the relevant standards to decide how effective displays are
3. encourage staff to make helpful comments and identify changes that may make the display more appealing to customers
4. ask the right person for permission to make any changes that the learner cannot authorise themselves
5. give staff clear instructions and encouragement so that staff can make any changes needed to the display
6. take prompt and suitable action to deal with any risks to security or health and safety that the learner's assessment has revealed

Outcome 6 Keep products available and maintain product quality in a retail environment

The learner can:

1. collect and record accurate information on price changes
2. give accurate, up-to-date price information to the staff who need it
3. regularly check price marking and promptly sort out any pricing problems they spot
4. make sure that stock replenishment plans are up-to-date and realistic
5. deal with out-of-date or deteriorating stock in line with company policy and any relevant laws
6. involve staff in spotting potential improvements to the way stock is organised and presented
7. spot realistic and effective ways of improving how stock is organised and presented
8. get permission from the right person, where necessary, to improve the way stock is organised and presented
9. make sure that you maintain customer goodwill and staff morale while stock is being re-organised

Unit 313

Plan, monitor and adjust staffing levels and schedules in a retail environment (E.12)

Level: 3

Credit value: 11

Unit aims

This unit is about working out how many staff need to be on duty in the store to maintain the levels of customer service and profitability needed. The learner needs to produce plans and schedules that take account of all the relevant factors and that are easy to understand and use.

The learner also needs to collect, analyse and evaluate information about progress towards work targets, and make justifiable recommendations for changes in staffing.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Know how to plan staffing levels and prepare work schedules for a retail team
2. Know how to monitor staffing levels and schedules against the work targets of a retail team
3. Plan staffing levels and prepare work schedules for a retail team
4. Monitor staffing levels and schedules against the work targets of a retail team

Notional and guided learning hours

It is recommended that **110** hours should be allocated for this unit, **63** of these are guided learning hours. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is based on the National Occupational Standards of the same title and endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Unit Assessment: Specialist Unit for Retail Sales Professional and Retail Management Pathways.

If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

The National Occupational Standards for Retail candidates at Level 3 supports the ethos of holistic assessment, that is, being assessed by work role rather than individual units. This means that the generation and collection of evidence is more streamlined and ensures an integrated and logical approach to make the most of assessment opportunities. This enables both the candidate and assessor to focus on competent performance in the job role, rather than matching isolated tasks to the national occupational standards.

Documentary evidence is the most likely source of evidence for this unit. This could include staff schedules that you have agreed, contingency plans, production plans and targets. Evidence should arise through naturally occurring work activities.

Where adjustments are required, documentary evidence of how they were implemented should be included. It is unlikely that you will be able to demonstrate competence in less than 3 months.

The use of **Witness testimonies** and **Professional discussion** will be a valuable source of evidence to support those areas for which it may not be practical or cost effective to produce performance evidence.

Knowledge and understanding will need to demonstrate that you know what you are doing and your assessor may ask you questions to confirm this. When questions are used the assessment must record both the question asked and your answer as evidence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this unit.

Unit 313 Plan, monitor and adjust staffing levels and schedules in a retail environment (E.12)

Learning Outcomes and Assessment Criteria

Outcome 1 Know how to plan staffing levels and prepare work schedules for a retail team

The learner can:

1. show that they know why staffing plans are needed
2. show that they know the relevant laws, company policy and contract terms and conditions which affect the hours that staff must work
3. show that they know and understand the relationship between staffing plans and work targets
4. show that they know how to work out staffing requirements
5. show that they know how to produce and present staffing plans in a form suitable for the needs of the relevant people
6. show that they know how to schedule work so that operational needs are met and operational limits are taken account of

Outcome 2 Know how to monitor staffing levels and schedules against the work targets of a retail team

The learner can:

1. show that they know how staffing levels and the way in which staff are used can affect the work that can be done
2. show that they know how to collect and evaluate information on staffing
3. show that they know how to adjust staffing levels and schedules
4. show that they know the factors, other than staffing, that may affect progress towards work targets, and the effect these are likely to have
5. show that they know how to justify assessments of effectiveness
6. show that they know how their manner and behaviour when presenting the results of assessments is likely to influence staff's response to them

Outcome 3 Plan staffing levels and prepare work schedules for a retail team

The learner can:

1. produce staffing plans and schedules that cover all operational needs and take account of operational limits
2. produce staffing plans and schedules that include accurate numbers and realistic levels of skill, work allocation, places where people will work, and start and finish times
3. schedule hours of work that keep to relevant laws, company policy and contracts of employment
4. produce plans that are easy for the relevant people to understand and use
5. include realistic emergency plans to cope with abnormal situations

Outcome 4 Monitor staffing levels and schedules against the work targets of a retail team

The learner can:

1. collect and organise enough information about the staff available and the work those staff are doing
2. assess realistically whether there are enough staff for targets to be achieved
3. find out what progress is being made towards achieving work targets
4. use the information about staffing and progress towards targets to make realistic and justifiable assessments of how effective staff are
5. adjust staffing levels and schedules so that targets can be met
6. clearly and promptly recommend changes in staffing to their manager
7. promptly pass on the results of assessments to the people who need those results
8. use the results of assessments to encourage staff to reach targets

Unit 315

Monitor and evaluate the quality of service provided to your customers by external suppliers (E.17)

Level: 3

Credit value: 9

Unit aims

This unit involves monitoring the service provided by external suppliers the store places customer orders with. This involves checking the progress of orders, keeping customers informed and getting customer feedback about the service provided. The unit is also about using customer feedback to decide how the service provided by external suppliers could be improved, and encouraging suppliers to make improvements.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Know how to monitor the quality of customer service provided by external suppliers to the learner's retail customers
2. Know how to evaluate and improve external suppliers' service to the learner's retail customers
3. Monitor the quality of customer service provided by external suppliers to the learner's retail customers
4. Evaluate and improve external suppliers' service to the learner's retail customers

Notional and guided learning hours

It is recommended that **90** hours should be allocated for this unit, **56** of these are guided learning hours. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is based on the National Occupational Standards of the same title and endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Unit Assessment: General Unit for the Retail Sales Professional Pathway

The National Occupational Standards for Retail candidates at Level 3 supports the ethos of holistic assessment, which is, being assessed by work role rather than individual units. This means that the generation and collection of evidence is more streamlined and ensures an integrated and logical approach to make the most of assessment opportunities. This enables both the candidate and assessor to focus on competent performance in the job role, rather than matching isolated tasks to the national occupational standards.

Documentary evidence is the most likely source of evidence for this unit. This could include records of customer orders, progress checks, letters from satisfied and dissatisfied customers.

Letters to suppliers, service analyses and internal reports. Evidence should arise from naturally occurring work activities. Where conflicts arise naturally, documentary evidence of how they were resolved should be included. It is unlikely that you will be able to demonstrate competence in less than three months.

The use of **Witness testimonies** and **Professional discussion** will be a valuable source of evidence to support those areas for which it may not be practical or cost effective to produce performance evidence.

Knowledge and understanding will need to demonstrate that you know what you are doing and your assessor may ask you questions to confirm this. When questions are used the assessment must record both the question asked and your answer as evidence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this unit.

It is highly unlikely that this unit will be able to be observed therefore the evidence generated will come from professional discussion supported by significant activity and testimony from an Expert Witness to confirm the candidate's competence.

Unit 315 Monitor and evaluate the quality of service provided to your customers by external suppliers (E.17)

Learning Outcomes and Assessment Criteria

Outcome 1 Know how to monitor the quality of customer service provided by external suppliers to the learner's retail customers

The learner can:

1. show that they know which services external suppliers are giving to customers
2. show that they know the records they need to keep, including those the company needs
3. show that they know how to get feedback from customers
4. show that they know how to find out what is making customers dissatisfied
5. show that they know how to deal with dissatisfied customers in ways that promote goodwill and future sales

Outcome 2 Know how to evaluate and improve external suppliers' service to the learner's retail customers

The learner can:

1. show that they know what the level of customer satisfaction is with individual suppliers
2. show that they know how to evaluate the quality of service given to customers
3. show that they know typical problems with services provided by external suppliers
4. show that they know how to present evaluations and suggestions to suppliers
5. show that they know what they can do when suppliers refuse to improve the quality of service

Outcome 3 Monitor the quality of customer service provided by external suppliers to the learner's retail customers

The learner can:

1. keep accurate and up-to-date records of the customer orders sent from the store to external suppliers
2. regularly check the progress of orders to identify any difficulties or delays in dealing with these
3. when service is delayed, get an explanation and tell the customer promptly and accurately what is happening
4. accurately identify whether the customer is satisfied with the ordering service provided
5. identify and accurately note any customer dissatisfaction with the ordering service and the causes of this
6. tactfully explain when the problem is the customer's responsibility
7. clearly and accurately explain the customer's rights when the cause of the problem lies with the external supplier
8. regularly collect and accurately report, to those who need to know, feedback on the quality of suppliers' service

Outcome 4 Evaluate and improve external suppliers' service to the learner's retail customers

The learner can:

1. assess information fairly to identify external suppliers' overall quality of service to customers
2. make evaluations which are consistent with the weight of evidence available to the learner
3. use evaluations to develop realistic and cost-effective improvements to customer service
4. present the results of evaluations and suggestions for improvement clearly to external suppliers
5. invite external suppliers to suggest improvements external suppliers can make
6. accurately note, and report to their manager, agreements to improve customer service
7. make an accurate report to their manager, together with the learner's recommendations for action, if suppliers do not improve service

Unit 316

Organise the delivery of reliable customer service (Institute of Customer Service) (D.5)

Level: 3

Credit value: 8

Unit aims

This unit is about how the learner delivers and maintains excellent customer service. The learner's role may or may not involve supervisory or management responsibilities but they are expected to take 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 these can be used to improve the service provided. In addition, customer service information must be recorded to support reliable service.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Know how to organise the delivery of reliable customer service
2. Plan and organise the delivery of reliable customer service
3. Review and maintain customer service delivery
4. Use recording systems to maintain reliable customer service

Notional and guided learning hours

It is recommended that **80** hours should be allocated for this unit, **36** of these are guided learning hours. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is based on the National Occupational Standards of the same title and endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Unit Assessment: General Unit for Retail Sales Professional and Retail Management Pathways.

The National Occupational Standards for Retail candidates at Level 3 supports the ethos of holistic assessment, which is, being assessed by work role rather than individual units. This means that the generation and collection of evidence is more streamlined and ensures an integrated and logical approach to make the most of assessment opportunities. This enables both the candidate and assessor to focus on competent performance in the job role, rather than matching isolated tasks to the national occupational standards.

Documentary evidence is the most likely source of evidence for this unit. This could include ensuring sufficient staff and stock is available. Evidence should arise through naturally occurring work activities. The assessment should be planned to cover a variety of services your organisation offers.

The use of **Witness testimonies** and **Professional discussion** will be a valuable source of evidence to support those areas for which it may not be practical or cost effective to produce performance evidence.

Knowledge and understanding will need to demonstrate that you know what you are doing and your assessor may ask you questions to confirm this. When questions are used the assessment must record both the question asked and your answer as evidence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this unit.

(a) You need to include evidence that proves you have dealt with a variety of customers including:- easy-going customers, demanding customers, returning customers, new customers.

(b) Your evidence must show that you have:- taken responsibility for your own actions in the delivery of customer service, used spontaneous customer feedback to improve customer service, used customer feedback that you have requested to improve customer service

(c) Your evidence must show that you have organised customer service during:- busy period for your organisation, a quiet period for your organisation

(d) The system you use for recording data can be manual or using ICT systems.

Unit 316 Organise the delivery of reliable customer service (Institute of Customer Service) (D.5)

Learning Outcomes and Assessment Criteria

Outcome 1 Know how to organise the delivery of reliable customer service

The learner can:

1. show that they know organisational procedures for unexpected situations and the learner's role within them
2. show that they know the resource implications in times of staff sickness and holiday periods and their responsibility at these times
3. show that they know the importance of having reliable and fast information for their customers and their organisation
4. show that they know organisational procedures and systems for delivering customer service
5. show that they know how to identify useful customer feedback and how to decide which feedback should be acted on
6. show that they know how to communicate feedback from customers to others
7. show that they know organisational procedures and systems for recording, storing, retrieving and supplying customer service information
8. show that they know legal and regulatory requirements regarding the storage of data

Outcome 2 Plan and organise the delivery of reliable customer service

The learner can:

1. plan, prepare and organise everything needed to deliver a variety of services or products to different types of customers
2. organise what they do to ensure that they are consistently able to give prompt attention to their customers
3. reorganise their work to respond to unexpected additional workloads

Outcome 3 Review and maintain customer service delivery

The learner can:

1. maintain service delivery during very busy periods and unusually quiet periods and when systems, people or resources have let the learner down
2. consistently meet their customers' expectations
3. balance the time they take with their customers with the demands of other customers seeking their attention
4. respond appropriately to customers' comments about the products or services the organisation offers
5. alert others to repeated comments made by customers
6. take action to improve the reliability of their service based on customer comments
7. monitor whether the action they have taken has improved the service they give to their customers

Outcome 4 Use recording systems to maintain reliable customer service

The learner can:

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

Unit 317

Improve the customer relationship (Institute of Customer Service) (D.6)

Level: 3

Credit value: 8

Unit aims

To improve relationships with customers the learner will need to deliver consistent and reliable customer service. In addition, customers will need to feel that the learner genuinely wants to give them high levels of service and that the learner will make every possible effort to meet or exceed customers' expectations. This will encourage 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 will need 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 will need to make extra efforts to delight their customers by giving higher levels of service than customers expect.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Know how to improve the customer relationship
2. Improve communication with their customers
3. Balance the needs of their customer and their organisation
4. Exceed customer expectations to develop the relationship

Notional and guided learning hours

It is recommended that **80** hours should be allocated for this unit, **35** of these are guided learning hours. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is based on the National Occupational Standards of the same title and endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Unit Assessment: General Unit for Retail Sales Professional Pathway

The National Occupational Standards for Retail candidates at Level 3 supports the ethos of holistic assessment, which is, being assessed by work role rather than individual units. This means that the generation and collection of evidence is more streamlined and ensures an integrated and logical approach to make the most of assessment opportunities. This enables both the candidate and

assessor to focus on competent performance in the job role, rather than matching isolated tasks to the national occupational standards.

Documentary evidence is the most likely source of evidence for this unit. This could include records of customer communications, cost-benefit assessments, records of actions taken and outcome and details of involvement from others. Evidence should arise through naturally occurring work activities. It is unlikely that you will be able to demonstrate competence in less than three months.

The use of **Witness testimonies** and **Professional discussion** will be a valuable source of evidence to support those areas for which it may not be practical or cost effective to produce performance evidence.

Knowledge and understanding will need to demonstrate that you know what you are doing and your assessor may ask you questions to confirm this. When questions are used the assessment must record both the question asked and your answer as evidence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this unit.

(a) Your evidence must include examples of using: organisational procedures, exceptions to standard practice that are legal and benefit your organisation.

(b) You need to prove that you have dealt with customers who: have different needs and expectations, appear angry or confused, and behave unconventionally.

Unit 317 Improve the customer relationship (Institute of Customer Service) (D.6)

Learning Outcomes and Assessment Criteria

Outcome 1 Know how to improve the customer relationship

The learner can:

1. show that they know how to make best use of the method of communication chosen for dealing with their customers
2. show that they know how to negotiate effectively with their customers
3. show that they know how to assess the costs and benefits to their customer and their organisation of any unusual agreement they make
4. show that they know the importance of customer loyalty and/or improved internal customer relationships to their organisation

Outcome 2 Improve communication with their customers

The learner can:

1. select and use the best method of communication to meet their customers' expectations
2. take the initiative to contact their customers to update them when things are not going to plan or when customers require further information
3. adapt their communication to respond to individual customers' feelings

Outcome 3 Balance the needs of their customer and their organisation

The learner can:

1. meet their customers' expectations within the organisation's service offer
2. explain the reasons to their customers sensitively and positively when customers' expectations cannot be met
3. identify alternative solutions for their customers either within or outside the organisation
4. identify the costs and benefits of these solutions to their organisation and to their customers
5. negotiate and agree solutions with their customers which satisfy customers and are acceptable to the learner's organisation
6. take action to satisfy their customers with the agreed solution

Outcome 4 Exceed customer expectations to develop the relationship

Assessment Criteria

The learner can:

1. make extra efforts to improve their relationship with their customers
2. recognise opportunities to exceed their customers' expectations
3. take action to exceed their customers' expectations within the limits of their own authority
4. gain the help and support of others to exceed their customers' expectations

Unit 318

Work with others to improve customer service (Institute of Customer Service) (D.7)

Level: 3

Credit value: 7

Unit aims

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 the learner's skills and those of others. It involves the learner and others communicating with each other and agreeing how they can work together to give a more effective service. The learners need to work with others 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 all about how the learner develops a relationship with others to improve customer service performance.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Know how to work with others to improve customer service
2. Improve customer service by working with others
3. Monitor their own performance when improving customer service
4. Monitor joint performance when improving customer service

Notional and guided learning hours

It is recommended that **70** hours should be allocated for this unit, **22** of these are guided learning hours. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is based on the National Occupational Standards of the same title and endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Unit Assessment: General Unit for Retail Sales Professional and Retail Management Pathways.

The National Occupational Standards for Retail candidates at Level 3 supports the ethos of holistic assessment that is being assessed by work role rather than individual units. This means that the generation and collection of evidence is more streamlined and ensures an integrated and logical approach to make the most of assessment opportunities. This enables both the candidate and

assessor to focus on competent performance in the job role, rather than matching isolated tasks to the national occupational standards.

Documentary evidence is the most likely source of evidence for this unit. This could include plans to improve customer service, presentations to others, own performance review and details of involvement with others. Evidence should arise through naturally occurring work activities. It is unlikely that you will be able to demonstrate competence in less than three months.

The use of **Witness testimonies** and **Professional discussion** will be a valuable source of evidence to support those areas for which it may not be practical or cost effective to produce performance evidence.

Knowledge and understanding will need to demonstrate that you know what you are doing and your assessor may ask you questions to confirm this. When questions are used the assessment must record both the question asked and your answer as evidence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this unit.

- (a) Your evidence must include examples of agreeing customer service roles and responsibilities which are: part of your own role, part of other people's roles.
- (b) You must provide evidence that you have worked with at least two of these groups of people: team members or colleagues, suppliers or service partners, supervisors, team leaders or managers.
- (c) Your evidence must show that your work with others involves communication by at least two of these methods: face to face, in writing, by telephone, using text messages, by e-mail, using the internet, using an intranet.

Unit 318 Work with others to improve customer service (Institute of Customer Service) (D.7)

Learning Outcomes and Assessment Criteria

Outcome 1 Know how to work with others to improve customer service

The learner can:

1. show that they know who else is involved either directly or indirectly in the delivery of customer service
2. show that they know the roles and responsibilities of others in their organisation
3. show that they know the roles of others outside their organisation who have an impact on their services or products
4. show that they know what the goals or targets of their organisation are in relation to customer service and how these are set
5. show that they know how their organisation identifies improvements in customer service

Outcome 2 Improve customer service by working with others

The learner can:

1. contribute constructive ideas for improving customer service
2. identify what they have to do to improve customer service and confirm this with others
3. agree with others what those others have to do to improve customer service
4. co-operate with others to improve customer service
5. keep commitments they make to others
6. make others aware of anything that may affect plans to improve customer service

Outcome 3 Monitor their own performance when improving customer service

The learner can:

1. discuss with others how what the learner does affects customer service performance
2. identify how the way they work with others contributes towards improving customer service

Outcome 4 Monitor joint performance when improving customer service

The learner can:

1. discuss with others how teamwork affects customer service performance
2. identify with others how customer service teamwork could be improved
3. take action with others to improve customer service performance

Unit 319

Monitor and solve customer service problems (Institute of Customer Service) (D.8)

Level: 3

Credit value: 7

Unit aims

The learner's job involves delivering and organising excellent customer service. However good the service provided, some of the learner's customers will experience problems and the learner will spot and solve other problems before their customers even know about these problems.

This unit is all about the part of the learner's job that involves solving immediate customer service problems. It is also about changing systems to avoid repeated customer service problems.

The learner should remember that some customers judge the quality of the learner's 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.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Know how to monitor and solve customer service problems
2. Solve immediate customer service problems
3. Identify repeated customer service problems and options for solving them
4. Take action to avoid the repetition of customer service problems

Notional and guided learning hours

It is recommended that **70** hours should be allocated for this unit, **28** of these are guided learning hours. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is based on the National Occupational Standards of the same title and endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Unit Assessment: General Unit for Retail Sales Professional and Retail Management Pathways.

The National Occupational Standards for Retail candidates at Level 3 supports the ethos of holistic assessment, which is, being assessed by work role rather than individual units. This means that the generation and collection of evidence is more streamlined and ensures an integrated and logical approach to make the most of assessment opportunities. This enables both the candidate and

assessor to focus on competent performance in the job role, rather than matching isolated tasks to the national occupational standards.

Documentary evidence is the most likely source of evidence for this unit. This could include plans to improve customer service, presentations to others, own performance review and details of involvement with others. Evidence should arise through naturally occurring work activities. It is unlikely that you will be able to demonstrate competence in less than three months.

The use of **Witness testimonies** and **Professional discussion** will be a valuable source of evidence to support those areas for which it may not be practical or cost effective to produce performance evidence.

Knowledge and understanding will need to demonstrate that you know what you are doing and your assessor may ask you questions to confirm this. When questions are used the assessment must record both the question asked and your answer as evidence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this unit.

(a) Your evidence must include examples of problems which are: brought to your attention by customers, are identified first by you and/or by a colleague.

(b) The problems included in your evidence must include examples of a: difference between customer expectations and what is offered by your organisation, problem resulting from a system or procedure failure, problem resulting from a shortage of resources or human error.

(c) You must show that you have considered the options for solving problems from the point of view of: your customer, the potential benefits to your organisation, the potential risks to your organisation.

(d) You must provide evidence that you have made use of options that: follow formal organisational procedures or guidelines, make agreed and authorised exceptions to usual practice.

Unit 319 Monitor and solve customer service problems (Institute of Customer Service) (D.8)

Learning Outcomes and Assessment Criteria

Outcome 1 Know how to monitor and solve customer service problems

The learner can:

1. show that they know organisational procedures and systems for dealing with customer service problems
2. show that they know organisational procedures and systems for identifying repeated customer service problems
3. show that they know how the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with service partners or internal customers
4. show that they know how to negotiate with and reassure customers while customers' problems are being solved

Outcome 2 Solve immediate customer service problems

The learner can:

1. respond positively to customer service problems following organisational guidelines
2. solve customer service problems when the learner has sufficient authority
3. work with others to solve customer service problems
4. keep customers informed of the actions being taken
5. check that customers are comfortable with the actions being taken
6. solve problems with service systems and procedures that might affect customers before customers become aware of those problems
7. inform managers and colleagues of the steps taken to solve specific problems

Outcome 3 Identify repeated customer service problems and options for solving them

The learner can:

1. identify repeated customer service problems
2. identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option
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

Outcome 4 Take action to avoid the repetition of customer service problems

The learner can:

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

Unit 320

Promote continuous improvement in customer service (Institute of Customer Service) (D.9)

Level: 3
Credit value: 10

Unit aims

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 customer service over and over again. The learner will need to identify potential changes, think through their consequences and make those changes 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 outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Know how to promote continuous improvement in customer service
2. Plan improvements in customer service based on customer feedback
3. Implement changes in customer service
4. Review changes that promote continuous improvement in customer service

Notional and guided learning hours

It is recommended that **100** hours should be allocated for this unit, **50** of these are guided learning hours. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is based on the National Occupational Standards of the same title and endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Unit Assessment: General Unit for Retail Sales Professional and Retail Management Pathways.

The National Occupational Standards for Retail candidates at Level 3 supports the ethos of holistic assessment, which is, being assessed by work role rather than individual units. This means that the generation and collection of evidence is more streamlined and ensures an integrated and logical approach to make the most of assessment opportunities. This enables both the candidate and assessor to focus on competent performance in the job role, rather than matching isolated tasks to the national occupational standards.

Documentary evidence is the most likely source of evidence for this unit. This could include plans to improve customer service, how feedback on current service is obtained and analysed, how feedback on revised service is obtained and analysed, details of further improvements identified

and presentation of the findings. Evidence should arise through naturally occurring work activities. It is unlikely that you will be able to demonstrate competence in less than three months.

The use of **Witness testimonies** and **Professional discussion** will be a valuable source of evidence to support those areas for which it may not be practical or cost effective to produce performance evidence.

Knowledge and understanding will need to demonstrate that you know what you are doing and your assessor may ask you questions to confirm this. When questions are used the assessment must record both the question asked and your answer as evidence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this unit.

(a) You must provide evidence that you have organised changes over a period of time which have resulted in sustainable continuous improvement in customer service.

(b) You must show that your proposals for improvements: are based on planned and analysed customer feedback, take into account all relevant regulations, take into account the costs and benefits to the organisation.

(c) You may carry out this work alone or with colleagues. However, you must prove that you have taken an active role in: collecting and analysing feedback, proposing initiatives for change, implementing the change, evaluating and reviewing the change.

(d) Your evidence must clearly show the part you have played in each step of the process.

(e) The changes that you propose and initiate may be changes in how services or products are supplied or in how you and your colleagues behave when delivering services or products.

Unit 320

Promote continuous improvement in customer service (Institute of Customer Service) (D.9)

Learning Outcomes and Assessment Criteria

Outcome 1 Know how to promote continuous improvement in customer service

The learner can:

1. show that they know how service improvements in their area affect the balance between overall customer satisfaction, the costs of providing service and regulatory requirements
2. show that they know how customer experience is influenced by the way service is delivered
3. show that they know how to collect, analyse and present customer feedback
4. show that they know how to make a business case to others to bring about change in the products or services they offer

Outcome 2 Plan improvements in customer service based on customer feedback

The learner can:

1. gather feedback from customers that will help to identify opportunities for customer service improvement
2. analyse and interpret feedback to identify opportunities for customer service improvements and propose changes
3. discuss with others the potential effects of any proposed changes for their customers and the organisation
4. negotiate changes in customer service systems and improvements with somebody with sufficient authority to approve trial or full implementation of the change

Outcome 3 Implement changes in customer service

The learner can:

1. organise the implementation of authorised changes
2. implement the changes following organisational guidelines
3. inform people inside and outside the organisation who need to know of the changes being made and the reasons for them
4. monitor early reactions to changes and make appropriate fine-tuning adjustments

Outcome 4 Review changes that promote continuous improvement in customer service

The learner can:

1. collect and record feedback on the effects of changes
2. analyse and interpret feedback and share their findings on the effects of changes with others
3. summarise the advantages and disadvantages of the changes
4. use their analysis and interpretation of changes to identify opportunities for further improvement
5. present these opportunities to somebody with sufficient authority to make them happen

Unit 321

Help to monitor and maintain the security of the retail unit (E.11)

Level: 3
Credit value: 11

Unit aims

This unit is about two aspects of the learner's responsibility for keeping the store secure. Firstly, it is about monitoring and maintaining the security of people, property, premises and cash as part of the learner's daily routine. As well as personally checking the security of the work area and sorting out any problems they identify, the learner needs to make sure that staff are clear about staff members' own responsibilities for maintaining security and that staff members understand the security procedures to be followed.

The second part of the unit is about the learner's responsibility for monitoring levels of stock, equipment, cash and cash equivalents and identifying and investigating any losses. It also involves drawing conclusions about how wastage and losses can be prevented in future, taking preventive measures and training staff to help reduce wastage and losses as far as possible.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Know how to put procedures into practice to maintain security in a retail environment
2. Know how to monitor and investigate losses in a retail environment
3. Put procedures into practice to maintain security in a retail environment
4. Monitor and investigate losses in a retail environment

Notional and guided learning hours

It is recommended that **110** hours should be allocated for this unit, **70** of these are guided learning hours. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is based on the National Occupational Standards of the same title and endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Unit Assessment: General Unit for Retail Sales Professional Pathway

Documentary evidence is the most likely source of evidence for this unit. This could include risk analyses that you have carried out. Records of staff training you have designed and delivered your role in a fire drill or other evacuation process. You will also need to use stock records, stock wastage records, hazard analyses and security logs. Evidence should arise through naturally occurring work activities.

The use of **Witness testimonies** and **Professional discussion** will be a valuable source of evidence to support those areas for which it may not be practical or cost effective to produce performance evidence.

Knowledge and understanding will need to demonstrate that you know what you are doing and your assessor may ask you questions to confirm this. When questions are used the assessment must record both the question asked and your answer as evidence.

Specific Evidence Requirement: It is expected that simulation will be used to gather evidence for taking action to deal with or contain security risks, threats & breaches and incidents of theft.

This unit can be achieved in isolation of other units. However evidence for this unit will be generated holistically whilst the candidate is working towards competence in their selected units for the qualification. The evidence should take into account specialist training for evacuation.

Unit 321 Help to monitor and maintain the security of the retail unit (E.11)

Learning Outcomes and Assessment Criteria

Outcome 1 Know how to put procedures into practice to maintain security in a retail environment

The learner can:

1. show that they know the security procedures to put into practice when opening, operating and closing the retail unit
2. show that they know the security threats most likely to happen in a retail unit
3. show that they know the company's policies for responsibility for security
4. show that they know different methods of briefing staff about security arrangements, and when it is appropriate to use each method
5. show that they know who has authority to stop and search staff and customers and how to contact the relevant authorities

Outcome 2 Know how to monitor and investigate losses in a retail environment

The learner can:

1. show that they know the company's security policy and procedures
2. show that they know procedures for identifying and recording losses
3. show that they know the company's investigation procedures and its definition of unacceptable losses
4. show that they know how unacceptable losses are likely to happen in a retail unit
5. show that they know items most likely to be at risk in the retail unit
6. show that they know the purpose of loss-control and stock taking systems
7. show that they know different strategies for preventing wastage and loss and when to use each one
8. show that they know how to check loss evaluations

Outcome 3 Put procedures into practice to maintain security in a retail environment

The learner can:

1. monitor the work area often enough to identify possible problems with security
2. identify problems with security and deal with these promptly, legally and in line with company requirements
3. brief and update staff clearly and often enough about security procedures and staff members' responsibilities for maintaining security

Outcome 4 Monitor and investigate losses in a retail environment

The learner can:

1. monitor levels of stock, equipment, cash and cash equivalents thoroughly and often enough, using methods that are consistent with security policy and procedures
2. identify losses, record these accurately and investigate the cause of losses promptly
3. identify and investigate ways of preventing wastage and loss and put these into practice
4. evaluate loss control thoroughly and accurately, using valid and reliable information
5. explain clearly to staff the nature and extent of wastage and losses, the problems caused by wastage and losses and how staff can help to reduce wastage and losses

Unit 328

Contribute to the continuous improvement of retail operations (E.10)

Level: 3
Credit value: 10

Unit aims

This unit is about helping the store to improve the way it operates, so that the learner or the store can achieve or improve on sales targets and standards of service. The learner will need to have a thorough knowledge of day-to-day operations in their area of responsibility and be able to spot things that could be improved and suggest practical and cost effective ways of improving them.

The unit is also about presenting recommendations persuasively to management. Finally, the learner needs to put improvements into practice. This involves working with other people and sometimes experiencing people's resistance to new ways of doing things. The learner therefore needs to communicate their plans persuasively, support staff through the change and demonstrate the learner's own commitment to the change.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will be able to:

1. Know how to identify opportunities for solving problems and improving retail operations
2. Know how to recommend ways of improving retail operations
3. Know how to contribute to putting improvements in retail operations into practice
4. Identify opportunities for solving problems and improving retail operations
5. Recommend ways of improving retail operations
6. Contribute to putting improvements in retail operations into practice

Notional and guided learning hours

It is recommended that **100** hours should be allocated for this unit, **56** of these are guided learning hours. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is based on the National Occupational Standards of the same title and endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Unit Assessment: General Unit for Retail Management Pathway

Documentary evidence is the most likely source of evidence for this unit. This could include customer and staff surveys, evaluations of results, a presentation of your findings and your recommendations. Evidence should arise through naturally occurring work activities. It is unlikely that you will be able to demonstrate competence in less than three months.

The use of **Witness testimonies** and **Professional discussion** will be a valuable source of evidence to support those areas for which it may not be practical or cost effective to produce performance evidence.

Knowledge and understanding will need to demonstrate that you know what you are doing and your assessor may ask you questions to confirm this. When questions are used the assessment must record both the question asked and your answer as evidence.

Assessor observed performance may be used for this unit to expand on the evidence already generated.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this unit.

It is highly unlikely that this unit will be able to be observed therefore the evidence generated will come from professional discussion supported by oral reports of real achievements and testimony from an Expert Witness to confirm the candidate's competence.

Unit 328 Contribute to the continuous improvement of retail operations (E.10)

Learning Outcomes and Assessment Criteria

Outcome 1 Know how to identify opportunities for solving problems and improving retail operations

The learner can:

1. show that they know the company's standards for customer service
2. show that they know the sales targets their unit is expected to reach
3. show that they know company policies, procedures and computerised systems affecting their work
4. show that they know the main characteristics of the company's customer base and products or services
5. show that they know different sources of facts and opinions about operational performance and how useful each one is
6. show that they know common causes of failure to achieve quality standards and sales targets
7. show that they know how to identify aspects of customer service and sales that could be improved
8. show that they know how to generate ideas for improving customer service and sales
9. show that they know how to evaluate the benefits of potential improvements and how urgent such improvements are
10. show that they know how to work out what resources they would need to put improvements into practice
11. show that they know how to weigh the costs of their improvements against the benefits

Outcome 2 Know how to recommend ways of improving retail operations

The learner can:

1. show that they know how to present their recommendations to management clearly, concisely and in a suitable format
2. show that they know the types of questions and concerns management are likely to have when considering recommendations, and how to handle these
3. show that they know why it is important to encourage staff and colleagues to suggest ideas for improvement, and why it is important to make sure these people get the credit if suggested ideas are put into practice

Outcome 3 Know how to contribute to putting improvements in retail operations into practice

The learner can:

1. show that they know why it is important for staff to understand the purpose and intended benefits of improvements
2. show that they know different ways of explaining plans to staff, and how to decide which one to use
3. show that they know how their manner and behaviour while explaining improvements can affect staff's response to plans
4. show that they know why it is important to show enthusiasm and lead by example when putting improvements into practice

5. show that they know how and why different people will need different levels of support, encouragement, advice and training to put improvements into practice
6. show that they know how to identify problems with putting improvements into practice and who to ask for advice and support

Outcome 4 Identify opportunities for solving problems and improving retail operations

The learner can:

1. get accurate, up-to-date information from relevant sources about operations they are responsible for
2. accurately identify the causes of problems where operations are not meeting quality standards or sales targets
3. clearly and accurately identify the scope for further development where operations are achieving quality standards and sales targets
4. accurately assess possible improvements to see if improvements are practical, consistent with company policy and style, and easy to put into practice
5. identify the ideas that offer the greatest benefits for the organisation and its customers

Outcome 5 Recommend ways of improving retail operations

The learner can:

1. offer recommendations to management that are clear, concise, in a suitable format and supported by relevant information
2. clearly and honestly acknowledge recommendations that are based on suggestions from other people
3. clearly explain the benefits the recommended improvements could bring and the resources needed to put improvements into practice
4. discuss recommendations with the relevant decision makers

Outcome 6 Contribute to putting improvements in retail operations into practice

The learner can:

1. explain plans to staff in a way which encourages understanding and involvement
2. give appropriate support, encouragement, advice and training to members of staff for as long as it is needed
3. promptly ask for appropriate advice and support when they have problems putting improvements into practice
4. consistently show staff by the learner's behaviour that the learner is committed to achieving the benefits of the improvement

Unit 329

Recruit, select and keep colleagues (Management Standards Centre) (E.13)

Level: 3
Credit value: 13

Unit aims

This unit is about recruiting and selecting people for the learner's team as well as helping to minimise staff turnover. It involves taking a fair and objective approach to recruitment and selection so as to choose the best person for the job. As recruitment and selection can be expensive and time-consuming activities, this unit also involves taking action to understand why colleagues are leaving and taking action to keep colleagues. For the purposes of this unit, 'colleagues' means those people for whom the learner has line management responsibility.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know how to recruit, select and keep colleagues
2. Recruit, select and keep colleagues
3. Behave appropriately in contributing to recruiting, selecting and keeping colleagues

Notional and guided learning hours

It is recommended that **130** hours should be allocated for this unit, **39** of these are guided learning hours. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is based on the National Occupational Standards of the same title and endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Unit Assessment: General Unit for Retail Management Pathway

Documentary evidence is the most likely source of evidence for this unit. Evidence should arise through naturally occurring work activities. It is unlikely that you will be able to demonstrate competence in less than three months.

The use of **Witness testimonies** and **Professional discussion** will be a valuable source of evidence to support those areas for which it may not be practical or cost effective to produce performance evidence.

Knowledge and understanding will need to demonstrate that you know what you are doing and your assessor may ask you questions to confirm this. When questions are used the assessment must record both the question asked and your answer as evidence.

Assessor observed performance may be used for this unit to expand on the evidence already generated.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this unit.

Possible sources of evidence for this unit are:

(a) Data on staff turnover, records of exit interviews and strategies for retaining staff:-

Spreadsheets and other records of staff turnover you have compiled and analyses to identify patterns and trends

Notes or records of formal staff exit interviews and informal feedback from staff leaving the organisation, and summaries or analyses of the information collected,

Reports, proposals, action plans and other records of strategies you have developed for reducing staff turnover

(b) Reviews of the workforce in your area of responsibility that you have organised or prepared:-

Analyses of business and/or operational plans to identify likely future employment requirements (numbers of people, skills levels, employment patterns, etc)

Reviews of current workforce profile (numbers, skill levels, age, etc) to identify any potential shortfalls in requirements,

Notes, emails, memos or other records of discussions with colleagues to identify possible solutions to current or potential workforce requirements

Reports or proposals you have prepared for addressing current or potential workforce requirements (eg recruitment, transfer or promotion, training, redundancy, early retirement, etc),

Personal statement (reflection on your role in developing strategies to address current or potential workforce requirements)

(c) Records of your role in the recruitment and selection of new staff:-

- Notes of discussions about, and copies of, job descriptions and person specifications you have developed
- Notes, emails, memos or other records of discussions about the recruitment and selection process for new staff and your proposals for selection criteria
- Notes of interviews or records of other selection process you have engaged in
- Reports, emails, memos or other records of your evaluation of the recruitment and selection process
- Personal statement (reflection on your role in recruiting and selecting new staff)

Unit 329 Recruit, select and keep colleagues (Management Standards Centre) (E.13)

Learning Outcomes and Assessment Criteria

Outcome 1 Know how to recruit, select and keep colleagues

The learner can:

1. show that they know why it is important to identify and understand why colleagues are leaving and how to do so constructively and sensitively
2. show that they know the types of reasons colleagues might give for leaving
3. show that they know how to measure staff turnover
4. show that they know the causes and effects of high and low staff turnover
5. show that they know the measures which can be undertaken to address staff turnover problems
6. show that they know how to review the workload in their team in order to identify shortfalls in the number of colleagues and/or the pools of skills, knowledge, understanding and experience
7. show that they know and understand the different options for addressing identified shortfalls and the associated advantages and disadvantages of such shortfalls
8. show that they know and understand what job descriptions and other person specifications should cover and why it is important to consult with others in producing or updating those descriptions and specifications
9. show that they know and understand the different stages in the recruitment and selection process and why it is important to consult with others on the stages, recruitment and selection methods to be used, associated timings and who is going to be involved
10. show that they know and understand different recruitment and selection methods and the associated advantages and disadvantages
11. show that they know and understand why it is important to give fair, clear and accurate information on vacancies to potential applicants
12. show that they know how to judge whether applicants meet the stated requirements of the vacancy
13. show that they know the sources of specialist expertise in relation to recruitment, selection and retention
14. show that they know how to take account of equality and diversity issues, including legislation and any relevant codes of practice, when recruiting and selecting people and keeping colleagues
15. show that they know how to review the effectiveness of recruitment and selection in their area
16. show that they know and understand relevant aspects of the UK's and their country's legislation, regulations, guidelines and codes of practice relating to recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions
17. show that they know turnover rates within similar retail organisations
18. show that they know and understand recruitment, selection and retention issues and specific initiatives and arrangements within retail
19. show that they know and understand working culture and practices in retail
20. show that they know the current people resources available to their team, including the skills, knowledge, understanding and experience of colleagues
21. show that they know the work requirements in their team
22. show that they know the agreed operational plans and changes affecting their team
23. show that they know the staff turnover rate in their organisation
24. show that they know the job descriptions and person specifications for confirmed vacancies
25. show that they know the local employment market conditions

26. show that they know the organisation's structure, values and culture
27. show that they know the employment policies and practices within the organisation, including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions
28. show that they know the sources of specialist expertise in relation to recruitment, selection and retention used by their organisation

Outcome 2 Recruit, select and keep colleagues

The learner can:

1. talk with colleagues in their team who are leaving to identify and discuss those colleagues' reasons for leaving
2. identify ways of addressing staff turnover problems, implement those which clearly fall within their authority and communicate others to the relevant people for consideration
3. review, on a regular basis, the work required in their team and identify any shortfall in the number of colleagues and the pool of skills, knowledge, understanding and experience
4. identify and review the options for addressing any identified shortfalls and decide on the best option(s) to follow
5. consult with others to produce or update job descriptions and person specifications where there is a clear need to recruit
6. consult with others to discuss and agree stages in the recruitment and selection process for identified vacancies, the methods that will be used, the associated timings and who is going to be involved
7. ensure before information on vacancies goes to potential applicants that it is fair, clear and accurate
8. seek and make use of specialist expertise in relation to recruiting, selecting and keeping colleagues
9. participate in the recruitment and selection process as agreed and make sure that the process is fair, consistent and effective
10. check that applicants who are offered positions are likely to be able to perform effectively and work with existing staff
11. judge whether the recruitment and selection process has been successful in relation to recent appointments in their team and identify any areas for improvements

Outcome 3 Behave appropriately in contributing to recruiting, selecting and keeping colleagues

The learner can:

1. recognise the opportunities presented by the diversity of people
2. work to turn unexpected events into opportunities rather than threats
3. try out new ways of working
4. identify people's information needs
5. seek to understand people's needs and motivations
6. comply with, and ensure others comply with, the UK's and their country's legal requirements, retail-specific regulations and organisational policies
7. take and implement difficult and/or unpopular decisions, if necessary
8. act within the limits of their authority
9. show integrity, fairness and consistency in decision making

Unit 330

Provide learning opportunities for colleagues (Management Standards Centre) (E.14)

Level: 3
Credit value: 11

Unit aims

This unit is about supporting colleagues in identifying their learning needs and helping to provide opportunities to address these needs. Encouraging colleagues to take responsibility for their own learning is an aspect of this unit, as is providing an 'environment' in the team in which learning is valued. For the purposes of this unit, 'colleagues' means those people for whom the learner has line management authority.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know how to provide learning opportunities for colleagues
2. Provide learning opportunities for colleagues
3. Behave appropriately in providing learning opportunities for colleagues

Notional and guided learning hours

It is recommended that **110** hours should be allocated for this unit, **33** of these are guided learning hours. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is based on the National Occupational Standards of the same title and endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Unit Assessment: General Unit for Retail Management Pathway

Documentary evidence is the most likely source of evidence for this unit. Evidence should arise through naturally occurring work activities. It is unlikely that you will be able to demonstrate competence in less than three months.

The use of **Witness testimonies** and **Professional discussion** will be a valuable source of evidence to support those areas for which it may not be practical or cost effective to produce performance evidence.

Knowledge and understanding will need to demonstrate that you know what you are doing and your assessor may ask you questions to confirm this. When questions are used the assessment must record both the question asked and your answer as evidence.

Assessor observed performance may be used for this unit to expand on the evidence already generated.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this unit.

Possible sources of evidence for this unit are:

(a) Identification of development needs, plans to meet development needs and monitoring and review of development activity:-

- Notes, memos, emails or other records of feedback and performance appraisals/reviews, and of discussions or identification of learning and development preferences and needs (including learning styles, personal constraints, learning disabilities and difficulties that affect learning),
- Details of support arrangements inside and outside the organisation (eg a training department's or external supplier's assessment services) that you have identified and arranged for a colleague to access,
- Training and development opportunities (eg coaching, internal and external courses, learning centre/e-learning programmes) that you have identified and enabled colleagues to access to meet agreed learning and development requirements,
- Copies of development or learning plans you have discussed, agreed, reviewed and revised with colleagues,
- Notes, memos, emails or other records of meeting or discussions you have had with colleagues to review their learning and its effect on their performance,
- Personal statement (your reflections on your role in identifying learning requirements, organisation of development activity and review of its effectiveness in improving or enhancing performance),

Witness statement: (comments on your role in identifying learning requirements, organising development activity and reviewing of its effectiveness in improving or enhancing performance).

Unit 330 Provide learning opportunities for colleagues (Management Standards Centre) (E.14)

Learning Outcomes and Assessment Criteria

Outcome 1 Know how to provide learning opportunities for colleagues

The learner can:

1. show that they know and understand the benefits of learning for individuals and organisations and how to promote these to colleagues
2. show that they know ways in which to develop an 'environment' in which learning is valued and willingness and efforts to learn are recognised
3. show that they know and understand why it is important to encourage colleagues to take responsibility for colleagues' own learning
4. show that they know how to provide fair, regular and useful feedback to colleagues on colleagues' own work performance
5. show that they know how to identify learning needs based on identified gaps between the requirements of colleagues' work roles and colleagues' current knowledge, understanding and skills
6. show that they know how to prioritise colleagues' learning needs, including taking account of organisational needs and priorities and the personal and career development needs of colleagues
7. show that they know and understand the range of different learning styles and how to support colleagues in identifying the particular learning style or combination of learning styles which works best for individual colleagues
8. show that they know and understand different types of learning activities, the advantages and disadvantages of each and the required resources (for example, time, fees, substitute staff)
9. show that they know how to identify and where to obtain information on different learning activities
10. show that they know and understand why it is important for colleagues to have a written development plan and what it should contain (for example, identified learning needs, learning activities to be undertaken, the learning objectives to be achieved, timescales and required resources)
11. show that they know how to set learning objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-Bound)
12. show that they know and understand sources of specialist expertise in relation to identifying and providing learning for colleagues
13. show that they know and understand what type of support colleagues might need to undertake learning activities, the resources needed and the types of obstacles colleagues may face and how these obstacles can be resolved
14. show that they know how to evaluate whether a learning activity has achieved the desired learning objectives
15. show that they know and understand the importance of regularly reviewing and updating written development plans in the light of performance, any learning activities undertaken and any wider changes
16. show that they know how to take account of equality legislation, any relevant codes of practice and general diversity issues in providing learning opportunities for colleagues
17. show that they know and understand learning issues and specific initiatives and arrangements that apply within retail
18. show that they know and understand the working culture and practices in retail
19. show that they know and understand relevant information on the purpose, objectives and plans of their team
20. show that they know and understand the work roles of colleagues, including the limits of colleagues' responsibilities and colleagues' personal work objectives

21. show that they know the current knowledge, understanding and skills of colleagues
22. show that they know the identified gaps in the knowledge, understanding and skills of colleagues
23. show that they know the identified learning needs of colleagues
24. show that they know the learning styles or combinations of styles preferred by colleagues
25. show that they know the written development plans of colleagues
26. show that they know the sources of specialist expertise available in and to their organisation in relation to identifying and providing learning for colleagues
27. show that they know the learning activities and resources available in and to their organisation
28. show that they know their organisation's policies in relation to equality and diversity
29. show that they know their organisation's policies and procedures in relation to learning
30. show that they know their organisation's performance appraisal system

Outcome 2 Provide learning opportunities for colleagues

The learner can:

1. promote the benefits of learning to colleagues and make sure that colleagues' willingness and efforts to learn are recognised
2. give colleagues fair, regular and useful feedback on colleagues' own work performance and discuss and agree how this can be improved
3. work with colleagues to identify and prioritise learning needs based on any gaps between the requirements of colleagues' work roles and colleagues' current knowledge, understanding and skills
4. help colleagues to identify the learning style or combination of styles which works best for individual colleagues and ensure that these are taken into account in identifying and undertaking learning activities
5. work with colleagues to identify and obtain information on a range of possible learning activities to address identified learning needs
6. discuss and agree with each colleague individual development plans which include learning activities to be undertaken, the learning objectives to be achieved, the required resources and timescales
7. work with colleagues to recognise and make use of unplanned learning opportunities
8. seek and make use of specialist expertise in relation to identifying and providing learning for colleagues
9. support colleagues in undertaking learning activities, make sure any required resources are made available and make efforts to remove any obstacles to learning
10. evaluate, in discussion with each colleague, whether the learning activities the colleague has undertaken have achieved the desired outcomes and provide positive feedback on the learning experience
11. work with colleagues to update colleagues' development plans in the light of performance, any learning activities undertaken and any wider changes
12. encourage colleagues to take responsibility for colleagues' own learning, including practising and reflecting on what has been learned

Outcome 3 Behave appropriately in providing learning opportunities for colleagues

The learner can:

1. recognise the opportunities presented by the diversity of people
2. find practical ways to overcome barriers
3. make time available to support others
4. seek to understand people's needs, feelings and motivations and take an active interest in their concerns
5. encourage and support colleagues to make the best use of colleagues' own abilities
6. recognise the achievements and successes of others
7. inspire others with the excitement of learning
8. confront performance issues and sort these out directly with the people involved
9. say 'no' to unreasonable requests
10. show integrity, fairness and consistency in decision making

Unit 331

Evaluate the receipt of payments from customers (C.16)

Level: 3

Credit value: 9

Unit aims

This unit is about evaluating the way payments are processed by staff at point of sale. Firstly, it involves spotting any problems with the way payments are processed and sorting these out promptly. Secondly, the unit involves monitoring that staff are following the company's takings practices and procedures.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Know how to evaluate takings practices and procedures in a retail environment
2. Know how to monitor takings practices and processes at the cash point in a retail environment
3. Evaluate takings practices and procedures in a retail environment
4. Monitor takings practices and processes at the cash point in a retail environment

Notional and guided learning hours

It is recommended that **90** hours should be allocated for this unit, **35** of these are guided learning hours. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is based on the National Occupational Standards of the same title and endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Unit Assessment: General Unit for Retail management Pathway

Documentary evidence is the most likely source of evidence for this unit. Evidence should arise through naturally occurring work activities. It is unlikely that you will be able to demonstrate competence in less than three months.

The use of **Witness testimonies** and **Professional discussion** will be a valuable source of evidence to support those areas for which it may not be practical or cost effective to produce performance evidence.

Knowledge and understanding will need to demonstrate that you know what you are doing and your assessor may ask you questions to confirm this. When questions are used the assessment must record both the question asked and your answer as evidence.

Assessor observed performance may be used for this unit to expand on the evidence already generated.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this unit.

Unit 331 Evaluate the receipt of payments from customers (C.16)

Learning Outcomes and Assessment Criteria

Outcome 1 Know how to evaluate takings practices and procedures in a retail environment

The learner can:

1. show that they know the aims that takings practices and procedures are designed to achieve
2. show that they know how the way that payment transaction procedures are carried out can affect customer goodwill
3. show that they know the company's takings procedures, including safety and security arrangements
4. show that they know the control systems available and the information these provide
5. show that they know how to collect and interpret information about taking
6. show that they know how to check takings practices and procedures
7. show that they know the types of problems with takings the learner needs to look for
8. show that they know how to sort out problems with takings
9. show that they know the limits of their authority for resolving problems with takings
10. show that they know how to report their findings on takings practices and procedures

Outcome 2 Know how to monitor takings practices and processes at the cash point in a retail environment

The learner can:

1. show that they know which methods of payment are accepted in their store
2. show that they know how to check that cash points are being correctly set up and operated
3. show that they know the problems that can arise in routine cash point operations and transactions, and how to sort such problems out
4. show that they know the company's approved procedures for handling cash and cash equivalents, and how to follow these efficiently
5. show that they know the types of refund and payment which need their authorisation, and the procedures for monitoring these
6. show that they know the company's cash point security procedures
7. show that they know how to plan to cope with unexpected problems at the cash point

Outcome 3 Evaluate takings practices and procedures in a retail environment

The learner can:

1. check that staff carry out takings practices and procedures in line with company requirements
2. spot and promptly sort out any problems with takings practices and procedures
3. check payment processes and transaction procedures to make sure these maintain and promote customer goodwill
4. check at suitable times that review and control systems are providing up-to-date and accurate information
5. promptly sort out any identified problems, or refer these promptly to the right person when problems are beyond the learner's responsibility to sort out

Outcome 4 Monitor takings practices and processes at the cash point in a retail environment

The learner can:

1. check at suitable times that staff are setting up and operating cash points correctly
2. look into and promptly sort out any problems with routine cash point operations and transactions
3. check that staff are handling cash and cash equivalents efficiently and in line with approved procedures
4. authorise refunds and payments promptly and in line with company procedures
5. correctly follow cash point security procedures
6. develop effective plans to cope with unexpected problems at the cash point

Unit 332

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

Level: 3
Credit value: 13

Unit aims

This unit is about the learner's responsibility for helping to monitor and safeguard health and safety in the store. Firstly, it involves carrying out day to-day monitoring, specific regular checks and planned assessments. The learner needs to keep written records of the health and safety assessments they carry out. The learner also needs to train staff to help protect health and safety.

Secondly, the unit is about taking charge of accidents and emergencies. This includes contacting the emergency services, setting off alarms, beginning and supervising evacuation, and reducing further injury or damage as far as possible until specialist help arrives.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Know how to assess and control risks to health and safety in a retail environment
2. Know how to put accident and emergency procedures into practice in a retail environment
3. Assess and control risks to health and safety in a retail environment
4. Put accident and emergency procedures into practice in a retail environment

Notional and guided learning hours

It is recommended that **130** hours should be allocated for this unit, **63** of these are guided learning hours. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is based on the National Occupational Standards of the same title and endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Unit Assessment: General Unit for Retail Management Pathway

Documentary evidence is the most likely source of evidence for this unit. Evidence should arise through naturally occurring work activities. It is unlikely that you will be able to demonstrate competence in less than three months.

The use of **Witness testimonies** and **Professional discussion** will be a valuable source of evidence to support those areas for which it may not be practical or cost effective to produce performance evidence.

Knowledge and understanding will need to demonstrate that you know what you are doing and your assessor may ask you questions to confirm this. When questions are used the assessment must record both the question asked and your answer as evidence.

Assessor observed performance may be used for this unit to expand on the evidence already generated.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this unit.

Unit 332 Monitor and maintain health and safety in a retail environment (E.18)

Learning Outcomes and Assessment Criteria

Outcome 1 Know how to assess and control risks to health and safety in a retail environment

The learner can:

1. show that they know their rights, duties and responsibilities under current legislation relating to:
 - health and safety at work
 - managing health and safety at work
 - reporting injuries, diseases and dangerous occurrences
 - substances that can endanger health
 - first aid
 - fire precautions
2. show that they know the company's procedures for managing health and safety incidents, including the type and frequency of safety checks to be carried out
3. show that they know where to get information and advice about health and safety laws, policy and procedures
4. show that they know who to report assessment results and risks to
5. show that they know what safety equipment and protective clothing is available and the instructions for using this
6. show that they know how to identify and control different dangers
7. show that they know why they need to assess risks and how to do this
8. show that they know how to communicate effectively to control risks

Outcome 2 Know how to put accident and emergency procedures into practice in a retail environment

The learner can:

1. show that they know how they are likely to react when accidents and emergencies happen, and how to stay calm in these situations
2. show that they know different methods of containing and controlling threatening and violent behaviour and how to decide which method to use
3. show that they know who is responsible for protecting their retail unit, controlling dangers and managing incidents, and how to contact that person
4. show that they know how to set the alarm systems off
5. show that they know their responsibilities when the workplace needs to be evacuated
6. show that they know the escape routes from their retail unit and how to access these safely

Outcome 3 Assess and control risks to health and safety in a retail environment

The learner can:

1. monitor the working area continually to make sure it is clean and free from dangers
2. when they cannot control a danger, get advice immediately from the appropriate authority
3. give staff training, instructions and information to allow staff to work safely
4. check accurately and often enough that staff are using protective equipment in line with instructions

5. regularly and accurately carry out health, safety and maintenance checks in line with legal and company requirements
6. carry out assessments which clearly and accurately identify significant dangers
7. where assessments identify risks, prioritise these in the order in which these risks should be dealt with
8. review and update assessment procedures to take account of changes in factors affecting health and safety
9. record assessments accurately and make the records available to those who need such records

Outcome 4 Put accident and emergency procedures into practice in a retail environment

The learner can:

1. act promptly and in line with company procedures to prevent injury and damage and to contain potential unsafe situations in the work area
2. immediately contact the people and services responsible for managing accidents and emergencies
3. use safety equipment in line with the manufacturer's guidelines
4. when they evacuate the building make sure that staff and customers leave immediately using approved escape routes, and that officials responding to requests for help are given access
5. identify threatening and violent behaviour, and act promptly to protect staff and customers and to isolate anyone acting violently or making threats

4 Centre requirements

This section outlines the approval processes for Centres to offer this qualification and any resources that Centres will need in place to offer the qualifications including qualification specific requirements for Centre staff.

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualification Level 3 NVQ in Retail Skills (1008) may apply for approval for the new Level 3 Certificate/Diploma in Retail Skills using the **fast track approval form**, available from **www.cityandguilds.com**

Centres may apply to offer the new qualification using the fast track form

- providing there have been no changes to the way the qualifications are delivered, and
- if they meet all of the approval criteria specified in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the **standard** Qualification Approval Process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

5 Roles and occupational expertise requirements

Role and Competence of Assessors, Expert Witnesses and Verifiers

A wide variety of issues impact upon the participation of organisations and take-up by individuals of QCF work based qualifications. These issues relate to other matters as well as the quality of an assessment process, however, they 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

The principle is established that, wherever possible, assessment is conducted by colleagues, 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, external services (to the work unit or organisation) may be introduced (peripatetic assessors). In no circumstance, however, may a work based QCF qualification for the Retail sector be delivered without the involvement of the candidates' line manager or the owner/manager.

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

- a achieving the appropriate regulatory body approved unit qualifications for assessment and internal verification
- or**
- b demonstrating that the company's training and development activity undertaken to prepare, validate and review these assessment / verification roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process **must be agreed** by the awarding body as providing the equivalent level of rigour and robustness as the achievement of the unit qualification.

The alternative option described in (b) above, which waives the need for the regulatory approved units in the Retail Sector, should be confined in application to 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 standards in association with the prospective awarding body who will be offering the qualification.

The Role of Peripatetic Assessors in the Assessment Process

Specific guidance is provided to centres that supply the services of peripatetic assessors to organisations unable to support the model of workplace assessment themselves. This is to ensure that the centres conform to Skillsmart Retail requirements for quality assessments and to identify any potential risk that may be inherent in the assessments that take place.

These services must complement the activity of a line manager or owner/manager and competence 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 different sub sectors in retail selling a huge range of products. Consequently there are occupations within the retail store which are undertaken by specialists e.g. beauty consultants, bakers and visual merchandisers. These specialist occupations are reflected in the retail National Occupational Standards which means that in many cases assessors will not be competent in performing the occupational requirements of the standards.

In these instances the assessor must use an expert witness to provide evidence in confirming to the candidate's competence. 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.

Occupational Competence of Expert Witnesses

Skillsmart Retail requires that:

'Expert witnesses should have a minimum of 1 year's practical experience in the unit for which they are providing evidence and be able to demonstrate a working knowledge of the units they are attesting to.'

Occupational Competence of Assessors

Skillsmart Retail requires that:

'Assessors are required to be **competent** in performing the occupational requirements of the retail generic standards, in terms of performance and knowledge, for which they are assessing. The acquisition of this competence will have been gained either from direct employment in the same occupational role as the national occupational standards or in an operational supervisory, managerial or in-company trainer position of employees carrying out this role.'

Skillsmart Retail requirements for the occupational competence of assessors in the retail industry is that they must have worked in a retail company either as a retail assistant, as a supervisor/team leader/manager or as an in-company trainer of retail assistants.

It is unlikely that, for example, retail assistants would have achieved occupational competence in less than twelve months, or less than six months if employed in a managerial position.

Additional Assessor Requirements for Specialist Units

The Management Standards Unit also requires assessors to possess **a good understanding of current management practice** in order to assess the management units.

Occupational Competence of Verifiers

Skillsmart Retail requires that:

'Internal Verifiers are required to be **familiar** with the occupational requirements of the standards that they are internally verifying. The acquisition of this familiarity will have been gained while working directly within the occupational area in either an operational or a support function.

The level of familiarity should be sufficient to allow them to make a judgement as to whether the assessor has fully assessed candidates against all the performance and knowledge evidence requirements for the national occupational standards.'

'External Verifiers are required to be **aware** of the occupational requirements of the standards they are verifying. The acquisition of this awareness will have been gained while working within the occupational area in either an operational or a support function.

The level of awareness should enable them to relate to and understand the requirements of the national occupational standards and be sufficient to enable them to determine whether the evidence collected for a candidate met all the evidence requirements.'

Continuing Professional Development of Peripatetic Assessors and Verifiers

The sector also requires that individuals involved in these activities maintain currency of skill and understanding of the sector, in line with the role they are fulfilling. It is a Skillsmart Retail requirement that guidance on Continuing Professional Development of peripatetic assessors and verifiers must be implemented, in that:

'All assessors and verifiers, if not currently employed within a Retail industry sector company, will need to prove they have an up-to-date 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'

Retailers who have chosen not to use the appropriate regulatory body approved unit qualifications for assessment and internal verification should be encouraged to offer the unit qualifications as CPD where the willingness by the employer to support this additional activity becomes known to the awarding body.

6 Key Skills Mapping

This qualification provides the opportunity to gather evidence for the accreditation of key skills as shown in the table below. However to gain key skills certification the key skills would need to be taken as additional qualifications.

| Retail Skills units | | Key Skills | | |
|--|---|--|--------------|---------------------|
| Ref | Learning outcome | Key Skill | Level | Refs |
| 241 (E.15) | Develop productive working relationships with colleagues | Communication | 1 | C1.1 |
| | | Communication | 2 | C2.1a |
| | | Working with others | 3 | WO3.1, WO3.2, WO3.3 |
| 242 (E.16) | Allocate and check work in your team | Application of number | 1 | N1.2 |
| | | Communication | 1 | C1.1 |
| | | Working with others | 3 | WO3.1, WO3.2 |
| | Provide service at point of sale in a retail store | Application of number | 1 | N1.2 |
| | | Communication | 1 | C1.1 |
| | | Working with others | 3 | WO3.1, WO3.2 |
| 301 (E.8) | Support effective team working in a retail environment | Communication | 1 | C1.1 |
| | | Working with others | 2 | WO2.1 |
| | | Communication | 1 | C1.1 |
| | Help to plan and organise your own learning in a retail environment | Improving own learning and performance | 2 | LP2.1, LP2.2, LP2.3 |
| | | Problem solving | 1 | PS1.3 |
| | | Problem solving | 2 | PS2.3 |
| | | Working with others | 1 | WO1.3 |
| | | Communication | 1 | C1.1 |
| | | Working with others | 2 | WO2.1, WO2.2 |
| | Help others to learn in a retail environment | Working with others | 3 | WO3.1, WO3.3 |
| | | Application of number | 1 | N1.2 |
| | | Communication | 2 | C2.1b |
| Working with others | | 3 | WO3.1, WO3.2 | |
| Working with others | | 3 | WO3.1 | |
| None identified | | | | |
| 306 (B.14) | Organise staff to receive and check incoming deliveries in a retail environment | Communication | 2 | C2.1b |
| | | Working with others | 3 | WO3.1, WO3.2 |
| | | Working with others | 3 | WO3.1 |
| | Organise and maintain storage facilities in a retail environment | Working with others | 3 | WO3.1 |
| | Check the storage and care of stock in a retail environment | None identified | | |
| Put an audit programme into practice in a retail environment | Communication | 2 | C2.1b | |
| | Problem solving | 3 | PS3.1, PS3.2 | |

| | | | | |
|---|---|---|-----------------------|------------------------|
| 307 (B.15) | | Working with others | 3 | W03.1, W03.2 |
| | Report on the findings of a retail stock audit | Application of number | 1 | N1.2 |
| | | Communication | 2 | C2.3 |
| | | Information and communication technology | 3 | ICT3.1, ICT3.2, ICT3.3 |
| Problem solving | | 3 | PS3.1, PS3.2 | |
| 308 (B.22) | Monitor food safety at critical control points in a retail environment | Communication | 1 | C1.1 |
| | Contribute to continuous improvement of food safety in a retail environment | Communication | 2 | C2.1a, C2.1b |
| | | Problem solving | 3 | PS3.1 and PS3.2 |
| 310 (B.16) | Choose suppliers and order stock for retail sale | Application of number | 1 | N1.2 |
| | | Information and communication technology | 1 | ICT1.1 |
| | | Information and communication technology | 2 | ICT2.1 |
| | Check and evaluate the performance of suppliers of stock for retail sale | Application of number | 1 | N1.2 |
| | | Communication | 1 | C1.1 |
| | | | | |
| 311 (C.13) | Organise staff to display goods for retail sale | Communication | 1 | C1.1 |
| | | Communication | 2 | C2.1b |
| | | Working with others | 3 | W03.1, W03.2 |
| | Assess how effective displays are in a retail environment | Communication | 1 | C1.1 |
| | | Communication | 3 | C3.1a |
| | Keep products available and maintain their quality in a retail environment | Application of number | 1 | N1.2 |
| | | Communication | 1 | C1.1 |
| | | Communication | 3 | C3.1a |
| | 313 (E.12) | Plan staffing levels and prepare work schedules for a retail team | Application of number | 1 |
| Information and communication technology | | | 1 | ICT1.1, ICT1.2, ICT1.3 |
| Problem solving | | | 3 | PS3.1, PS3.2 |
| Monitor staffing levels and schedules against the work targets of a retail team | | Application of number | 1 | N1.2 |
| | | Communication | 1 | C1.1 |
| | | Communication | 2 | C2.1a, C2.1b |

| | | | | |
|---|---|--|--------------|--------------|
| | | Problem solving | 3 | PS3.1, PS3.2 |
| 315 (E.17) | Monitor the quality of customer service provided by external suppliers to your retail customers | Application of number | 1 | N1.2 |
| | | Communication | 1 | C1.1 |
| | Evaluate and improve external suppliers' service to your retail customers | Communication | 1 | C1.1, C1.3 |
| 316 (D.5) | Plan and organise the delivery of reliable customer service | Communication | 1 | C1.1 |
| | | Working with others | 3 | WO3.1 |
| | Review and maintain customer service delivery | Communication | 1 | C1.1 |
| | | Problem solving | 3 | PS3.1, PS3.2 |
| Use recording systems to maintain reliable customer service | Communication | 1 | C1.1, C1.3 | |
| 317 (D.6) | Improve communications with your customers | Communication | 1 | C1.1, C1.3 |
| | Balance the needs of your customer and your organisation | Application of number | 1 | N1.2 |
| | | Communication | 1 | C1.1 |
| | | Problem solving | 3 | PS3.1, PS3.2 |
| | Exceed customer expectations to develop the relationship | Communication | 1 | C1.1 |
| Working with others | | 3 | WO3.1, WO3.2 | |
| 318 (D.7) | Improve customer service by working with others | Communication | 1 | C1.1 |
| | | Problem solving | 2 | PS2.1 |
| | | Working with others | 3 | WO3.1, WO3.2 |
| | Monitor your own performance when improving customer service | Communication | 1 | C1.1 |
| | | Improving own learning and performance | 2 | LP2.3 |
| | | Improving own learning and performance | 3 | LP3.3 |
| | Monitor joint performance when improving customer service | Communication | 1 | C1.1 |
| | | Communication | 2 | C2.1a |
| | | Problem solving | 3 | PS3.1, PS3.2 |
| | | Working with others | 3 | WO3.1, WO3.2 |
| 319 (D.8) | Solve immediate customer service problems | Communication | 1 | C1.1 |
| | | Problem solving | 3 | PS3.1, PS3.2 |
| | Identify repeated customer service problems and options for | Communication | 1 | C1.1 |

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|-------------------|---|-----------------------|--------------|--------------|
| | solving them | Problem solving | 3 | PS3.1 |
| | | Working with others | 3 | WO3.1 |
| | Take action to avoid the repetition of customer service problems | Communication | 1 | C1.1, C1.3 |
| | | Problem solving | 3 | PS3.2 |
| 320 (D.9) | Plan improvements in customer service based on customer feedback | Communication | 1 | C1.1 |
| | | Communication | 2 | C2.1a |
| | Implement changes in customer service | Communication | 1 | C1.1 |
| | | Problem solving | 2 | PS2.1 |
| | Review changes that promote continuous improvement in customer service | Working with others | 3 | WO3.1, WO3.2 |
| | | Communication | 1 | C1.1, C1.3 |
| 321 (E.11) | Put procedures into practice to maintain security in a retail environment | Communication | 1 | C1.1 |
| | | Communication | 2 | C2.1a, C2.1b |
| | Monitor and investigate losses in a retail environment | Application of number | 1 | N1.2 |
| | | Communication | 1 | C1.1 |
| | | Communication | 2 | C2.1a, C2.1b |
| | Problem solving | 3 | PS3.1, PS3.2 | |
| 328 (E.10) | Identify opportunities for solving problems and improving retail operations | Problem solving | 3 | PS3.1 |
| | Recommend ways of improving retail operations | Communication | 1 | C1.1, C1.3 |
| | | Communication | 2 | C2.1a, C2.1b |
| | Contribute to putting improvements to retail operations into practice | Communication | 1 | C1.1 |
| | | Communication | 2 | C2.1a, C2.1b |
| 329 (E.13) | Recruit, select and keep colleagues | Communication | 1 | C1.1 |
| | | Communication | 2 | C2.1a |
| | | Problem solving | 3 | PS3.1, PS3.2 |
| | | Working with others | 3 | WO3.1, WO3.2 |
| 330 (E.14) | Provide learning opportunities for colleagues | Communication | 1 | C1.1 |
| | | Communication | 2 | C2.1a, C2.1b |
| | | Problem solving | 3 | PS3.1, PS3.2 |

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|-------------------|---|-----------------------|---|--------------|
| | | Working with others | 3 | W03.1, W03.2 |
| 331 (C.16) | Evaluate takings practices and procedures in a retail environment | Problem solving | 3 | PS3.1, PS3.2 |
| | Monitor takings practices and processes at the cash point in a retail environment | Application of number | 1 | N1.2 |
| | | Problem solving | 3 | PS3.1 |
| 332 (E.18) | Assess and control risks to health and safety in a retail environment | Communication | 1 | C1.1 |
| | | Communication | 2 | C2.1b |
| | Put accident and emergency procedures into practice in a retail environment | Communication | 1 | C1.1 |

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