



# **Assessor's guidelines for the SVQs in Retail Skills at levels 1 and 2, Retail (Sales Professional) at level 3, Retail (Visual Merchandising) at level 3, and Retail (Management) at level 3**

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# About this guide

This guide provides some practical examples of how to assess your candidates for the SVQs in:

Retail Skills at level 1	G8AP 21
Retail Skills at level 2	G8AK 22
Retail (Sales Professional) at level 3	G8AM 23
Retail (Visual Merchandising) at level 3	G8AN 23
Retail (Management) at level 3	G8AL 23

You may be able to think of other ways of assessing your candidates and recording your decisions about their competence.

Using assessments based on these examples does not guarantee successful verification — it is still your responsibility to ensure that internal quality assurance procedures are followed.

# Introduction

This introduction provides a brief overview of SVQs and how they are assessed in the workplace. If you are already familiar with the concept of SVQs, you may wish to go to the next section.

## About SVQs

Scottish Vocational Qualifications (SVQs) are work-based qualifications which set the level of occupational competence for each sector of the economy. The qualifications have been designed by standards-setting bodies made up of experienced practitioners who represent employers, professional bodies, trade unions, education and voluntary organisations.

Each standards-setting body is responsible for developing national standards which define *what* employees (or potential employees) must be able to do, *how well*, and *in what circumstances*, to show that they are competent in their work.

Each SVQ which a standards-setting body develops has to fit into a broad framework which allows qualifications in the UK and throughout Europe to be compared. SVQs are specified at five levels which reflect the various technical and supervisory skills knowledge and experience which employees should have as they progress in their industry.

### Explanation of levels

- Level 1** Defines competent performance in a range of activities which are largely routine and predictable.
- Level 2** Specifies that competent performance must be shown in a broader range of work activities which are less routine and predictable. The employee will have more autonomy and responsibility, and may have to work as part of a team.
- Level 3** Specifies that competent performance must involve the employee in carrying out a broad range of varied work activities, most of which are complex and non-routine. There is considerable autonomy and responsibility, including the possibility of controlling or guiding others.
- Level 4** Specifies competence as complex technical or professional work activities which require a substantial degree of personal autonomy or responsibility. Managing staff and other resources is often involved.
- Level 5** Specifies competent performance as involving the employee in carrying out a significant range of activities in a wide variety of situations which are often unpredictable. Substantial responsibility and autonomy is involved in the work, which requires decision-making in the allocation of resources and the work of others. This will require complex skills such as analysis, design and evaluation.

## How are standards defined in SVQs?

All SVQs consist of standards which can be broken down into various parts.

**Units** define the broad functions carried out in the sector, and are made up of a number of **Elements**. These **Elements** describe the activities which employees have to perform, and will require candidates to demonstrate certain skills or knowledge and understanding.

The quality of performance in what people must be able to do — how well they have to perform — is described by **Performance Criteria**. These may also be called **statements of competence** or **what candidates should do**.

The section on **knowledge and understanding** says what candidates must know and understand, and how this knowledge applies to their jobs.

You may also come across standards containing statements on **scope**. These statements could, for example, list the equipment that candidates are expected to be familiar with and use in their occupational area.

Increasingly, you may see changes to this format as standards become more user-friendly and are written in plain English. For example, there may be some standards containing **Range Statements** or **Evidence Requirements**, but over time these should disappear. You may, however, find that information on the context, nature and amount of evidence which is required to prove competence (which used to be given in Range Statements and Evidence Requirements) is now defined in the **assessment guidance** for the qualification. Assessment guidance is drawn up by the awarding body and is packaged along with the standards to form the SVQ.

## Who is involved in SVQs?

There are several roles:

- ◆ **the candidate:** the person who wants to achieve the SVQ (eg an employee)
- ◆ **the assessor\*:** the person who assesses the candidates and decides if they are competent (eg supervisor)
- ◆ **the internal verifier\*:** an individual nominated by the centre (eg a company) who ensures that assessors apply the standards uniformly and consistently (eg supervisor's line manager)
- ◆ **the external verifier\*:** an individual appointed by SQA who ensures that standards are being applied uniformly and consistently across all centres offering the SVQ

\*Assessors and verifiers in centres will be asked by SQA to prove they have the appropriate occupational competence to assess and verify the SVQ. Occupational competence has been defined by the Sector Skills Council in the assessment

strategy for these SVQs. A full copy of the assessment strategy is available to download from the SVQ Retail page of SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk). Both SQA and centres must comply with these requirements.

Assessors and verifiers are also expected to obtain an appropriate qualification in assessment and verification — this can be the Assessor/Verifier Units (the national standards for assessment and verification) either in their current form or as 'D-Units', or an alternative qualification which SQA also recognises.

## **The steps involved in assessing a candidate for an SVQ**

In deciding whether a candidate should get an SVQ, you will go through these stages:

- ◆ planning for assessment
- ◆ generating and collecting evidence of the candidate's competence in the Units
- ◆ judging the evidence of the candidate's ability and making an assessment decision based on the evidence
- ◆ recording the assessment decision and the candidate's achievement

# 1 The SVQs in Retail Skills and Retail

The SVQs in Retail Skills and Retail have been developed by the Sector Skills Council for this area, Skillsmart Retail, and are intended for people who work in the retail industry/profession.

These people may be working as

- ◆ retail salespeople
- ◆ retail assistants
- ◆ counter assistants
- ◆ stockroom/warehouse assistants
- ◆ visual merchandisers
- ◆ cash point operators
- ◆ managers in all of the above roles

They will require the appropriate skills and knowledge in retailing to meet the requirements of their selected SVQ level.

The SVQs are designed to be assessed in the workplace, or in conditions of the workplace. Examples of the settings or centres in which the SVQs are likely to be delivered include large and small retail outlets from the following list:

- ◆ department stores
- ◆ specialist retailers, for example: electrical, IT, mobile phones, fashion, beauty products, DIY stores
- ◆ food retailers, for example: greengrocers, fishmongers, bakers, butchers
- ◆ cash and carry outlets
- ◆ supermarkets

**NB:** The above list is not exhaustive and is intended only as a guide to possible settings

## Structure of the SVQs

This section lists the Units which form the SVQs in Retail Skills at levels 1 and 2, Retail (Sales Professional) at level 3, Retail (Visual Merchandising) at level 3 and Retail (Management) at level 3.

### SVQ in Retail Skills at level 1 (G8AP 21)

**Candidates must successfully complete a total of five Units**

#### Mandatory Unit

SQA Ref	SSC Ref	Title
F0AM 04	E.3	Work Effectively in Your Retail Team 1

**Candidates must complete four of the following Units. At least three of these must be chosen at level 1. One further Unit can be taken from the Optional Units at level 1 or 2.**

#### Group 1 Optional Units (level 1)

##### Stock Management

F09P 04	B.1	Move Goods and Materials Manually in a Retail Environment
F0A2 04	B.8	Process Donated Goods for Resale or Recycling in a Retail Environment

##### Product Expertise

F08J 04	B.20	Contribute to Food Safety in a Retail Environment
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##### Merchandising

F099 04	B.2	Keep Stock at Required Levels in a Retail Environment
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##### Customer Service

F0AP 04	C.1	Wrap and Pack Goods for Customers in a Retail Environment
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##### Organisational Effectiveness

F092 04	E.1	Help to Keep the Retail Unit Secure 1
F094 04	E.2	Help to Maintain Health and Safety in a Retail Environment 1
F09B 04	E.4	Keep the Retail Environment Clean and Hygienic (non-food)

**A maximum of one Unit may be chosen from the following**

#### Group 2 Optional Units (level 2)

F090 04	C.3	Help Customer Choose Products in a Retail Environment
F09F 04	C.4	Maximise Product Sales in a Retail Environment
F0AC 04	C.5	Provide Information and Advice to Customers in a Retail Environment
F08M 04	C.6	Demonstrate Products to Customers in a Retail Environment
F0AA 04	C.12	Promote Loyalty Schemes to Customers in a Retail Environment

##### Stock Management

F0AH 04	B.3	Receive Goods and Materials into Storage in a Retail Environment
F0AF 04	B.4	Put Goods and Materials into Storage in a Retail Environment
F0A1 04	B.6	Process Customer Orders for Goods in Retail Environment

**Product Expertise**

F09W 04	B.9	Prepare Products for Sale to Customers in a Retail Environment
F09X 04	B.10	Process Bake-off Products for Sale in a Retail Environment
F0A3 04	B.11	Process Fish and Shellfish for Sale in a Retail Environment
F0A4 04	B.12	Process Greengrocery Products for Sale in a Retail Environment
F08V 04	B.13	Finish Meat Products by Hand in a Retail Environment
DC22 04	B.17	Contribute to Dough Production Control and Efficiency
DC3H 04	B.18	Select, Weight and Measure Dough Ingredients
DC2V 04	B.19	Hand Divide, Mould and Shape Fermented Doughs
F09C 04	B.21	Maintain Food Safety while Working with Food in a Retail Environment
F02Y 04	C.11	Assemble Retail Products in Customer's Home/Workplace
F0AE 04	C.17	Provide the Lingerie Fitting Service in a Retail Environment
F0A9 04	C.35	Promote Beauty Products to Retail Customers
F091 04	C.37	Help Customers to Buy National Lottery Products in a Retail Environment

**Merchandising**

F09A 04	B.5	Keep Stock on Sale at Required Levels in a Retail Environment
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**Visual Merchandising**

F08R 04	C.2	Display Stock to Promote Sales to Customers in a Retail Environment
F08X 04	C.18	Follow Guidelines for Planning and Preparing Visual Merchandising Displays
F08W 04	C.19	Follow Guidelines for Dressing Visual Merchandising Displays
F09R 04	C.20	Order Graphic Materials for Visual Merchandising Displays
F08P 04	C.21	Dismantle and Store Visual Merchandising Displays
F09E 04	C.22	Make Props for Visual Merchandising Displays
F0AG 04	C.23	Put Visual Merchandising Displays Together

**Finance and Administration**

F0A7 04	C.8	Process Payments for Purchases in a Retail Environment
F0A6 04	C.9	Process Payments and Credit Applications for Purchase in a Retail Environment
F09Y 04	C.10	Process Cash and Credit Transactions in a Retail Environment
F08Y 04	C.36	Follow Point-of-sale Procedures for Age-restricted Products in a Retail Environment

**Customer Service**

F0A8 04	B.7	Process Returned Goods and Materials in a Retail Environment
F049 04	D.1	Give Customers a Positive Impression of Yourself and Your Organisation
F05S 04	D.2	Support Customer Service Improvements
F05P 04	D.3	Resolve Customer Service Problems

**Organisational Effectiveness**

F095 04	E.2	Help to Maintain Health and Safety in a Retail Environment 2
F093 04	E.7	Help to Keep the Retail Unit Secure 2

## SVQ in Retail Skills at level 2 (G8AK 22)

Candidates must successfully complete a total of six Units

### Mandatory Units

SQA Ref	SSC Ref	Title
F0AN 04	E.19	Work Effectively in Your Retail Team 2

Candidates must complete five from the following Units. At least four of these Units must be chosen at level 2. A maximum of one Unit can be chosen from a restricted selection of Optional Units at level 1 or from a restricted selection of Optional Units at level 3 or from the Optional Units at level 2.

### Group 1 Optional Units (level 2)

F090 04	C.3	Help Customers Choose Products in a Retail Environment
F09F 04	C.4	Maximise Product Sales in a Retail Environment
F0AC 04	C.5	Provide Information and Advice to Customers in a Retail Environment
F08M 04	C.6	Demonstrate Products to Customers in a Retail Environment
F0AA 04	C.12	Promote Loyalty Schemes to Customers in a Retail Environment

### Stock Management

F0AH 04	B.3	Receive Goods and Materials into Storage in a Retail Environment
F0AF 04	B.4	Put Goods and Materials into Storage in a Retail Environment
F0A1 04	B.6	Process Customer Orders for Goods in Retail Environment

### Product Expertise

F09W 04	B.9	Prepare Products for Sale to Customers in a Retail Environment
F09X 04	B.10	Process Bake-off Products for Sale in a Retail Environment
F0A3 04	B.11	Process Fish and Shellfish for Sale in a Retail Environment
F0A4 04	B.12	Process Greengrocery Products for Sale in a Retail Environment
F08V 04	B.13	Finish Meat Products by Hand in a Retail Environment
DC22 04	B.17	Contribute to Dough Production Control and Efficiency
DC3H 04	B.18	Select, Weight and Measure Dough Ingredients
DC2V 04	B.19	Hand Divide, Mould and Shape Fermented Doughs
F09C 04	B.21	Maintain Food Safety while Working with Food in a Retail Environment
F02Y 04	C.11	Assemble Retail Products in Customer's Home/Workplace
F0AE 04	C.17	Provide the Lingerie Fitting Service in a Retail Environment
F0A9 04	C.35	Promote Beauty Products to Retail Customers
F091 04	C.37	Help Customers to Buy National Lottery Products in a Retail Environment

### Merchandising

F09A 04	B.5	Keep Stock on Sale at Required Levels in a Retail Environment
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### Visual Merchandising

F08R 04	C.2	Display Stock to Promote Sales to Customers in a Retail Environment
F08X 04	C.18	Follow Guidelines for Planning and Preparing Visual Merchandising Displays
F08W 04	C.19	Follow Guidelines for Dressing Visual Merchandising Displays
F09R 04	C.20	Order Graphic Materials for Visual Merchandising Displays
F08P 04	C.21	Dismantle and Store Visual Merchandising Displays
F09E 04	C.22	Make Props for Visual Merchandising Displays
F0AG 04	C.23	Put Visual Merchandising Displays Together

**Finance and Administration**

F0A7 04	C.8	Process Payments for Purchases in a Retail Environment
F0A6 04	C.9	Process Payments and Credit Applications for Purchases in a Retail Environment
F09Y 04	C.10	Process Cash and Credit Transactions in a Retail Environment
F08Y 04	C.35	Follow Point-of-sale Procedures for Age-restricted Products in a Retail Environment

**Organisational Effectiveness**

F095 04	E.6	Help to Maintain Health and Safety in a Retail Environment 2
F093 04	E.7	Help to Keep the Retail Unit Secure 2

**Customer Service**

F0A8 04	B.7	Process Returned Goods and Materials in a Retail Environment
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**Only one Unit can count towards the qualification if choosing from the following Customer Service Units**

**Customer Service Optional Units (level 2)**

SQA Ref	NTO Ref	Title
F049 04	D.1	Give Customers a Positive Impression of Yourself and Your Organisation
F05S 04	D.2	Support Customer Service Improvements
F05P 04	D.3	Resolve Customer Service Problems

**If candidates choose any of the three level 2 Customer Service Units they cannot then choose any of the following five level 3 Customer Service Units**

**Customer Service Optional Units (level 3)**

F04N 04	D.5	Organise the Delivery of Reliable Customer Service
F04D 04	D.6	Improve the Customer Relationship
F05Y 04	D.7	Work With Others to Improve Customer Service
F04M 04	D.8	Monitor and Solve Customer Service Problems
F05D 04	D.9	Promote Continuous Improvement in Customer Service

**A maximum of one Unit can be chosen from the following Units.**

**Group two Optional Units****Level 1**

F0A2 04	B.8	Process Donated Goods for Resale or Recycling in a Retail Environment
F08J 04	B.20	Contribute to Food Safety in a Retail Environment

**Level 3**

F0A5 04	C.7	Process Part Exchange Sales Transactions in a Retail Environment
F0AD 04	C.14	Provide Specialist Support in Helping Customers to Make Purchases in a Retail Environment
F08N 04	C.30	Develop Individual Retail Service Opportunities
F0AB 04	C.31	Provide a Personalised Sales and After-sales Service to Your Retail Clients
F09S 04	B.14	Organise the Receipt and Storage of Goods in a Retail Environment
F08E 04	B.15	Audit Stock Levels and Stock Inventories in a Retail Environment
F09L 04	B.22	Monitor and Help Improve Food Safety in a Retail Environment

F045 04	C.38	Assist Customers to Obtain Appropriate Insurance
F0AJ 04	B.16	Source Required Goods and Services in a Retail Environment
F09D 04	C.13	Maintain the Availability of Goods for Sale to Customers in a Retail Environment

#### **Management and Leadership**

F096 04	E.9	Help to Manage a Retail Team
F09T 04	E.12	Plan, Monitor and Adjust Staffing Levels and Schedules in a Retail Environment

#### **Finance and Administration**

F08S 04	C.15	Enable Customers to Apply for Credit and Hire Purchase Facilities
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#### **Customer Service**

F09H 04	E.17	Monitor and Evaluate the Quality of Service Provided By External Suppliers to Your Customers
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#### **Organisational Effectiveness**

F098 04	E.12	Help to Monitor and Maintain the Security of the Retail Unit
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#### **Visual Merchandising**

F08F 04	C.24	Choose Merchandise to Feature in Visual Merchandising Displays
F09V 04	C.25	Plan, Monitor and Control How Graphics are Used in Visual Merchandising Displays
F09N 04	C.26	Monitor the Effect of Visual Merchandising Displays and Layouts
F01K 04	C.27	Allocate, Monitor and Control Visual Merchandising Project Resources against Budgets
F08G 04	C.28	Contribute to Developing and Putting Into Practice The Company's Visual Merchandising Policy
F08L 04	C.29	Create Plans, Elevations and Drawings to Realise Visual Merchandising Ideas
F08K 04	E.10	Contribute to the Continuous Improvement of Retail Operations
DR7K 04	E.13	Recruit, Select And Keep Colleagues
DR7C 04	E.14	Provide Learning Opportunities for Colleagues
DR4A 04	E.15	Develop Productive Working Relationships with Colleagues
DR3W 04	E.16	Allocate and Check Work in Your Team
F08T 04	C.16	Evaluate the Receipt of Payments from Customers
F09M 04	E.18	Monitor and Maintain Health and Safety in a Retail Environment

### **SVQ in Retail (Sales Professional) at level 3 (G8AM 23)**

**Candidates must successfully complete a total of six Units**

#### **Mandatory Units**

<b>SQA Ref</b>	<b>NTO Ref</b>	<b>Title</b>
F0AL 04	E.8	Work Effectively in Your Retail Organisation

**Candidates must complete five of the following Units. At least four of these must be chosen from the following Units at level 3. One further Unit may be taken from the level 3 Optional Units or from a restricted selection of Optional Units at level 2.**

### **Group 1 Optional Units (level 3)**

#### **Sales**

F0A5 04	C.7	Process Part Exchange Sales Transactions in a Retail Environment
F0AD 04	C.14	Provide Specialist Support in Helping Customers to Make Purchases in a Retail Environment
F08N 04	C.30	Develop Individual Retail Service Opportunities
F0AB 04	C.31	Provide a Personalised Sales and After-sales Service to Your Retail Clients

#### **Stock Management**

F09S 04	B.14	Organise the Receipt and Storage of Goods in a Retail Environment
F08E 04	B.15	Audit Stock Levels and Stock Inventories in a Retail Environment

#### **Product Expertise**

F09L 04	B.22	Monitor and Help Improve Food Safety in a Retail Environment
F045 04	C.38	Assist Customers to Obtain Appropriate Insurance (FSSC)

#### **Sourcing**

F0AJ 04	B.16	Source Required Goods and Services in a Retail Environment
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#### **Merchandising**

F09D 04	C.13	Maintain the Availability of Goods for Sale to Customers in a Retail Environment
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#### **Management and Leadership**

F096 04	E.9	Help to Manage a Retail Team
F09T 04	E.12	Plan, Monitor and Adjust Staffing Levels and Schedules in a Retail Environment

#### **Finance and Administration**

F08S 04	C.15	Enable Customers to Apply for Credit and Hire Purchase Facilities
F098 04	E.11	Help to Monitor and Maintain the Security of the Retail Unit

#### **Customer Service**

F09H 04	E.17	Monitor and Evaluate the Quality of Service Provided by External Suppliers to Your Customers
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**Only one Unit can count towards the qualification when choosing from the following five Customer Service Units**

### **Customer Service Optional Units (level 3)**

<b>SQA Ref</b>	<b>NTO Ref</b>	<b>Title</b>
F04N 04	D.5	Organise the Delivery of Reliable Customer Service
F04D 04	D.6	Improve the Customer Relationship
F05Y 04	D.7	Work With Others to Improve Customer Service
F04M 04	D.8	Monitor and Solve Customer Service Problems
F05D 04	D.9	Promote Continuous Improvement in Customer Service

**A maximum of one Unit can be chosen from the following Units at level 2**

### **Group 2 Optional Units (level 2)**

F09X 04	B.10	Process Bake-off Products for Sale in a Retail Environment
F0A3 04	B.11	Process Fish and Shellfish for Sale in a Retail Environment
F0A4 04	B.12	Process Greengrocery Products for Sale in a Retail Environment
F08V 04	B.13	Finish Meat Products by Hand in a Retail Environment
DC22 04	B.17	Contribute to Dough Production Control and Efficiency
DC3H 04	B.18	Select, Weigh and Measure Dough Ingredients

DC2V 04	B.19	Hand Divide, Mould and Shape Fermented Doughs
F0AE 04	C.17	Provide the Lingerie Fitting Service in a Retail Environment
F0A9 04	C.35	Promote Beauty Products to Retail Customers

### **SVQ in Retail (Visual Merchandising) at level 3 (G8AN 23)**

**Candidates must successfully complete a total of six Units**

#### **Mandatory Units**

<b>SQA Ref</b>	<b>SSC Ref</b>	<b>Title</b>
F0AL 04		Work Effectively in Your Retail Organisation

**Candidates must also complete five of the following Units. At least four of these must be chosen from the following Units at level 3. One further Unit can be chosen from the level 3 Options or from a restricted selection of Optional Units at level 2.**

#### **Group 1 Optional Units (level 3)**

##### **Stock Management**

F09S 04	Organise the Receipt and Storage of Goods in a Retail Environment
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##### **Visual Merchandising**

F08F 04	Choose Merchandise to Feature in Visual Merchandising Displays
F09V 04	Plan, Monitor and Control How Graphics are Used In Visual Merchandising Displays
F09N 04	Monitor the Effect of Visual Merchandising Displays and Layouts
F01K 04	Allocate, Monitor and Control Visual Merchandising Project Resources against Budgets
F08G 04	Contribute to Developing and Putting Into Practice The Company's Visual Merchandising Policy
F08L 04	Create Plans, Elevations and Drawings to Realise Visual Merchandising Ideas

##### **Management and Leadership**

F096 04	Help to Manage a Retail Team
F08K 04	Contribute to the Continuous Improvement of Retail Operations

**A maximum of one Unit can be taken from the following Units**

#### **Group 2 Optional Units (level 2)**

##### **Visual Merchandising**

F08X 04	Follow Guidelines for Planning and Preparing Visual Merchandising Displays
F08W 04	Follow Guidelines for Dressing Visual Merchandising Displays
F09R 04	Order Graphic Materials for Visual Merchandising Displays
F08P 04	Dismantle and Store Visual Merchandising Displays
F09E 04	Make Props for Visual Merchandising Displays
F0AG 04	Put Visual Merchandising Displays Together

## **SVQ in Retail (Management) at level 3 (G8AL 23)**

**Candidates must successfully complete a total of six Units**

### **Mandatory Units**

<b>SQA Ref</b>	<b>SSC Ref</b>	<b>Title</b>
F0AL 04	E.8	Work Effectively in Your Retail Organisation

**Candidates must also complete five Optional Units. At least two Units must be chosen from the following Group one Units at level 3. The remainder may be taken from Group two and the Customer Service Options.**

### **Group one Optional Units**

F08K 04	E.10	Contribute to the Continuous Improvement of Retail Operations
DR7K 04	E.13	Recruit, Select and Keep Colleagues
DR7C 04	E.14	Provide Learning Opportunities for Colleagues
DR4A 04	E.15	Develop Productive Working Relationships with Colleagues
DR3W 04	E.16	Allocate and Check Work in Your Team

**Any remaining Units can also be chosen from the following**

### **Group two Optional Units (level 3)**

#### **Stock Management**

F09S 04	B.14	Organise the Receipt and Storage of Goods in a Retail Environment
F08E 04	B.15	Audit Stock Levels and Stock Inventories in a Retail Environment

#### **Product Expertise**

F09L 04	B.22	Monitor and Help Improve Food Safety in a Retail Environment
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#### **Sourcing**

F0AJ 04	B.16	Source Required Goods and Services in a Retail Environment
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#### **Merchandising**

F09D 04	C.13	Maintain the Availability of Goods for Sale to Customers in a Retail Environment
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#### **Management and Leadership**

F08K 04	E.10	Contribute to the Continuous Improvement of Retail Operations
F09T 04	E.12	Plan, Monitor and Adjust Staffing Levels and Schedules in a Retail Environment
DR7K 04	E.13	Recruit, Select and Keep Colleagues
DR3W 04	E.16	Allocate and Check Work in Your Team

#### **Developing People**

DR7C 04	E.14	Provide Learning Opportunities for Colleagues
DR4A 04	E.15	Develop Productive Working Relationships with Colleagues

#### **Finance and Administration**

F08T 04	C.16	Evaluate the Receipt of Payments from Customers
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#### **Organisaional Effectiveness**

F098 04	E.11	Help to Monitor and Maintain the Security of the Retail Unit
F09M 04	E.18	Monitor and Maintain Health and Safety in a Retail Environment

#### **Customer Service**

F09H 04	E.17	Monitor and Evaluate the Quality of Service Provided by External Suppliers to Your Customers
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**Only one Unit can count towards the qualification when chosen from the following Customer Service Units**

### **Customer Service Optional Units (level 3)**

F04N 04	D.5	Organise the Delivery of Reliable Customer Service (ICS)
F04D 04	D.6	Improve the Customer Relationship (ICS)
F05Y 04	D.7	Work With Others to Improve Customer Service (ICS)
F04M 04	D.8	Monitor and Solve Customer Service Problems (ICS)
F05D 04	D.9	Promote Continuous Improvement in Customer Service (ICS)

## **An assessment strategy for the SVQ**

As part of its review of the SVQ(s), the Sector Skills Council, Skillsmart Retail has developed an assessment strategy which defines a range of requirements:

- ◆ the occupational expertise of assessors and verifiers
- ◆ a definition of simulation
- ◆ definition of the workplace
- ◆ information on a model of independent assessment or external quality control

The assessment strategy can be located on SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)). Both SQA and centres must comply with these requirements.

## **Why would people be interested in the SVQ?**

People will take SVQs for a variety of reasons: to gain promotion, to prove their job competence, or for personal development. There will be other reasons too.

One of the first things to do is to find out why your candidates want to do the SVQ, and to advise them of the appropriateness of the qualification. If anyone is acting as a coach or mentor to your candidates, they might help you to do this.

## **How do candidates begin?**

### **Choosing the SVQ**

You should make sure that candidates get guidance before starting out on an SVQ — they need advice to ensure that their existing job remit, skills, experience, and their plans for progression, are matched to the SVQ selected. It does not have to be you as the assessor, who carries out the matching process, but whoever has responsibility for this should ensure that the assessment opportunities available to the candidate are also considered.

### **An example**

Alison has been working for three years as a sales assistant in the fashion department of Lifestyle Stores, a family run department store. Internal promotion has created a vacancy for an assistant department manager and the store manager

has recommended Alison for the role. Alison was selected for interview and was given the job.

During the interview, it was identified that Alison needed to learn some new skills to assist her in her new role. These skills included:

- ◆ stock control
- ◆ stock taking procedures
- ◆ team building
- ◆ dealing with difficult customers

Part of Lifestyle Store's development programme for staff includes the SVQs in Retail which are delivered by an external training organisation. All members of staff are encouraged to be part of the programme and SVQs are offered at levels 1, 2, and 3.

Alison's store manager arranged a meeting between the training organisation, Alison, and her department manager to discuss the most appropriate route for Alison's development. It was agreed that Alison should work towards an SVQ in Retail at level 3, the Sales Professional Pathway (G8AM 23). She would be supported at work by a mentor — her department manager, and be assessed in the workplace by an occupationally competent assessor from the external training organisation.

Alison, her mentor, and the assessor met to discuss and agree the most appropriate Units for Alison's development and job role. The SVQ in Retail at level 3 consists of one mandatory Unit and five optional Units. Mandatory Unit E8 *Work Effectively in Your Retail Organisation*, would require Alison to demonstrate a number of new roles, so discussion focussed on Units which would provide Alison with the skills needed to allow her to operate effectively at assistant department manager level. These Units were identified as:

- ◆ Audit Stock Levels and Stock Inventories in a Retail Environment
- ◆ Maintain the Availability of Goods for Sale to Customers in a Retail Environment
- ◆ Help to Manage a Retail Team
- ◆ Plan, Monitor and Adjust Staffing Levels and Schedules in a Retail Environment
- ◆ Monitor and Solve Customer Service Problems

Completion of these Units would provide Alison with the following skills:

- ◆ stock control — essential to ensure that stock is kept at required levels
- ◆ stock taking — essential for effective monitoring of stock levels
- ◆ team management — essential to enable Alison to establish herself in her new role

It was agreed that in-house training would provide Alison with the knowledge required for stock control and stock taking, and that Alison would shadow her

department manager during the next stock take. The training company also runs team building courses, and a date was confirmed for Alison to attend an external training event.

Evidence for the Units would come from examples of work completed by Alison, for example, stock taking records and results, staffing schedules, observations/ testimonies from expert witnesses to confirm Alison's performance, and a combination of written and audio records from Alison herself.

It was also agreed that Alison's customer care and selling skills were already up to the SVQ standard at level 3, and that much of the evidence for these Units would come from a combination of evidence from an expert witness, Alison's manager, and audio recordings of professional discussions between Alison and her assessor.

A nine month assessment plan which avoided peak trading times, for example Christmas and sale periods, was agreed. As a result, Alison took up her new post with the knowledge that she had the support of a sound learning and development programme with a nationally recognised outcome — SVQ Retail (Sales Professional) at level 3 — to assist her in the future.

## 2 Preparing to assess the SVQ

This section offers practical advice on how to begin to go about assessing your candidates for the SVQ. This advice is offered as examples of good practice — you may develop your own approaches to assessing your candidates which also work well.

### **Your role and your candidate's role**

Assessing the SVQ will involve several stages. Both you and the candidate should be clear on your roles in the assessment process before you begin.

#### **Your role**

- ◆ ensure candidates understand what is to be assessed and how it is to be assessed
- ◆ ensure the conditions and resources required for assessment are available
- ◆ help candidates to identify and gather evidence
- ◆ observe and record candidates carrying out the activities described in the standards — records should say what has been observed, how it was carried out, and what it demonstrates
- ◆ assess products of the candidate's own work
- ◆ question candidates and record results
- ◆ help candidates to present evidence
- ◆ authenticate the evidence candidates provide
- ◆ judge evidence and make assessment decisions
- ◆ identify gaps or shortfalls in candidates' competence
- ◆ provide feedback to candidates throughout the assessment process
- ◆ record achievement

#### **Candidates' role**

- ◆ prepare for assessment — become familiar with the standards, what is to be assessed and how it is to be assessed
- ◆ help to identify sources of evidence and how these could be assessed
- ◆ carry out activities, and/or produce products of own work, and/or answer questions
- ◆ gather and present evidence
- ◆ receive and act on feedback from the assessor

## Planning

In planning for assessment, you will find it helpful to meet with your candidate and plan what is to be assessed, in what way, and when and where the assessment is to take place. This discussion can be confirmed in the form of an agreed assessment plan between you and your candidate.

You should treat assessment plans as working documents — they can be updated and changed as you review progress with your candidate.

As you are planning assessment, don't forget to make the most of opportunities to *integrate* assessment. This means planning to assess an activity which draws on the contents of different Units or Elements. It can be a practical and cost-effective way of assessing your candidate's competence.

If you are a new assessor working towards your A/V Units (the national standards in assessment and verification) you will need copies of completed assessment plans as part of your evidence.

To help you plan for assessment, we have produced an assessment plan which covers Unit C3 *Help Customers Choose Products in a Retail Environment* which is part of the Retail SVQ at level 2. You will notice that we have included spaces to enter dates when the assessment plan has been reviewed. Any gaps identified during these reviews should be discussed with your candidates and noted for action in the assessment plan.

## Assessment plan

Units: C3 Help Customers Choose Products in a Retail Environment (F090 04)					
Elements: C3.1, 3.2					
Activities	PCs	Method of assessment/Sources of evidence	Date of assessment	Evidence already available	Links to other Units (PCs and range)
Dealing with customers on shop floor	C3.1 — PCs 1-7 C3.2 — PCs 1-6	Observation	1 October	Observation C6 12 September C3.1 PCs — 1-7 C3.2 PCs — 1-5	C4.1 — PCs 1-4 C4.2 — PCs 1-4 C5.1 — PCs 1-5
Dealing with customers on shop floor	C3.1 — PCs 1-7 C3.2 — PCs 1-6	Expert witness testimony	14 October		
<b>Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review</b>		Assessor devised questions	14 October		

Assessor's signature: *Heather Morrison*

1st review due: *1 October*

Candidate's signature: *Alison Fraser*

2nd review due: *14 October*

Date of agreement: *1 October*

Date of completion: *14 October*

## Selecting methods of assessment

The methods of assessment you use should be valid, reliable and practicable.

- ◆ By *valid* we mean that the assessment method should be appropriate to the standards
- ◆ By *reliable* we mean that the assessment method should ensure consistent results when used with different candidates, different assessors and on different occasions
- ◆ By *practicable* we mean that the method ensures that the assessment makes best use of available resources, equipment and time.

Before you assess a candidate, you must make sure that the methods of assessment you have chosen to use, along with any assessment materials (such as questions and sample answers) have been agreed within your centre through its system of internal quality assurance. This system is often called *internal verification* — its purpose is to help to ensure that assessment methods are valid, reliable and practicable.

There are both benefits and challenges when you are assessing SVQs in the workplace, or in conditions in the workplace. When you select methods of assessment, you should try to offer the candidate the benefits of workplace assessment and minimise any potential difficulties.

The benefits might be:

- ◆ cost effectiveness to the candidate's organisation, ie no need to be 'off the floor' for unproductive periods of time
- ◆ observation by the assessor in the workplace removes the need for further authenticity of evidence
- ◆ opportunity for the candidate to perform in a familiar environment
- ◆ development of a positive and constructive relationship between the assessor, the candidate, and the candidate's organisation

The challenges might be:

- ◆ changing assessment plans to meet the needs of the business, eg candidate may not have time to be assessed due to shortage of staff
- ◆ conditions might not lend themselves to valid, reliable, and practicable assessment methods, eg conditions could be too busy or too quiet to allow performance to be demonstrated to the SVQ standard
- ◆ there may be issues of confidentiality, particularly at level 3
- ◆ shiftwork may mean that assessors have to be available at different times of the day and night

### **An example**

You might agree to use observation to assess a candidate who works in a retail outlet and has to demonstrate how they give customers a positive impression of themselves and their organisation. The observations could be supported by testimony from an expert witness and, where appropriate, any gaps in evidence could be covered by professional discussion.

## **Methods of assessment**

Assessment may involve a range of assessment methods. For SVQs, some of the most commonly used methods are observation, product evaluation, and questioning.

### **Observation**

Observation by an assessor is considered to be the most valid and reliable method of assessment. It can be organised in a variety of ways:

- ◆ working alongside the candidate
- ◆ arranging to visit when naturally-occurring activities are carried out by the candidate

Observation by the assessor can often be supplemented by other types of assessment methods such as questioning. For example, it may be appropriate to ask oral questions of candidates as they carry out naturally-occurring activities.

### **An example**

Observation of naturally-occurring evidence would be an ideal assessment method for Unit B2 *Keep Stock at Required Levels in a Retail Environment*, and for other Units where candidates perform tasks as part of their job role, for example, wrap and pack goods.

Observation of Unit B1 *Move Goods and Materials Manually in a Retail Environment* could be arranged in the assessment plan to allow the assessor to observe at first hand that correct lifting and handling procedures are being used.

### **Product evaluation**

As candidates work towards achieving the SVQ, they will produce evidence in the form of products of their work. The nature of this evidence can vary widely depending on what the candidate's job entails, but examples of product evidence include:

### **An example**

Product evidence for Unit B3 *Receive Goods and Materials into Storage in a Retail Environment*, might include a delivery note which has been signed by the candidate.

A 'live' staffing schedule which has been completed by the candidate would be relevant product evidence for Unit E12 *Plan, Monitor and Adjust Staffing Levels and Schedules in a Retail Environment*, at level 3.

**NB:** Further explanation or annotation of any product evidence greatly increases its value. For example, encourage candidates to explain how their product evidence relates to the Evidence Requirements.

## **Questioning**

Candidates have to show that they can meet the knowledge specifications for the SVQs. For these SVQs, knowledge and understanding is specified for each Unit. Much of a candidate's knowledge and understanding will be apparent from what they do or produce as part of their work, but this will not always be the case, and questioning can be a useful way of confirming what candidates know and understand.

Questions can be asked in a variety of forms, such as oral questions, short answer written questions, and multiple choice.

You should be careful that the method of questioning does not go beyond the competence required for the SVQ and become a barrier to fair assessment. For example, some candidates will feel more comfortable with oral questions than written.

## **An example**

The assessment plan on page 13 relates to the assessment of Unit C3 *Help Customers Choose Products in a Retail Environment* from the SVQ in Retail at level 2 — and all Performance Criteria were observed on two occasions with the exception of C3.2, PC 3.

A suitable question to confirm competence might be:

*Why is it important to identify additional or associated goods when selling items to customers?*

From the same plan, it would be fair to assume that some of the knowledge requirements would be covered by observation of the candidate's performance. Knowledge requirements covered could be K1.1, 1.2, 1.4, 1.5, 1.6 which leaves knowledge requirements 1.3 and 1.7 still to be covered. Oral questions might be:

K1.3 *What are features and benefits and why is it important to explain these to your customer?*

K1.7 *What are the risks of not paying attention to the store, in terms of security, safety and loss of sales, whilst on the shop floor?*

## **Other methods of assessment**

These methods, like questioning, are often used for authentication. See section 3 for more about authenticating candidates' evidence.

## **Personal statements**

You might sometimes find it helpful to ask a candidate to give an account of why they carried out an activity in a certain way or how they produced a product of their work. This is often referred to as a *personal statement*. You should take care to ensure that by asking candidates to produce such statements, you are not asking them to demonstrate competence beyond what is required by the standards. You should also be selective in the use of personal statements, and make sure they have not been produced as a substitute to a more valid, reliable and practical method of assessment.

## **An example**

Unit C5, *Provide Information and Advice to Customers in a Retail Environment*  
Element 2, 'Help retail customers sort out complaints', is an activity that is not easy to plan for, and a situation that most retail organisations strive to minimise. It is likely that your candidate will have to deal with these types of situations when you are not present to observe. Therefore, a personal statement by your candidate which describes how he/she sorted out a complaint will be very useful. The personal statement should be confirmed by a reliable witness and/or further questioning by the assessor for authentication purposes.

## **Witness testimony**

For practical reasons, you may not be able to observe all the activities carried out by your candidates, but might feel that other people may be able to provide a statement on what your candidates have been doing or producing as part of their work. Statements of this kind are called *witness testimony*, and are often used to support other evidence produced by candidates. If witness testimony is used, you should, ideally, identify witnesses and opportunities for using their testimony as part of assessment planning.

You should bear in mind that the weight of the evidence will vary, depending on the knowledge and expertise of the person providing the witness testimony. You will have to take these factors into account as you make your judgement.

Strongest ↑	Someone with considerable occupational expertise in the candidate's area of work and who is familiar with the standards. This person may also be an assessor or internal verifier qualified with the A/V Units.
	Someone with considerable occupational expertise in the candidate's area of work and who is familiar with the standards.
	Someone with considerable occupational expertise in the candidate's area of work, but with no knowledge of the standards.
↓	Someone who may be a colleague of the candidate, but with no knowledge of the standards.
Weakest	Someone with no or little knowledge of the candidate's work or no knowledge of the standards.

Witness testimony is unlikely to be sufficient in itself for a decision about the candidate's competence, and would normally be supplemented by questioning of candidates.

Most Units require that performance be demonstrated on more than one occasion, and over a period of time, to establish competence. Sources of evidence such as observation and/or product evidence might not always cover all of the Evidence Requirements. This is particularly the case at level 3 where candidate input in the form of reports and professional discussions are required, or where candidate personal statements are used. It is useful to include a witness statement in which another person can confirm your candidate's performance. The value and reliability of the witness statement will depend very much on the knowledge and expertise of the witness (see above), and you must bear this in mind when making your assessment decision.

In situations where specialist skills and knowledge are being assessed, testimony from an expert witness will be necessary.

### **Simulation**

*Simulation* is any structured assessment exercise involving a specific task which reproduces real-life situations.

On some occasions it may not be practical to assess a candidate in real work. Examples might be where the standards require candidates to carry out emergency or contingency procedures, or where client confidentiality is an issue, or where a candidate's job role does not cover all aspects of the qualification.

Skillsmart Retail has defined what it regards as simulation, and has specified in the standards when simulation is and is not acceptable. The standards also state when candidates must demonstrate competence in the workplace.

For more details on simulation and what constitutes performance in the workplace, look at the assessment strategy on SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

### **Other sources of evidence**

Other sources of evidence can be previous experience or learning, case studies or assignments.

SQA's *Guides to Assessment and Quality Assurance* (see section 5) have more advice on methods of assessment and how to ensure that your assessment is valid, reliable and practicable.

### 3 **Generating evidence**

The methods of assessment you use should generate sufficient evidence to demonstrate the candidate's competence.

We described earlier the circumstances in which you might choose to use different methods of assessment. Starting on the next page, this section gives you examples of forms which you can use to record and present evidence of:

- ◆ observation (by the assessor)
- ◆ questions and candidate responses
- ◆ personal statement (produced by the candidate)
- ◆ witness testimony

There are blank recording forms which you can copy and use in assessment, in Appendix 1.

## **Observation**

For observation, note that the form asks you to record the skills and activities observed. This helps you to make a judgement on how the activity was carried out and what it demonstrates.

## Observation record

**Unit/Element(s):** C3.1, 3.2 Help Customers Choose Products in a Retail Environment  
**Candidate:** Robert McLeod **Date of observation:** 1 October  
**Evidence index number:** 5

<b>Skills/activities observed:</b>	<b>PCs covered:</b>
I observed Robert dealing with customers wishing to buy a kettle. He established the customer needs by asking questions, and selected a number of kettles which matched their requirements — fast boiling jug kettles. Robert explained the features and benefits of the products and checked that the customer understood by asking further questions. Robert allowed the customer time to consider, and responded to objections about price by saying that the product had the longest guarantee of all the models on offer. The customer agreed to purchase, and the candidate suggested a matching coffee pot which was on offer at half price. Customer purchased both products. Robert highlighted the warranty on both products, and accompanied the customer to the checkout.	C3.1, PCs 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 C3.2, PCs 2.1, 2.2, 2.3, 2.4, 2.5, 2.6

### **Knowledge and understanding apparent from this observation:**

K1.1, 1.2, 1.3, 1.4, 1.5, 1.6  
K2.1, 2.2, 2.5

### **Other Units/Elements to which this evidence may contribute:**

Demonstrate Products to Customers in a Retail Environment  
C6.2 PCs — 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7

### **Assessor's comments and feedback to candidate:**

Excellent evidence of helping customers to choose products was demonstrated during this observation. Expert witness testimony will be requested to confirm performance over time and evidence from observation on 12 September will be included.

Oral questions will be asked on 14 October. Successful completion of these will complete Unit C3. Well done.

I can confirm the candidate's performance was satisfactory.

Assessor's signature: *Heather Morrison*

Date: *1 October*

Candidate's signature: *Robert McLeod*

Date: *1 October*

## Observation record

**Unit/Element(s):** E9 Help to Manage a Retail Team  
**Candidate:** Alison Fraser **Date of observation:** 1 October  
**Evidence index number:** 6

<b>Skills/activities observed:</b>	<b>PCs covered:</b>
I observed Alison during the morning staff meeting. Alison told me that there was a shortage of staff and she wanted to boost morale. She explained to the team that staffing levels were low today and that as a result, cover on the shop floor would be thin during breaks so everyone would be required to ensure stock levels were replenished, and payment points were fully operational before taking breaks. Alison thanked her team for an excellent previous day's trade, and assured them that she had reported this to the store manager. Alison then informed the team of all current promotions, and gave advice on add-on selling to maximise sales. Alison informed the team that she would be involved in a meeting from 10.00am to 11.00am and that in her absence the team leader in the next department would be available to assist if required. Alison informed the team that she would be carrying out performance reviews starting the following week, and that all team members should consider any questions they might have. The meeting was brought to a close at this point.	PCs 1.2, 1.4, 1.6, 1.8, 1.9, 1.12

<b>Knowledge and understanding apparent from this observation:</b> K1.1c, K1.4, K1.6, K1.7, K1.10, K1.11, K1.15
--

<b>Other Units/Elements to which this evidence may contribute:</b> E8.1 PCs 1.1, 1.2, 1.4 K1.1, 1.2, 1.4, K1.8, K1.9
---

<b>Assessor's comments and feedback to candidate:</b> Confident and enthusiastic presentation given to team. Professional discussion — next assessment — will confirm all knowledge requirements and store manager will provide a witness statement. Well done
---

I can confirm the candidate's performance was satisfactory.

Assessor's signature: *Heather Morrison*

Date: *1 October*

Candidate's signature: *Alison Fraser*

Date: *1 October*

## **Questions and candidate responses**

This form can be used to record any questions you might ask the candidate to establish what they know and understand. You should note the candidate's responses on this form too.

Note that there is a space near the top of the form for you to record when, where, how and why you asked the questions.

Where you want to give the candidate written questions, this form could also be used.

## Record of questions and candidate's answers

<b>Unit:</b> C3 Help Customers Choose Products in a Retail Environment	<b>Element(s):</b> C3.2
<b>Evidence index number:</b> 16	
<b>Circumstances of assessment:</b> Evidence not generated during observation on 1 October	
<b>List of questions and candidate's responses:</b>  <b>Q:</b> C3.2, PC 3 Why is it important to identify additional or associated goods when selling items to customers? <b>A:</b> The customer may not know that the additional goods are available if I do not inform them. Sometimes customers don't realise that they need an item until I suggest that it would go with their original purchase, eg shirt and tie, trousers and sweater. By adding on other goods I also increase the amount of the sale.  <b>Q:</b> C3.1, K1.7 What are the risks of not paying attention to the store, in terms of security, safety and loss of sales, whilst on the shop floor? <b>A:</b> The risks to the store in terms of security are that shoplifters will have an opportunity to steal if I am not paying attention. It is possible that a customer or member of staff might have an accident if I do not notice hazards around the store. If I do not pay attention to customers, I will lose sales and customers will be unhappy with the service and will probably not return.	
Assessor's signature: <i>Heather Morrison</i>	Date: <i>1 October</i>
Candidate's signature: <i>Robert McLeod</i>	Date: <i>1 October</i>

## **Candidate's personal statement**

If a personal statement is being used as evidence, it should be completed by the candidate. The statement should record what they did, how and why they chose to carry out an activity, or produce work in a certain way. Where other people may have been present during an activity and they may be able to provide witness testimony, the candidate should record how the statement links to other evidence in the column provided.

## Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, PCs covered
25/5	11	<p>I was working on the shop floor on Tuesday 23 May when a customer approached me and asked to see the manager. I explained that my manager was in a meeting and asked if I could help. The customer stated that she had bought a kettle on Saturday and when she got home and unpacked the kettle, discovered there was a scratch on it. I examined the kettle and it was clear that there was a scratch and also a slight dent. I agreed with the customer and explained that the kettle could have have been damaged in transit. I apologised for the inconvenience and offered to exchange the goods. The customer was happy with this and I selected a new kettle from the stockroom.</p> <p>I examined the new kettle carefully and showed the customer that it was in perfect condition. I explained to the customer that the guarantee was exactly the same as before and advised her to keep her receipt as proof of purchase.</p> <p>The customer thanked me for my help and left the store.</p> <p>I am allowed to process exchange of goods, but have to refer any refunds to my manager. If I have any doubt about the exchange of goods, I would also refer to my manager.</p> <p>The above statement has been confirmed by my colleague Manjit Saggu, who witnessed the event.</p> <p>Manjit Saggu 23/10 I confirm that I was present during the above event and witnessed Robert dealing with the customer as described.</p>		<p>C5.2 PCs 1, 2, 3, 4</p> <p>K2.2, 2.3, 2.4, 2.7, 2.8, 2.9, 2.10</p>

Signed (candidate): *Robert McLeod*

Date: *23 October*

## **Witness testimony**

Remember when you use witness testimony that it must be capable of being authenticated — even if the testimony itself is being used to authenticate a candidate's claim to competence.

To make sure the witness testimony is genuine, you must ensure that you have a record of who is acting as a witness, their relationship to the candidate (eg supervisor, client) address, telephone number and the date. There are spaces for this information in the form.



## Filling the gaps

There may come a time when your candidate has provided evidence for most of the Unit (or SVQ), but there are some gaps. For example, you may find that certain situations, such as handling contingencies, have not arisen during assessment. Often these will relate to dealing with health and safety issues, or unexpected problems with workflow like delays in receiving information from another part of the organisation.

In this SVQ, such gaps are likely to occur in generating evidence for

- ◆ health and safety Units, for example evacuation procedures, dealing with emergencies
- ◆ security Units, for example security risks beyond your candidate's authority, procedures for personal safety
- ◆ supply of goods and services Units, for example reporting shortages in storage space to the right person, reporting faulty equipment when it is not your candidate's responsibility to fix it
- ◆ customer service Units, for example referring a customer complaint to the right person when it is not your candidate's responsibility to sort out, dealing with difficult customers

**NB:** Wherever possible, evidence should be generated in realistic working environments which reflect your candidate's ability to perform to the national standard.

You may be able to overcome these by using the following methods.

- ◆ questioning to confirm your candidate's knowledge of performance
- ◆ witness testimony to confirm your candidate's performance
- ◆ photographic evidence which shows your candidate's progress towards completing an activity, for example building a display, positioning point of sale
- ◆ opportunity to work in other departments/parts of the business to enable evidence to be generated
- ◆ online learning materials
- ◆ online test
- ◆ contributions to online forums
- ◆ simulation to cover some aspects of health and safety and security

**NB:** Skillsmart Retail recognises that simulation is a practical tool for establishing skills and understanding where naturally occurring evidence of competence is unavailable or infrequent. However, Skillsmart Retail feels there is very little that can be assessed by simulation, particularly at levels 1 and 2, with the exception of some aspects of Health and Safety and Security. See assessment strategy for full details.

## **Guidance and support to candidates**

At all times during the assessment process — from planning through to making your assessment decision — feedback should be on-going, clear and constructive. Feedback should be given against the national standards by relating it to the evidence provided, including the knowledge specifications.

Where there are any shortfalls in a candidate's competence, you should discuss these with your candidate and make plans for re-assessment.

## **Judging candidate evidence and making an assessment decision**

In judging candidate evidence, you must be satisfied that your candidates can work consistently to the required standard, and that the evidence they have produced is their own. You must consider whether your candidate understands and applies the knowledge evidence and how this links to performance evidence.

Evidence must:

- ◆ be relevant to the SVQ
- ◆ be authentic
- ◆ show current competence
- ◆ be sufficient to help you form a decision about the candidate's competence

### **Insufficient evidence**

You have to judge whether the candidate has produced enough evidence required by the standards for you to reach a decision about their evidence.

Where there is insufficient evidence, you should alert your candidate. You should tell them that it is not that they are not yet competent — there is simply not enough evidence on which to make a decision.

In this situation, your feedback to your candidates must help them produce more evidence and/or plan for further assessment.

### **Authenticating candidates' evidence**

Authentication is required where you have not observed candidates' performance at first hand.

You can check whether a candidate has produced evidence which they claim shows their competence by questioning them or, if appropriate, asking them to produce a personal statement, using witness testimony, or seeking peer reports from other colleagues of the candidate.

**An example**

- ◆ If your candidate is submitting evidence obtained via the internet, you should consider asking them to email the evidence to their manager/supervisor who can confirm that the work is indeed that of your candidate.
- ◆ If your candidate is submitting written questions, authentication can be proved by asking some additional questions and/or checking that hand writing is consistent with other pieces of evidence.
- ◆ Sources of peer reports and witness statements should be checked to confirm the status and reliability of the witness — see section on witness testimonies.

## 4 Recording achievement

You should retain all evidence — clearly referenced — for internal and external verification.

The candidate's evidence is normally kept in a file, often called a *portfolio*. These documents help you and your candidates to collect, present and cross-reference the evidence to the national standards. They are also a means of recording your assessment decisions, and they tell an external verifier what stage a candidate has reached in achieving the SVQ.

Recording documents do not need to be paper-based — it is possible to use an electronic format for collecting and structuring the evidence. Whatever format you and your candidates choose to use, the documents must show what evidence was generated, the assessment decisions you made, how the evidence meets the standards, and where the evidence can be located. You should avoid photocopying items simply to put them in a portfolio — a clear explanation of where the evidence can be found (for example, in a filing cabinet) may be sufficient for the external verifier to follow it up and include it in the visit.

There are various reasons why record-keeping is so important:

- ◆ it provides a way of tracking a candidate's progress in achieving an SVQ
- ◆ it helps candidates to make claims for certification of their competence
- ◆ internal verifiers and external verifiers use the records to sample assessment decisions
- ◆ it helps us to monitor the quality assurance of our qualifications

If your candidate's evidence is incomplete, or cannot be located, or if there is inaccurate cross-referencing to the standards, there is a risk that an internal verifier or external verifier will be unable to confirm your assessment decisions.

To help you and your candidate present evidence and record your assessment decision, we have provided examples of the forms which you and your candidate might use to compile the portfolio.

- ◆ Completing the Unit progress record
- ◆ Using the evidence index
- ◆ Completing the Element achievement record

These forms are also used in SQA's portfolio.

## **Completing the Unit progress record**

You should complete this form each time your candidate achieves a Unit from the SVQ by adding your signature and the date next to the relevant Unit.

At this stage, candidates should make sure they have completed the recording documents correctly and that their evidence can be easily located. Only then should they circle the relevant Unit number at the top of the form. This enables both of you to see at a glance what stage the candidate is at in their SVQ.

# Unit progress record

**Qualification and level:** Retail Skills at level 2 (G8AK 22)

**Candidate:** Robert McLeod

To achieve the whole qualification, you must prove competence in 1 **mandatory** Unit and 5 **optional** Units.

## Unit Checklist

<b>Mandatory</b>	E19											
<b>Optional</b>	C3	C5	C6	D1	D2							

## Mandatory Units achieved

Unit Number	Title	Assessor's Signature	Date
E19	Work Effectively in Your Retail Team 2	<i>Heather Morrison</i>	<i>30 January</i>

## Optional Units achieved

C3	Help Customers Choose Products in a Retail Environment	<i>Heather Morrison</i>	<i>31 October</i>
C5	Provide Information and Advice to Customers in a Retail Environment	<i>Heather Morrison</i>	<i>23 October</i>
C6	Demonstrate Products to Customers in a Retail Environment	<i>Heather Morrison</i>	<i>30 November</i>
D1	Give Customers a Positive Impression of Yourself and Your Organisation		
D2	Support Customer Service Improvements		

## Using the index of evidence

The purpose of the index of evidence is to help you locate and work through the candidate's evidence. It should give you a summary of what evidence the candidate has collected, and where (eg in a portfolio) it can be found.

The index of evidence should be completed by entering:

- ◆ the index number for each piece of evidence
- ◆ a description of each piece of evidence
- ◆ the place or location where it can be found
- ◆ the initials of the internal verifier and the date (if they have sampled the candidate's evidence)

Ideally, it should be candidates themselves (with your support and encouragement) who complete the index.

You must make sure that the information in the evidence index is accurate when your candidates' portfolios are presented for assessment and verification — particularly the information about where the evidence can be located. This is important because we suggest that anything which has been produced as day-to-day work is kept in its normal location, but anything which has been produced through assessment for the SVQ, eg observation checklists, is filed in the candidate's portfolio. In this way, your candidate can avoid having to photocopy work products just for the sake of including them in a portfolio. It also means that evidence produced as a result of assessment is kept safely in a central file.

If the index of evidence is not completed with an accurate description and location of the evidence, there is a risk that an internal verifier or external verifier might be unable to confirm your assessment decisions.

## Index of evidence

SVQ title and level: Retail Skills at level 2

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
1	CV	Yes	
2	Personal Development Plan	No — located in personal development folder in store	
3	Performance review 2005	Located in my file in the HR Department	
4	Performance review 2006	Located in my file in the HR Department	
5	Observation report	Yes	
6	Observation report	Yes	
7	Expert witness testimony	Yes	
8	Copies of emails from me to suppliers	No — located in my folder on C drive	
9	Lay out plans for store promotion	Yes	
10	Observation report	Yes	
11	Personal statement	Yes	
12	Answers to oral questions	Yes	
13	Witness statement	Yes	
14	Observation report	Yes	
15	Results of online test	No — located in my folder on C drive	
16	Questions from my assessor	Yes	

## Completing the Element achievement record

To help you and your candidates cross-reference the evidence to the standards of the SVQs, we have provided records similar to those produced in the SQA portfolio. Use one record for each Element. The grids should be completed by:

- ◆ entering the evidence index number in the first column
- ◆ giving a brief description of the evidence in the second
- ◆ ticking the relevant boxes for the Performance Criteria (or statements of competence as they are sometimes known)
- ◆ entering the areas of knowledge and understanding the piece of evidence covers

If integrated assessment is used (linking PCs or Elements across different Units) the evidence should be cross-referenced back to the relevant Units.

We have provided a completed example to show how to use the record.



**Unit:** C3 — Help Customers Choose Products in a Retail Environment

**Element:** C3.1 — Help Customers Choose Products in a Retail Store

**Notes/Comments**

Observation reports confirm your performance over a period of time. All Performance Criteria were met on both occasions and knowledge requirements covered have been identified. A further question to cover knowledge K1.7 was asked and answered fully.

Evidence is sufficient and completes Outcome C3.1. Well done.

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate: *Robert McLeod*

Date: *31 October*

Assessor: *Heather Morrison*

Date: *31 October*

Internal Verifier: *Helen Martin*

Date: *10 November*

## 5 Further information

### What else should I read?

The publications listed here provide additional information on how to implement SVQs. Details of these and other SQA publications are available on our website at [www.sqa.org.uk](http://www.sqa.org.uk) on the 'Publications, Sales and Downloads' section. They can be ordered from SQA's Customer Contact Centre — telephone 0845 279 1000. Please note that there may be a charge for some of these publications.

*Assessor/Verifier Units: assessment guidance*

*External Assessment Moderation in National Qualifications and Higher National Qualifications: a guide for centres*

*Guide to Assessment and Quality Assurance for Colleges of Further Education*

*Guide to Assessment and Quality Assurance for Employers and Training Providers*

*Arrangements for Candidates with Disabilities and/or Additional Support Needs in Examinations and Assessments*

*Quality Assurance Principles, Elements and Criteria*

*Operational Help Centre*

The Operational Guide for Centres has been replaced by the online Operational Help Centre on [www.sqa.org.uk](http://www.sqa.org.uk)

## **6 Blank recording forms**







**Unit:**

**Element:**

<b>Notes/Comments</b>

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

**Candidate:**

**Date:**

**Assessor:**

**Date:**

**Internal Verifier:**

**Date:**

# Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, PCs covered

Signed by candidate:

Date:

# Observation record

Unit/Element(s):

Candidate:

Date of observation:

Evidence index number:

<b>Skills/activities observed:</b>	<b>PCs covered:</b>

<b>Knowledge and understanding apparent from this observation:</b>
--

<b>Other Units/Elements to which this evidence may contribute:</b>
--

<b>Assessor's comments and feedback to candidate:</b>
---

I can confirm the candidate's performance was satisfactory.

Assessor's signature:

Date:

Candidate's signature:

Date:

## Witness testimony

<b>SVQ title and level:</b>	
<b>Candidate's name:</b>	
<b>Evidence index no:</b>	
<b>Index no of other evidence which this testimony relates to (if any):</b>	
<b>Element(s):</b>	
<b>Date of evidence:</b>	
<b>Name of witness:</b>	
<b>Designation/relationship to candidate:</b>	
<b>Details of testimony:</b>	
I can confirm the candidate's evidence is authentic and accurate.	
Signed by witness:	Date:

**Witness** (please tick the appropriate box):

Holds A1/A2 Units or D32/D33 Award

Is familiar with the SVQ standards to which the candidate is working

# Record of questions and candidate's answers

<b>Unit:</b>	<b>Element(s):</b>
<b>Evidence index number:</b>	
<b>Circumstances of assessment:</b>	
<b>List of questions and candidate's responses:</b>	
<b>Assessor's signature:</b>	<b>Date:</b>
<b>Candidate's signature:</b>	<b>Date:</b>

## **7 The Units with Additional Assessment Guidance**

## Index of Units

- B.1 Move goods and materials manually in a retail environment (F09P 04)
- B.2 Keep stock at required levels in a retail environment (F099 04)
- B.3 Receive goods and materials into storage in a retail environment (F0AH 04)
- B.4 Put goods and materials into storage in a retail environment (F0AF 04)
- B.5 Keep stock on sale at required levels in a retail environment (F09A 04)
- B.6 Process customer orders for goods in a retail environment (F0A1 04)
- B.7 Process returned goods and materials in a retail environment (F0A8 04)
- B.8 Process donated goods for resale or recycling in a retail environment (F0A2 04)
- B.9 Prepare products for sale to customers in a retail environment (F09W 04)
- B.10 Process bake-off products for sale in a retail environment (F09X 04)
- B.11 Process fish and shellfish for sale in a retail environment (F0A3 04)
- B.12 Process greengrocery products for sale in a retail environment (F0A4 04)
- B.13 Finish meat products by hand in a retail environment (F08V 04)
- B.14 Organise the receipt and storage of goods in a retail environment (F09S 04)
- B.15 Audit stock levels and stock inventories in a retail environment (F08E 04)
- B.16 Source required goods and services in a retail environment (F0AJ 04)
- B.17 Contribute to dough production control and efficiency (Improve) (DC22 04)
- B.18 Select, weigh and measure dough ingredients (Improve) (DC3H 04)
- B.19 Hand divide, mould and shape fermented doughs (Improve) (DC2V 04)
- B.20 Contribute to food safety in a retail environment (F08J 04)
- B.21 Maintain food safety while working with food in a retail environment (F09C 04)
- B.22 Monitor and help improve food safety in a retail environment (F09L 04)
- C.1 Wrap and pack goods for customers in a retail environment (F0AP 04)
- C.2 Display stock to promote sales to customers in a retail environment (F08R 04)
- C.3 Help customers choose products in a retail environment (F090 04)
- C.4 Maximise product sales in a retail environment (F09F 04)
- C.5 Provide information and advice to customers in a retail environment (F0AC 04)
- C.6 Demonstrate products to customers in a retail environment (F08M 04)
- C.7 Process part exchange sales transactions in a retail environment (F0A5 04)
- C.8 Process payments for purchases in a retail environment (F047 04)
- C.9 Process payments and credit applications for purchases in a retail environment (F046 04)
- C.10 Process cash and credit transactions in a retail environment (F09Y 04)
- C.11 Assemble retail products in customer's home/workplace (F02Y 04)
- C.12 Promote loyalty schemes to customers in a retail environment (F0AA 04)
- C.13 Maintain the availability of goods for sale to customers in a retail environment (F09D 04)
- C.14 Provide specialist support in helping customers to make purchases in a retail environment (F0AD 04)
- C.15 Enable customers to apply for credit and hire purchase facilities (F08S 04)
- C.16 Evaluate the receipt of payments from customers (F08T 04)
- C.17 Provide the lingerie fitting service in a retail environment (F0AE 04)
- C.18 Follow guidelines for planning and preparing visual merchandising displays (F08X 04)
- C.19 Follow guidelines for dressing visual merchandising displays (F08W 04)
- C.20 Order graphic materials for visual merchandising displays (F09R 04)
- C.21 Dismantle and store visual merchandising displays (F08P 04)
- C.22 Make props for visual merchandising displays (F09E 04)

- C.23 Put visual merchandising displays together (F0AG 04)
- C.24 Choose merchandise to feature in visual merchandising displays (F08F 04)
- C.25 Plan, monitor and control how graphics are used in visual merchandising displays (F09V 04)
- C.26 Monitor the effect of visual merchandising displays and layouts (F09N 04)
- C.27 Allocate, monitor and control visual merchandising project resources against budgets (F01K 04)
- C.28 Contribute to developing and putting into practice the company's visual merchandising policy (F08G 04)
- C.29 Create plans, elevations and drawings to realise visual merchandising ideas (F08L 04)
- C.30 Develop individual retail service opportunities (F08N 04)
- C.31 Provide a personalised sales and after-sales service to your retail clients (F0AB 04)
- C.35 Promote beauty products to retail customers (FOA9 04)
- C.36 Follow point-of-sale procedures for age restricted products in a retail environment (F08Y 04)
- C.37 Help customers to buy National Lottery products in a retail environment (F091 04)
- C.38 Assist customers to obtain appropriate insurance (Financial Services Sector Council) (F045 04)
- D.1 Give customers a positive impression of yourself and your organisation (Institute for Customer Service) (F049 04)
- D.2 Support customer service improvements (Institute for Customer Service) (F05S 04)
- D.3 Resolve customer service problems (Institute for Customer Service) (F05P 04)
- D.5 Organise the delivery of reliable customer service (Institute for Customer Service) (F04N 04)
- D.6 Improve the customer relationship (Institute for Customer Service) (F04D 04)
- D.7 Work with others to improve customer service (Institute for Customer Service) (F05Y 04)
- D.8 Monitor and solve customer service problems (Institute for Customer Service) (F04M 04)
- D.9 Promote continuous improvement in customer service (Institute for Customer Service) (F05D 04)
- E.1 Help to keep the retail unit secure 1 (F092 04)
- E.2 Help to maintain health and safety in a retail environment 1 (F094 04)
- E.3 Work effectively in your retail team 1 (F0AM 04)
- E.4 Keep the retail environment clean and hygienic (non-food) (F09B 04)
- E.6 Help to maintain health and safety in a retail environment (F095 04)
- E.7 Help to keep the retail unit secure 2 (F093 04)
- E.8 Work effectively in your retail organisation (F0AL 04)
- E.9 Help to manage a retail team (F096 04)
- E.10 Contribute to the continuous improvement of retail operations (F08K 04)
- E.11 Help to monitor and maintain the security of the retail unit (F098 04)
- E.12 Plan, monitor and adjust staffing levels and schedules in a retail environment (F09T 04)
- E.13 Recruit, select and keep colleagues (Management Standards Centre) (DR7K 04)
- E.14 Provide learning opportunities for colleagues (Management Standards Centre) (DR7C 04)

- E.15 Develop productive working relationships with colleagues (Management Standards Centre) (DR4A 04)
- E.16 Allocate and check work in your team (Management Standards Centre) (DR3W 04)
- E.17 Monitor and evaluate the quality of service provided by external suppliers to your customers (F09H 04)
- E.18 Monitor and maintain health and safety in a retail environment (F09M 04)
- E.19 Work effectively in your retail team 2 (FOAN 04)

## Unit B.1 Move goods and materials manually in a retail environment (F09P 04)

### Description

This Unit is about following instructions for moving goods and materials and putting them in the right places. The Unit does not involve using a lift truck, but you do need to use other types of lifting equipment and to use safe lifting techniques at all times.

### Key Outcomes

1 Move goods and materials manually in a retail environment

<b>Move goods and materials manually in a retail environment</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 check where items are to be stored	K1.1 the types of goods and materials you are responsible for moving
P1.2 check what time you need to complete the task by	K1.2 the storage facilities you need to use, where they are and the differences between them
P1.3 check that the equipment you need is available and in working order	K1.3 which goods and materials go where
P1.4 identify any faults with the equipment and report these to the right person	K1.4 the equipment that is available and what it is used for
P1.5 use safe and approved techniques for handling items	K1.5 how to use the equipment
P1.6 recognise when you need help in moving items and ask the right people promptly	K1.6 what can go wrong with the equipment, and what to do about it
P1.7 put items in the correct places	K1.7 how to handle and move goods safely
P1.8 place items so that they can be identified and reached easily	K1.8 when to ask for help and who to ask
P1.9 move and place items within the time allowed	K1.9 why it is important to place goods and materials correctly
P1.10 ask the right person for advice if you are having trouble placing items correctly	K1.10 how to place items so that they can be easily identified
	K1.11 why stock rotation is important
	K1.12 how to rotate stock
	K1.13 who to ask for advice about placing items correctly

## **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

Use and availability of handling equipment may vary.

**Simulation is not allowed for any performance evidence within this Unit.**

## Unit B.2 Keep stock at required levels in a retail environment (F099 04)

### Description

This Unit covers two areas of responsibility concerning keeping the shelves filled on the sales floor. Firstly, it involves following instructions for checking stock levels and updating stock records. Secondly, it is about positioning stock correctly on the sales floor.

### Key Outcomes

- 1 Check stock levels in a retail environment
- 2 Fill shelves in a retail environment

<b>Check stock levels in a retail environment</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 check existing stock levels accurately and in line with instructions and company procedures	K1.1 why accurate and up-to-date stock checks and records are important
P1.2 ask the right person for advice if instructions for checking stock are not clear	K1.2 company procedures for checking stock levels
P1.3 spot unsaleable stock and promptly tell the right person	K1.3 why you should follow instructions and procedures for checking stock levels
P1.4 check stock levels in ways that do not disturb other people any more than needed	K1.4 how to check stock accurately
P1.5 update stock records accurately and in line with company procedures	K1.5 how to check stock levels so that you do not disturb other people any more than needed
	K1.6 reasons why the stock you are responsible for checking may be unsaleable
	K1.7 how to recognise unsaleable stock when you are checking stock levels
	K1.8 company procedures for updating stock records
<b>Fill shelves in a retail environment</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P2.1 follow instructions for positioning stock	K2.1 why stock needs positioning accurately
P2.2 promptly ask the right person for advice if instructions for positioning stock are not clear	K2.2 the safety risks of handling stock
P2.3 handle stock in ways that protect your own and other people's safety	K2.3 how to handle stock without risking your own or other people's safety
P2.4 handle stock in ways that protect stock, equipment and premises from being damaged	K2.4 how stock, premises and equipment can be damaged by poor stock handling
P2.5 fill shelves in ways that do not disturb other people any more than needed	K2.5 ways of handling stock so that stock, premises and equipment are not damaged
P2.6 promptly clean and tidy your work area when you have finished	K2.6 how to fill shelves so that you do not disturb other people any more than needed
	K2.7 why you should clean and tidy your work area promptly when you have finished
	K2.8 how to clean and tidy your work area, and the equipment and materials to use

## **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

Company procedures will be whatever system(s) the organisation operates to manage stock levels.

**Simulation is not allowed for any performance evidence within this Unit.**

## Unit B.3 Receive goods and materials into storage in a retail environment (F0AH 04)

### Description

This Unit is about two aspects of receiving deliveries. The first concerns preparing the receiving and storage areas and making sure the relevant paperwork is in order. The second is about checking deliveries, making sure that they are satisfactory and are off-loaded into the right areas, and updating the stock control records.

### Key Outcomes

- 1 Prepare to receive deliveries in a retail environment
- 2 Receive deliveries into storage in a retail environment

<b>Prepare to receive deliveries in a retail environment</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 identify accurately the quantity and nature of the items that are expected and the storage space needed	K1.1 why you need to prepare thoroughly to receive deliveries
P1.2 check accurately the storage space that is available and promptly report any shortage to the right person	K1.2 the information you need about the quantity and nature of deliveries, and how to access and interpret this information
P1.3 check that the receiving area is clean, tidy and free from obstructions and dangers	K1.3 how to identify the quantity and type of storage space needed, and how to check if this is available
P1.4 check that the handling equipment you need is available and is in good working order	K1.4 who to tell about any shortage of storage space, and why you should do so promptly
P1.5 check that the relevant paperwork is complete, accurate and up to date	K1.5 company procedures for receiving deliveries
	K1.6 why accurate, complete and up-to-date paperwork is needed, and the possible consequences of not having this
	K1.7 the paperwork you must check and how to identify problems with it
	K1.8 legal and company requirements for maintaining security and safety during deliveries, and how these relate to the preparations you are required to make
<b>Receive deliveries into storage in a retail environment</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P2.1 check that the type, quantity and quality of items delivered are acceptable	K2.1 the handling equipment you need, where to find it and how to use it
P2.2 follow company procedures and policies for refusing faulty deliveries	K2.2 how to recognise faulty equipment
P2.3 record any refusals accurately and tell the right person about them promptly	K2.3 who to tell about any faulty equipment that you are not responsible for fixing
P2.4 check deliveries using methods that are safe and hygienic and that protect the items	K2.4 why you must handle goods safely and hygienically, and how to do so
	K2.5 why you must handle goods without

<p>from damage</p> <p>P2.5 allow deliveries to be off-loaded only into the right areas</p> <p>P2.6 update stock control systems promptly, fully and accurately</p> <p>P2.7 follow legal and company requirements for maintaining security and safety while receiving deliveries</p>	<p>damaging them, and how to do so</p> <p>K2.6 where deliveries should be off-loaded</p> <p>K2.7 legal and company requirements for maintaining security and safety while receiving deliveries</p>
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### **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

Stock control systems will be whatever system(s) the organisation operates to receive goods and materials into storage. Use and availability of handling equipment may vary.

**Simulation is not allowed for any performance evidence within this Unit.**

## Unit B.4 Put goods and materials into storage in a retail environment (F0AF 04)

### Description

This Unit is about two areas of responsibility concerning the storage of goods. Firstly, it involves checking that suitable storage space and handling equipment are available. Secondly, it is about putting goods into storage in ways that make the best use of the available space and allow people to reach the goods as needed.

### Key Outcomes

- 1 Check storage arrangements for goods and materials in a retail environment
- 2 Put goods and materials into storage in a retail environment

<b>Check storage arrangements for goods and materials in a retail environment</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
<p>P1.1 identify the storage requirements and conditions for the goods and materials you are responsible for storing</p> <p>P1.2 check accurately that suitable storage places are available and in a fit state to use</p> <p>P1.3 tell the right person promptly when there aren't enough suitable storage locations</p> <p>P1.4 check accurately that suitable handling equipment is available for use</p>	<p>K1.1 possible causes of the goods and materials you work with deteriorating in storage</p> <p>K1.2 the types of storage facilities and conditions that stop the goods and materials you work with deteriorating</p> <p>K1.3 the storage facilities available in your workplace and their relevant features</p> <p>K1.4 how to check that suitable storage places are available and fit for use</p> <p>K1.5 who to tell if there aren't enough suitable storage places</p> <p>K1.6 the handling equipment used for storing goods and materials and how to check that it is available for use</p>
<b>Put goods and materials into storage in a retail environment</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
<p>P2.1 put goods and materials in the right storage facilities within the time allowed</p> <p>P2.2 follow legal and company requirements for storing deliveries safely and securely</p> <p>P2.3 position items in storage so that they can be easily reached when needed</p> <p>P2.4 use the available storage space efficiently</p> <p>P2.5 identify any faulty equipment and fix it when this is your responsibility</p> <p>P2.6 report promptly and to the right person any faulty equipment that it is not your responsibility to fix</p> <p>P2.7 fill in the relevant paperwork fully, accurately and promptly</p>	<p>K2.1 legal and company requirements for storing deliveries safely and securely</p> <p>K2.2 why stock needs to be rotated</p> <p>K2.3 how to position goods so that batches of stock can be reached easily and in the right order</p> <p>K2.4 the instructions you need for storing deliveries in the right places and in the right order</p> <p>K2.5 where to get instructions for storing deliveries</p> <p>K2.6 how to work safely, securely and efficiently when putting deliveries into storage</p>

## **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

Use and availability of handling equipment may vary.

**Simulation is not allowed for any performance evidence within this Unit.**

## Unit B.5 Keep stock on sale at required levels in a retail environment (F09A 04)

### Description

This Unit is about two aspects of keeping the right levels of stock on sale. The first concerns using the stock control system to help you anticipate how much stock will be needed, while there is still enough time to order it. The second is about ordering stock on time, and making sure it reaches the sales floor as needed.

### Key Outcomes

- 1 Check the level of stock on sale in a retail environment
- 2 Replenish stock on sale in a retail environment

<b>Check the level of stock on sale in a retail environment</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
<p>P1.1 use the stock control system to identify current stock levels, the stock levels needed and any shortfalls in stock</p> <p>P1.2 work out how often to check stock so that there will be enough time to replace stocks before they run out</p> <p>P1.3 check stock levels at suitable intervals</p> <p>P1.4 tell the right person promptly when stock needs replacing</p> <p>P1.5 notice when stock is no longer saleable, promptly remove it from sale and update the stock control system</p>	<p>K1.1 why the store needs to carry the right levels of stock</p> <p>K1.2 why the quality of stock needs checking regularly</p> <p>K1.3 the maximum and minimum levels of stock that need to be on display</p> <p>K1.4 the factors that can affect demand for stock, and how to work out how often to check stock levels</p> <p>K1.5 how to plan and organise your time so that you check stock at suitable intervals</p> <p>K1.6 how to use the stock control system to identify current stock levels, the stock levels needed and any shortfalls in stock</p> <p>K1.7 how to identify unsaleable stock</p> <p>K1.8 how to deal with unsaleable stock</p> <p>K1.9 how to update the stock control system to reflect changes in stock levels</p>
<b>Replenish stock on sale in a retail environment</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
<p>P2.1 order enough stock to maintain the correct levels</p> <p>P2.2 prepare stock for sale within the time allowed</p> <p>P2.3 arrange for stock to be moved to the sales floor when it is needed</p> <p>P2.4 rotate stock correctly and with the least possible disturbance to other people</p> <p>P2.5 follow company procedures for getting rid of packaging waste</p> <p>P2.6 update the stock control system promptly,</p>	<p>K2.1 how to use the stock control system to identify the types and quantities of stock to order</p> <p>K2.2 how to prepare and send orders for stock, and why you should do so accurately and at the right times</p> <p>K2.3 how to prepare different types of stock for sale</p> <p>K2.4 company procedures for getting rid of packaging waste</p> <p>K2.5 how to decide when to move stock to the sales floor and the arrangements to make</p>

	accurately and completely		for moving stock
P2.7	notice changes in demand for stock and decide what stock levels are suitable	K2.6	why stock needs rotating
P2.8	suggest realistic changes to the right person and give reasons for your recommendations	K2.7	how to rotate stock correctly and without disturbing other people any more than needed
		K2.8	why you should regularly check demand for stock
		K2.9	factors that can affect demand
		K2.10	who to approach with suggestions for changes to the levels of stock carried
		K2.11	how to present a clearly reasoned case for changing the levels of stock carried

### Assessment Guidance

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

Stock control systems will be whatever system(s) the organisation operates to manage stock replenishment.

**Simulation is not allowed for any performance evidence within this Unit.**

## Unit B.6 Process customer orders for goods in a retail environment (F0A1 04)

### Description

This Unit covers two stages of processing customers' orders for goods. The first involves checking if the goods the customer wants are available and telling the customer the terms of supply. The second is about processing the order and keeping the customer informed of progress.

### Key Outcomes

- 1 Check the availability of goods for retail orders
- 2 Process orders for retail customers

<b>Check the availability of goods for retail orders</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 identify customers' needs accurately by asking suitable questions	K1.1 how to ask the right questions to find out exactly what customers want
P1.2 identify the goods that will meet customers' needs and check with customers that these are satisfactory	K1.2 which items are held in stock
P1.3 find out who can supply the goods needed and on what terms	K1.3 how to check whether there is enough stock to meet the order
P1.4 keep customers informed of progress in finding the goods they need	K1.4 which items are available by order and which suppliers and manufacturers can provide them
P1.5 give customers clear, accurate and complete information about the availability of goods and the terms of supply	K1.5 how to check whether external suppliers and manufacturers can provide items, and on what terms
	K1.6 why you should keep customers informed of progress in finding the goods they need
	K1.7 why you should give customers clear, accurate and complete information about the terms of supply
<b>Process orders for retail customers</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P2.1 follow legal and company procedures for checking the customer's identity and credit status	K2.1 legal and company procedures for checking the customer's identity and credit status, and why you must follow them
P2.2 follow company policy for offering to order goods the customer needs if they are not in stock	K2.2 who is responsible for fulfilling customer orders, what information they need from you, and why they need it
P2.3 prepare accurate, clear and complete information about the order and pass this information promptly to the people responsible for fulfilling the order	K2.3 who is responsible for invoicing customers for orders, what information they need from you, and why they need it
P2.4 provide accurate, clear, complete and timely information to those responsible for issuing the invoice	K2.4 who to tell if you cannot process an order
P2.5 tell the right person promptly when you cannot process an order and explain the	K2.5 why you should tell the customer promptly about any delays in fulfilling their order
	K2.6 legal and company requirements relating

	reasons clearly		to customer confidentiality
P2.6	let the customer know promptly and politely if their order cannot be delivered within the time agreed	K2.7	what might happen if customer information is not kept confidential
P2.7	store customers' details securely and show them only to people who have a right to see them	K2.8	company procedures for storing customer information securely
		K2.9	who is entitled to see customer information, and in what situations

### Assessment Guidance

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

**Simulation is not allowed for any performance evidence within this Unit.**

## Unit B.7 Process returned goods and materials in a retail environment (F0A8 04)

### Description

This Unit is suitable for candidates who work on the shop floor and deal with customers face-to-face, as well as for candidates in behind-the-scenes roles dealing with customers by telephone or e-mail for example. The Unit involves firstly telling the customer what you can do to help them return unwanted goods, and secondly taking suitable action such as requesting a refund or picking out replacement goods.

In stores where the POS system automatically updates the stock control system, criterion P2.3 can be achieved simply by scanning the returned goods at the POS. Knowing this procedure and its effects will count as knowing how to update the stock control system under K2.3

### Key Outcomes

- 1 Help retail customers who need to return goods
- 2 Process returns of retail goods

<b>Help retail customers who need to return goods</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 check clearly and politely with the customer what goods they want to return and their reasons	K1.1 the main reasons customers might have for returning goods
P1.2 apologise promptly if your company appears to be at fault	K1.2 the customer's legal rights to replacements and refunds
P1.3 follow legal and company requirements for offering replacements and refunds, and explain these to the customer clearly and politely	K1.3 company policies and procedures for replacements and refunds, including proof of purchase
P1.4 explain to the customer clearly and politely the action you are going to take, and any charges that apply	K1.4 how much authority you have to agree to replacements and refunds, and who to ask for help when you need authorisation
P1.5 pick out accurately the replacement goods and follow company procedures for preparing them to be given or sent to the customer	K1.5 any charges that apply when your company is not at fault
P1.6 explain to the customer accurately, clearly and politely the arrangements for returning the unwanted goods	K1.6 where to find replacement goods
	K1.7 company procedures for preparing replacement goods for giving or sending to the customer
	K1.8 how customers should return unwanted goods
<b>Process returns of retail goods</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P2.1 check accurately the type, quantity and condition of returned goods	K2.1 who can raise credit notes and refund payments, and the information they need
P2.2 give accurate and complete information to the person who can raise a credit note or refund the payment	K2.2 how to update the stock control system accurately and fully and why you should do so promptly
P2.3 update the stock control system promptly, accurately and fully	K2.3 how to label goods for return to the supplier or manufacturer

P2.4 label clearly any goods that are to be returned to the supplier or manufacturer	K2.4 where to place returned goods that cannot be re sold
P2.5 move returned goods to the correct place and position unsaleable goods separately from sales stock	K2.5 where to place returned goods that can be re-sold

### **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

Stock control systems will be whatever system(s) the organisation operates to manage the process of returned goods and materials.

**Simulation is not allowed for any performance evidence within this Unit.**

## Unit B.8 Process donated goods for resale or recycling in a retail environment (F0A2 04)

### Description

This Unit is about processing donated goods in charity shops. It involves correctly identifying different types of goods, checking the condition of goods and preparing suitable goods for sale.

### Key Outcomes

- 1 Process donated goods in a retail environment for selling or recycling

<b>Process donated goods in a retail environment for selling or recycling</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 clean and tidy the work area before you begin sorting	K1.1 the types of goods the store sells
P1.2 sort donated goods by their type and condition	K1.2 the types of goods that can be sent for recycling
P1.3 follow procedures for getting rid of items and parts that are not suitable for either selling or recycling	K1.3 which types of goods are not suitable for selling or recycling and how to get rid of them
P1.4 ask the right person for help if you cannot identify or classify unusual items	K1.4 the legal and company safety requirements which apply to second-hand goods, including electrical equipment, furniture and toys
P1.5 put goods suitable for recycling in suitable containers	K1.5 the legal age restrictions which apply to videos, DVDs and computer games
P1.6 place containers in the correct place ready for collection and check that they are not in anyone's way	K1.6 where to store donated goods until you are ready to sort them
P1.7 identify goods that need to be cleaned, tidied or repaired	K1.7 where and when to sort donated goods
P1.8 follow legal and company requirements for protecting health and safety while processing donated goods	K1.8 why you should tidy and clean the sorting area before starting to sort goods
P1.9 clean, tidy or repair goods to meet legal and company requirements for saleable goods	K1.9 where to put goods as you sort them
	K1.10 who to ask for help in identifying unusual items or deciding what to do with them
	K1.11 the procedures to follow to prepare goods for recycling
	K1.12 where to put goods for recycling so that they can be collected
	K1.13 how to identify goods that need to be cleaned, tidied or repaired
	K1.14 how to clean, tidy and repair different types of goods
	K1.15 how to use irons and steamers safely and effectively

## **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

**Simulation is not allowed for any performance evidence within this Unit.**

## Unit B.9 Prepare products for sale to customers in a retail environment (F09W 04)

### Description

This Unit is about preparing products for display by unpacking and assembling them. It also involves regularly checking the condition of goods on display and removing any that are damaged.

### Key Outcomes

- 1 Prepare products for selling to retail customers

<b>Prepare products for selling to retail customers</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 check that all expected items and parts of the product are in the package	K1.1 which products you are responsible for preparing for sale
P1.2 remove all unwanted packaging and safely get rid of waste	K1.2 how and where to get rid of unwanted packaging and waste
P1.3 gather the tools you need for putting products together	K1.3 which tools to use to put products together
P1.4 use safe work methods and follow manufacturers' instructions when putting products together	K1.4 where to put products together and where to put them once they are assembled
P1.5 check that products have been assembled correctly and can be used safely	K1.5 how to work safely when putting products together for sale
P1.6 ask the right person for help when products are proving difficult to put together	K1.6 how to check that products have been correctly put together and are safe to display
P1.7 check regularly that products on display are in a satisfactory condition	K1.7 who to approach for help when products are proving difficult to put together
P1.8 promptly remove damaged products from display and follow company procedures for dealing with them	K1.8 why you should regularly check the condition of products on display
	K1.9 company quality standards for products on display
	K1.10 how to check the condition of products on display and how often to carry out checks
	K1.11 company procedures for dealing with products that are damaged

## **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

**Simulation is not allowed for any performance evidence within this Unit.**

## Unit B.10 Process bake-off products for sale in a retail environment (F09X 04)

### Description

This Unit is about processing ready-prepared goods such as bread, pastry, biscuits and scones, and covers two stages of the preparation process. The first involves baking ready-prepared goods and checking their quality. The second is about following instructions for decorating ready-prepared goods.

### Key Outcomes

- 1 Bake products for sale (bake-off) in a retail environment
- 2 Glaze, coat and decorate bake-off products in a retail environment

<b>Bake products for sale (bake-off) in a retail environment</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
<p>P1.1 use approved methods to bake the correct quantity and quality of products</p> <p>P1.2 use approved procedures for checking that the quantity and quality of baked products is satisfactory</p> <p>P1.3 follow procedures for dealing with products that fail to meet the product specification</p> <p>P1.4 store products at the correct temperature for the next stage in the bakery process</p>	<p>K1.1 the factors that affect baking including temperature, time, humidity, density, weight and shape</p> <p>K1.2 the behaviour of ingredients during baking and their effect on baking</p> <p>K1.3 why baked products must be cooled in the correct conditions, and what these conditions are</p> <p>K1.4 approved procedures for baking products</p> <p>K1.5 approved procedures for checking the quality of products</p> <p>K1.6 how to recognise products that are not fit for sale and what to do about them</p> <p>K1.7 the legal and company requirements you must follow when baking products for sale</p> <p>K1.8 procedures for reporting problems with baking processes</p>
<b>Glaze, coat and decorate bake-off products in a retail environment</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
<p>P2.1 check that products are in the right condition for coating, glazing or decorating</p> <p>P2.2 make sure that finishing materials have the right texture, thickness, colour and temperature</p> <p>P2.3 check that coated, glazed and decorated products meet the specification and are correctly positioned for the next stage in the bakery process</p> <p>P2.4 follow procedures for dealing with finished products that fail to meet the product specification</p> <p>P2.5 make the amount of coated, glazed and</p>	<p>K2.1 types of finishing materials for bake-off products and how to use them</p> <p>K2.2 how to apply coatings, glazes and decorative materials</p> <p>K2.3 how to maintain the quality of coatings, glazes and decorative materials while applying them</p> <p>K2.4 how to recognise products that are not fit to sell and how to deal with them</p> <p>K2.5 the legal and company requirements you must follow in your working practices</p> <p>K2.6 procedures for reporting problems with finishing bake-off products</p>

decorated products needed P2.6 follow company procedures for saving or getting rid of waste materials	
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### **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

### **Unit Assessment**

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

**Simulation is not allowed for any performance evidence within this Unit.**

## Unit B.11 Process fish and shellfish for sale in a retail environment (FOA3 04)

### Description

This Unit covers two stages of hand-processing fish and shellfish for sale to customers. Firstly, it concerns the preparations you need to make so that you can process fish and shellfish safely and hygienically. Secondly, it is about processing fish and shellfish by hand to give products that are suitable to sell to customers. The Unit involves working with common UK types of flat fish, round fish, and shellfish.

### Key Outcomes

- 1 Prepare to hand-process fish and shellfish in a retail environment
- 2 Process fish and shellfish using hand tools in a retail environment

<b>Prepare to hand-process fish and shellfish in a retail environment</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 prepare and organise your work area and the tools and equipment you will need so that you can work safely, hygienically and efficiently	K1.1 the company's hygiene policy and the reasons for following it while processing fish and shellfish
P1.2 correctly identify the fish or shellfish you have been asked to prepare and accurately check that it is fit to sell	K1.2 the dangers and disadvantages of using unsafe and blunt tools and equipment
P1.3 keep fish or shellfish fit to sell while preparing it for processing	K1.3 the reasons for following safe working practices
P1.4 hygienically and safely prepare the fish or shellfish for processing	K1.4 the types of accident and injury that can happen during hand processing, and the procedures for dealing with these
P1.5 maintain hygienic working conditions	K1.5 how to recognise the fish and shellfish species that are usually sold in fish retail outlets
P1.6 maintain the health and safety of yourself and others	K1.6 how to recognise fish and shellfish that is not fit to sell
<b>Process fish and shellfish using hand tools in a retail environment</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P2.1 process fish and shellfish to give products that meet specifications for yield and quality	K2.1 the company's hygiene policy and the reasons for following it while processing fish and shellfish
P2.2 keep fish or shellfish in a saleable condition while processing	K2.2 dangers and disadvantages of using unsafe and blunt tools
P2.3 place processed products that meet specifications in a suitable storage container	K2.3 reasons for following safe working practices
P2.4 follow set procedures to deal with products that do not meet specifications	K2.4 emergency procedures
P2.5 get rid of waste materials according to set procedures	K2.5 the company's cleaning schedule and why you should follow it
P2.6 clean processing tools and equipment and put them away	K2.6 waste disposal procedures
	K2.7 how to recognise the fish and shellfish species that are usually sold in a fish retail

P2.7 maintain hygienic working conditions	outlet
P2.8 maintain the health and safety of yourself and others	K2.8 where the different body parts are found on round fish, flat fish and shellfish species, and how this affects the way you process the various species
	K2.9 why it is important to cut fish and shellfish in exactly the right places
	K2.10 techniques for processing fish hygienically, safely and so as to produce the yield and quality needed

### Assessment Guidance

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

This is a specialist Unit. 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.

**Simulation is not allowed for any performance evidence within this Unit.**

#### *Further information*

*Candidates need to be able to fillet **both** a flat and a round fish.*

*By processing we mean:*

- ◆ *Skinning, heading, scaling, gutting, boning, portioning and steaking either flat **or** round fish.*
- ◆ *Shucking and dressing shellfish.*

## Unit B.12 Process greengrocery products for sale in a retail environment (F0A4 04)

### Description

This Unit is about two aspects of putting greengrocery products on display in a store. Firstly, it is about unpacking products, checking their quality and preparing them for display. Secondly, it is about checking and rotating stock regularly so that it remains attractive to customers. You need to show you do all this with vegetables, fruit and salad.

### Key Outcomes

- 1 Prepare greengrocery products in a retail environment for selling to customers
- 2 Display greengrocery products to attract retail sales

<b>Prepare greengrocery products in a retail environment for selling to customers</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 remove unwanted packaging and safely get rid of waste before you display products P1.2 always handle greengrocery products hygienically and in a way that protects them from damage P1.3 choose only those greengrocery products that match the quality the store sells P1.4 correctly deal with greengrocery products that do not match the requirements for quality P1.5 correctly weigh, classify and package greengrocery products P1.6 remove unwanted parts of greengrocery products to make them as attractive as possible to customers	K1.1 the greengrocery products that are sold in your store and how to handle them without damaging them K1.2 how to handle greengrocery products hygienically K1.3 how to get rid of waste safely K1.4 why you must handle greengrocery products hygienically and without damaging them K1.5 company quality standards for greengrocery products K1.6 how to recognise greengrocery products that must be rejected or reclassified K1.7 how to recognise parts of greengrocery products that must be removed to make the produce more attractive to customers
<b>Display greengrocery products to attract retail sales</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P2.1 check that display areas are clean and in the correct condition for stock to be displayed P2.2 make displays attractive enough to interest customers P2.3 place specific greengrocery products in the correct display areas P2.4 regularly check the quality and shelf life of greengrocery products on display P2.5 take prompt action to deal with items which have little or no shelf life or which have deteriorated in quality	K2.1 the greengrocery products that are sold in your store and how they should be displayed K2.2 why greengrocery products need displaying in the correct display areas K2.3 why you must regularly check the quality and shelf life of greengrocery products, and how to do so K2.4 why stock needs rotating K2.5 how to rotate stock K2.6 how to price and display greengrocery products with limited shelf life to

P2.6	correctly rotate the stock of greengrocery items according to their shelf life		encourage customers to buy them
P2.7	check that ticketing and coding is accurate and correct	K2.7	how to get rid of greengrocery products that cannot be sold because they have deteriorated or are past their shelf life
P2.8	regularly check the condition and cleanliness of displays and correct them if needed	K2.8	how to clean and maintain display areas, including chillers

### **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

This is a specialist Unit — 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.

**Simulation is not allowed for any performance evidence within this Unit.**

#### ***Further information***

*Greengrocery products are to include vegetables, fruit and salad.*

## Unit B.13 Finish meat products by hand in a retail environment (F08V 04)

### Description

This Unit is about three aspects of finishing meat products by hand. The first is about checking that meat products are suitable for processing. The second is about choosing suitable tools and preparing your work area so that you can process meat safely and hygienically. The third aspect of the Unit is about processing meat by hand so that you get the required quantity and quality of finished products.

### Key Outcomes

- 1 Check the suitability of meat products for finishing in a retail environment
- 2 Prepare to finish meat products in a retail environment
- 3 Achieve meat product yield and finish in a retail environment

<b>Check the suitability of meat products for finishing in a retail environment</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 effectively carry out product quality checks against specifications for process, ingredients and products	K1.1 the sources of meat and other ingredients
P1.2 identify and reject products that are unsuitable for finishing by hand, and put them in a suitable place away from other products	K1.2 how to carry out quality checks on products and recognise when meat and ingredients are fit for purpose
P1.3 safely and hygienically deal with rejected products	K1.3 the reasons you should reject meat and other ingredients
P1.4 keep products at the specified temperature during transfer and storage once they have been passed as suitable for finishing by hand	K1.4 the temperatures at which meat should be held during handling, transfer and storage, and the reasons for this
P1.5 accurately record relevant information	K1.5 why you need to keep accurate records
	K1.6 the reasons for checking records and why you must identify and report problems
	K1.7 how to refer to and use the quality and safety management manuals
<b>Prepare to finish meat products in a retail environment</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P2.1 get the finishing instructions and organise your work in line with them	K2.1 the dangers associated with particular tools and equipment and the safety precautions to take
P2.2 keep the work area free from dangers and organise it to meet safety and processing needs	K2.2 why it is important to use the correct tools and equipment
P2.3 choose hand tools that are appropriate for the task	K2.3 which tools and equipment are used for hand finishing
P2.4 prepare tools and equipment in line with safety and processing requirements	K2.4 reasons for maintaining tools and equipment
P2.5 identify faulty tools and equipment and follow procedures for dealing with them	K2.5 how to keep tools and equipment clean, sharp and in good working order

P2.6 follow safe and hygienic working practices at all times	K2.6 what to do about faulty tools and equipment
<b>Achieve meat product yield and finish in a retail environment</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P3.1 achieve the finished product specification within the time allowed	K3.1 the temperatures at which meat should be held during handling, transfer and storage, and the reasons for this
P3.2 achieve the product yield needed	K3.2 reasons for rejecting finished products
P3.3 identify and reject products that don't meet the specification, and put them in a suitable place away from other products	K3.3 procedures to deal with finished products which have been rejected
P3.4 deal safely and hygienically with finished products which have been rejected	K3.4 how to clean tools and equipment
P3.5 keep finished products at the specified temperature and store them safely, securely and hygienically	K3.5 reasons for storing tools and equipment as instructed
P3.6 clean and store tools and equipment in line with safety and processing requirements	
P3.7 follow safe and hygienic working practices at all times	

### Assessment Guidance

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

### Unit Assessment

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

**Simulation is not allowed for any performance evidence within this Unit.**

### *Further information*

*Finishing is to include both meat and poultry.*

## Unit B.14 Organise the receipt and storage of goods in a retail environment (F09S 04)

### Description

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.

### Key Outcomes

- 1 Organise staff to receive and check incoming deliveries in a retail environment
- 2 Organise and maintain storage facilities in a retail environment
- 3 Check the storage and care of stock in a retail environment

<b>Organise staff to receive and check incoming deliveries in a retail environment</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 gather enough competent staff and brief them well enough before deliveries are received	K1.1 how to prepare to receive and handle different types of goods
P1.2 make sure that the area for receiving goods is prepared and that you have enough storage space for the delivery	K1.2 procedures for receiving goods, including dealing with incorrect, damaged and late deliveries
P1.3 check that deliveries are unloaded safely and securely	K1.3 staff involved in or affected by a delivery schedule and the information they need to receive goods efficiently
P1.4 make sure that goods are promptly checked against requirements	K1.4 the company's standards for acceptable goods
P1.5 make sure that delivery records are complete and accurate and processed promptly	K1.5 why incoming goods must be checked against requirements straight after unloading
P1.6 use delivery records to check that each supplier has met your company's service needs	K1.6 recording and control systems including procedures for checking goods received
P1.7 spot problems with deliveries and sort them out promptly	K1.7 safety and security procedures for receiving goods
<b>Organise and maintain storage facilities in a retail environment</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P2.1 organise storage facilities to take account of day-to-day work, safety requirements and the need to keep goods in a saleable condition	K2.1 how to work out what storage facilities are needed for goods on order
P2.2 give staff accurate, up-to-date information and suitable training so they can use the storage system properly	K2.2 how to protect goods from various causes of deterioration and damage
P2.3 give staff clear roles and responsibilities for storing and moving goods and check they understand these roles and	K2.3 how to work out suitable storage layouts and solve storage problems efficiently, safely and securely
	K2.4 how to run the stock recording and controlling systems efficiently and accurately

responsibilities	K2.5 the legal requirements for storing stock
P2.4 develop and update plans to cope with unforeseen storage problems	
P2.5 check regularly that staff are storing and moving goods competently, safely and securely	
P2.6 keep complete, accurate and up-to-date stock records that can be found easily by everyone who needs them	
<b>Check the storage and care of stock in a retail environment</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P3.1 keep up a routine for checking storage facilities and stock	K3.1 when and how to check stock and storage, including both routine and spot checks
P3.2 carry out spot checks of storage facilities and stock at suitable intervals	K3.2 legal and company requirements for removing out-of-date stock
P3.3 make sure staff have the information and training they need 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	K3.3 the company's requirements for storing and moving stock, and how to check that these requirements are being met
P3.4 check the storage and movement of stock to make sure that stock is reaching the shop floor as it is needed	K3.4 how to work out if ideas for improving the ways stock is stored and moved are likely to be profitable
P3.5 evaluate the storage, care and movement of stock and find ways of running storage and movement systems more profitably	K3.5 the causes of stock deterioration and damage and how these affect products
	K3.6 the company's requirements and quality standards for storage
	K3.7 the information colleagues need to be able to use the storage system effectively
	K3.8 company policy and procedures for protecting goods that are at risk of damage or deterioration
	K3.9 the company's systems and procedures for moving and storing stock

### Assessment Guidance

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

This Unit can only be achieved where a company has formal stock control systems in place.

**Simulation is not allowed for any performance evidence within this Unit.**

## Unit B.15 Audit stock levels and stock inventories in a retail environment (F08E 04)

### Description

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 you need not necessarily be a team leader in your day-to-day work.

### Key Outcomes

- 1 Put an audit programme into practice in a retail environment
- 2 Report the findings of a retail stock audit

<b>Put an audit programme into practice in a retail environment</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 find out and make sure you understand when to carry out an audit, why it is needed, what it should cover and who needs the audit report	K1.1 why it is important to audit levels of stock and stock inventories
P1.2 find out how the report should be laid out and the level of detail needed	K1.2 how often you need to carry out audits
P1.3 find out what resources are available to carry out the audit	K1.3 the information held in the stock inventory and how to access it
P1.4 spot any problems that are likely to prevent you from carrying out the audit effectively in the time available, and sort them out before you start the audit	K1.4 how to interpret information and correct mistakes in the stock inventory
P1.5 choose staff to help with the audit, check their availability and give responsibilities to each of them	K1.5 the types of situation that can make it difficult to carry out an effective audit in the time available, and how to prevent them
P1.6 brief your audit team so that they know what their responsibilities are during the audit, and how to carry out those responsibilities	K1.6 the resources you need to be able to carry out an audit
P1.7 plan the work of the audit team so you make sure it is accurate and will cause as little disruption as possible to normal work	K1.7 when and how to tell colleagues that an audit is to take place, and how it is likely to affect colleagues' work
P1.8 check on the audit team's progress at suitable intervals and help them to sort out any problems they may be having in completing the audit	K1.8 how to choose people to help you with the audit and give them responsibilities
	K1.9 how to explain to your audit team what their responsibilities are during the audit, and how you want these responsibilities to be carried out
	K1.10 how to check on the progress of the audit
<b>Report the findings of a retail stock audit</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P2.1 organise your findings so that you can easily spot any problems	K2.1 how to organise audit findings so that problems can be easily identified
P2.2 spot problems and note them clearly for investigation	K2.2 methods for spotting problems in audit findings
P2.3 work out which problems are most important and should be investigated first	K2.3 the types of problem that can happen and how to sort them out

P2.4	investigate problems methodically and sort them out as far as you can within the scope of the audit and with the resources available	K2.4	the layout needed for the audit report
P2.5	prepare your final report in the layout needed and include comments on any problems which still exist	K2.5	who needs to see the report
P2.6	give or send your report to the people who need to see it, so that each person receives it on time	K2.6	how to distribute the report so that each person receives it on time

### **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

This Unit can only be achieved where a company has formal stock control systems in place.

**Simulation is not allowed for any performance evidence within this Unit**

## Unit B.16 Source required goods and services in a retail environment (F0AJ 04)

### Description

This Unit is suitable for you if you order stock for a small, independent store and you are responsible for choosing the store's suppliers as well as ordering stock directly from them. 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.

### Key Outcomes

- 1 Choose suppliers and order stock for retail sale
- 2 Check and evaluate the performance of suppliers of stock for retail sale

<b>Choose suppliers and order stock for retail sale</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 check the stock records at suitable intervals and spot which stock needs replenishing	K1.1 the types of goods the company normally needs
P1.2 follow a suitable routine for asking colleagues if they expect to have any special orders	K1.2 how to use the stock records to find out what needs to be ordered
P1.3 compare purchase requisitions to spot items you can order together	K1.3 the suppliers currently being used
P1.4 use the purchasing records to find out who the regular suppliers have been, if any	K1.4 the suppliers who have been used in the past and why they are no longer being used
P1.5 choose suitable suppliers to use, taking account of stock availability, prices and delivery times	K1.5 how to find possible new suppliers and check whether they are suitable
P1.6 order items accurately, promptly and from suitable suppliers	K1.6 company policy for choosing suppliers
P1.7 accurately work out the total cost of an order	K1.7 what makes a legally binding contract
P1.8 keep complete, accurate and up-to-date purchasing records	K1.8 why you need to check suppliers' terms and conditions
P1.9 store purchasing records so that they can be easily found by the people who need them	K1.9 company procedures for placing orders
	K1.10 company procedures for keeping records of orders
<b>Check and evaluate the performance of suppliers of stock for retail sale</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P2.1 promptly match deliveries with orders so you can spot overdue items	K2.1 company systems and procedures for returning goods
P2.2 spot items which are overdue and promptly contact the supplier about them	K2.2 the company's legal rights as a buyer
P2.3 tell colleagues promptly if their orders will not be fulfilled on time and tell them what choices they have	K2.3 company policy for paying creditors, and who to consult in the accounts department if a supplier suspends the account
P2.4 follow procedures for returning goods and	K2.4 the records your company keeps about suppliers' performance and how to find

	getting them replaced		and use them
P2.5	check the quality, price and times of deliveries against the company's requirements	K2.5	who in your company can comment on the quality and delivery time of goods or services received, and when and how to ask for their comments
P2.6	ask colleagues for comments about the quality and delivery times of items received from suppliers	K2.6	how to complain to suppliers
P2.7	provide accurate comments to suppliers on the level of service they provide	K2.7	how to respond positively when colleagues complain to you about the speed or quality of suppliers' performance

### **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

Candidates and assessor should agree that this Unit is appropriate to the individual candidate's workplace.

**Simulation is not allowed for any performance evidence within this Unit.**

## Unit B.17 Contribute to dough production control and efficiency (Improve) (DC22 04)

### Description

This Unit is about organising your own basic tasks and work activity within a dough production schedule that has already been planned. The Unit also involves helping to make the dough production process more efficient.

The type of dough you work with may be fermented or non-fermented. Fermented doughs typically include bread and roll doughs, plain and fruited bun doughs and Danish and croissant pastry. Non fermented doughs typically include sweet and savoury pastes and puff pastry, scones and biscuits.

### Key Outcomes

- 1 Organise own activities within dough production schedule
- 2 Contribute to the identification of improvements to dough processing

<b>Organise own activities within dough production schedule</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
<p>P1.1 obtain the correct instructions and specifications for your dough work schedule</p> <p>P1.2 organise your work activity to make the best use of resources within operational requirements</p> <p>P1.3 report any resource deficiencies to the relevant personnel</p> <p>P1.4 check that your dough work schedule is practicable and achievable within the limits of the workplace</p> <p>P1.5 check that your activity meets the relevant health, safety and hygiene requirements and identify the personal protective clothing and equipment you need to wear</p>	<p>K1.1 your duties under health, safety and hygiene requirements in relation to organising your own activities within the dough production schedule, and why you need to fulfil these duties</p> <p>K1.2 how to obtain relevant work instructions, schedules and specifications</p> <p>K1.3 the importance of organising work activities within a schedule to ensure optimum efficiency and effectiveness of work</p>
<b>Contribute to the identification of improvements to dough processing</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
<p>P2.1 make a positive contribution to the identification of improvements to dough processing</p> <p>P2.2 gather accurate information about potential improvements</p> <p>P2.3 make justifiable and realistic suggestions for improvement</p> <p>P2.4 share ideas for improvements with the relevant personnel and react positively to feedback you receive</p> <p>P2.5 communicate your ideas in sufficient detail</p>	<p>K2.1 how to organise work activities efficiently and adapt these to changes in dough production needs</p> <p>K2.2 how to organise work activities to take into account the timely need to process doughs to maintain optimum condition</p> <p>K2.3 procedures for making constructive suggestions and potential improvements to dough processing</p> <p>K2.4 why continuous improvement is necessary and the benefits from it</p> <p>K2.5 how to identify the benefits from</p>

to enable further action to be agreed	improvements in the short and long term K2.6 where and when to get help and advice K2.7 what the lines and methods of effective communication are and why it is important to communicate effectively
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## Assessment Guidance

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

## Unit Assessment

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

## Simulation

Simulation is allowed as a **supplementary form of evidence** when the candidate's assessment environment does not allow for assessment across the full range of contexts, equipment or products specified.

### *Further information*

(a) *By instructions and specifications we mean:*

- ◆ *written or verbal instructions, production schedule, product specification or recipe*

(b) *By resources we mean:*

- ◆ *time, materials, space, and equipment*

(c) *By relevant personnel we mean:*

- ◆ *management, team members*

(d) *By health, safety and hygiene requirements we mean:*

- ◆ *food hygiene and food safety regulations, health and safety regulations, codes of practice, workplace operational procedures*

(e) *By personal protective clothing and equipment we mean:*

- ◆ *headwear, overalls, shoes, gloves*

## Unit B.18 Select, weigh and measure dough ingredients (Improve) (DC3H 04)

### Description

This Unit is about two aspects of automated bakery production. Firstly, it involves being able to interpret instructions and recipes, identify the ingredients needed and check the quality of the ingredients. Secondly, it involves weighing and measuring ingredients accurately.

The type of dough you work with may be fermented or non-fermented. Fermented doughs typically include bread and roll doughs, plain and fruited bun doughs and Danish and croissant pastry. Non fermented doughs typically include sweet and savoury pastes and puff pastry, scones and biscuits.

### Key Outcomes

- 1 Identify and select dough ingredients
- 2 Weigh and measure ingredients

<b>Identify and select dough ingredients</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 identify the specified ingredients and check quantities according to your instructions and specifications	K1.1 health, safety and hygiene requirements related to handling ingredients for doughs and what might happen if these requirements are not met
P1.2 select ingredients to meet production needs and check their condition for use	K1.2 common factors affecting quality of ingredients for doughs during handling
P1.3 isolate and report ingredients of substandard quality, condition or quantity to the relevant personnel	K1.3 how to avoid contamination of ingredients for doughs during handling and what might happen if this is not done
P1.4 where ingredients are not available, source alternative supplies or establish whether alternative ingredients can be used where permitted	K1.4 how to recognise and report substandard ingredients for doughs, signs of contamination, infestation or damage to ingredients and packaging
P1.5 store and position ingredients correctly ready for further processing	K1.5 types of personal protective clothing, equipment and working practices that are useful in combating potentially harmful effects of dust from ingredients and allergies from skin contact with ingredients for doughs
P1.6 observe all <b>health, safety and hygiene requirements</b> including the wearing of <b>personal protective clothing and equipment</b>	
<b>Weigh and measure dough ingredients</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P2.1 check selected ingredients against your instructions and specifications	K2.1 health, safety and hygiene requirements related to handling, weighing measuring of ingredients for doughs and what might happen if they are not met
P2.2 check the accuracy of bakery weighing and measuring equipment	K2.2 how to use work instructions and product specifications or recipes to calculate or adjust ingredients required and ensure
P2.3 weigh and measure the required ingredients accurately, avoiding contamination	

<p>P2.4 place the weighed and measured ingredients in the correct conditions and label storage containers or mixing bowls, where required, ready for further processing</p>	<p>these meet production needs for doughs</p>
<p>P2.5 comply with <b>health, safety and hygiene requirements</b> and wear the correct <b>personal protective clothing and equipment</b></p>	<p>K2.3 the importance of working within the time constraints required by the production schedule</p> <p>K2.4 how to report non availability of ingredients and source alternative supplies of ingredients or alternative ingredients as permitted</p> <p>K2.5 the importance of using the correct type of weighing and measuring equipment according to the types and quantities of ingredients used for doughs</p> <p>K2.6 how to safely label and store ingredients for doughs ready for mixing or further processing</p> <p>K2.7 types of personal protective clothing and equipment and working practices that are useful in combating potentially harmful effects of dust from ingredients and allergies from skin contact with ingredients for doughs</p>

### Assessment Guidance

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

### Unit Assessment

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

### Simulation

Simulation is allowed as a **supplementary form of evidence** when the candidate's assessment environment does not allow for assessment across the full range of contexts, equipment or products specified.

### ***Further Information***

(a) *By instructions and specifications we mean:*

- ◆ *written or verbal instructions, production schedule, product specification or recipe*

(b) *By ingredients we mean:*

- ◆ *powders, liquids, fruits, yeast*

(c) *By health, safety and hygiene requirements we mean:*

- ◆ *food hygiene and food safety regulations, health and safety regulations, codes of practice, workplace operational procedures*

(d) *By personal protective clothing and equipment we mean:*

- ◆ *headwear, overalls, shoes, gloves*

## Unit B.19 Hand divide, mould and shape fermented doughs (Improve) (DC2V 04)

### Description

This Unit is about two aspects of non-automated bakery production. Firstly, it is about dividing fermented doughs using a knife, scales and a manually-operated dough portioning device. Secondly, the Unit is about moulding and shaping fermented doughs by hand.

The fermented doughs you work with may include bread, roll and stick doughs, plain and fruited bun doughs, and doughnuts.

### Key Outcomes

- 1 Hand divide fermented doughs
- 2 Hand mould and shape fermented doughs

<b>Hand divide fermented doughs</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 check the available doughs against your instructions and specifications and take prompt action on discovering any discrepancy	K1.1 health, safety and hygiene requirements related to dividing, moulding and shaping fermented doughs and what might happen if they are not met
P1.2 obtain and check the condition of dividing tools and the accuracy of equipment	K1.2 requirements of bread weight regulations and the importance of accurate dividing of fermented doughs to comply with these regulations
P1.3 hand divide doughs accurately and reliably	K1.3 common sources of fermented dough contamination during dividing, moulding and shaping
P1.4 minimise waste as you work and correctly deal with scrap material	K1.4 how to avoid contamination during dividing, moulding and shaping fermented doughs and what might happen if this is not done
P1.5 position and maintain divided dough portions correctly for further processing	K1.5 how to recognise and report fermented doughs that do not meet specification
P1.6 comply with health, safety and hygiene requirements and wear the correct personal protective clothing and equipment throughout dividing operations	K1.6 the procedure for rejecting and isolating failed fermented dough portions
	K1.7 how to maintain dough condition and deal with time constraints, in readiness for further processing
<b>Hand mould and shape fermented doughs</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P2.1 check the available portioned doughs against your instructions and specifications and take prompt action on discovering any discrepancy	K2.1 health, safety and hygiene requirements related to moulding and shaping fermented doughs and what might happen if these requirements are not met
P2.2 prepare and maintain an appropriate table surface for moulding and shaping	K2.2 common sources of fermented dough contamination during moulding and

P2.3	hand mould and shape portioned doughs accurately and reliably	shaping
P2.4	wash and dress shaped dough surfaces as required to specification	K2.3
P2.5	minimise waste as you work and deal correctly with scrap material	how to avoid contamination while moulding and shaping fermented doughs and what might happen if this is not done
P2.6	place doughs in the correct condition and location, for further processing	K2.4
P2.7	comply with health, safety and hygiene requirements and wear the correct personal protective clothing and equipment throughout moulding and shaping operations	how to recognise and report fermented doughs that do not meet specification
		K2.5
		the procedure for rejecting and isolating failed fermented dough portions
		K2.6
		basic changes that occur during moulding and shaping that develop dough structure and that are critical to the performance of doughs during further processing
		K2.7
		how to maintain dough condition and deal with time constraints, in readiness for further processing

## Assessment Guidance

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

## Unit Assessment

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

## Simulation

Simulation is allowed as a **supplementary form of evidence** when the candidate's assessment environment does not allow for assessment across the full range of contexts, equipment or products specified.

## Further Information

(a) *By doughs we mean:*

- ◆ *white dough, wholemeal dough, fruited dough*

*(b) By instructions and specifications we mean:*

- ◆ *written or verbal instructions, production schedule, product specification or recipe*

*(c) By tools and equipment we mean:*

- ◆ *dough knives, chopping device, scales, manual dough portioning machine, rolling pin*

*(d) By health, safety and hygiene requirements we mean:*

- ◆ *food hygiene and food safety regulations, health and safety regulations, codes of practice, workplace operational procedures*

*(e) By personal protective clothing and equipment we mean:*

- ◆ *headwear, overalls, shoes, gloves*

## Unit B.20 Contribute to food safety in a retail environment (F08J 04)

### Description

This Unit is about your role in helping to maintain food safety. The Unit applies to you if your job involves any of these activities:

- ◆ handling wrapped food
- ◆ handling unwrapped food not subject to temperature control requirements (for example, fresh produce or bakery items)
- ◆ going into an area where food is prepared even if you do not handle the food (for example, if you clean the food preparation area)

The Unit is concerned with two aspects of food safety. The first is about keeping yourself clean as you work, and the second is about noticing and reporting obvious food safety hazards such as dirt, spillage or out-of-date stock.

### Key Outcomes

- 1 Contribute to food safety in a retail environment

<b>Contribute to food safety in a retail environment</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
<p>P1.1 keep yourself clean as you work, which means you:</p> <ul style="list-style-type: none"> <li>◆ keep your hair, skin and nails in a suitable condition for working with food</li> <li>◆ remove any jewellery and other accessories that could cause food safety hazards</li> <li>◆ wear clean clothes including any protective clothing the company provides</li> <li>◆ wear the company's protective clothing correctly and change it when the company's rules say you must</li> <li>◆ wash your hands at the right times and using effective methods</li> <li>◆ avoid unsafe behaviour that could contaminate the food you are working with</li> <li>◆ report any open wounds, skin infections and infectious illnesses promptly to the right person</li> <li>◆ make sure any open wounds and skin infections are treated and covered with a suitable dressing</li> </ul>	<p>K.1 how clean hair, skin, nails and clothing contribute to food safety and to giving the customer a positive impression of you and of the company</p> <p>K.2 how jewellery and other accessories can put food safety at risk</p> <p>K.3 the types of protective clothing you must wear at work</p> <p>K.4 the right times to wash your hands, and how to wash your hands effectively</p> <p>K.5 why you must avoid unsafe behaviour when you are working with or near food</p> <p>K.6 why you must report any open wounds, skin infections and infectious illnesses, and who is the right person to report them to</p> <p>K.7 the types of indicators of potential food safety hazards that you are expected to notice and identify in your workplace, and how to identify them</p> <p>K.8 which indicators of potential food safety hazards you have authority to deal with, and company procedures for dealing with them</p> <p>K.9 which indicators of potential food safety hazards you should report, and who to report them to</p>

<p>P1.2 notice and remove or report indicators of potential food safety hazards as you work, which means you:</p> <ul style="list-style-type: none"> <li>◆ notice and correctly identify obvious indicators of potential food safety hazards in the workplace</li> <li>◆ deal promptly and appropriately with indicators of potential food safety hazards when you have the authority to do so</li> <li>◆ report promptly to the right person any indicators of potential food safety hazards you do not have the authority to deal with yourself</li> </ul>	
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### **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

### **Unit Assessment**

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

**Simulation is not allowed for any performance evidence within this Unit**

**Glossary: The glossary contains definitions of the terms used in Unit B.20. These definitions do not constitute range.**

<b>Accessories</b>	Additional items apart from clothing and jewellery, for example, false nails
<b>Indicators of potential food safety hazards</b>	Things which could make food unsatisfactory for consumers, for example: <ul style="list-style-type: none"> <li>◆ damaged packaging</li> <li>◆ spillage into another food</li> <li>◆ out of date stock</li> <li>◆ food not stored where it should be (for example, if customers have moved food)</li> <li>◆ chiller cabinets or freezers which are not operating at the right temperature</li> <li>◆ ovens or hot hold cabinets which are not operating at the right temperature</li> <li>◆ use of the same utensils to handle different foods</li> <li>◆ food waste which needs disposing of</li> <li>◆ dirt</li> <li>◆ evidence of pests such as rodents or insects</li> </ul>
<b>Protective clothing</b>	Clothing the company provides for you, which could include: <ul style="list-style-type: none"> <li>◆ trousers</li> <li>◆ tops such as jackets or tabards</li> <li>◆ coats</li> <li>◆ disposable gloves</li> <li>◆ headgear such as caps or hairnets</li> <li>◆ aprons</li> </ul>
<b>Right person to report to</b>	This could be your supervisor or manager
<b>Right times to wash hands</b>	Appropriate times to wash your hands would include: <ul style="list-style-type: none"> <li>◆ after going to the toilet</li> <li>◆ before going into food production areas including after any work breaks</li> <li>◆ after disposing of waste</li> <li>◆ after cleaning</li> <li>◆ before and after changing dressing or touching an open wound</li> </ul>
<b>Unsafe behaviour</b>	Behaviour which can make food unsafe for customers, including: <ul style="list-style-type: none"> <li>◆ touching your face, nose or mouth</li> <li>◆ smoking</li> <li>◆ eating</li> <li>◆ chewing gum</li> <li>◆ scratching</li> <li>◆ coughing or sneezing</li> </ul>

## Unit B.21 Maintain food safety while working with food in a retail environment (F09C 04)

### Description

This Unit is about your responsibility for maintaining food safety. The Unit applies to you if your main job role requires you to work in a food preparation area and involves any of these activities:

- ◆ handling wrapped or unwrapped food including that subject to temperature control requirements (for example, in storage, display, in the bakery or on the deli counter)
- ◆ preparing unwrapped food, including that subject to temperature control requirements

The Unit is concerned with several aspects of food safety. Firstly, it is about keeping yourself clean as you work and cleaning your work area as you go. Secondly, it involves following the company's procedures for handling and processing food hygienically. Lastly, it is about making scheduled checks of food and food storage areas.

### Key Outcomes

- 1 Maintain food safety while working with food in a retail environment

<b>Maintain food safety while working with food in a retail environment</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
<p>P1.1 keep yourself clean as you work, which means you:</p> <ul style="list-style-type: none"> <li>◆ keep your hair, skin and nails in a suitable condition for working with food</li> <li>◆ remove any jewellery and other accessories that could cause food safety hazards</li> <li>◆ wear clean clothes including any protective clothing the company provides</li> <li>◆ wear the company's protective clothing correctly and change it when the company's rules say you must</li> <li>◆ wash your hands at the right times and using effective methods</li> <li>◆ avoid unsafe behaviour that could contaminate the food you are working with</li> <li>◆ report any open wounds, skin infections and infectious illnesses promptly to the right person</li> <li>◆ make sure any open wounds and skin infections are treated and covered with</li> </ul>	<p>K1.1 how personal hygiene and behaviour affect food safety in the workplace</p> <p>K1.2 the types of illness the law requires you to report to your employer</p> <p>K1.3 why you must treat and cover open wounds and skin infections, and how to do so</p> <p>K1.4 how food handling practices affect food safety in the workplace</p> <p>K1.5 why you must keep your immediate work area clean and tidy</p> <p>K1.6 the company's schedules and procedures for cleaning the workplace and why you must follow these</p> <p>K1.7 why you must keep certain foods at specified temperatures and how to do so</p> <p>K1.8 your company's schedule and procedures for checking and reporting the condition of food and food storage areas, and why you must follow these</p> <p>K1.9 the main types of infestation; how they can happen; how to prevent them; how to recognise them and what to do if you discover them</p>

<p>a suitable dressing</p> <p>P1.2 keep your workspace in the right condition for working with food, which means you:</p> <ul style="list-style-type: none"> <li>◆ keep your immediate work area clean and tidy as you work</li> <li>◆ carry out any scheduled cleaning at the right times and in line with company procedures</li> <li>◆ keep tools, utensils and equipment in good working order, in a hygienic condition and stored correctly</li> <li>◆ work in a way that keeps food safe for customers, which means you: <ul style="list-style-type: none"> <li>— follow company procedures to dispose of food waste promptly and hygienically</li> <li>— protect food from food safety hazards and cross contamination as you work</li> <li>— follow company procedures for dealing with contaminated food</li> <li>— follow company procedures for items that may cause allergic reactions</li> <li>— label products clearly with the correct use-by dates</li> </ul> </li> </ul> <p>P1.3 check and record the condition of the food you are responsible for, which means you:</p> <ul style="list-style-type: none"> <li>◆ check food and food storage areas in line with the company's schedules and procedures</li> <li>◆ follow company procedures for keeping accurate and complete records of the checks you make</li> <li>◆ follow company procedures for any indicators of potential food safety hazards you have authority to deal with</li> <li>◆ promptly report to the right person any indicators of potential food safety hazards you don't have authority to deal with yourself</li> </ul>	<p>K1.10 the main types of food safety hazard and cross contamination; how they can happen; how to prevent or reduce the risk of them happening; and what to do if you discover indicators of food safety hazards or cross contamination</p> <p>K1.11 the causes of food spoilage, how to recognise food spoilage and what to do if you discover it</p>
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## **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

### **Unit Assessment**

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

**Simulation is not allowed for any performance evidence within this Unit.**

### ***Further Information***

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

**Glossary: The glossary contains definitions of the terms used in Unit B.21. These definitions do not constitute range.**

<b>Accessories</b>	Additional items apart from clothing and jewellery, for example, false nails
<b>Cross-contamination</b>	<p>In a retail environment, there are two kinds of cross-contamination you need to guard against:</p> <ol style="list-style-type: none"> <li>1 the transfer of harmful bacteria between foods by direct contact (eg the juices of raw meat dripping on to cooked meat stored on a lower shelf) or indirect contact (eg via the hands, clothing, cloths, equipment or other surfaces)</li> <li>2 the cross-contamination of foods containing specific allergens (eg nuts, milk, eggs) with other food (eg by use of common utensils on cold meat counters and salad bars, slicers on deli counters, etc; mixing of foods due to damaged packaging or spillage or via hands, clothing, cloths or other surfaces)</li> </ol>
<b>Food handling practices</b>	<p>Depending on the type of food you work with and the activities you carry out, food handling practices may include:</p> <ul style="list-style-type: none"> <li>◆ keeping finished products separate from other materials</li> <li>◆ keeping raw and cooked meat products separate</li> <li>◆ getting rid of waste, contaminated or damaged products</li> </ul>
<b>Food safety hazards</b>	<p>Something which may cause harm to the consumer and can be:</p> <ul style="list-style-type: none"> <li>◆ microbiological (for example, bacteria, moulds, viruses)</li> <li>◆ chemical (for example, pesticides used on fruit and vegetables, chemicals used in cleaning or for pest control)</li> <li>◆ physical (for example, insects, parasites, glass, nails)</li> <li>◆ allergenic (for example nuts, milk, eggs)</li> </ul>
<b>Food spoilage</b>	When food goes bad and has a noticeable change in its taste, smell or appearance
<b>Indicators of potential food safety hazards</b>	<p>Things which could make food unsatisfactory for consumers, for example:</p> <ul style="list-style-type: none"> <li>◆ damaged packaging</li> <li>◆ spillage into another food</li> <li>◆ out of date stock</li> <li>◆ food not stored where it should be (for example, if customers have moved food)</li> <li>◆ chiller cabinets or freezers which are not operating at the right temperature</li> <li>◆ ovens or hot hold cabinets which are not operating at the right temperature</li> <li>◆ use of the same utensils to handle different foods</li> <li>◆ food waste which needs disposing of</li> <li>◆ dirt</li> <li>◆ evidence of pests such as rodents or insects</li> </ul>
<b>Infestation</b>	The presence of pests such as insects or rodents in the workplace which put food safety at risk.

<b>Procedures</b>	A series of clear steps or instructions on how to do things; rules. Some companies document their procedures formally in writing, and others simply have procedures that all staff understands and follow but which are not written down.
<b>Protective clothing</b>	Clothing the company provides for you, which could include: <ul style="list-style-type: none"> <li>◆ trousers</li> <li>◆ tops such as jackets or tabards</li> <li>◆ coats</li> <li>◆ disposable gloves</li> <li>◆ headgear such as caps or hairnets</li> <li>◆ aprons</li> </ul>
<b>Right person to report to</b>	This could be your supervisor or manager
<b>Right times to wash hands</b>	Appropriate times to wash your hands would include: <ul style="list-style-type: none"> <li>◆ after going to the toilet</li> <li>◆ before going into food production areas including after any work breaks</li> <li>◆ after disposing of waste</li> <li>◆ after cleaning</li> <li>◆ before and after changing dressing or touching an open wound</li> </ul>
<b>Specified temperatures</b>	Temperatures specified by relevant legislation or in your company's procedures
<b>Unsafe behaviour</b>	Behaviour which can make food unsafe for customers, including: <ul style="list-style-type: none"> <li>◆ touching your face, nose or mouth</li> <li>◆ smoking</li> <li>◆ chewing gum</li> <li>◆ eating</li> <li>◆ scratching</li> <li>◆ coughing or sneezing</li> </ul>

## Unit B.22 Monitor and help improve food safety in a retail environment (F09L 04)

### Description

This Unit is for you if you supervise 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 your company's food safety procedures. Secondly, the Unit is about making a contribution to continuously improving food safety in your work area.

### Key Outcomes

- 1 Monitor food safety at critical control points
- 2 Contribute to continuous improvement of food safety

<b>Monitor food safety at critical control points</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
<p>P1.1 identify and monitor critical control points, which means you:</p> <ul style="list-style-type: none"> <li>◆ identify relevant food safety control measures</li> <li>◆ allocate and supervise food safety responsibilities</li> <li>◆ identify and meet staff training needs</li> <li>◆ complete all specified operational controls and checks at the set time frequency</li> <li>◆ keep accurate and complete records of checks</li> <li>◆ obtain verification for completed checks, following set procedures</li> </ul> <p>P1.2 troubleshoot, which means you:</p> <ul style="list-style-type: none"> <li>◆ take suitable corrective action with the appropriate degree of urgency when control measures fail</li> <li>◆ report to the appropriate person any procedures that are out of line with critical limits</li> <li>◆ seek expert advice and support for matters outside your own level of authority or expertise</li> </ul>	<p><b>Knowledge and understanding relating to the whole of this Unit:</b></p> <p>K1.1 what the relevant food safety management principles are and why it is important to follow them</p> <p>K1.2 what critical control points, control points, critical limits and relevant variance are</p> <p>K1.3 why it is important to monitor critical control points and control points, and how to do so</p> <p>K1.4 your responsibilities under your organisation's food safety procedures, including the critical control points relating to your work activity</p> <p>K1.5 how to communicate responsibilities for food safety procedures to staff and make sure they understand these</p> <p>K1.6 how to make sure staff receive appropriate training to meet their food safety responsibilities</p>
<b>1 Contribute to continuous improvement of food safety</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
<p>P2.1 highlight areas for improvement, which means you:</p> <ul style="list-style-type: none"> <li>◆ identify and report any factors or issues that arise in your work activities</li> </ul>	<p>K1.7 the impact of variance at critical control points and control points on food safety, public health and your organisation</p> <p>K1.8 the type and frequency of checks that you</p>

<p>which may affect the safety of food</p> <ul style="list-style-type: none"> <li>◆ identify and report any factors or issues within the environment, supplies or product which may affect the safety of food</li> </ul> <p>P2.2 contribute to improving food safety, which means you:</p> <ul style="list-style-type: none"> <li>◆ contribute to team meetings with ideas and suggestions to improve procedures or processes</li> <li>◆ contribute to introducing new procedures and/or review existing ones in order to improve food safety</li> </ul> <p>P2.3 interpret and use food safety management procedures, which means you:</p> <ul style="list-style-type: none"> <li>◆ check that you understand and can use any new control measures that are introduced relating to food safety</li> </ul>	<p>should perform to control food safety within your work activities, and how to obtain verification of those checks</p> <p>K1.9 the reporting procedures when control measures fail</p> <p>K1.10 the records required for controlling food safety and how to maintain them</p> <p>K1.11 how traceability works and why it is important to food safety</p> <p>K1.12 types and methods of corrective action to reduce, control or eliminate food safety hazards</p> <p>K1.13 why it is important to have food safety procedures in place</p> <p>K1.14 what continuous improvement is and why it is important to contribute to the improvement process</p>
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### Assessment Guidance

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

### Unit Assessment

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

**Simulation is not allowed for any performance evidence within this Unit.**

### ***Further Information***

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

### **Glossary: The glossary contains definitions of the terms used in Unit B.21. These definitions do not constitute range.**

<b>Control measures</b>	Actions required to prevent or eliminate a <b>food safety hazard</b> or reduce it to an acceptable level.
<b>Control point</b>	A step in the food preparation process which can be controlled, but would <i>not</i> result in an unacceptable health risk if control was not exercised
<b>Corrective action</b>	The action to be taken when a <b>critical limit</b> is breached
<b>Critical control point</b>	A step in the food control or preparation process where you must deal with a <b>food safety hazard</b> by preventing it, removing it or reducing it to an acceptable level.
<b>Critical limit</b>	The minimum and maximum limits allowed in order to control a particular task or process
<b>Food safety hazards</b>	Something which may cause harm to the consumer and can be: <ul style="list-style-type: none"><li>◆ microbiological (for example, bacteria, moulds, viruses)</li><li>◆ chemical (for example, pesticides used on fruit and vegetables, chemicals used in cleaning or for pest control)</li><li>◆ physical (for example, insects, parasites, glass, nails)</li><li>◆ allergenic (for example, nuts, milk, eggs)</li></ul>
<b>Food safety management</b>	Putting into practice the policies, procedures, practices, controls and documentation that ensure that food is safe for consumers
<b>Procedures</b>	A series of clear steps or instructions on how to do things; rules. Some companies document their procedures formally in writing, and others simply have procedures that all staff understand and follow but which are not written down.
<b>Training</b>	Bringing an individual up to a desired level or standard of proficiency. This can be done by means of instruction or by formal training courses.
<b>Variance</b>	The difference between the planned or standard limits allowed and the actual values monitored
<b>Verification</b>	Using a selection of methods, <b>procedures</b> and tests to show and confirm that the system is operating in line with the plan

## Unit C.1 Wrap and pack goods for customers in a retail environment (F0AP 04)

### Description

This Unit is about following instructions for packaging goods for customers. This can be to make the goods look more attractive, or to protect goods from damage.

### Key Outcomes

1 Package goods for customers in a retail environment

Package goods for customers in a retail environment	
You need to:	You need to know and understand:
P1.1 find out what items you must package	K1.1 why goods need packaging to look attractive for the customer
P1.2 ask the right person for advice if instructions are not clear	K1.2 how goods can get damaged without the right packaging to protect them
P1.3 choose suitable materials for packaging goods	K1.3 types of packaging material and their uses
P1.4 gather the right quantities of packaging materials and the right tools for the job	K1.4 tools to use for packaging goods and how to use them effectively and safely
P1.5 use tools safely	K1.5 how to handle the goods you must wrap without damaging them
P1.6 cause as little wastage as possible	K1.6 where packaging materials and tools are stored, and why you should put them away promptly after use
P1.7 protect goods from damage while packaging them	K1.7 why you should ask for advice when instructions are not clear, and who to ask
P1.8 close and seal packages neatly and in line with instructions	K1.8 why you should cause as little wastage as possible when packaging goods, and how to do this
P1.9 package goods within the time limits allowed	K1.9 where and how to get rid of waste, and why you should do so promptly
P1.10 store materials and tools correctly and promptly after you have used them	
P1.11 get rid of waste correctly and promptly	

### Assessment Guidance

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

**Simulation**

Simulation is not allowed for any performance evidence within this Unit. Candidates and assessor should agree that this Unit is appropriate to the individual candidate's workplace.

## Unit C.2 Display stock to promote sales to customers in a retail environment (F08R 04)

### Description

This Unit is about three aspects of displaying stock attractively. Firstly, it involves checking that the display area is suitable and preparing to set up the display. Secondly, it is about setting up and dismantling displays. Thirdly, it is concerned with labelling stock on display. This Unit is suitable for sales assistants who are not visual merchandising specialists

### Key Outcomes

- 1 Prepare display areas and materials in a retail store
- 2 Set up and dismantle displays in a retail store
- 3 Label displays of stock in a retail store

<b>Prepare display areas and materials in a retail store</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 identify what you need for the display in relation to stock, space, position of the display and dates	K1.1 why you need to be clear about display requirements for stock, space, position of the display and dates, and where to get this information
P1.2 ask for clarification promptly when you are not sure what you need for the display	K1.2 who to ask for advice and help in solving problems with display plans
P1.3 check that the display will not cause an obstruction, and report any problems promptly to the right person	K1.3 how to identify what you need for a display from plans and sketches
P1.4 check that the display area is the right size and report any problems promptly to the right person	K1.4 why you must check for possible dangers to health and safety before setting up displays
P1.5 gather the materials, equipment and stock you need for the display and check that they are clean, safe and in good working order	K1.5 how to check whether displays will cause an obstruction
P1.6 follow company procedures for clearing, cleaning and preparing the display area before use	
<b>Set up and dismantle displays in a retail store</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P2.1 set up and dismantle the display safely, in line with plans and within the time allowed	K2.1 the value of displays and promoting new products
P2.2 check that the display is clean, tidy and safe for use once you have set it up	K2.2 how placing products in specific places attracts attention and promotes sales
P2.3 check that the display has the levels of stock you need	K2.3 how to use space effectively when displaying products
P2.4 clean and store equipment and excess materials and get rid of waste safely, correctly and promptly	K2.4 why you must check for possible dangers to health and safety when setting up and dismantling displays
P2.5 disturb other people as little as possible	K2.5 how to check that the equipment you need

while setting up and dismantling displays	to use is in working order K2.6 why you should clean and store the materials and equipment you use in displays and get rid of waste safely K2.7 how to identify and correct unsafe displays
<b>Label displays of stock in a retail store</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P3.1 check the requirements for labelling stock P3.2 check that the information on the label is clear, accurate and legal before starting to label stock P3.3 report promptly and to the right person any information on labels that may need changing P3.4 attach the right labels to the right products P3.5 position labels so that they are securely fastened and customers can see them clearly P3.6 complete labelling within the time allowed	K3.1 how proper labelling promotes sales K3.2 the legal requirements for labelling and what can happen if you do not meet these K3.3 the importance of checking that labels are clear and accurate K3.4 who to tell about information that may need changing on labels K3.5 how to use labelling materials and equipment efficiently and effectively

### Assessment Guidance

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

**Simulation is not allowed for any performance evidence within this Unit.**

## Unit C.3 Help customers choose products in a retail environment (F090 04)

### Description

This Unit is about the sales role. It involves describing the features and benefits of products to customers in ways that encourage them to make a purchase. It also involves handling objections and spotting opportunities to sell additional or associated products.

### Key Outcomes

- 1 Help customers choose products in a retail store
- 2 Check the customer's preferences and buying decisions when making retail sales

<b>Help customers choose products in a retail store</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
<p>P1.1 find out which product features and benefits interest individual customers and focus on these when discussing products</p> <p>P1.2 describe and explain clearly and accurately relevant product features and benefits to customers</p> <p>P1.3 compare and contrast products in ways that help customers choose the product that best meets their needs</p> <p>P1.4 check customers' responses to your explanations, and confirm their interest in the product</p> <p>P1.5 encourage customers to ask you questions and respond to their questions, comments and objections in ways that promote sales and goodwill</p> <p>P1.6 identify suitable opportunities to tell the customer about associated or additional products and do so in a way that promotes sales and goodwill</p> <p>P1.7 constantly check the store for security, safety and potential sales whilst helping customers</p>	<p>K1.1 why you need to promote sales and goodwill, and how helping customers to choose products contributes to this</p> <p>K1.2 the products you are responsible for selling and their features and benefits</p> <p>K1.3 why you need to explain product features and benefits to customers in ways that they understand and find interesting</p> <p>K1.4 how to check and interpret customers' responses to your explanations</p> <p>K1.5 how to adapt your explanations and respond to questions and comments in ways that promote sales and goodwill</p> <p>K1.6 how to encourage customers to ask you for clarification and more information</p> <p>K1.7 the risks of not paying attention to the store, in terms of security, safety and lost sales</p>
<b>Check the customer's preferences and buying decisions when making retail sales</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
<p>P2.1 give customers enough time to evaluate products and ask questions</p> <p>P2.2 handle objections and questions in a way that promotes sales and keeps the customer's confidence</p> <p>P2.3 identify the need for additional and associated products and take the</p>	<p>K2.1 how to recognise buying signals from customers</p> <p>K2.2 how to handle objections and questions confidently and effectively</p> <p>K2.3 techniques for closing the sale</p> <p>K2.4 why customer confidence and loyalty matter to the store and how you contribute</p>

<p>opportunity to increase sales</p> <p>P2.4 clearly acknowledge the customer's buying decisions</p> <p>P2.5 clearly explain any customer rights that apply</p> <p>P2.6 clearly explain to the customer where to pay for their purchases</p>	<p>towards these</p> <p>K2.5 legal rights and responsibilities of retailers and customers to do with returning of unsatisfactory goods</p>
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### **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

**Simulation is not allowed for any performance evidence within this Unit.**

## Unit C.4 Maximise product sales in a retail environment (F09F 04)

### Description

This Unit is about increasing the sales of a particular product using a definite campaign that you will plan beforehand and evaluate afterwards. It does not mean just promoting products as part of normal sales transactions.

### Key Outcomes

- 1 Identify opportunities to increase retail sales of particular products
- 2 Promote particular retail products

<b>Identify opportunities to increase retail sales of particular products</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 identify promotional opportunities and estimate their potential to increase sales	K1.1 seasonal trends and how they affect opportunities for sales
P1.2 identify promotional opportunities which offer the greatest potential to increase sales	K1.2 the difference between the features and benefits of products
P1.3 report promotional opportunities to the right person	K1.3 how you can promote the features and benefits of products to customers
P1.4 fill in the relevant records fully and accurately	K1.4 how to estimate and compare the potential of promotional opportunities to increase sales
	K1.5 who to approach about promotional opportunities you have identified
<b>Promote particular retail products</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P2.1 tell customers about promotions clearly and in a persuasive way	K2.1 techniques for encouraging customers to buy the product being promoted
P2.2 identify and take the most effective actions for converting promotional sales into regular future sales	K2.2 techniques for building customers' interest in regularly buying in future the product you are promoting
P2.3 gather relevant and accurate information about the effectiveness of promotions, and communicate this information clearly to the right person	K2.3 the information that is relevant in evaluating the success of promotions, and who needs this information
P2.4 record clearly and accurately the results of promotions	K2.4 how to evaluate and record the results of promotions

## **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

**Simulation is not allowed for any performance evidence within this Unit.**

## Unit C.5 Provide information and advice to customers in a retail environment (F0AC 04)

### Description

The first part of this Unit is about listening to customers' needs and providing information and advice to meet those needs. It does not involve selling directly to customers, but does involve treating the customer in ways that promote goodwill.

The second part of the Unit is about dealing with day-to-day complaints. These complaints are usually about the quality of products or, sometimes, service. This Unit is not for you if you handle complaints as a major part of your job role, for example if you work in a customer contact centre.

Examples of giving information and advice to customers in the context of this Unit could relate to:

- ◆ finding products in stock
- ◆ ordering products not in stock
- ◆ making informed buying decisions
- ◆ asking about products and services

### Key Outcomes

- 1 Provide information and advice to meet the needs of retail customers
- 2 Help retail customers sort out complaints

<b>Provide information and advice to meet the needs of retail customers</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 acknowledge promptly and politely customers' requests for information and advice	K1.1 how to identify the customer's needs for information and advice
P1.2 identify the customer's needs for information and advice	K1.2 how to give clear and accurate information and check the customer understands you
P1.3 communicate information and advice to customers in ways they can understand	K1.3 relevant information about the products and services you sell
P1.4 provide information and advice to customers that is relevant, complete, accurate and up to date	K1.4 who to approach for help if you cannot provide information and advice yourself
P1.5 check politely that the information and advice provided meets the customer's needs	K1.5 why it is important to keep customer loyalty and confidence
P1.6 find other ways to help the customer when the information and advice given is not satisfactory	K1.6 how to maintain customer loyalty and confidence while dealing with requests for information and advice
P1.7 refer requests for information or advice to the right person when you cannot help the customer	K1.7 company policy on customer service and how this applies to giving information and advice to customers

## Help retail customers sort out complaints

You need to:	You need to know and understand:
P2.1 identify the nature of the complaint from information obtained from customers	K2.1 how to manage angry customers
P2.2 acknowledge the complaint clearly and accurately and apologise to the customer	K2.2 what your responsibility is for sorting out complaints
P2.3 follow legal requirements and company policies and procedures for dealing with complaints	K2.3 who to refer complaints to when you do not have the authority to sort them out
P2.4 when it is not your responsibility to sort out complaints, refer them promptly to the right person and explain the referral procedure clearly to the customer	K2.4 how to assess complaints and decide what action to take
	K2.5 when you should refuse to accept returned goods
	K2.6 why it is important to keep customer loyalty and confidence
	K2.7 how to keep customer loyalty and confidence when dealing with complaints
	K2.8 the rights of the customer and the trader, including legal rights and duties under relevant laws such as The Sale of Goods Act
	K2.9 company policy on customer service and how this applies to dealing with complaints
	K2.10 company procedures for dealing with complaints

### Assessment Guidance

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

### Simulation

Simulation is not allowed for any performance evidence within this Unit. Candidates and assessor should agree that this Unit is appropriate to the individual candidate's workplace.

## Unit C.6 Demonstrate products to customers in a retail environment (F08M 04)

### Description

This Unit is about demonstrating the features and benefits of products to customers and then closing the sale. For the purposes of this Unit, demonstrations must involve actually operating the product and not just using gestures to explain how the product works.

### Key Outcomes

- 1 Demonstrate retail products to customers
- 2 Help customers choose products in a retail store

<b>Demonstrate retail products to customers</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 prepare the demonstration area and check that it can be used safely	K1.1 the purpose and value of demonstrations in promoting and selling products
P1.2 check you have the equipment and products you need to give the demonstration	K1.2 how to prepare the demonstration area effectively and check it is safe
P1.3 explain the demonstration clearly and accurately to the customer	K1.3 the difference between the features and benefits of products
P1.4 present the demonstration in a logical sequence of steps and stages	K1.4 the features and benefits of the products you are responsible for demonstrating
P1.5 cover all the features and benefits you think are needed to gain the customer's interest	K1.5 how to organise demonstrations into logical steps and stages, and how this makes demonstrations more effective
P1.6 clear equipment and products away promptly and without keeping customers waiting unduly	K1.6 how to communicate clear and accurate information during demonstrations
	K1.7 why you should clear equipment and products away promptly without keeping customers waiting unduly
<b>Help customers choose products in a retail store</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P2.1 find out which product features and benefits interest individual customers and focus on these when discussing products	K2.1 why you need to promote sales and goodwill, and how helping customers to choose products contributes to this
P2.2 describe and explain clearly and accurately relevant product features and benefits to customers	K2.2 the products you are responsible for selling and their features and benefits
P2.3 compare and contrast products in ways that help customers choose the product that best meets their needs	K2.3 why you need to explain product features and benefits to customers in ways that they understand and find interesting
P2.4 check customers' responses to your explanations, and confirm their interest in the product	K2.4 how to check and interpret customers' responses to your explanations
P2.5 encourage customers to ask you questions	K2.5 how to adapt your explanations and respond to questions and comments in ways that promote sales and goodwill

and respond to their questions, comments and objections in ways that promote sales and goodwill	K2.6 how to encourage customers to ask you for clarification and more information
P2.6 identify suitable opportunities to tell the customer about associated or additional products and do so in a way that promotes sales and goodwill	K2.7 the risks of not paying attention to the store, in terms of security, safety and lost sales
P2.7 constantly check the store for security, safety and potential sales whilst helping customers	

### **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

Candidates and assessor should agree that this Unit is appropriate to the individual candidate's workplace.

**Simulation is not allowed for any performance evidence within this Unit.**

## Unit C.7 Process part exchange sales transactions in a retail environment (F0A5 04)

### Description

This Unit is about three aspects of part-exchange sales transactions. Firstly, it is about following company guidelines for valuing items offered in part exchange. Secondly, it involves negotiating part exchange sales transactions and working out the balance the customer needs to pay. Thirdly, it is about taking payment and providing service at point of sale.

### Key Outcomes

- 1 Decide on the value of items offered in part exchange by retail customers
- 2 Negotiate part-exchange sales transactions with retail customers
- 3 Provide service at point of sale in a retail store

<b>Decide on the value of items offered in part exchange by retail customers</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 thoroughly inspect the item being offered	K1.1 the type and quality of items you can accept in part exchange
P1.2 protect the item from damage while handling it	K1.2 relevant aspects of the law relating to ownership and re-sale of goods
P1.3 identify accurately any repairs and cleaning needed and the costs involved	K1.3 how to check that items are clean and operate normally, including different kinds of checks and when to use them
P1.4 work out the exchange value of the item accurately within company guidelines	K1.4 the potential for re-selling the item offered in part exchange
P1.5 explain to the customer clearly and accurately the part-exchange value of the item and the benefits of a part-exchange arrangement	K1.5 the company's pricing policy for part-exchange items
P1.6 tell the customer politely that the item is not acceptable for part exchange, when this applies	K1.6 the benefits to the customer of part-exchange arrangements
P1.7 treat the customer politely throughout the valuation process	K1.7 how to treat the customer politely, including telling the customer the item cannot be accepted in part exchange
<b>Negotiate part-exchange sales transactions with retail customers</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P2.1 follow company policies and procedures for checking who owns the item	K2.1 company policies and procedures for checking who owns the item
P2.2 work out accurately the balance the customer should pay on the item they want to buy	K2.2 what might happen if you do not check ownership properly
P2.3 accept or refuse the customer's offers according to company policies and the discretion you are allowed	K2.3 the terms and conditions of sale for items the store buys
P2.4 end the transaction politely if the customer is not willing to go ahead	K2.4 how to deal with customer objections
P2.5 explain clearly and accurately the terms	K2.5 how to treat the customer politely during negotiations
	K2.6 how to fill in the paperwork when buying

and conditions of the sale P2.6 fill in the paperwork for the transaction P2.7 treat the customer politely throughout negotiations	part-exchange items
<b>Provide service at point of sale in a retail store</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P3.1 tell customers the correct amount to pay P3.2 check accurately the amount and means of payment offered by the customer P3.3 where the payment is acceptable, process the payment in line with company procedures P3.4 tell the customer tactfully when payment cannot be approved P3.5 offer additional services to the customer where these are available P3.6 treat customers politely throughout the payment process P3.7 balance the need to give attention to individual customers with the need to acknowledge customers who are waiting for help	K3.1 how to keep cash and other payments secure K3.2 the types of payment that you are authorised to receive K3.3 procedures for authorising non-cash transactions K3.4 how to check for and identify counterfeit payments K3.5 how to check for stolen cheques, credit cards, charge cards or debit cards K3.6 how to deal with customers offering suspect payments K3.7 the relevant rights, duties and responsibilities relating to the Sale of Goods Act K3.8 company procedures for taking payments K3.9 company procedures for dealing with suspected fraud

### Assessment Guidance

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

Candidates and assessor should agree that this Unit is appropriate to the individual workplace.

**Simulation is not allowed for any performance evidence within this Unit.**

## Unit C.8 Process payments for purchases in a retail environment (F0A7 04)

### Description

This Unit is all about providing service to the customer at point of sale (POS). It involves sorting out pricing problems, spotting faulty goods, checking that payments are acceptable and storing payments securely.

### Key Outcomes

- 1 Work out the price of customers' retail purchases
- 2 Provide service at point of sale in a retail store

<b>Work out the price of customers' retail purchases</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 accurately identify the price of purchases P1.2 promptly sort out any pricing problems by referring to pricing information P1.3 get advice promptly from the right person when you cannot sort out pricing problems yourself P1.4 work out accurately the amount the customer should pay P1.5 inspect purchases for condition and quality as you process them P1.6 promptly get a replacement product for the customer when a faulty or unsuitable item has been identified	K1.1 how to identify and check prices in your own store K1.2 how to identify any current discounts and special offers K1.3 where to find information and advice on pricing K1.4 how to identify faults in products as you process them K1.5 company procedures for working out payments K1.6 common methods of working out payments including point-of-sale technology, electronic calculators and longhand K1.7 relevant rights, duties and responsibilities relating to The Sale of Goods Act
<b>Provide service at point of sale in a retail store</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P2.1 tell customers the correct amount to pay P2.2 check accurately the amount and means of payment offered by the customer P2.3 where the payment is acceptable, process the payment in line with company procedures P2.4 tell the customer tactfully when payment cannot be approved P2.5 offer additional services to the customer where these are available P2.6 treat customers politely throughout the payment process P2.7 balance the need to give attention to individual customers with the need to	K2.1 how to keep cash and other payments secure K2.2 the types of payment that you are authorised to receive K2.3 procedures for authorising non-cash transactions K2.4 how to check for and identify counterfeit payments K2.5 how to check for stolen cheques, credit cards, charge cards or debit cards K2.6 how to deal with customers offering suspect payments K2.7 the relevant rights, duties and responsibilities relating to the Sale of

acknowledge customers who are waiting for help	Goods Act K2.8 company procedures for taking payments K2.9 company procedures for dealing with suspected fraud
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### **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

**Simulation is not allowed for any performance evidence within this Unit.**

## Unit C.9 Process payments and credit applications for purchases in a retail environment (FOA6 04)

### Description

This Unit is about two ways of helping customers pay for their purchases. The first is all about providing service to the customer at point of sale (POS). It involves sorting out pricing problems, spotting faulty goods, checking that payments are acceptable and storing payments securely. Secondly, the Unit involves explaining the available credit facilities to customers and processing credit applications.

### Key Outcomes

- 1 Work out the price of customers' retail purchases
- 2 Provide service at point of sale in a retail store
- 3 Process applications from retail customers for credit facilities

<b>Work out the price of customers' retail purchases</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 accurately identify the price of purchases P1.2 promptly sort out any pricing problems by referring to pricing information P1.3 get advice promptly from the right person when you cannot sort out pricing problems yourself P1.4 work out accurately the amount the customer should pay P1.5 inspect purchases for condition and quality as you process them P1.6 promptly get a replacement product for the customer when a faulty or unsuitable item has been identified	K1.1 how to identify and check prices in your own store K1.2 how to identify any current discounts and special offers K1.3 where to find information and advice on pricing K1.4 how to identify faults in products as you process them K1.5 company procedures for working out payments K1.6 common methods of working out payments including point-of-sale technology, electronic calculators and longhand K1.7 relevant rights, duties and responsibilities relating to The Sale of Goods Act
<b>Provide service at point of sale in a retail store</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P2.1 tell customers the correct amount to pay P2.2 check accurately the amount and means of payment offered by the customer P2.3 where the payment is acceptable, process the payment in line with company procedures P2.4 tell the customer tactfully when payment cannot be approved P2.5 offer additional services to the customer where these are available P2.6 treat customers politely throughout the payment process	K2.1 how to keep cash and other payments secure K2.2 the types of payment that you are authorised to receive K2.3 procedures for authorising non-cash transactions K2.4 how to check for and identify counterfeit payments K2.5 how to check for stolen cheques, credit cards, charge cards or debit cards K2.6 how to deal with customers offering suspect payments

P2.7 balance the need to give attention to individual customers with the need to acknowledge customers who are waiting for help	K2.7 the relevant rights, duties and responsibilities relating to the Sale of Goods Act K2.8 company procedures for taking payments K2.9 company procedures for dealing with suspected fraud
<b>Process applications from retail customers for credit facilities</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P3.1 identify the customer's needs for credit facilities P3.2 clearly explain to the customer the features and conditions of credit facilities P3.3 provide enough time and opportunities for the customer to ask for clarification or more information P3.4 accurately fill in the documents needed to allow the customer to get credit P3.5 successfully carry out the necessary credit checks and authorisation procedures P3.6 promptly refer difficulties in processing applications to the right person	K3.1 the features and conditions of the credit facilities offered by the company K3.2 legal and company requirements for giving information to customers when offering them credit facilities K3.3 legal and company procedures for carrying out credit checks and getting authorisation for credit facilities K3.4 who to approach for advice and help in sorting out difficulties in processing applications

### Assessment Guidance

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

Candidates and assessors should agree that this Unit is appropriate to the individual candidate's workplace.

**Simulation is not allowed for any performance evidence within this Unit.**

## Unit C.10 Process cash and credit transactions in a retail environment (F09Y 04)

### Description

This Unit is about three behind-the-scenes aspects of administering customers' credit accounts. Firstly, it is about monitoring credit accounts to ensure that customers are keeping up their payments and not exceeding their credit limits. Secondly, it concerns processing customer payments. Thirdly, the Unit involves reconciling customer accounts and investigating problems.

### Key Outcomes

- 1 Process retail customer credit
- 2 Process payments made to retail customer accounts
- 3 Reconcile retail customer accounts

<b>Process retail customer credit</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 follow company guidelines for setting customer credit limits	K1.1 the risks to the company of offering credit to customers
P1.2 check customer accounts accurately and at suitable intervals to check that payments are up to date	K1.2 how to see if a customer is suitable for credit
P1.3 promptly investigate reasons for missed payments and accurately record your findings	K1.3 company guidelines for setting customer credit limits
P1.4 identify customers who go over their credit limits and report your findings promptly to the right person	K1.4 how to check customer accounts effectively, including how to identify overdue payments and customers who have gone over their credit limits
P1.5 act promptly and within company guidelines to deal with customers who go over their credit limits	K1.5 company guidelines for managing customers who go over their credit limits
P1.6 report to the right person the results of the action you take to deal with customers who go over their credit limits	K1.6 the legal rights and obligations of customers and retailers in relation to credit
	K1.7 company policies for crediting the cost of returned goods to customer accounts
	K1.8 the procedures carried out by the automated billing system
<b>Process payments made to retail customer accounts</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P2.1 check that payments from customers are valid and accurate	K2.1 the acceptable ways for customers to make payments
P2.2 record payments from customers promptly and accurately	K2.2 how to process cash and non-cash payments
P2.3 record clearly and accurately the reasons why payments are overdue	K2.3 what counts as legal tender in your country
P2.4 identify problems accurately and sort them out promptly	K2.4 how to spot counterfeit payments
P2.5 tell the right person promptly about any problems that you cannot sort out	K2.5 company procedures for storing cash and cash equivalents securely

P2.6 store collected payments securely and in line with company procedures	
<b>Reconcile retail customer accounts</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P3.1 check that charges made to customer accounts are correct	K3.1 why accurate financial checks are needed
P3.2 check that credits made to customer accounts are correct	K3.2 how to reconcile customer accounts accurately
P3.3 identify and sort out problems with customer accounts	K3.3 the types of problem that you are responsible for sorting out, and how to identify and sort them out
P3.4 tell the right person about problems with customer accounts that you cannot sort out or that are beyond your responsibility and control	K3.4 who to approach for advice and help in sorting out problems that you cannot sort out or that are beyond your responsibility and control

### Assessment Guidance

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

**Simulation is not allowed for any performance evidence within this Unit.**

## Unit C.11 Assemble retail products in customer's home/workplace (F02Y 04)

### Description

This Unit is about providing a service to customers at their home or other place of delivery. Firstly, it involves loading and driving products to the customer's premises. This includes planning delivery schedules that make the best use of time and other resources. The second part of the Unit is about putting products together and testing them at the customer's premises. It involves helping the customer understand how to install and use the product initially. This is not a selling role, but if the opportunity arises, you should take opportunities to promote other products.

### Key Outcomes

- 1 Transport products to the customer's premises
- 2 Put retail products together at the customer's premises

<b>Transport products to the customer's premises</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 check the availability of the products you are due to deliver and the equipment you need for putting them together	K1.1 the equipment you need for putting products together and where to get it
P1.2 load the correct products and equipment safely and securely	K1.2 how to load products and equipment safely and securely
P1.3 check that you have all the delivery details you need and that you know how to get to the delivery address	K1.3 how to transport products and equipment safely and securely
P1.4 transport products and equipment safely and keep them secure and undamaged while transporting them	K1.4 how to protect products and equipment from damage while being transported, and how to check that they are undamaged on arrival
P1.5 deliver products at the times agreed with customers	K1.5 why you should deliver products at the times agreed with customers
P1.6 let the right people know about any delays in making deliveries	K1.6 who needs to be told about any delays in making deliveries
P1.7 plan a schedule of deliveries that makes the best use of time and other resources	K1.7 how to plan schedules of deliveries that make the best use of time and resources
	K1.8 how to protect your own health and safety when moving and transporting products
<b>Put retail products together at the customer's premises</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P2.1 identify the exact place where the customer wants the product to be put together, from information they provide	K2.1 how to set up and install the range of products you are responsible for at customers' premises
P2.2 agree a suitable place for putting the product together if the customer's chosen place is not suitable	K2.2 how to protect the health and safety of yourself and others while putting products together
P2.3 check accurately that all the basic features of the product are working properly	K2.3 the sources of information and advice that customers can consult about the product and how to use it
P2.4 explain and demonstrate to the customer	

	clearly and accurately how to use the product and its basic features	K2.4	the associated or additional products that can be promoted to customers
P2.5	provide clear explanations if the customer needs more help in understanding how to use the product	K2.5	how to judge when it is appropriate to promote associated or additional products to customers
P2.6	tell the customer about any sources of information they can consult concerning the product	K2.6	how to behave appropriately in the customer's premises and represent the company positively
P2.7	promote additional or associated products to the customer where appropriate	K2.7	how to explain the features of the product in ways that customers can understand
P2.8	behave appropriately in the customer's premises and represent the company positively		

### **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

**Simulation is not allowed for any performance evidence within this Unit.**

## Unit C.12 Promote loyalty schemes to customers in a retail environment (FOAA 04)

### Description

This Unit is about two aspects of promoting the store's loyalty scheme to customers. The first is about identifying customers who are not yet members of the company's loyalty scheme, explaining to them how the scheme works and how they would benefit from being members of the scheme. Secondly, the Unit is about recognising when customers are interested in joining the loyalty scheme and helping them fill in the membership application.

For the purposes of this Unit, a loyalty scheme means a scheme offered by a retailer to its customers, subject to terms and conditions under which eligible transactions are recorded as accumulated points. These points can be exchanged by the customer in the future for rewards such as vouchers, discounts or air miles. The Unit is not about promoting or helping the customer apply for a cheque guarantee, debit or credit card.

### Key Outcomes

- 1 Explain to customers the features and benefits of the loyalty scheme
- 2 Gain customer commitment to the loyalty scheme

<b>Explain to customers the features and benefits of the loyalty scheme</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 take suitable opportunities to ask customers if they are members of the loyalty scheme and whether they are interested in joining	K1.1 the features and benefits of the company's loyalty scheme
P1.2 explain clearly and accurately to customers how joining the scheme would benefit them, including any current special offers relating to the scheme	K1.2 the sources of information about the scheme that you can use or tell the customer about
P1.3 respond positively to any questions or objections that the customer raises	K1.3 why loyalty schemes are important in achieving the company's commercial aims
P1.4 provide relevant information to the customer to help them decide whether to join the scheme	K1.4 the specific offers currently available to scheme members
P1.5 treat the customer politely at all times and in a way that promotes goodwill	K1.5 how to gain the customer's attention and interest
	K1.6 how to use suitable questions to gain information about the customer and their interest in joining the scheme
	K1.7 how to tell the customer about the features and benefits of the scheme
	K1.8 how to deal with frequently raised questions and objections in relation to the scheme
<b>Gain customer commitment to the loyalty scheme</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P2.1 recognise accurately when customers are interested in joining the scheme	K2.1 how to recognise signals that customers are interested in joining the loyalty scheme
P2.2 take opportunities to ask customers who	K2.2 how to ask customers to sign up for

	are showing signs of interest to sign up for the scheme		scheme in a way that encourages them to co-operate willingly
P2.3	fill in the membership application accurately with the customer, using the information they provide	K2.3	the layout of the membership application form, the questions it asks, and how to fill in the form accurately
P2.4	give the customer proof of their membership	K2.4	the proof of membership the company provides, and how to prepare this
P2.5	check with the customer that their details, as shown on the membership documentation, are correct	K2.5	how to correct or replace incorrect proof of membership
P2.6	give application forms to customers who show interest but are not willing to join the scheme there and then		

### **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

**Simulation is not allowed for any performance evidence within this Unit.**

## Unit C.13 Maintain the availability of goods for sale to customers in a retail environment (F09D 04)

### Description

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 your supervision. The third aspect of the Unit is concerned with keeping stock replenished and accurately priced, and making suggestions for improving displays. You do not need specialist visual merchandising skills for this Unit.

### Key Outcomes

- 1 Organise staff to display goods for retail sale
- 2 Assess how effective displays are in a retail environment
- 3 Keep products available and maintain their quality in a retail environment

<b>Organise staff to display goods for retail sale</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 confirm the purpose of the display and any relevant requirements and standards and, where necessary, check them with the appropriate authority	K1.1 how different types of display help the store to reach its sales targets
P1.2 clearly explain to staff the purpose of the display and any relevant requirements and standards	K1.2 how you can position information so that it helps to promote sales
P1.3 provide opportunities for staff to check they understand the requirements and standards of the display	K1.3 how the layout of the selling area affects sales
P1.4 check that staff prepare the display area and put the display together in a way that causes the least inconvenience to customers	K1.4 the legal requirements for pricing goods for sales
P1.5 provide constructive feedback to staff on their performance	K1.5 the company's standards for putting displays together, including standards for cleaning and preparation
P1.6 check that the assembled display conforms to company requirements and standards	K1.6 how to work out what type and quantity of resources you need to set up displays
P1.7 obtain permission from the appropriate authority to modify or change the display	K1.7 how to brief staff in a way that encourages their involvement
P1.8 monitor that information has been placed accurately and legally, and is chosen and positioned to promote sales effectively	K1.8 how to check the work of staff preparing and putting displays together and how to give feedback to staff on their performance
P1.9 keep complete, accurate and up-to-date records of displays	K1.9 the security, health and safety requirements and procedures relating to displaying goods
	K1.10 the customer's rights and the company's duties and responsibilities under the Sale of Goods Act
	K1.11 how to check that the information in displays is accurate and legal
	K1.12 how to use different price marking methods and technologies

## Assess how effective displays are in a retail environment

You need to:	You need to know and understand:
P2.1 identify what standards the display should meet	K2.1 the standards you should apply when assessing how effective displays are
P2.2 check displays against all the relevant standards to decide how effective they are	K2.2 how to assess displays against the relevant standards
P2.3 encourage staff to make helpful comments and identify changes that may make the display more appealing to customers	K2.3 how to identify displays that are unsafe or not secure enough
P2.4 ask the right person for permission to make any changes that you cannot authorise yourself	K2.4 how to correct displays that are unsafe or not secure enough
P2.5 give staff clear instructions and encouragement so that they can make any changes needed to the display	K2.5 who can authorise changes in the display
P2.6 take prompt and suitable action to deal with any risks to security or health and safety that your assessment has revealed	K2.6 how to involve staff in assessing and changing displays

## Keep products available and maintain their quality in a retail environment

You need to:	You need to know and understand:
P3.1 collect and record accurate information on price changes	K3.1 how to collect and record information about prices
P3.2 give accurate, up-to-date price information to the staff who need it	K3.2 how to check stock rotation and the quality of goods on display
P3.3 regularly check price marking and promptly sort out any pricing problems you spot	K3.3 what can happen to stock that is not stored correctly or renewed as needed
P3.4 make sure that stock replenishment plans are up-to-date and realistic	K3.4 how to replenish and rotate stock and deal with sub-standard goods
P3.5 deal with out-of-date or deteriorating stock in line with company policy and any relevant laws	K3.5 how to check pricing and price marking, correct mistakes and change prices
P3.6 involve staff in spotting potential improvements to the way stock is organised and presented	K3.6 why it is important to record price changes accurately
P3.7 spot realistic and effective ways of improving how stock is organised and presented	
P3.8 get permission from the right person, where necessary, to improve the way stock is organised and presented	
P3.9 make sure that you maintain customer goodwill and staff morale while stock is being re-organised	

## **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

**Simulation is not allowed for any performance evidence within this Unit.**

## Unit C.14 Provide specialist support in helping customers to make purchases in a retail environment (F0AD 04)

### Description

This Unit is for senior sales assistants responsible for selling specialist products. In the context of this Unit, 'specialist products' are products for which most customers will need detailed information to help them choose what to buy, as well as detailed advice on how to use and care for the product. You need in-depth product knowledge which you keep up-to-date, including knowledge of competitor products. You also need to be able to demonstrate specialist products to customers. This involves actually handling and using the products. As well as requiring product knowledge and expertise, the Unit is about persuading customers to buy. This involves treating customers as individuals, finding out their needs and adapting your speech, body language and sales style to be as persuasive as possible.

### Key Outcomes

- 1 Demonstrate specialist products to retail customers
- 2 Give retail customers information and advice on specialist products

<b>Demonstrate specialist products to retail customers</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 talk to customers politely and in ways that promote sales and goodwill	K1.1 the features and benefits of the specialist products you are responsible for selling, including their advantages compared with similar products offered by competitors
P1.2 use the information the customer gives you to find out what they are looking for	K1.2 how to keep your product knowledge up-to-date
P1.3 help the customer understand the features and benefits of the products they have shown an interest in	K1.3 how to help customers decide what to buy by comparing and contrasting the features, advantages and benefits of products for them
P1.4 explain clearly and accurately the features and benefits of products and relate these to the customer's needs	K1.4 why you should give customers product information that is relevant to their individual needs and interests
P1.5 promote the products that give the best match between the customer's needs and the store's need to make sales	K1.5 how to find out which product features and benefits interest individual customers
P1.6 spot and use suitable opportunities to promote other products where these will meet the customer's needs	K1.6 how to adapt your speech, body language and sales style to appeal to different kinds of customer
P1.7 control the time you spend with the customer to match the value of the prospective purchase	K1.7 company policy on customer service and how this applies to giving specialist information and advice to customers
P1.8 constantly check the store for safety, security and potential sales while helping individual customers	
<b>Give retail customers information and advice on specialist products</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P2.1 find out if the customer is willing to see a demonstration	K2.1 the purpose and value of demonstrations in promoting and selling products

P2.2	set up demonstrations safely and in a way that disturbs other people as little as possible	K2.2	how to set up safe and effective demonstrations of the specialist products you are responsible for promoting
P2.3	check you have everything you need to give an effective demonstration	K2.3	how to keep the customer interested during demonstrations
P2.4	give demonstrations that clearly show the use and value of the product	K2.4	how to respond to the customer's comments and questions during demonstrations
P2.5	where appropriate, offer customers the opportunity to use the product themselves		
P2.6	give the customer enough chance to ask questions about the products or services you are demonstrating to them		
P2.7	check that the store will be monitored for security, safety and potential sales while you are carrying out demonstrations		

### **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

**Simulation is not allowed for any performance evidence within this Unit.**

## Unit C.15 Enable customers to apply for credit and hire purchase facilities (F08S 04)

### Description

This Unit is about three aspects of enabling customers to apply for credit and hire purchase facilities. The first involves agreeing with the customer how much they will pay as a deposit and working out the remaining balance including any interest. Secondly, the Unit is about explaining to customers how your store's borrowing facilities work. Lastly, the Unit involves processing applications for credit or hire-purchase facilities, including making any credit checks needed.

### Key Outcomes

- 1 Identify the retail customer's credit or hire-purchase requirements
- 2 Advise retail customers on the features of borrowing facilities
- 3 Process credit or hire-purchase applications on behalf of retail customers

<b>Identify the retail customer's credit or hire-purchase requirements</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
<p>P1.1 agree with the customer the deposit they need to pay to qualify for borrowing facilities</p> <p>P1.2 accurately work out the balance the customer needs to borrow so they can pay in full</p> <p>P1.3 accurately work out the interest the customer will have to pay on the amount they have borrowed</p> <p>P1.4 agree the customer's borrowing needs with them</p> <p>P1.5 identify the options you can offer to the customer in relation to their borrowing needs</p> <p>P1.6 strictly follow legal requirements in relation to borrowing in all aspects of the transaction</p>	<p>K1.1 the range of borrowing facilities your company offers</p> <p>K1.2 the legal requirements for all aspects of the borrowing transaction</p> <p>K1.3 the terms and conditions that apply to specific borrowing facilities</p> <p>K1.4 how to work out the annual percentage rate (APR) and the difference between the annual percentage rate and simple interest</p> <p>K1.5 how to carry out credit checks and authorise credit applications</p>
<b>Advise retail customers on the features of borrowing facilities</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
<p>P2.1 explain to the customer clearly and accurately the terms and conditions of the borrowing facility</p> <p>P2.2 check with the customer that they understand their responsibilities in relation to the borrowing facility</p> <p>P2.3 give customers the chance to check they understand and to ask questions about the borrowing facility</p> <p>P2.4 give customers chance to compare the benefit and value of different borrowing</p>	<p>K2.1 the terms and conditions of the borrowing facilities you are authorised to offer customers</p> <p>K2.2 why you must help customers to understand their responsibilities in relation to the borrowing facility</p> <p>K2.3 how to explain the terms and conditions of borrowing facilities in ways that different customers can understand</p> <p>K2.4 how to give customers the chance to ask</p>

<p>options where they are available</p> <p>P2.5 give the customer accurate written quotations together with all the information your company and the law say you must provide</p> <p>P2.6 deal with the customer politely and in a way that promotes goodwill and confidence in you and the store</p>	<p>questions and check they understand</p> <p>K2.5 how to prepare accurate written quotations from the information the customer has given</p> <p>K2.6 the information that your company and the law need you to provide to customers in relation to borrowing facilities, and where you can get this</p> <p>K2.7 how to talk to customers about borrowing facilities in ways that promote goodwill and confidence in you and the store</p>
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**Process credit or hire-purchase applications on behalf of retail customers**

<b>You need to:</b>	<b>You need to know and understand:</b>
<p>P3.1 accurately fill in all the documents needed for the credit application</p> <p>P3.2 complete the necessary credit checks and authorisation procedures</p> <p>P3.3 tactfully and politely ask for more information from the customer where credit checks reveal problems in any information given</p> <p>P3.4 keep customer information strictly confidential</p> <p>P3.5 refer problems with applications to the right person when you are not authorised to sort out problems yourself</p> <p>P3.6 tell the customer politely and clearly the decision about their application to access credit or borrow funds</p> <p>P3.7 tactfully give reasons to the customer when credit has been refused and give contact details so that the customer can query or complain about the decision</p> <p>P3.8 offer additional or associated services to the customer where appropriate</p> <p>P3.9 keep a suitable level of confidentiality when processing information about customers</p>	<p>K3.1 the documents you need for credit or hire-purchase applications, and how to fill them in accurately</p> <p>K3.2 how to check for problems with information about customers, and how to question the customer tactfully about any problems</p> <p>K3.3 the credit checks you need to carry out and how to do this</p> <p>K3.4 company procedures for authorising credit applications</p> <p>K3.5 legal requirements that apply to credit or hire purchase including data protection</p> <p>K3.6 reasons why credit applications may be refused</p> <p>K3.7 how to explain tactfully to customers that credit applications have been refused</p> <p>K3.8 additional or associated services you are authorised to offer to customers, and how to spot suitable opportunities to offer these</p> <p>K3.9 the limits of your authority to make judgements about credit applications</p> <p>K3.10 who can help sort out problems with processing applications</p>

## **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

**Simulation is not allowed for any performance evidence within this Unit.**

## Unit C.16 Evaluate the receipt of payments from customers (F08T 04)

### Description

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.

### Key Outcomes

- 1 Evaluate takings practices and procedures in a retail environment
- 2 Monitor takings practices and processes at the cash point in a retail environment

<b>Evaluate takings practices and procedures in a retail environment</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 check that staff carry out takings practices and procedures in line with company requirements	K1.1 the aims that takings practices and procedures are designed to achieve
P1.2 spot and promptly sort out any problems with takings practices and procedures	K1.2 how the way that payment transaction procedures are carried out can affect customer goodwill
P1.3 check payment processes and transaction procedures to make sure they maintain and promote customer goodwill	K1.3 the company's takings procedures, including safety and security arrangements
P1.4 check at suitable times that review and control systems are providing up-to-date and accurate information	K1.4 the control systems available and the information they provide
P1.5 promptly sort out any identified problems, or refer them promptly to the right person when problems are beyond your responsibility to sort out	K1.5 how to collect and interpret information about takings
	K1.6 how to check takings practices and procedures
	K1.7 types of problems with takings you need to look for
	K1.8 how to sort out problems with takings
	K1.9 the limits of your authority for resolving problems with takings
	K1.10 how to report your findings on takings practices and procedures
<b>Monitor takings practices and processes at the cash point in a retail environment</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P2.1 check at suitable times that staff are setting up and operating cash points correctly	K2.1 methods of payment that are accepted in your store
P2.2 look into and promptly sort out any problems with routine cash point operations and transactions	K2.2 how to check that cash points are being correctly set up and operated
P2.3 check that staff are handling cash and cash equivalents efficiently and in line with approved procedures	K2.3 the problems that can arise in routine cash point operations and transactions, and how to sort them out
P2.4 accurately and promptly authorise any	K2.4 the company's approved procedures for handling cash and cash equivalents, and

	refunds, cheques and credit card payments which need your authorisation		how to follow these efficiently
P2.5	correctly follow cash point security procedures	K2.5	the types of refund, cheque payment and credit card payment you have to authorise and how to do so
P2.6	develop effective plans to cope with unexpected problems at the cash point	K2.6	the company's cash point security procedures
		K2.7	how to plan to cope with unexpected problems at the cash point

### **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

There should be agreement between Candidates and assessor that this Unit is appropriate to the individual workplace.

**Simulation is not allowed for any performance evidence within this Unit.**

## Unit C.17 Provide the lingerie fitting service in a retail environment (F0AE 04)

### Description

This Unit is about two aspects of the lingerie fitting service. Firstly, it is about explaining the lingerie fitting service and finding out what type of bra the customer needs. Secondly, the Unit involves carrying out the bra fitting service including measuring the customer, and helping the customer to choose suitable products.

### Key Outcomes

- 1 Identify the retail customer's needs for lingerie
- 2 Measure and fit the retail customer for lingerie
- 3 Check the customer's preferences and buying decisions when making retail sales

<b>Identify the retail customer's needs for lingerie</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
<p>P1.1 approach customers on the lingerie department and accurately find out what they are looking for from the information they give you</p> <p>P1.2 describe accurately to customers the process and benefits of the lingerie-fitting service</p> <p>P1.3 offer customers the lingerie-fitting service or, if the customer prefers, book a later appointment</p>	<p>K1.1 how to approach customers on the lingerie department</p> <p>K1.2 what is involved in the lingerie-fitting service and how long a fitting session is likely to take</p> <p>K1.3 questioning techniques used to clarify and agree customers' buying needs</p> <p>K1.4 how to build trust and relax customers you are working with</p> <p>K1.5 how to talk to different types of customers and help them to understand the information you provide</p>
<b>Measure and fit the retail customer for lingerie</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
<p>P2.1 create a rapport with the customer while assessing their fitting needs</p> <p>P2.2 clearly and tactfully explain to the customer that you cannot guarantee an accurate fit if measurements are taken on top of the customer's clothing</p> <p>P2.3 position yourself and the customer correctly so you can: <ul style="list-style-type: none"> <li>◆ take accurate measurements</li> <li>◆ adjust the product to fit the customer</li> <li>◆ allow the customer to see the product when worn and correctly fitted</li> </ul> </p>	<p>K2.1 basic styles, shapes and sizes of bra</p> <p>K2.2 the different parts of bras and their technical names</p> <p>K2.3 brands, colours, fabrics, trims and price range of available products</p> <p>K2.4 the size range and fit of the bras in stock and where you can find different types of bra</p> <p>K2.5 the features, advantages and benefits of different bras</p> <p>K2.6 the ordering service using in-house systems or brand catalogues for lines</p>

P2.4	meet the customer's needs for privacy and help while they are trying products on		either not in stock or not carried by the store
P2.5	measure the chest accurately	K2.7	solution dressing – what to wear under different outfits
P2.6	accurately choose and offer a range of products in the customer's size and that meet the customer's needs	K2.8	accessories such as enhancers and co-ordinating garments
P2.7	adjust and fit the product to provide customer comfort and prolong the life of the product	K2.9	manufacturers' guidance on washing and caring for products
P2.8	check the fit of the product and whether the customer is satisfied with the product	K2.10	scheduled delivery dates for new products
P2.9	explain other possible courses of action if you cannot find a bra to fit the customer	K2.11	trends in design, technological solutions and fabrics
		K2.12	how to assess the customer's body size and age
		K2.13	the equipment and layout needed for the lingerie fitting room
		K2.14	how and where to measure for the customer's band size using a tape measure
		K2.15	how to estimate the cup size needed
		K2.16	how to choose the correct bras for the fitting
		K2.17	how to educate the customer on band sizes, cup sizes and correct fitting using the bras you have chosen
		K2.18	body shapes and breast sizes
		K2.19	how to adjust and fit the bra both inside and outside the fitting room
		K2.20	how to build trust and relax customers you are working with
		K2.21	how to talk to different types of customers and help them understand the information you provide
		K2.22	how to deal with challenging situations, including unusual body shape, body odour, disability, mastectomy and maternity
		K2.23	the importance of customer confidence and loyalty to the organisation and how you contribute to them

**Check the customer's preferences and buying decisions when making retail sales**

<b>You need to:</b>	<b>You need to know and understand:</b>		
P3.1	give customers enough time to evaluate products and ask questions	K3.1	how to recognise buying signals from customers
P3.2	handle objections and questions in a way that promotes sales and keeps the customer's confidence	K3.2	how to handle objections and questions confidently and effectively
P3.3	identify the need for additional and	K3.3	techniques for closing the sale
		K3.4	why customer confidence and loyalty

	associated products and take the opportunity to increase sales		matter to the store and how you contribute towards these
P3.4	clearly acknowledge the customer's buying decisions	K3.5	legal rights and responsibilities of retailers and customers to do with returning of unsatisfactory goods
P3.5	clearly explain any customer rights that apply		
P3.6	clearly explain to the customer where to pay for their purchases		

### **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

### **Unit Assessment**

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

**Simulation is not allowed for any performance evidence within this Unit**

### ***Further Information***

*It is highly unlikely that this Unit will be able to be observed, therefore the evidence generated will be around the training undertaken, and testimony of the expert witness to confirm the candidate's competence.*

## Unit C.18 Follow guidelines for planning and preparing visual merchandising displays (F08X 04)

### Description

This Unit is for visual merchandising specialists and is about planning and preparing visual merchandising displays within the guidelines provided by your manager. It involves interpreting design briefs and getting hold of the merchandise and props you will need for the display.

### Key Outcomes

- 1 Interpret design briefs for retail displays
- 2 Get hold of merchandise and props to be featured in retail displays

<b>Interpret design briefs for retail displays</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
<p>P1.1 identify the purpose, content and style of the display</p> <p>P1.2 identify the equipment, materials, merchandise and props you need to create and install the display and the dates for completing it</p> <p>P1.3 evaluate whether the place you plan to put the display is likely to fulfil the design brief</p> <p>P1.4 create new and effective ways of improving the visual effect of displays, within the limits of the design brief, the company's visual design policies and the authority you have</p>	<p>K1.1 the role of displays in marketing, promotional and sales campaigns and activities</p> <p>K1.2 the importance and content of the design brief</p> <p>K1.3 how to use the design brief to identify what you need for the display</p> <p>K1.4 different approaches to designing displays for different types of merchandise, and why these are effective</p> <p>K1.5 how to evaluate the potential places to put the display so you meet the design brief</p> <p>K1.6 company policies for visual design</p>
<b>Get hold of merchandise and props to be featured in retail displays</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
<p>P2.1 confirm that the features of merchandise and props shown in the design brief are those most likely to attract customers' attention</p> <p>P2.2 identify other merchandise and props when those originally specified are not available or not suitable, and agree your selections with the right person</p> <p>P2.3 agree arrangements for delivery of merchandise and props with the right people, allowing enough time for deliveries to arrive before the display must be installed</p> <p>P2.4 check the progress of deliveries and take suitable action if delays seem likely</p> <p>P2.5 update stock records to account for merchandise on display</p>	<p>K2.1 the role of displays in marketing, promotional and sales campaigns and activities</p> <p>K2.2 how to use the design brief to identify what you need for the display</p> <p>K2.3 different approaches to designing displays for different types of merchandise, and why these are effective</p> <p>K2.4 how light, colour, texture, shape and dimension combine to achieve the effects you need</p> <p>K2.5 how to assess the potential of places to put displays to meet the design brief</p> <p>K2.6 company policies for visual design</p> <p>K2.7 the merchandiser or buyer that you need to consult about merchandise and props</p> <p>K2.8 how to arrange delivery of merchandise</p>

	<p>and monitor the progress of deliveries</p> <p>K2.9 why you must update stock records to account for merchandise on display, and how to do this</p>
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### **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

### **Unit Assessment**

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

**Simulation is not allowed for any performance evidence within this Unit**

### ***Further Information***

*The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this Unit.*

## Unit C.19 Follow guidelines for dressing visual merchandising displays (F08W 04)

### Description

This Unit is for visual merchandising specialists. It is about following guidelines for dressing in-store and window displays in ways that promote sales. It involves making judgements about how best to achieve the visual effect you need, while working within your company's policy for visual design. It is also about evaluating finished displays and sorting out any problems you identify.

### Key Outcomes

- 1 Dress in-store displays to guidelines
- 2 Dress window displays to guidelines
- 3 Evaluate and improve retail displays

<b>Dress in-store displays to guidelines</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 follow company procedures for using ladders, tools and equipment safely	K1.1 how to create and use focal points within a display
P1.2 place displays where they will attract the attention of target customers	K1.2 how to put together merchandising displays for use inside the store
P1.3 use the design brief to identify the focal points of the display	K1.3 how to choose and combine dimension, shape, colour, texture and lighting to create the visual effect you need from a display
P1.4 choose shapes, colours and groupings that are suited to the purpose and style of the display	K1.4 how to dress mannequins, busts and other props
P1.5 create displays that achieve the visual effect you need and are consistent with the company's visual design policy	K1.5 how to display different types of merchandise
P1.6 position merchandise, graphics and signs in ways that promote sales	K1.6 how to choose a suitable type of grouping
P1.7 check that lighting is installed in line with the design brief	K1.7 how you can use different types, directions and levels of light to create atmosphere
P1.8 check that the finished display meets health and safety guidelines and legal requirements	K1.8 how displays can achieve add-on sales and why this is important
	K1.9 why you are expected to install creative displays and to be aware of trends
	K1.10 different approaches to displaying merchandise and how to choose the best approach
	K1.11 the different purposes of displays and how they are used in visual merchandising
	K1.12 how props, prototypes, dressings and fixtures create visual effects
	K1.13 health and safety guidelines for displays
	K1.14 how to identify the selling features of merchandise to be used in displays

## Dress window displays to guidelines

You need to:	You need to know and understand:
<p>P2.1 position merchandise, graphics and signs according to guidelines and in ways that attract the attention and interest of customers and give customers the information they need</p> <p>P2.2 group merchandise appropriately for the purpose and style of display, the selling features of the merchandise and the visual effect needed under the design brief</p> <p>P2.3 make sure that lighting is installed in line with lighting requirements</p> <p>P2.4 check that the finished display meets health and safety guidelines and legal requirements</p>	<p>K2.1 how to choose and combine dimension, shape, colour, texture and lighting to create the visual effect needed from a display</p> <p>K2.2 how to dress mannequins and other props</p> <p>K2.3 how to display different types of merchandise</p> <p>K2.4 how to choose a suitable way of grouping merchandise</p> <p>K2.5 how to light window displays and who in your store is responsible for installing lighting</p> <p>K2.6 how displays can achieve add-on sales and why this is important</p> <p>K2.7 why you are expected to install displays creatively and to be aware of trends</p> <p>K2.8 why different kinds of merchandise need different approaches to display, and what these approaches are</p> <p>K2.9 the different purposes of displays and how they are used in visual merchandising</p> <p>K2.10 how props, prototypes, dressings and fixtures create visual effects</p> <p>K2.11 the dressing techniques to use for different types of merchandise</p> <p>K2.12 health and safety guidelines for displays</p> <p>K2.13 the legal requirements which apply to pricing and ticketing</p> <p>K2.14 how to identify the selling features of merchandise to be used in displays</p>

## Evaluate and improve retail displays

You need to:	You need to know and understand:
<p>P3.1 check that all the parts of the display are suitable for the purpose of the display and meet requirements</p> <p>P3.2 check that the display meets requirements for easy access, safety and security</p> <p>P3.3 identify safety and security risks to the display and choose suitable ways of reducing risks</p> <p>P3.4 consider how the display looks from all the directions from which customers will approach it</p> <p>P3.5 encourage colleagues to provide constructive comments about the display</p> <p>P3.6 promptly make any adjustments that you are authorised to make and that are needed</p>	<p>K3.1 how to decide if items are suitable for a display</p> <p>K3.2 how to identify risks to items and measures to protect them</p> <p>K3.3 how to evaluate the visual effect of displays</p> <p>K3.4 how to make adjustments and improvements to displays</p> <p>K3.5 how to use scale when creating visual effects</p> <p>K3.6 why you need to evaluate and improve displays</p> <p>K3.7 how light, colour, texture, shape and dimension combine to achieve the visual</p>

<p>to achieve the visual effect and to make the display safe and secure</p> <p>P3.7 regularly check the display's visual effect</p> <p>P3.8 promptly report to the right person any problems and risks that you are not responsible for sorting out yourself</p>	<p>effects you need for a display</p> <p>K3.8 different approaches to using displays for different types of merchandise</p> <p>K3.9 the dressing techniques for different types of merchandise</p> <p>K3.10 how to identify the purpose of displays</p> <p>K3.11 the company's visual design and merchandising policies</p> <p>K3.12 the types of risk displays face, why you must reduce these risks as far as possible and how to do so</p> <p>K3.13 the reporting arrangements for sorting out problems and reducing risks</p> <p>K3.14 how much authority you have to change display</p>
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### **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

### **Unit Assessment**

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

**Simulation is not allowed for any performance evidence within this Unit**

### ***Further Information***

*The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this Unit.*

## Unit C.20 Order graphic materials for visual merchandising displays (F09R 04)

### Description

This Unit is for visual merchandising specialists and is about ordering graphic materials and positioning them in displays. Firstly, it is about ordering the right quantity and quality of graphics, signs and tickets within the available budget and checking the progress of orders to ensure that requirements are met. Secondly, it is about positioning graphics, signs and tickets so that they support the purpose of the display and meet all relevant requirements.

### Key Outcomes

- 1 Order graphic materials to meet retail display needs
- 2 Position graphic materials to support retail displays

<b>Order graphic materials to meet retail display needs</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 make clear to suppliers what graphic materials you need P1.2 check that suppliers can meet your needs P1.3 order supplies of graphic materials promptly and within the available budget P1.4 check the progress of orders P1.5 check the quality and quantity of graphic materials when they are delivered	K1.1 how graphic materials help to make displays more effective K1.2 different ways to use graphic materials for different types of merchandise K1.3 how to choose graphic materials that will achieve the desired effects K1.4 who can supply graphic materials K1.5 company procedures for ordering graphic materials K1.6 how to make clear to suppliers what graphic materials you need K1.7 how to check the quantity and quality of graphic materials when they are delivered K1.8 how to find out about cost limits and deadlines for buying graphic materials, and the importance of sticking to these
<b>Position graphic materials to support retail displays</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P2.1 position graphic materials according to the design brief, house style, company policy on signs, manufacturers' branding requirements and legal requirements P2.2 position graphic materials in ways that support the display's intended visual effect and message P2.3 check that graphic materials are positioned safely and securely and in line with legal requirements	K2.1 house style, company policy and legal requirements for using graphic materials K2.2 how to identify and interpret manufacturers' branding requirements K2.3 how to interpret the design brief K2.4 how to choose where to put graphic materials within the display K2.5 how to check that graphics and signs are safe and secure K2.6 how graphic materials help to attract and inform customers

### **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

### **Unit Assessment**

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

**Simulation is not allowed for any performance evidence within this Unit**

### ***Further Information***

*The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this Unit.*

## Unit C.21 Dismantle and store visual merchandising displays (F08P 04)

### Description

This Unit is for visual merchandising specialists. It is about dismantling displays and deciding what to do with the display parts. This involves returning borrowed merchandise, disposing of unwanted materials and cleaning the display sites and parts. It also involves storing equipment, props and graphics carefully so that they remain in good condition can easily be found again when needed.

### Key Outcomes

- 1 Dismantle retail displays
- 2 Store equipment, props and graphics for retail displays

<b>Dismantle retail displays</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 dismantle displays safely	K1.1 how to dismantle displays safely
P1.2 protect the parts of the display from being damaged during dismantling	K1.2 how to protect the parts of displays from being damaged during dismantling
P1.3 return the parts of the display to the appropriate places promptly and, if needed, in a saleable condition	K1.3 how to identify unwanted materials and how to get rid of them safely
P1.4 get rid of unwanted materials safely and keep accurate records of this if needed	K1.4 where to return the parts of display to
P1.5 clean display sites and parts using safe and approved cleaning materials and equipment	K1.5 how to identify safe and approved cleaning materials and equipment to use
	K1.6 techniques for cleaning display sites and parts safely and thoroughly
<b>Store equipment, props and graphics for retail displays</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P2.1 work out accurately the storage space required	K2.1 how to work out the storage space needed
P2.2 identify the protective packaging you need and the security measures that need to be in place	K2.2 how to identify requirements for protective packaging and security measures
P2.3 store items in suitable places and with clear and accurate labels	K2.3 how to check the condition of items
P2.4 keep accurate and up-to-date records of items in storage	K2.4 how to deal with items that need repair
P2.5 identify damaged items, missing items and dangers and risks to health and safety, and report these promptly to the right person	K2.5 why you must label items accurately
P2.6 check that storage facilities and items in storage are clean, safe, secure and accessible only to those with a right to them	K2.6 why you must keep records of items and where to store them
	K2.7 why you must store items securely
	K2.8 suitable storage facilities available to you
	K2.9 which items need to be stored
	K2.10 possible dangers and risks to health, safety and security in relation to storage facilities and stored items
	K2.11 who to report dangers and risks to

## **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

### **Unit Assessment**

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

**Simulation is not allowed for any performance evidence within this Unit**

### ***Further Information***

*The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this Unit.*

## Unit C.22 Make props for visual merchandising displays (F09E 04)

### Description

This Unit is for visual merchandising specialists and is all about making props for displays. Firstly, it is about using design information to identify the props and prototypes you need and working out how you will get hold of these items. It also covers making life-size replicas and scale models as well as decorating fixtures and panels for using in displays in stores.

### Key Outcomes

- 1 Confirm the requirements for props and prototypes for retail displays
- 2 Make life-size copies of items for retail displays
- 3 Make scale models of items for retail displays
- 4 Decorate fixtures and panels for retail displays

<b>Confirm the requirements for props and prototypes for retail displays</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 use design information to identify the props and prototypes you need	K1.1 where to get the design brief
P1.2 produce specifications for props and prototypes that meet the design brief	K1.2 how to use design information to identify the props and prototypes you need
P1.3 specify clearly and accurately the type, size and function of the props and prototypes you need	K1.3 how to decide whether different types of props and prototypes are relevant, including life size, large scale, small scale, standing items and moving items
P1.4 identify which props and prototypes you can get ready-made and which need to be made to order	K1.4 how to specify your needs for props and prototypes clearly, and what formats to use
P1.5 make realistic plans to get all the items you need	K1.5 how to use scale in creating visual effects
	K1.6 how props, prototypes, dressings and fixtures create visual effects
	K1.7 the types and styles of props and prototypes your company uses
<b>Make life-size copies of items for retail displays</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P2.1 use the design brief to identify the features of original items that you need to copy	K2.1 how to make the copies needed
P2.2 choose and use suitable and efficient techniques, materials, tools and equipment for making copies	K2.2 how to check whether the copies you make are suitable for display
P2.3 complete the copies, including any alterations, by agreed deadlines and in line with the design brief	K2.3 how to test that copies work as they should, look as they should, and are safe to use
P2.4 use valid and thorough tests to check that copies work as they should, look as they should, and are safe to use	K2.4 how to use scale to create visual effects
P2.5 evaluate test results accurately and make	K2.5 how props, prototypes, dressings and fixtures create visual effects
	K2.6 how to use the design brief to identify what items need to be copied

<p>any adjustments needed to the copy</p> <p>P2.6 store copies securely and make them available to those who need them by the agreed deadlines</p>	<p>K2.7 how to identify the cost limits and deadlines for making copies</p> <p>K2.8 how to arrange suitable storage for copies</p>
<p><b>Make scale models of items for retail displays</b></p>	
<p><b>You need to:</b></p>	<p><b>You need to know and understand:</b></p>
<p>P3.1 choose new ideas, techniques and materials that are consistent with the design brief and the company's design policy</p> <p>P3.2 use shapes and colour styles that make models more effective within the limits of the design brief</p> <p>P3.3 choose and use suitable and efficient techniques, materials, tools and equipment for making scale models</p> <p>P3.4 complete scale models, including any alterations, by agreed deadlines and in line with the design brief</p> <p>P3.5 use valid and thorough tests to check that models work as they should, look as they should, and are safe to use</p> <p>P3.6 evaluate test results accurately and make any adjustments needed to the scale model</p> <p>P3.7 store scale models securely and make them available to those who need them by the agreed deadlines</p>	<p>K3.1 how to create scale models to use as props and prototypes</p> <p>K3.2 how to evaluate finished models against specifications</p> <p>K3.3 how to test that scale models work as they should, look as they should, and are safe to use</p> <p>K3.4 how to use scale to create visual effects</p> <p>K3.5 how models help to create visual effects</p> <p>K3.6 the mechanical principles of working models</p> <p>K3.7 how to use the design brief to identify what you need for scale models</p> <p>K3.8 how to identify the budget and deadlines for making scale models</p> <p>K3.9 how to make suitable storage arrangements for scale models</p>
<p><b>Decorate fixtures and panels for retail displays</b></p>	
<p><b>You need to:</b></p>	<p><b>You need to know and understand:</b></p>
<p>P4.1 choose decorative techniques and materials which are suitable, new and within cost limits</p> <p>P4.2 choose materials that will have the visual effect you need when applied to the relevant fixtures</p> <p>P4.3 evaluate decorative work as its visual effect emerges and adjust it to give the effect you need</p> <p>P4.4 use tools, equipment and materials efficiently</p> <p>P4.5 produce decorative work that is free from faults, has the visual impact you need, is consistent with the design brief and is completed within agreed deadlines</p>	<p>K4.1 how to use scale to create visual effects</p> <p>K4.2 how to choose decorative materials and techniques</p> <p>K4.3 how to check and evaluate decorative work as it is being done</p> <p>K4.4 how to use materials efficiently</p> <p>K4.5 how to check the quality of finish of decorative panels and fixtures</p> <p>K4.6 how to judge the suitability of, and choose, new and creative decorative techniques</p> <p>K4.7 how to apply innovative decorative techniques</p> <p>K4.8 how to complete decorative work within cost limits and policy</p> <p>K4.9 how light, colour, texture, shape and dimension combine to achieve the visual effects you need for a display</p> <p>K4.10 why you are expected to decorate panels and fixtures in creative ways</p> <p>K4.11 why different kinds of merchandise need</p>

	<p>different approaches to decoration</p> <p>K4.12 how decorated panels and fixtures contribute to visual effects</p> <p>K4.13 how to identify the range of decorative techniques and materials you can choose from</p> <p>K4.14 how to identify the purpose of the display</p> <p>K4.15 the company's visual design policy</p>
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### **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

### **Unit Assessment**

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

**Simulation is not allowed for any performance evidence within this Unit**

### ***Further Information***

*The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this Unit.*

## Unit C.23 Put visual merchandising displays together (FOAG 04)

### Description

This Unit is for visual merchandising specialists and is all about assembling displays. Firstly, it involves interpreting diagrams of layouts for displays. As well as identifying the features of layouts, such as where to put them and what you need to create them, you need to be able to work out what you need to do to put layouts together. The second aspect of the Unit is about putting layouts together accurately within the guidelines provided and introducing creative effects when appropriate.

### Key Outcomes

- 1 Interpret retail display layout requirements from plans, elevations and drawings
- 2 Follow guidelines for putting retail display layouts together

<b>Interpret retail display layout requirements from plans, elevations and drawings</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 accurately identify the essential features and detailed requirements of layouts from plans, elevations and drawings	K1.1 how to identify the layout needed and the essential features of layouts from plans, elevations and drawings
P1.2 accurately identify health, safety and security arrangements from plans, elevations and drawings	K1.2 how to work out what activities and resources you need to put layouts together
P1.3 work out what activities and resources you need to put layouts together as shown in plans, elevations and drawings	K1.3 how to identify the health, safety and security arrangements needed for layouts
P1.4 identify possible problems in putting layouts together and work out ways of sorting them out	K1.4 what layout design is and its part in effective visual design practice
	K1.5 the techniques of layout design, including drawing conventions and standards
	K1.6 sources of information to use when working out what you need for layouts
	K1.7 who can make decisions when you have problems with layouts
<b>Follow guidelines for putting retail display layouts together</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P2.1 check that the parts you need are available and in working order	K2.1 how to interpret guidelines for putting layouts together
P2.2 put the layout together within the guidelines, agreed deadlines, health and safety policies and legal requirements	K2.2 how to spot opportunities to achieve creative effects
P2.3 identify opportunities for achieving creative effects and do so within the guidelines	K2.3 how to work creatively within the visual merchandising policy
P2.4 identify possible problems which may arise and take prompt and suitable action within the guidelines	K2.4 how to spot and sort out problems when putting layouts together
	K2.5 when creative effects are suitable
	K2.6 the parts you need to put layouts together

	K2.7 the relevant health, safety and legal requirements
	K2.8 where to find the parts you need for layouts

### **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

### **Unit Assessment**

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

**Simulation is not allowed for any performance evidence within this Unit**

### ***Further Information***

*The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this Unit.*

## Unit C.24 Choose merchandise to feature in visual merchandising displays (F08F 04)

### Description

This Unit is for visual merchandising specialists and involves using design information to identify what you need for displays and choosing merchandise to feature in displays.

### Key Outcomes

- 1 Interpret requirements for retail displays
- 2 Choose and agree retail merchandise to be featured in displays

<b>Interpret requirements for retail displays</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
<p>P1.1 use design information to identify the purpose of the display, the merchandise you will use and how the merchandise will feature in the display</p> <p>P1.2 where there is scope for interpretation, interpret the requirements for the display in line with the company's design policy</p> <p>P1.3 check your interpretations with the right person before work starts on putting the display together</p>	<p>K1.1 how to identify the purpose of displays from design information</p> <p>K1.2 how to identify the merchandise you will use</p> <p>K1.3 how displays attract the interest of customers and persuade them to make buying decisions</p> <p>K1.4 the role of displays in marketing, promotional and sales campaigns and activities</p> <p>K1.5 good practice in creating displays that have the visual effect needed</p> <p>K1.6 company policy for merchandising and visual design</p> <p>K1.7 sources of information about the merchandise you will use</p> <p>K1.8 who to check your interpretations with</p>
<b>Choose and agree retail merchandise to be featured in displays</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
<p>P2.1 evaluate the potential of merchandise to attract customers' attention and interest</p> <p>P2.2 choose merchandise that is the most likely to attract and interest customers, meets the requirements of the display and is consistent with the company's visual-display policy</p> <p>P2.3 check the suitability and availability of merchandise with the relevant decision-makers</p> <p>P2.4 reach agreement with decision-makers covering realistic arrangements and timescales for supply</p> <p>P2.5 promptly make other arrangements to get hold of merchandise if it is not available</p>	<p>K2.1 how to compare selected merchandise with the display requirements</p> <p>K2.2 how to check whether merchandise is available</p> <p>K2.3 how to arrange for merchandise to be delivered</p> <p>K2.4 why displays are used to attract the interest of customers and persuade them to make buying decisions</p> <p>K2.5 how light, colour, texture, shape and dimension combine to achieve the visual effects you need</p> <p>K2.6 why you are expected to show creativity in selecting merchandise for displays and to</p>

within your timescales and cost limits	be aware of trends K2.7 how displays can achieve add-on sales K2.8 different approaches to use for displaying different kinds of merchandise K2.9 the different purposes of displays and their use in visual merchandising K2.10 company policy for merchandising and visual design K2.11 the decision-makers who you need to agree your choices of merchandise with K2.12 the people who can supply the merchandise you need for the display
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### Assessment Guidance

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

### Unit Assessment

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

**Simulation is not allowed for any performance evidence within this Unit**

### *Further Information*

*The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this Unit.*

## Unit C.25 Plan, monitor and control how graphics are used in visual merchandising displays (F09V 04)

### Description

This Unit is for visual merchandising specialists and is all about ensuring that graphics are used effectively in displays. There are three aspects to this Unit. Firstly, it is about choosing graphics, signs and tickets to make displays more attractive and informative to customers. Secondly, it involves organising the distribution of graphics, signs and tickets and their use in displays. Thirdly, you need to check that graphics, signs and tickets are being used consistently with the purpose of the display and any relevant company and legal requirements.

### Key Outcomes

- 1 Identify and get hold of graphic materials for retail displays
- 2 Co-ordinate how graphic materials are used in retail displays
- 3 Check how graphic materials are used in retail displays

<b>Identify and get hold of graphic materials for retail displays</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 use the design brief and information about the layout to identify the graphic materials you need	K1.1 how to identify the need for graphic materials, and the factors affecting their use and style
P1.2 identify the types and quantities of graphic materials you need to order and the associated costs, delivery dates and delivery addresses	K1.2 how to check your interpretations of the graphic materials you need
P1.3 confirm what you need with the relevant decision-makers	K1.3 how to choose graphic materials and say how they should be used
P1.4 choose graphic materials that are consistent with legal requirements and the company's visual-design policy	K1.4 how to check that proposals for graphic materials are consistent with the company's design policy and aims
P1.5 use the accepted ways of describing the type and quantity of graphic materials needed	K1.5 how to brief suppliers about requirements
P1.6 confirm that proposals for using graphic materials are consistent with design policy and aims and are acceptable to decision-makers	K1.6 the part graphic materials play in displays
P1.7 specify clearly to suppliers what graphic materials you need	K1.7 the part graphic materials have in attracting customers and giving them information
	K1.8 approaches to using graphic materials for different types of merchandise
	K1.9 the company's visual-design policy
	K1.10 legal requirements relating to graphic materials
	K1.11 the accepted ways of describing types and quantities of graphic materials so that suppliers understand what you need
	K1.12 company procedures and requirements for ordering graphic materials
	K1.13 who the relevant decision-makers are
	K1.14 who can supply graphic materials

## Co-ordinate how graphic materials are used in retail displays

You need to:	You need to know and understand:
<p>P2.1 check that graphic materials meet specifications, legal requirements and company policy</p> <p>P2.2 distribute graphic materials to the right places by the agreed deadlines</p> <p>P2.3 promptly give colleagues clear, accurate and up-to-date instructions for installing graphic materials</p> <p>P2.4 check that graphic materials are correctly installed and maintained</p>	<p>K2.1 how to confirm whether graphic materials are available</p> <p>K2.2 how to check that graphic materials are suitable</p> <p>K2.3 how to produce instructions for installing graphic materials</p> <p>K2.4 how to check that installations are satisfactory</p> <p>K2.5 the part graphic materials play in displays</p> <p>K2.6 the part graphic materials have in attracting and informing customers</p> <p>K2.7 different approaches to using graphic materials for different merchandise</p> <p>K2.8 company and legal requirements for graphic materials</p>

## Check how graphic materials are used in retail displays

You need to:	You need to know and understand:
<p>P3.1 check displays yourself as far as possible and encourage colleagues to provide relevant information about using graphic materials</p> <p>P3.2 collect enough relevant information about the way graphic materials are being used</p> <p>P3.3 check whether graphic materials are being used suitably and effectively</p> <p>P3.4 take prompt and suitable action when graphic materials are not being used or maintained in line with company policy or the design brief</p> <p>P3.5 spot situations where the way graphic materials are used should change, promptly making any changes needed</p>	<p>K3.1 how to check how you should use graphic materials</p> <p>K3.2 how to ask for and collect comments from colleagues about using graphic materials</p> <p>K3.3 why it is important to check how graphic materials are used</p> <p>K3.4 the action to take when graphic materials are not being used correctly</p> <p>K3.5 the part graphic materials play in displays</p> <p>K3.6 the part graphic materials have in attracting customers and giving them information</p> <p>K3.7 different approaches to using graphic materials for different merchandise</p> <p>K3.8 company procedures for dealing with cases where graphic materials are not being used in line with policy</p>

## **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

### **Unit Assessment**

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

**Simulation is not allowed for any performance evidence within this Unit**

### ***Further Information***

*The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this Unit.*

## Unit C.26 Monitor the effect of visual merchandising displays and layouts (F09N 04)

### Description

This Unit is for visual merchandising specialists and is all about finding out whether displays and layouts are having the desired effect on customers and encouraging them to purchase the items being promoted. This involves two activities. Firstly, you need to gather the right kinds of information about customers' responses to displays and layouts. Secondly, you need to assess the effect of displays and layouts on customer behaviour and business performance and report your findings to decision-makers.

### Key Outcomes

- 1 Gather information about retail customers' responses to displays and layouts
- 2 Assess and report the effect of retail displays and layouts

<b>Gather information about retail customers' responses to displays and layouts</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 accurately recognise when you need information about customers' responses, why you need it, and what type of information would be most useful	K1.1 how to organise the collecting of information about customers' responses, such as sales figures, footfall and customer flow
P1.2 gather information about customers' responses in ways that are suitable for your purposes, in line with the company's communications policy and likely to keep the goodwill and co-operation of those providing the information	K1.2 how to bring together, compare and interpret information about customers' responses to displays
P1.3 gather enough information to allow you to make judgements about customers' responses to displays and layouts	K1.3 how to choose the information that is most useful for judging the effect of displays
P1.4 accurately interpret information about customers' responses	K1.4 why you need information about customers' responses to displays and how to use it to decide what needs improving
P1.5 assess information fairly when reviewing the effect of displays and layouts	K1.5 how constantly improving the design of displays helps to attract and interest customers
	K1.6 how to recognise what different designs are meant to achieve and the types of customer they should attract
	K1.7 what customer-focused trading is
	K1.8 the meaning of 'validity' and 'reliability' in relation to customer responses
	K1.9 useful sources of information about customers' responses
	K1.10 company procedures and requirements for collecting information about customers' responses to displays

<b>Assess and report the effect of retail displays and layouts</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P2.1 agree suitable standards for assessing the effect of displays and layouts	K2.1 how constantly improving the design of displays and layouts helps to attract and interest customers
P2.2 judge fairly the evidence of the effect of displays and layouts against the agreed standards	K2.2 the meaning of validity and reliability in relation to interpreting information about customers' responses to displays and layouts
P2.3 draw conclusions that are reasonable in terms of the purpose of the display and customers' responses to it	K2.3 the decisions that will be based on your findings and recommendations and the effect these decisions will have
P2.4 clearly identify improvements you could make to the way visual merchandising is carried out in your store	K2.4 how to judge fairly the evidence of customers' responses against the agreed standards for displays and layouts
P2.5 report your findings and recommendations clearly to decision-makers	K2.5 how to draw reasonable conclusions about the effect of displays and layouts, bearing in mind the purpose of the display or layout and customers' responses to it
	K2.6 how to recognise improvements you could make to the way visual merchandising is carried out in your store
	K2.7 who can make decisions about the way visual merchandising is carried out in your store
	K2.8 how to present your findings and recommendations clearly to decision-makers

### **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

**Unit Assessment**

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

**Simulation is not allowed for any performance evidence within this Unit**

***Further Information***

*The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this Unit.*

## Unit C.27 Allocate, monitor and control visual merchandising project resources against budgets (F01K 04)

### Description

This Unit is for visual merchandising specialists and is all about your responsibility for putting together project budgets and making sure project costs stay within budget as the project progresses. Putting a budget together involves estimating the likely costs of the project, working out ways of achieving best value for money, and justifying your recommendations to decision-makers. Keeping within budget involves recording and monitoring project spending, identifying any unacceptable spending and taking prompt action to sort it out.

### Key Outcomes

- 1 Negotiate and agree costs for visual merchandising projects
- 2 Control costs for visual merchandising projects

<b>Negotiate and agree costs for visual merchandising projects</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 check that your estimates of the costs of proposed projects are reasonable	K1.1 how to make reasonable estimates of the costs of proposed projects
P1.2 prepare business cases for spending proposals that show clearly how you can achieve value for money	K1.2 how to use estimated costs to support the business case for proposed projects
P1.3 ask colleagues to suggest ways you could strengthen your business case	K1.3 who to ask for comments to help you strengthen your business case for the spending you are recommending
P1.4 present proposals clearly and persuasively to decision-makers	K1.4 the approved layout for budget proposals
P1.5 work out accurate costs and agree budgets with decision-makers in a way that keeps them committed to the project's aims	K1.5 who can approve budget proposals
P1.6 explain clearly to colleagues the cost limits they must work within	K1.6 how to present budget proposals clearly and persuasively to decision-makers
	K1.7 where you can find information about the costs of activities and resources
	K1.8 how to put together accurate budgets from agreed budget proposals
	K1.9 how to brief colleagues about the cost limits they must work within
	K1.10 how controlling spending and using resources efficiently help the company and the reputation of visual merchandising
	K1.11 the company's budgeting procedures and deadlines
<b>Control costs for visual merchandising projects</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P2.1 keep accurate, complete and up-to-date records of project spending	K2.1 what costs project budgets include and how these are set out
P2.2 promptly identify unacceptable differences in project costs, sort them out promptly	K2.2 how to record project expenses
	K2.3 the financial information you need to refer

	when you have the authority to do so, and report them promptly to the right person when you cannot sort them out yourself		to and when and how it is presented
P2.3	recognise chances to improve value for money within budget limits and promptly act on these	K2.4	how to interpret reports of actual spending against budgeted spending
P2.4	keep the right people informed of project activities and costs	K2.5	how to recognise unacceptable differences between actual and budgeted spending
		K2.6	the company's procedures for reporting and acting on cost variations
		K2.7	what 'value for money' means, and why it does not simply mean paying the lowest prices
		K2.8	how to recognise and use chances to increase value for money within projects
		K2.9	how controlling spending and using resources efficiently help the company and the reputation of visual merchandising

### Assessment Guidance

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

### Unit Assessment

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

**Simulation is not allowed for any performance evidence within this Unit**

## Unit C.28 Contribute to developing and putting into practice the company's visual merchandising policy (F08G 04)

### Description

This Unit is for visual merchandising specialists and is about your contribution to developing the company's visual merchandising policy and making sure that staff follow it. The Unit involves making suggestions for improving your company's visual-design policy, including gathering information and analysing it to arrive at your recommendations. It also involves explaining the policy to staff and motivating them to follow it, as well as making checks to make sure the policy is followed. Your company's visual merchandising policy could be a written policy, but need not be.

### Key Outcomes

- 1 Contribute to developing the company's visual-design policy for its retail stores
- 2 Support staff putting into practice the company's visual-design policy for its retail stores

<b>Contribute to developing the company's visual-design policy for its retail stores</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
<p>P1.1 gather accurate and up-to-date information about what internal and external customers want and expect from the visual design in the store</p> <p>P1.2 accurately analyse information to identify internal and external customers' wishes and expectations</p> <p>P1.3 accurately and fairly decide if current and recent designs follow accepted good practice in visual design</p> <p>P1.4 use available information to spot opportunities for improving visual-design policy and for introducing new design ideas</p> <p>P1.5 reach reasonable conclusions as to whether your new ideas and suggestions for improvement are relevant to the needs of the company and developing the visual-design policy</p> <p>P1.6 recommend clearly to decision-makers those improvements and new ideas that you decide are relevant and present these in the format needed and by the agreed deadlines</p>	<p>K1.1 the company's current visual-design policy</p> <p>K1.2 who your internal and external customers are</p> <p>K1.3 how to find out about and recognise what internal and external customers hope for and expect from the visual design in the store</p> <p>K1.4 accepted good practice in visual design</p> <p>K1.5 how to decide if current and recent designs follow accepted good practice in visual design</p> <p>K1.6 how to spot opportunities for new and better ways of using visual design</p> <p>K1.7 the format to use when making recommendations</p> <p>K1.8 how to put together and present recommendations for developing the visual-design policy</p> <p>K1.9 how visual design helps to promote and sell goods and services</p> <p>K1.10 what customer-focused design is</p> <p>K1.11 how merchandising helps the company to achieve its aims</p>

## Support staff putting into practice the company's visual design policy for its retail stores

You need to:	You need to know and understand:
P2.1 present accurate and up-to-date information about the company's visual-design policy	K2.1 what the company's visual-design policy is
P2.2 present information about the company's visual-design policy to staff in a way that is likely to encourage understanding and commitment	K2.2 the role of visual design in retail
P2.3 give staff the chance to ask questions about the visual-design policy	K2.3 good practice in creating visual effect by using displays
P2.4 check that visual designs are consistent with the visual-design policy	K2.4 the different purposes of displays and their use in visual merchandising
P2.5 promptly correct any designs that do not keep to the visual-design policy	K2.5 why different kinds of merchandise need displaying in different ways
P2.6 give internal customers accurate information about the visual-design policy and how it affects visual merchandising in their areas	K2.6 different approaches to using design for different types of merchandising
P2.7 check displays to make sure they conform to the visual-design policy, are used correctly and kept in the condition needed for as long as they are in use	K2.7 how designs achieve the visual effects required by displays
P2.8 promptly report to your manager any problems with keeping displays in the condition needed	K2.8 how to brief staff and internal customers about the visual-design policy
	K2.9 how to explain the visual-design policy so that staff and internal customers will understand it
	K2.10 how to motivate staff to follow the visual-design policy
	K2.11 how to check that visual designs are consistent with the visual-design policy
	K2.12 how to check that displays keep to the visual-design policy

### Assessment Guidance

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

### **Unit Assessment**

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

**Simulation is not allowed for any performance evidence within this Unit**

## Unit C.29 Create plans, elevations and drawings to realise visual merchandising ideas (F08L 04)

### Description

This Unit is for visual merchandising specialists and is all about designing layouts and producing diagrams and instructions that will enable staff to realise your designs. The Unit is firstly about developing creative solutions for layout designs within the limits of time, budget and any guidelines you must follow. This involves testing that ideas are realistic, as well as asking for and using the suggestions of decision-makers. The second aspect of the Unit is about producing guidance that will allow staff to put layouts together. This involves working out what is involved in putting layouts together and giving instructions using schematic drawings and detailed written specifications.

### Key Outcomes

- 1 Develop and test solutions for retail display layouts
- 2 Produce guidance for putting retail display layouts together

<b>Develop and test solutions for retail display layouts</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 work out what kind of layout is needed and check this with decision-makers	K1.1 how to gather and evaluate ideas and information about layout design
P1.2 gather information from reliable sources about layout design and ideas for layout design	K1.2 how to develop, evaluate and modify design options
P1.3 evaluate information and ideas about layout design to see how relevant they are for your needs	K1.3 how to work up designs in detail and maintain a creative approach while doing so
P1.4 suggest a wide enough range of layout options so you can come up with a creative solution	K1.4 how to choose and combine scale, shape, colour, texture and focal points to produce creative design solutions
P1.5 evaluate layout options against the design requirements and choose those which offer the most creative solution possible within time and cost limits	K1.5 how to apply techniques of layout design, including drawing conventions and standards
P1.6 continue improving the preferred layouts until you have a detailed layout that meets the design requirements and which can be achieved within the agreed time and cost limits	K1.6 how to test and judge whether designs are practical
P1.7 check carefully that there is enough space for the preferred layout in the sales areas	K1.7 who the relevant decision-makers are
P1.8 when there is not enough space available for the preferred layout, adapt the layout so that it will fit the space and can still be used as intended and have the desired effect	K1.8 how to consult with decision-makers throughout the design process
P1.9 consult decision-makers fully throughout the design development process, clearly acknowledge changes they suggest, and use	K1.9 why you need to review layout designs and come up with solutions which are both creative and suitable
	K1.10 what layout design is and its part in effective visual merchandising
	K1.11 the nature and processes of creativity and layout design
	K1.12 the part played in creative design by dimension, shape, colour, texture and location
	K1.13 sources of information about the design

these when they improve the usefulness and creativity of the design	requirements and possible layout solutions
<b>Produce guidance for putting retail display layouts together</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
<p>P2.1 draw layouts accurately</p> <p>P2.2 use accepted drawing techniques, graphic conventions and coding conventions to give information</p> <p>P2.3 specify accurately and clearly the dimensions and orientation of the layout and the standards of the finished work</p> <p>P2.4 estimate the quantities and costs of materials needed within cost limits and the design requirement</p> <p>P2.5 estimate costs of materials only if there are no existing stocks you can use</p> <p>P2.6 recognise when you need to use specialist services</p> <p>P2.7 identify the correct methods for putting layouts together and any risks to health and safety involved in putting layouts together and using them</p> <p>P2.8 provide enough information to allow people to put the layout together efficiently</p> <p>P2.9 tell people clearly and accurately what they must do to protect their own and others' health and safety while they are putting layouts together</p>	<p>K2.1 why specifications, drawings and supporting information are needed for putting layouts together</p> <p>K2.2 how to produce specifications and drawings to the technical standards needed</p> <p>K2.3 how to estimate quantities and costs</p> <p>K2.4 how to specify the standard of finished work</p> <p>K2.5 how to identify and specify the need for specialist services</p> <p>K2.6 how to describe methods for putting layouts together</p> <p>K2.7 how to recognise risks to health and safety arising from putting layouts together</p> <p>K2.8 how to draw the users' attention to health and safety risks and the preventive action they must take</p> <p>K2.9 how to identify and assess the conditions under which the layout will be put together</p> <p>K2.10 who puts together layouts in your company and who uses them</p> <p>K2.11 the drawing and coding conventions and standards to use</p> <p>K2.12 the supporting information needed by those who will put the layout together</p>

### Assessment Guidance

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

**Unit Assessment**

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

**Simulation is not allowed for any performance evidence within this Unit**

***Further Information***

*The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this Unit.*

## Unit C.30 Develop individual retail service opportunities (F08N 04)

### Description

This Unit is for personal shoppers and is about developing your client database. Firstly, you need to plan how to find new clients that you can develop a business relationship with. You need to understand what type of clients you should be meeting, and how to go about meeting them in ways that use your time effectively and are likely to help you meet your sales targets. Secondly, you need to approach potential clients and get them interested in you and your service. You need to tailor your approach to different people so that you can quickly develop a rapport and gain their interest. You also need to gain their trust in you and your company by keeping your promises and keeping personal information strictly confidential.

### Key Outcomes

- 1 Make plans for finding new retail clients
- 2 Market your service to potential retail clients

<b>Make plans for finding new retail clients</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 identify the types of client who would benefit from your service and whose custom would help you achieve your sales targets	K1.1 your sales targets and when you should achieve them by
P1.2 suggest ideas for building the client base that are suitable for the client profiles and achievable bearing in mind the budget and time available and company image and policy	K1.2 client profiles relevant to the brands and services you are personally responsible for selling
P1.3 follow company policies and procedures for building the client base	K1.3 the number and types of clients you are likely to need in order to meet your sales targets
P1.4 review your progress against your plans at suitable intervals	K1.4 company policies and procedures for developing business relationships with clients
P1.5 recognise whether you are achieving the results you need and adjusting your plans when necessary	K1.5 how best to balance your time between finding new clients and selling to existing clients
P1.6 give your manager clear and accurate reports of your progress at the agreed times	K1.6 how often to review your progress in finding new clients
	K1.7 how to measure your progress in ways that help you decide if you need to change your approach
	K1.8 when and how you should report your progress to your manager
<b>Market your service to potential retail clients</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P2.1 spot suitable opportunities to approach potential clients	K2.1 the type of business relationships you need to create with potential clients
P2.2 approach potential clients in a way that projects your company's image effectively	K2.2 the image your company wants to promote to customers

	and is likely to help create a business relationship	K2.3	the difference between features and benefits
P2.3	quickly create a rapport with potential clients	K2.4	the features and benefits of the service you provide
P2.4	talk to potential clients in a persuasive way about your services	K2.5	how to talk to potential clients in a persuasive way about your service
P2.5	compare your service with competitors' services in ways that make clear the advantages of your service while being honest and fair	K2.6	how to find out about competitors' services
P2.6	exchange relevant information with potential clients when appropriate	K2.7	how to compare competitors' services with yours, so that potential clients can understand how using your service would benefit them
P2.7	record client information promptly, accurately and in a way that allows you to use the information effectively	K2.8	how to identify suitable opportunities for approaching potential clients
P2.8	store and use client information in line with data protection laws and company policy	K2.9	how to approach potential clients in a way that creates a positive impression of you and your company and is likely to help create a business relationship
P2.9	when it is not possible to keep promises to potential clients, tell them promptly and offer any other suitable information or help	K2.10	how to create a rapport quickly with prospective clients
		K2.11	the information you need to exchange with potential clients
		K2.12	why you need to keep any promises you make to potential clients, for example sending them information they have asked for
		K2.13	how to record information about potential clients so that you can use it effectively
		K2.14	why client confidentiality is important to the business relationship
		K2.15	relevant aspects of the data protection laws and company policy to do with client confidentiality

### Assessment Guidance

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

### **Unit Assessment**

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

**Simulation is not allowed for any performance evidence within this Unit**

### ***Further Information***

*It is highly unlikely that this Unit will be able to be observed therefore the evidence generated will come from professional discussion supported by statistics relating to performance and testimony from an expert witness to confirm the candidate's competence.*

## Unit C.31 Provide a personalised sales and after-sales service to your retail clients (F0AB 04)

### Description

This Unit is for personal shoppers and is all about providing the personal shopping experience and building clients' loyalty to you and to the store. Firstly, it involves getting to know clients so that you can recommend and sell products according to their individual needs, preferences and budgets. Selling in this way is known as consultative selling, or relationship selling, and involves developing a business relationship with clients so that they will trust you, take your advice and keep coming back to buy from you. To be able to provide a personalised service effectively you need an extensive knowledge of your store's products and services including seasonal trends and special promotions.

The second aspect of the Unit is concerned with building clients' loyalty by following up client consultations. This involves keeping client records up-to-date and using them to keep in touch with clients so that they remain aware of your service and interested in doing business with you. It also involves providing a service and keeping clients' trust by doing the things you have promised clients you will do, such as placing orders or contacting them when new items are available.

### Key Outcomes

- 1 Provide a personalised service to retail clients
- 2 Provide an after-sales service to retail clients

<b>Provide a personalised service to retail clients</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 use available information in the client records to help you prepare for consultations	K1.1 what consultative selling is, and how this is different from other kinds of retail selling
P1.2 before starting a consultation, check that the work area is clean and tidy and that all the equipment you need is to hand	K1.2 your company's desired image and how to project this to clients
P1.3 quickly create a rapport with the client at the start of the consultation	K1.3 how to use information in client records to prepare for client visits
P1.4 talk and behave towards the client in ways that project the company image effectively	K1.4 how to create and maintain a rapport with clients, both new and existing
P1.5 ask questions that encourage the client to tell you about their buying needs, preferences and priorities	K1.5 the types of question to ask clients to find out about their buying needs, preferences and priorities
P1.6 where appropriate, tactfully check how much the client wants to spend	K1.6 when and how to ask clients tactfully how much they want to spend
P1.7 explain clearly to the client the features and benefits of the products or services you are recommending and relate these to the client's individual needs	K1.7 how to keep yourself informed about the brands and services you are expected to sell, including: <ul style="list-style-type: none"> <li>◆ seasonal trends</li> <li>◆ new brands or services</li> <li>◆ promotions</li> <li>◆ stock levels</li> </ul>
P1.8 identify suitable opportunities to sell additional or related products or services that are suited to the client's needs	

<p>P1.9 make recommendations to the client in a confident and polite way and without pressurising them</p> <p>P1.10 pace client consultations so you make good use of your selling time while maintaining good relations with the client</p> <p>P1.11 meet your company's customer service standards in your dealings with the client</p>	<ul style="list-style-type: none"> <li>◆ competitor comparisons</li> <li>◆ additional services such as store cards, gift wrapping or delivery</li> </ul> <p>K1.8 how to relate the features and benefits of products or services to the client's needs</p> <p>K1.9 how to identify suitable opportunities to sell additional or related products</p> <p>K1.10 how to make recommendations to clients in a way that encourages them to take your advice, without pressurising them</p> <p>K1.11 why you need to balance the need to make immediate sales with the need to maintain good business relations with the client, and how to do so</p> <p>K1.12 the company's customer service standards and how to apply these when providing a personalised service to clients</p>
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### **Provide an after-sales service to retail clients**

<b>You need to:</b>	<b>You need to know and understand:</b>
<p>P2.1 follow the company's procedures for keeping client records up-to-date</p> <p>P2.2 record client information accurately and store it in the right places in your company's system</p> <p>P2.3 keep client information confidential and share it only with people who have a right to it</p> <p>P2.4 keep to clients' wishes as to how and when you may contact them</p> <p>P2.5 follow your company's policy and procedures for contacting clients</p> <p>P2.6 where you cannot keep promises to clients, tell them promptly and offer any other suitable products or services</p>	<p>K2.1 why you need to keep client records up-to-date and store them correctly</p> <p>K2.2 company procedures for updating client records</p> <p>K2.3 company systems and procedures for recording and storing client information</p> <p>K2.4 relevant aspects of the data protection laws and company policy for client confidentiality</p> <p>K2.5 why you should keep to clients' wishes as to how and when you may contact them</p> <p>K2.6 why you need to keep your promises to clients</p>

### **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

### **Unit Assessment**

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

**Simulation is not allowed for any performance evidence within this Unit**

### ***Further Information***

*It is highly unlikely that this Unit will be able to be observed therefore the evidence generated will come from professional discussion supported by statistics relating to performance and testimony from an expert witness to confirm the candidate's competence.*

## Unit C.35 Promote beauty products to retail customers (FOA9 04)

### Description

This Unit is about two aspects of the retail sale of make-up and skincare products. Firstly, it is about demonstrating the features and benefits of make-up and skincare products to customers. This involves making the demonstration a pleasant experience for the customer, maintaining safety and hygiene during the demonstration, and gaining the customer's interest in making a purchase. The second aspect of the Unit is about keeping accurate and up-to-date records of customers to help you provide a more effective service to them and so that promotional mail-outs will reach the right people and be more likely to increase sales.

### Key Outcomes

- 1 Demonstrate beauty products to retail customers
- 2 Maintain the customer record-card system in a retail store

<b>Demonstrate beauty products to retail customers</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 gather together all the tools, materials and products you need for an effective and hygienic demonstration	K1.1 the purpose and value of demonstrations in promoting and selling make-up and skincare products
P1.2 gain the customer's permission to carry out the demonstration	K1.2 the tools, materials and products you need for demonstrating make-up and skincare products effectively and hygienically
P1.3 explain to the customer clearly and in enough detail which products you are going to apply and why	K1.3 how your own personal hygiene and grooming contribute to making the demonstration comfortable for the customer
P1.4 ask the customer whether they are allergic to any products or ingredients, and take care not to apply any of these products	K1.4 why you must get the customer's permission for the demonstration
P1.5 follow the company grooming guidelines and maintain your own personal hygiene	K1.5 how to protect the customer's hair and clothing from contact with the products you are demonstrating
P1.6 protect the customer's hair and clothing from coming into contact with the products you are demonstrating	K1.6 the feelings and concerns that customers typically have about demonstrations of make-up and skincare products, and how to tackle these
P1.7 apply products in a logical sequence, using effective and hygienic techniques	K1.7 the difference between features and benefits of products
P1.8 explain clearly the features and benefits you think are needed to gain the customer's interest in making a purchase	K1.8 the features and benefits of the make-up and skincare products you are responsible for demonstrating
P1.9 complete the demonstration bearing in mind the customer's time pressures	K1.9 techniques for applying products effectively and hygienically
P1.10 check whether the customer wants you to make any adjustments to the products you have applied	K1.10 how to organise demonstrations into logical steps and stages, and the importance of doing so
P1.11 promptly clear away the equipment and products at the end of the demonstration while not keeping customers waiting too long	K1.11 how to communicate clear and accurate information before and during

P1.12 give the customer the opportunity to look in a mirror at the end of the demonstration and make sure that the light and angle of mirror do justice to the products you have applied	demonstrations K1.12 why you should clear equipment and products away promptly at the end of the demonstration without keeping customers waiting too long
<b>Maintain the customer record-card system in a retail store</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P2.1 identify suitable opportunities to ask customers whether you may set up a record card for them	K2.1 how using a customer record-card system can help you meet your sales targets
P2.2 explain clearly to customers the benefits to them of being on file	K2.2 any company rules and procedures relating to the customer record-card system
P2.3 record information clearly and accurately	K2.3 the benefits to the customer of the record-card system
P2.4 update the record-card system often enough to keep it useful	K2.4 the importance of updating the record-card system regularly
P2.5 keep information about customers confidential	K2.5 how to find time in your working day to update the record-card system
P2.6 follow company rules and procedures for setting up and updating customer record cards	K2.6 the relevant aspects of current data protection laws and the importance of keeping to these laws
P2.7 ask customers whether they have any product or ingredient allergies, and record this information accurately	K2.7 how to identify opportunities to make follow-up appointments
P2.8 if a customer has an allergy, identify which products in your range contain this ingredient and note the products on the record card as unsuitable for the customer	K2.8 the importance of asking customers about any allergies to products and ingredients so that they can be noted on the record card
P2.9 identify your top customers from the record-card system and use this information to help you to boost sales	K2.9 where to find information about product ingredients and how to interpret this information
P2.10 while setting up new record cards, offer customers opportunities to make appointments for return visits to your counter	

### Assessment Guidance

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

### **Unit Assessment**

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

**Simulation is not allowed for any performance evidence within this Unit**

### ***Further Information***

*The evidence should take into account the training provided by the cosmetic house that the candidate is working for where this occurs.*

## Unit C.36 Follow point-of-sale procedures for age-restricted products in a retail environment (F08Y 04)

### Description

This Unit is about your responsibility for selling certain products only to customers who are old enough to buy them legally. You need to keep to the law and company policies and procedures. You also need to refuse sales when necessary, in ways that promote customer goodwill as far as possible in the circumstances.

Under current law, age-restricted products include:

- ◆ air guns and pellets
- ◆ alcohol
- ◆ caps, cracker snaps, novelty matches, party poppers, serpents and throwdowns
- ◆ fireworks
- ◆ lighter refills containing butane
- ◆ liqueur chocolates
- ◆ lottery tickets and Instant Win cards
- ◆ offensive weapons, including knives
- ◆ tobacco products
- ◆ videos, DVDs and computer games classified 12, 15 and 18
- ◆ volatile substances and solvents

The Unit also involves taking payment for age-restricted goods if the customer is old enough to buy them legally.

### Key Outcomes

- 1 Follow procedures for retail sales of age-restricted products
- 2 Provide service at point of sale in a retail store

<b>Follow procedures for retail sales of age-restricted products</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 follow legal requirements and company policies and procedures for asking for proof of age	K1.1 which age-restricted products you are authorised to sell
P1.2 when you need proof of the customer's age, make the sale only if they provide it and it meets legal and company conditions	K1.2 the age restrictions on the products you are authorised to sell, and what can happen to you and the company if you do not keep within these restrictions
P1.3 follow legal requirements and company policies and procedures for refusing sales	K1.3 company policies and procedures for asking for proof of age, including the types of proof you may accept
P1.4 refuse politely and firmly to make sales that are against the law or any procedures and policies you must follow	K1.4 company policies and procedures for refusing sales of age-restricted products
P1.5 explain clearly and accurately to customers what proof of age you can accept	K1.5 why you should ask for proof of age and refuse sales in ways that are both firm and polite, and how to do so

<b>Provide service at point of sale in a retail store</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P2.1 tell customers the correct amount to pay	K2.1 how to keep cash and other payments secure
P2.2 check accurately the amount and means of payment offered by the customer	K2.2 the types of payment that you are authorised to receive
P2.3 where the payment is acceptable, process the payment in line with company procedures	K2.3 procedures for authorising non-cash transactions
P2.4 tell the customer tactfully when payment cannot be approved	K2.4 how to check for and identify counterfeit payments
P2.5 offer additional services to the customer where these are available	K2.5 how to check for stolen cheques, credit cards, charge cards or debit cards
P2.6 treat customers politely throughout the payment process	K2.6 how to deal with customers offering suspect payments
P2.7 balance the need to give attention to individual customers with the need to acknowledge customers who are waiting for help	K2.7 the relevant rights, duties and responsibilities relating to the Sale of Goods Act
	K2.8 company procedures for taking payments
	K2.9 company procedures for dealing with suspected fraud

### **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

**Simulation is not allowed for any performance evidence within this Unit.**

## Unit C.37 Help customers to buy National Lottery products in a retail environment (F091 04)

### Description

Playing the National Lottery is a form of gambling and so is carefully regulated. Retailers who don't keep to the relevant laws and regulations may no longer be allowed to sell National Lottery products. This Unit is about your role in making sure the store keeps this source of income by selling National Lottery products in line with the law and the operator's requirements. This involves knowing and following the relevant requirements, including following the law and your store's policy with regard to under-age and vulnerable players. The Unit is also about providing a service to customers by explaining the features of National Lottery products including the rules of play and odds of winning. Finally, the Unit also involves taking payment and paying out prize money.

### Key Outcomes

- 1 Sell National Lottery products to retail customers
- 2 Follow procedures for retail sales of age-restricted products
- 3 Provide service at point of sale in a retail store

<b>Sell National Lottery products to retail customers</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 use and maintain the service terminal in line with the operator's policies and procedures	K1.1 the role of the operator in promoting the National Lottery
P1.2 keep to all relevant laws, regulations and organisational policies and procedures for selling National Lottery products to vulnerable players	K1.2 the role of the National Lottery Commission in monitoring how the National Lottery works
P1.3 explain the rules of the game clearly and accurately to customers, when they ask	K1.3 why there is concern about vulnerable players
P1.4 explain clearly and accurately to customers how to play the game, when they ask	K1.4 your organisation's policies and procedures for selling, and refusing to sell, National Lottery products to vulnerable players
P1.5 explain to customers clearly and accurately the differences between National Lottery products in terms of price, method of play and odds of winning	K1.5 the main legal requirements relating to the National Lottery and gambling in general, and how these affect selling National Lottery products
P1.6 process prize payouts in line with the operator's requirements and your company's procedures	K1.6 the features of the National Lottery products currently available, including price, rules of play, methods of play and odds of winning
P1.7 promptly ask the appropriate person for help when the service terminal is not working properly	K1.7 how to explain clearly to customers the features of National Lottery products
	K1.8 how to compare different National Lottery products for customers
	K1.9 the operator's policies and procedures for selling National Lottery products
	K1.10 the operator's requirements and your company's procedures for processing prize

	<p>payouts</p> <p>K1.11 the purpose of the service terminal</p> <p>K1.12 how to use and maintain the service terminal</p> <p>K1.13 who to ask for help if the service terminal is not working properly</p>
<b>Follow procedures for retail sales of age-restricted products</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
<p>P2.1 follow legal requirements and company policies and procedures for asking for proof of age</p> <p>P2.2 when you need proof of the customer's age, make the sale only if they provide it and it meets legal and company conditions</p> <p>P2.3 follow legal requirements and company policies and procedures for refusing sales</p> <p>P2.4 refuse politely and firmly to make sales that are against the law or any procedures and policies you must follow</p> <p>P2.5 explain clearly and accurately to customers what proof of age you can accept</p>	<p>K2.1 which age-restricted products you are authorised to sell</p> <p>K2.2 the age restrictions on the products you are authorised to sell, and what can happen to you and the company if you do not keep within these restrictions</p> <p>K2.3 company policies and procedures for asking for proof of age, including the types of proof you may accept</p> <p>K2.4 company policies and procedures for refusing sales of age-restricted products</p> <p>K2.5 why you should ask for proof of age and refuse sales in ways that are both firm and polite, and how to do so</p>
<b>Provide service at point of sale in a retail store</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
<p>P3.1 tell customers the correct amount to pay</p> <p>P3.2 check accurately the amount and means of payment offered by the customer</p> <p>P3.3 where the payment is acceptable, process the payment in line with company procedures</p> <p>P3.4 tell the customer tactfully when payment cannot be approved</p> <p>P3.5 offer additional services to the customer where these are available</p> <p>P3.6 treat customers politely throughout the payment process</p> <p>P3.7 balance the need to give attention to individual customers with the need to acknowledge customers who are waiting for help</p>	<p>K3.1 how to keep cash and other payments secure</p> <p>K3.2 the types of payment that you are authorised to receive</p> <p>K3.3 procedures for authorising non-cash transactions</p> <p>K3.4 how to check for and identify counterfeit payments</p> <p>K3.5 how to check for stolen cheques, credit cards, charge cards or debit cards</p> <p>K3.6 how to deal with customers offering suspect payments</p> <p>K3.7 the relevant rights, duties and responsibilities relating to the Sale of Goods Act</p> <p>K3.8 company procedures for taking payments</p> <p>K3.9 company procedures for dealing with suspected fraud</p>

## **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

### **Unit Assessment**

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

**Simulation is not allowed for any performance evidence within this Unit**

## **Unit C.38 Assist customers to obtain appropriate insurance (Financial Services Sector Council) (F045 04)**

### **Description**

This Unit is for you if you sell extended warranties on domestic electrical goods. The provision of insurance products by retailers is regulated by the Financial Services Authority (FSA), and therefore a key aspect of this Unit is to understand and comply with FSA requirements relating to the sale of insurance. You also need to understand the relevant principles and concepts of insurance.

The Unit is also about four aspects of selling and administering extended warranties. Firstly, it involves identifying suitable products for individual customers and giving them accurate information on products you are authorised to deal with. Secondly, it is about calculating the costs of extended warranties and explaining these costs to customers. The third aspect involves helping customers complete their applications for extended warranties and providing customers with the necessary documentation. Finally, the Unit involves helping customers to make claims under extended warranties they bought through your store.

### **Key Outcomes**

- 1 Identify the customer's insurance needs
- 2 Agree insurance policies with the customer to enable them to be appropriately insured
- 3 Process insurance applications
- 4 Assist customers with claims

#### **Knowledge and understanding which relates to the whole of this Unit:**

##### **You need to know and understand:**

K0.1 the principles and practice of insurance (an introductory knowledge only) including:

- ◆ utmost good faith
- ◆ insurable interest
- ◆ indemnity
- ◆ subrogation
- ◆ contribution
- ◆ risk as it relates to insurance
- ◆ contract and agency
- ◆ proximate cause
- ◆ compulsory insurance

K0.2 the legal and regulatory requirements relating to securing insurance products and arrangements, including:

- ◆ an awareness of FSA rules and powers (for example Insurance Conduct of Business Rules)
- ◆ your own and the company's responsibility for complying with all legislation including FSA rules, and the consequences of failing to comply
- ◆ money laundering rules and cash limits
- ◆ Data Protection Act (DPA)
- ◆ consumer protection
- ◆ financial promotions
- ◆ crime prevention measures relating to insurance:

<ul style="list-style-type: none"> <li>— ABI data sharing project</li> <li>— guidelines on the exchange of information between the police, insurers and loss adjusters</li> <li>— acceptance criteria and guidelines for the reporting of suspected fraudulent insurance claims to the police</li> </ul>
K0.3 the limits of your own responsibility for dealing with insurance arrangements, complaints and claims

### Identify the customer's insurance needs

You need to:	You need to know and understand:
<p>P1.1 I advise the customer of your status and your company's status in relation to the products you offer</p> <p>P1.2 accurately find out what the customer requires to meet his/her insurance needs</p> <p>P1.3 recognise any requests for product information that you are not authorised to deal with and promptly pass them to an appropriate authority</p> <p>P1.4 accurately complete and store all initial documentation in accordance with procedures</p> <p>P1.5 comply at all times with relevant legal and regulatory requirements</p>	<p>K1.1 the procedure for advising customers of your status and your company's status in relation to the products you offer</p> <p>K1.2 how to assist different types of customer: <ul style="list-style-type: none"> <li>◆ retail/consumer/commercial</li> <li>◆ on the telephone, face-to-face</li> <li>◆ advised/non-advised basis</li> </ul> </p> <p>K1.3 policies and procedures for obtaining and supplying information to customers, and keeping records of requests</p> <p>K1.4 when and how to pass requests for product information to a higher authority</p> <p>K1.5 the documentation that needs to be issued, and/or completed and stored, in durable medium, that may included: <ul style="list-style-type: none"> <li>◆ status disclosure</li> <li>◆ demands and needs statements</li> <li>◆ key fact statement</li> </ul> </p> <p>K1.6 legal and regulatory requirements relating to insurance products and their sale</p>

### Agree insurance policies with the customer to enable them to be appropriately insured

You need to:	You need to know and understand:
<p>P2.1 identify the types of insurance products that can be offered to the customer that meet their needs</p> <p>P2.2 clearly and accurately describe the details of the product offered and provide a policy summary</p> <p>P2.3 provide details of exclusions and cancellation rights and complaints and claims procedures</p> <p>P2.4 where necessary, supply accurate written quotations for insurance cover in the required format</p> <p>P2.5 accurately calculate and confirm with the customer the premium due and arrange payment in accordance with procedures</p> <p>P2.6 where necessary, refer issues that arise</p>	<p>K2.1 how to identify the type of customer (retail/consumer or commercial)</p> <p>K2.2 how to identify the insurance products which best suit the customer</p> <p>K2.3 how to select different insurance products for different types of insurance needs and customer preferences, including: <ul style="list-style-type: none"> <li>◆ types of insurance</li> <li>◆ types of cover</li> <li>◆ features and benefits of different types of insurance</li> <li>◆ terms and conditions of policies</li> <li>◆ exclusions and limitations on insurance cover</li> <li>◆ cancellation rights</li> </ul> </p>

<p>during the arrangement of insurance to an appropriate authority</p> <p>P2.7 issue legible and accurate confirmation of cover where this is appropriate</p> <p>P2.8 accurately complete and store all necessary documentation in accordance with procedures</p> <p>P2.9 identify additional insurance services where appropriate and relevant to the needs of the customer</p> <p>P2.10 comply at all times with relevant legal and regulatory requirements</p>	<ul style="list-style-type: none"> <li>◆ duration of insurance cover</li> <li>◆ premiums and fees</li> <li>◆ complaints procedures</li> <li>◆ compensation schemes</li> </ul> <p>K2.4 how to prepare, present and record written and verbal quotes for insurance agreements</p> <p>K2.5 different methods of payment and their effect on total cost</p> <p>K2.6 cancellation of cover costs</p> <p>K2.7 when you must disclose commission</p> <p>K2.8 how to calculate the premium and any other associated fees if appropriate</p> <p>K2.9 your company's procedures for the handling of client money</p>
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### Process insurance applications

<b>You need to:</b>	<b>You need to know and understand:</b>
<p>P3.1 gather all necessary information to enable applications for insurance to proceed</p> <p>P3.2 send documentation and other necessary information to the insurers, or others, within the time agreed</p> <p>P3.3 where necessary, obtain further information from the customer where checks reveal inconsistencies or discrepancies in details supplied by the customer</p> <p>P3.4 where problems occur with insurance applications, seek advice and assistance from an appropriate authority</p> <p>P3.5 deal promptly with any complaints, refer issues to an appropriate authority and keep accurate records</p> <p>P3.6 keep the customer informed of progress at all stages</p> <p>P3.7 check and issue all documents to the customer within the time required</p> <p>P3.8 make accurate and complete records at all stages and store them correctly in the customer file</p> <p>P3.9 comply at all times with relevant legal and regulatory requirements</p>	<p>K3.1 how and when to carry out credit checks</p> <p>K3.2 how to recognise inconsistencies and discrepancies in information and the correct action to take</p> <p>K3.3 common problems that occur with insurance applications and when you need to seek advice on how to deal with them or refer them</p> <p>K3.4 policies and procedures for dealing with and recording complaints</p> <p>K3.5 how to inform customers of decisions about insurance arrangements</p> <p>K3.6 the information and documentation that is needed, in the required format and in durable medium, in order to progress insurance applications, which may include: <ul style="list-style-type: none"> <li>◆ statement of price</li> <li>◆ demands and needs statements</li> <li>◆ key fact statement</li> <li>◆ proposal form</li> <li>◆ certificate of insurance</li> <li>◆ policy summary</li> <li>◆ policy booklet</li> <li>◆ policy schedule</li> </ul> </p> <p>K3.7 where and how to store completed documentation</p> <p>K3.8 legal and regulatory requirements relating to processing insurance applications</p>

<b>Assist customers with claims</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P4.1 where appropriate, disclose whether you are acting on behalf of an insurer in relation to a claim	K5.1 when to disclose conflicts of interest and how to manage them
P4.2 give customers appropriate guidance, according to procedures, to help them to make a claim	K5.2 policies and procedures for giving guidance to customers on claims, and keeping appropriate records
P4.3 gather all necessary information to allow a valid claim, or to direct the claim to the appropriate people	K5.3 policies and procedures for directing claims to the appropriate people
P4.4 where necessary, complete accurately the required documentation to process the claim	K5.4 documentation that needs to be completed in order to process a claim
P4.5 where appropriate, inform the customer of the progress of the claim and any outcome	K5.5 your company's complaints procedure
P4.6 deal with complaints or pass them to the appropriate authority	K5.6 the role of the Financial Ombudsman Service
P4.7 if necessary, refer issues to an appropriate authority	K5.7 when and how to pass issues to a higher authority
P4.8 make accurate and complete records at all stages and store them correctly	K5.8 policies and procedures for keeping and storing accurate records about claims
P4.9 comply at all times with relevant legal and regulatory requirements	K5.9 legal and regulatory requirements relating to claims

### **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

### **Unit Assessment**

This is a specialist Unit. The assessment must be carried out by 'the approved person (as defined by FSA regulations)', or someone designated by the approved person. .

If the Verifier does not have the technical competence, expert support must be sought from a person with suitable experience, to confirm the verification decision.

**Simulation is not allowed for any performance evidence within this Unit.**

***Further Information***

*The FSA, in particular, the FSA Training and Competence Sourcebook states that some assessment of both knowledge and of practical application of knowledge and skills will be required when assessing employees as competent.*

## Unit D.1 Give customers a positive impression of yourself and your organisation (Institute for Customer Service) (F049 04)

### Description

Excellent customer care is provided by people who are good with people. Your behaviour affects the impression that customers form of the service they are receiving.

This Unit is all about communicating with customers and giving a positive impression of yourself whenever you deal with a customer. By doing this you will also be giving a positive impression of your organisation and the customer service it provides.

All of us enjoy the experience of good customer service when we feel the person serving us really wants to create the right impression, respond to us and give us good information. Every detail of your behaviour when dealing with a customer counts.

### Key Outcomes

- 1 Establish effective rapport with customers
- 2 Respond appropriately to customers
- 3 Communicate information to customers

<b>1 Establish effective rapport with customers</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 meet your organisation's standards of appearance and behaviour P1.2 greet your customer respectfully and in a friendly manner P1.3 communicate with your customer in a way that makes them feel valued and respected P1.4 identify and confirm your customer's expectations P1.5 treat your customer courteously and helpfully at all times P1.6 keep your customer informed and reassured P1.7 adapt your behaviour to respond effectively to different customer behaviour	<b>Knowledge which applies to the whole Unit</b> K1.1 your organisation's standards for appearance and behaviour K1.2 your organisation's guidelines for how to recognise what your customer wants and respond appropriately K1.3 your organisation's rules and procedures regarding the methods of communication you use K1.4 how to recognise when a customer is angry or confused K1.5 your organisation's standards for timeliness in responding to customer questions and requests for information
<b>2 Respond appropriately to customers</b>	
<b>You need to:</b>	
P2.1 respond appropriately to customers who indicate that they need or want your attention	

<p>P2.2 select an appropriate way of communicating with your customers to suit their individual needs</p> <p>P2.3 respond promptly and positively to your customers' questions and comments</p> <p>P2.4 allow your customers time to consider your response and give further explanation when appropriate</p> <p>P2.5 check with your customers that you have fully understood their needs and expectations</p>	
<b>3 Communicate information to customers</b>	
<b>You need to:</b>	
<p>P3.1 quickly locate information that will help your customer</p> <p>P3.2 give your customer the information they need about the services or products offered by your organisation</p> <p>P3.3 recognise information that your customer might find complicated and check whether they fully understand</p> <p>P3.4 explain clearly to your customers any reasons why their needs or expectations cannot be met</p>	

### Assessment Guidance

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

**Evidence collected in a realistic working environment or a work placement is permissible.**

### ***Further Information***

- (a) You must provide evidence of creating a positive impression with customers in the following situations: during routine delivery of customer service; during a busy period for your organisation; during a quiet period for your organisation; when people, systems or resources have let you down.*
- (b) You need to prove that you have dealt with customers who: have different needs and expectations, appear angry or confused, behave unconventionally.*
- (c) Your evidence must show that you respond to customers using your organisation's procedures and guidelines.*
- (d) Your communication with customers may be: face to face, in writing, by telephone, text message, e-mail, internet, intranet, or by any other method you would be expected to use within your job role.*
- (e) You must prove that you communicate with customers effectively by providing evidence that you: use appropriate spoken or written language, apply the conventions and rules appropriate to the method of communication you have chosen*

## Unit D.2 Support customer service improvements (Institute for Customer Service) (F05S 04)

### Description

Stores change the way they deliver service to their customers because customer expectations rise and because other stores improve the services they offer. Often the most important ideas about how to improve customer service come from people dealing directly with customers. Your job involves delivering customer service. If your store has decided to make changes, it is your job to support them and to present them positively to your customers. Also, by listening to customer comments you may have your own ideas about how the service you deliver could be improved. This Unit is all about how you provide support for changes that your store has introduced. In addition, it covers how you present your own ideas for improvements to someone in your organisation who can authorise trying out the change.

### Key Outcomes

- 1 Use feedback to identify potential customer service improvements
- 2 Contribute to the implementation of changes in customer service
- 3 Assist with the evaluation of changes in customer service

<b>1 Use feedback to identify potential customer service improvements</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 gather informal feedback from your customers P1.2 use customer feedback procedures to collect information from your customers P1.3 use the information from your customers to develop a better understanding of their customer service experience P1.4 identify ways the service you give could be improved based on information you have gathered P1.5 share your ideas for improving customer service with colleagues P2.3 carry out changes to customer service procedures based on your own idea or proposed by your organisation	<b>Knowledge which applies to the whole of this Unit</b> K1.1 how customer experience is influenced by the way service is delivered K1.2 how customer feedback is obtained K1.3 how to work with others to identify and support change in the way service is delivered K1.4 why it is important to give a positive impression to your customer about the changes made by your organisation even if you disagree with them
<b>2 Contribute to the implementation of changes in customer service</b>	
P2.1 identify a possible change that could made to improve customer service P2.2 present your idea for improving customer service to a colleague with the appropriate authority to approve the change P2.3 carry out changes to customer service procedures based on your own idea or	

<p>proposed by your organisation</p> <p>P2.4 keep your customers informed of changes to customer service</p> <p>P2.5 give customers a positive impression of changes that have been made</p> <p>P2.6 work positively with others to support customer service changes</p>	
<b>3 Assist with the evaluation of changes in customer service</b>	
<b>You need to:</b>	
<p>P3.1 discuss with others how changes to customer service are working</p> <p>P3.2 work with others to identify any negative effects of changes and how these can be avoided</p>	

### Assessment Guidance

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

**Evidence collected in a realistic working environment or a work placement is permissible.**

#### *Further information*

- (a) *You must prove that you have: contributed to improving customer service through your own efforts, contributed to improving customer service by working with others.*
- (b) *Your evidence must cover at least two changes with which you have been actively involved. In each case you must be able to identify the part you played in: linking customer feedback with the reasons for the change, implementing the change, gathering customer reactions to the change.*
- (c) *Your evidence for each change must show how: the change has improved customer service; your customers have reacted to the change.*

- (d) *Each change that is part of your evidence must be significant enough for a regular customer to notice that the services or products you are delivering are different or that the way you and your colleagues deliver the services or products is different.*

## Unit D.3 Resolve customer service problems (Institute for Customer Service) (F05P 04)

### Description

This Unit is all about what to do when it is difficult to meet customer expectations. Even if the service you give is excellent, some customers will experience problems. Part of your job is to help to resolve those problems. A problem is anything that means customer expectations are not being met. This may be because your customer's expectations involve more than you can offer or because your service procedures have not been followed. Some problems are reported by customers and sometimes you spot the problem first and resolve it before your customer has even noticed. As soon as you are aware of a problem, you need to consider the options and then choose a way to put it right. This Unit is particularly important in customer service because many customers judge how good the customer service of your store is by the way problems are handled.

### Key Outcomes

- 1 Spot customer service problems
- 2 Pick the best solution to resolve customer service problems
- 3 Take action to resolve customer service problems

<b>1 Spot customer service problems</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 listen carefully to your customers about problems they have raised P1.2 ask your customers about the problem to check your understanding P1.3 recognise repeated problems and alert the appropriate authority P1.4 share customer feedback with others to identify potential problems before they happen P1.5 identify problems with systems and procedures before they begin to affect your customers	<b>Knowledge which applies to the whole of this Unit</b> K1.1 organisational procedures and systems for dealing with customer care problems K1.2 how to defuse potentially stressful situations K1.3 how to negotiate K1.4 the limitations of what you can offer your customer
<b>2 Pick the best solution to resolve customer service problems</b>	
<b>You need to:</b>	
P2.1 identify the options for resolving a customer service problem P2.2 work with others to identify and confirm the options to resolve a customer service problem	

<p>P2.3 work out the advantages and disadvantages of each option for your customer and your organisation</p> <p>P2.4 pick the best option for your customer and your organisation</p> <p>P2.5 identify for your customer other ways that problems may be resolved if you are unable to help</p>	
<p><b>3 Take action to resolve customer service problems</b></p>	
<p><b>You need to:</b></p>	
<p>P3.1 discuss and agree the options for solving the problem with your customer</p> <p>P3.2 take action to implement the option agreed with your customer</p> <p>P3.3 work with others and your customer to make sure that any promises related to solving the problem are kept</p> <p>P3.4 keep your customer fully informed about what is happening to resolve problem</p> <p>P3.5 check with your customer to make sure the problem has been resolved to their satisfaction</p> <p>P3.6 give clear reasons to your customer when the problem has not been resolved to their satisfaction</p>	

### **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

**Evidence collected in a realistic working environment or a work placement is permissible.**

### ***Further Information***

- (a) *Your evidence must include examples of resolving problems involving each of the following: a problem first identified by customers, a problem identified within the organisation before it has affected your customer, a problem caused by differences between your customer's expectations and what your organisation can offer, a problem caused by a system or procedure failure, a problem caused by a lack of resources or human error.*
- (b) *Your evidence must prove that you: supplied relevant information when customers have requested it, supplied relevant information when customers have not requested it, have used agreed organisational procedures when solving problems, have made exceptions to usual practice with the agreement of others*

## Unit D.5 Organise the delivery of reliable customer service (Institute for Customer Service) (F04N 04)

### Description

This Unit is about how you deliver and maintain excellent customer service. Your role may or may not involve supervisory or management responsibilities, but you are expected to take responsibility for the resources and systems you use which support the service that you give. In your job you must be alert to customer reactions and know how they can be used to improve the service that you give. In addition, customer service information must be recorded to support reliable service.

### Key Outcomes

- 1 Plan and organise the delivery of reliable customer service
- 2 Review and maintain customer service delivery
- 3 Use recording systems to maintain reliable customer service

<b>1 Plan and organise the delivery of reliable customer service</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
<p>P1.1 plan, prepare and organise everything you need to deliver a variety of services or products to different types of customers</p> <p>P1.2 organise what you do to ensure that you are consistently able to give prompt attention to your customers</p> <p>P1.3 reorganise your work to respond to unexpected additional workloads</p>	<p><b>Knowledge which applies to the whole of this Unit</b></p> <p>K1.1 organisational procedures for unexpected situations and your role within them</p> <p>K1.2 resource implications in times of staff sickness and holiday periods and your responsibility at these times</p> <p>K1.3 the importance of having reliable and fast information for your customers and your organisation</p> <p>K1.4 organisational procedures and systems for delivering customer service</p> <p>K1.5 how to identify useful customer feedback and how to decide which feedback should be acted on</p> <p>K1.6 how to communicate feedback from customers to others</p> <p>K1.7 organisational procedures and systems for recording, storing, retrieving and supplying customer service information.</p> <p>K1.8 legal and regulatory requirements regarding the storage of data</p>
<b>2 Review and maintain customer service delivery</b>	
<b>You need to:</b>	
<p>P2.1 maintain service delivery during very busy periods and unusually quiet periods and when systems, people or resources have let you down</p>	

<p>P2.2 consistently meet your customers' expectations</p> <p>P2.3 balance the time you take with your customers with the demands of other customers seeking your attention</p> <p>P2.4 respond appropriately to your customers when they make comments about the products or services you are offering</p> <p>P2.5 alert others to repeated comments made by your customers</p> <p>P2.6 take action to improve the reliability of your service based on customer comments</p> <p>P2.7 monitor whether the action you have taken has improved the service you give to your customers</p>	
<p><b>3 Use recording systems to maintain reliable customer service</b></p>	
<p><b>You need to:</b></p>	
<p>P3.1 record and store customer service information accurately following organisational guidelines</p> <p>P3.2 select and retrieve customer service information that is relevant, sufficient and in an appropriate format</p> <p>P3.3 quickly locate information that will help solve a customer's query</p> <p>P3.4 supply accurate customer service information to others using the most appropriate method of communication</p>	

### Assessment Guidance

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

**Simulation is not allowed for any performance evidence within this Unit.**

### ***Further Information***

- (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 D.6 Improve the customer relationship (Institute for Customer Service) (F04D 04)

### Description

To improve relationships with your customers you will need to deliver consistent and reliable customer service. In addition, customers will need to feel that you genuinely want to give them high levels of service and that you will make every possible effort to meet or exceed their expectations. This will encourage loyalty from external customers or longer-term service partnerships with internal customers.

You need to be proactive in your dealings with your customers and to respond professionally in all situations. You will need to negotiate between your customers and your organisation or department in order to find some way of meeting your customers' expectations. In addition you will need to make extra efforts to delight your customers by giving higher levels of service than they expect.

### Key Outcomes

- 1 Improve communication with your customers
- 2 Balance the needs of your customer and your organisation
- 3 Exceed customer expectations to develop the relationship

<b>1 Improve communication with your customers</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 select and use the best method of communication to meet your customers' expectations P1.2 take the initiative to contact your customers to update them when things are not going to plan or when you require further information P1.3 adapt your communication to respond to individual customers' feelings	<b>Knowledge which applies to the whole of this Unit</b> K1.1 how to make best use of the method of communication chosen for dealing with your customers K1.2 how to negotiate effectively with your customers K1.3 how to assess the costs and benefits to your customer and your organisation of any unusual agreement you make K1.4 the importance of customer loyalty and/or improved internal customer relationships to your organisation
<b>2 Balance the needs of your customer and your organisation</b>	
<b>You need to:</b>	
P2.1 meet your customers' expectations within your organisation's service offer P2.2 explain the reasons to your customers sensitively and positively when their expectations cannot be met	

P2.3	identify alternative solutions for your customers either within or outside the organisation	
P2.4	identify the costs and benefits of these solutions to your organisation and to your customers	
P2.5	negotiate and agree solutions with your customers which satisfy them and are acceptable to your organisation	
P2.6	take action to satisfy your customers with the agreed solution	
<b>3 Exceed customer expectations to develop the relationship</b>		
<b>You need to:</b>		
P3.1	make extra efforts to improve your relationship with your customers	
P3.2	recognise opportunities to exceed your customers' expectations	
P3.3	take action to exceed your customers' expectations within the limits of your own authority	
P3.4	gain the help and support of others to exceed your customers' expectations	

### Assessment Guidance

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

**Simulation is not allowed for any performance evidence within this Unit.**

***Further Information***

- (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, behave unconventionally*

## Unit D.7 Work with others to improve customer service (Institute for Customer Service) (F05Y 04)

### Description

Teamwork is a key component of delivering and improving excellent customer service. The people you work 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 your skills and those of others. It involves communicating with each other and agreeing how you can work together to give a more effective service. You need to work together positively. You must also monitor your own and the team's performance and change the way you do things if that improves customer service.

This Unit is all about how you develop a relationship with others to improve your customer service performance.

### Key Outcomes

- 1 Improve customer service by working with others
- 2 Monitor your own performance when improving customer service
- 3 Monitor joint performance when improving customer service

<b>1 Improve customer service by working with others</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 contribute constructive ideas for improving customer service	<b>Knowledge which applies to the whole of this Unit</b> K1.1 who else is involved either directly or indirectly in the delivery of customer service K1.2 the roles and responsibilities of others in your organisation K1.3 the roles of others outside your organisation who have an impact on your services or products K1.4 what the goals or targets of your organisation are in relation to customer service and how these are set K1.5 how your organisation identifies improvements in customer service
P1.2 identify what you have to do to improve customer service and confirm this with others	
P1.3 agree with others what they have to do to improve customer service	
P1.4 co-operate with others to improve customer service	
P1.5 keep your commitments made to others	
P1.6 make others aware of anything that may affect plans to improve customer service	
<b>2 Monitor your own performance when improving customer service</b>	
<b>You need to:</b>	
P2.1 discuss with others how what you do affects customer service performance	

P2.2 identify how the way you work with others contributes towards improving customer service	
<b>Monitor joint performance when improving customer service</b>	
<b>You need to:</b>	
P3.1 discuss with others how teamwork affects customer service performance	
P3.2 identify with others how customer service teamwork could be improved	
P3.3 take action with others to improve customer service performance	

### Assessment Guidance

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

**Simulation is not allowed for any performance evidence within this Unit.**

### *Further Information*

- (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 D.8 Monitor and solve customer service problems (Institute for Customer Service) (F04M 04)

### Description

Your job involves delivering and organising excellent customer service. However good the service provided, some of your customers will experience problems and you will spot and solve other problems before your customers even know about them.

This Unit is all about the part of your job that involves solving immediate customer service problems. It is also about changing systems to avoid repeated customer service problems.

Remember that some customers judge the quality of your customer service by the way that you solve customer service problems. You 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.

### Key Outcomes

- 1 Solve immediate customer service problems
- 2 Identify repeated customer service problems and options for solving them
- 3 Take action to avoid the repetition of customer service problems

<b>1 Solve immediate customer service problems</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 respond positively to customer service problems following organisational guidelines P1.2 solve customer service problems when you have sufficient authority P1.3 work with others to solve customer service problems P1.4 keep customers informed of the actions being taken P1.5 check with customers that they are comfortable with the actions being taken P1.6 solve problems with service systems and procedures that might affect customers before they become aware of them P1.7 inform managers and colleagues of the steps taken to solve specific problems	<b>Knowledge which applies to the whole of this Unit</b> K1.1 organisational procedures and systems for dealing with customer service problems K1.2 organisational procedures and systems for identifying repeated customer service problems K1.3 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 K1.4 how to negotiate with and reassure customers while their problems are being solved
<b>2 Identify repeated customer service problems and options for solving them</b>	
<b>You need to:</b>	
P2.1 identify repeated customer service problems	

P2.2 identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option	
P2.3 work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of your organisation	
<b>3 Take action to avoid the repetition of customer service problems</b>	
<b>You need to:</b>	
P3.1 obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated	
P3.2 action your agreed solution	
P3.3 keep your customers informed in a positive and clear manner of steps being taken to solve any service problems	
P3.4 monitor the changes you have made and adjust them if appropriate	

### Assessment Guidance

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

**Simulation is not allowed for any performance evidence within this Unit.**

### Further Information

- (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 D.9 Promote continuous improvement in customer service (Institute for Customer Service) (F05D 04)

### Description

This Unit covers the key competence of the customer service professional. You must be dedicated to the continuous improvement of customer service and this involves organising changes in customer service over and over again. You will need to identify potential changes, think through their consequences, and make them work. Above all, this Unit covers the competence of organising and seeing through change that is sustainable and is in the spirit of continuous improvement in customer service.

### Key Outcomes

- 1 Plan improvements in customer service based on customer feedback
- 2 Implement changes in customer service
- 3 Review changes that promote continuous improvement in customer service

<b>1 Plan improvements in customer service based on customer feedback</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
<p>P1.1 gather feedback from customers that will help to identify opportunities for customer service improvement</p> <p>P1.2 analyse and interpret feedback to identify opportunities for customer service improvements and propose changes</p> <p>P1.3 discuss with others the potential effects of any proposed changes for your customers and your organisation</p> <p>P1.4 negotiate changes in customer service systems and improvements with somebody with sufficient authority to approve trial or full implementation of the change</p>	<p><b>Knowledge which applies to the whole of this Unit</b></p> <p>K1.1 how service improvements in your area affect the balance between overall customer satisfaction, the costs of providing service and regulatory requirements</p> <p>K1.2 how customer experience is influenced by the way service is delivered</p> <p>K1.3 how to collect, analyse and present customer feedback</p> <p>K1.4 how to make a business case to others to bring about change in the products or services you offer</p>
<b>2 Implement changes in customer service</b>	
<b>You need to:</b>	
<p>P2.1 organise the implementation of authorised changes</p> <p>P2.2 implement the changes following organisational guidelines</p> <p>P2.3 inform people inside and outside your organisation who need to know of the changes being made and the reasons for them</p> <p>P2.4 monitor early reactions to changes and make appropriate fine-tuning adjustments</p>	

<b>3 Review changes that promote continuous improvement in customer service</b>	
<b>You need to:</b>	
P3.1 collect and record feedback on the effects of changes	
P3.2 analyse and interpret feedback and share your findings on the effects of changes with others	
P3.3 summarise the advantages and disadvantages of the changes	
P3.4 use your analysis and interpretation of changes to identify opportunities for further improvement	
P3.5 present these opportunities to somebody with sufficient authority to make them happen	

### **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

### **Simulation is not allowed for any performance evidence within this Unit**

#### ***Further Information***

- (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 E.1 Help to keep the retail unit secure 1 (F092 04)

### Description

This Unit is about helping to protect people, property and premises by noticing and reporting security risks in the store as you go about your day-to-day work. Security risks are situations where people, property or premises are at risk of theft, damage or abuse. You are also expected to do your work in ways that contribute to keeping the store secure, for example by not leaving goods or cash unattended.

### Key Outcomes

- 1 Identify and report security risks in a retail environment

<b>Identify and report security risks in a retail environment</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 notice and correctly identify security risks	K1.1 why workplace security matters
P1.2 follow company procedures for reporting security risks	K1.2 what can happen, to you and to the company, if the store is not kept secure
P1.3 report security risks to the right people promptly and accurately	K1.3 your responsibility for helping to keep the workplace secure by noticing and reporting security risks
P1.4 follow company procedures for preventing security risks while you work	K1.4 the types of security risk you need to be alert for, including: <ul style="list-style-type: none"> <li>◆ shoplifting</li> <li>◆ theft by staff</li> <li>◆ aggressive customers</li> <li>◆ vandalism</li> <li>◆ terrorist activity</li> </ul>
P1.5 notice where stock may have been stolen and tell the right person about it	K1.5 how to identify security risks
	K1.6 situations that can make you less alert for security risks, and how to deal with these situations
	K1.7 why you must report security risks promptly and accurately
	K1.8 who to report security risks to and how to communicate these risks
	K1.9 the reasons why you should not take on more responsibility than you are authorised to do when faced with security risks, including: <ul style="list-style-type: none"> <li>◆ personal safety</li> <li>◆ legal considerations</li> <li>◆ company policy</li> </ul>

## **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

Candidates and assessor should agree on the method of assessment appropriate to the workplace.

### **Simulation**

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.

### ***Further Information***

- (a) *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.*
- (b) *Evidence for this Unit could also be generated through performance in other Units from the SVQ, when security of the retail Unit is a factor.*

## Unit E.2 Help to maintain health and safety in a retail environment 1 (F094 04)

### Description

This Unit is about your contribution to keeping your workplace a safe place for colleagues, customers and other visitors. You need to be able to recognise the types of accident and emergency that can happen in the workplace and know how to get help in these situations. You also need to follow procedures for working ways that do not put anyone's health or safety in danger. In particular, working in a store involves lifting and handling goods and you need to use safe lifting techniques so that you don't injure yourself or other people.

### Key Outcomes

- 1 Identify and report accidents and emergencies in a retail environment
- 2 Protect health and safety as you work in a retail environment
- 3 Lift and handle goods safely in a retail environment

<b>Identify and report accidents and emergencies in a retail environment</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 notice and correctly identify accidents and emergencies P1.2 get help promptly and in the most suitable way P1.3 follow company policy and procedures for preventing further injury while waiting for help to arrive P1.4 act within the limits of your responsibility and authority when accidents and emergencies arise P1.5 promptly follow instructions given by senior staff and the emergency services	K1.1 the types of accident and emergency that tend to happen in stores and why they happen K1.2 how to get help in the event of an accident or emergency K1.3 the action you can safely and usefully take while waiting for help to arrive K1.4 why you must not take on more responsibility than you are authorised to do when accidents and emergencies happen, including: <ul style="list-style-type: none"> <li>◆ personal safety</li> <li>◆ legal considerations</li> <li>◆ company policy</li> </ul>
<b>Protect health and safety as you work in a retail environment</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P2.1 follow company procedures and legal requirements for reducing health and safety risks as far as possible while you work P2.2 use safety equipment correctly and in the right situations P2.3 get advice and help from the right people when you are concerned about your ability to work safely	K2.1 the types of health and safety risk that can arise in a store environment K2.2 company procedures and legal requirements for reducing health and safety risks as far as possible while you work K2.3 what can happen to you and to the company if you do not follow health and safety procedures K2.4 the safety equipment you need to use and why you need to use it K2.5 approved procedures for using safety

	equipment K2.6 who can provide advice and help if you are concerned about your ability to work safely
<b>Lift and handle goods safely in a retail environment</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P3.1 take suitable safety measures before lifting to protect yourself and other people P3.2 use approved lifting and handling techniques P3.3 check that any equipment you need to use is fit for use P3.4 use lifting and handling equipment in line with company guidelines and manufacturers' instructions P3.5 plan a safe and efficient route for moving goods P3.6 make sure that you understand your responsibilities when you ask others to help in lifting and handling operations	K3.1 how to find out what you can lift safely K3.2 how to find out the weight of the loads you are asked to lift K3.3 company guidelines for not lifting more than is safe K3.4 why you should plan your route when moving goods K3.5 how to plan your route when moving goods, including the types of obstacles to look for and how to remove or avoid them K3.6 approved techniques for safe handling and lifting K3.7 company guidelines and manufacturers' instructions for using lifting and handling equipment K3.8 how using unsafe techniques for lifting and handling can affect you, the people lifting with you, and others close by

### Assessment Guidance

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

Candidates and assessor should agree on the method of assessment appropriate to the workplace.

**Simulation**

It is expected that simulation will be used to gather evidence for the demonstration of emergency procedures.

***Further Information***

- (a) *This Unit can be achieved in isolation from 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.*
- (b) *Evidence for this Unit could also be generated through performance in other Units of the SVQ, where health and safety is a factor.*

## Unit E.3 Work effectively in your retail team 1 (F0AM 04)

### Description

For the purposes of this Unit, the ‘team’ could be just you and your manager. This Unit is about two aspects of being effective at work. The first is about working with colleagues to achieve results together. It is about following instructions, asking for help when you need it and helping your team mates willingly when your own workload allows. Secondly, the Unit is about your responsibility for learning new information and tasks at work, with the help and guidance of your manager or trainer. You need to know what you are expected to learn, follow your training programme and ask for help if you are having difficulty.

### Key Outcomes

- 1 Work well as part of a retail team
- 2 Follow plans and procedures for learning in a retail environment

<b>Work well as part of a retail team</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 ask colleagues promptly and politely for the help and information you need to do your work	K1.1 how to keep track of how much work you have to do and how long it is likely to take
P1.2 respond willingly and promptly to colleagues' requests for help and information when your workload allows and without taking on more responsibility than you are authorised to do	K1.2 why you should ask for help and information from colleagues when you need it
P1.3 ask a suitable person for advice about any problems that you cannot solve yourself in working with colleagues	K1.3 why you should offer help to colleagues and respond positively to requests for help, whenever possible
P1.4 follow instructions for safeguarding health and safety as you work	K1.4 how the law and your organisation define discrimination, bullying and harassment
	K1.5 company procedures for dealing with discrimination, bullying and harassment
	K1.6 why you must always follow instructions for safeguarding health and safety as you work
<b>Follow plans and procedures for learning in a retail environment</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P2.1 check that you are clear about what you need to learn and when you need to learn it by	K2.1 why you need to be an effective learner at work
P2.2 check that you are clear about how you will learn, including the specific action points in your training programme	K2.2 which people are responsible for setting your targets and helping you learn
P2.3 promptly ask the right people for help when you are having problems following your training programme	K2.3 why you need to plan your learning and why you need action points and deadlines in your training programme
	K2.4 company procedures for following training programmes
	K2.5 why you should ask for help with any problems you have with your training, and who to ask

## **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

**Simulation is not allowed for any performance evidence within this Unit**

### ***Further Information***

- (a) *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.*
- (b) *Evidence for this Unit could also be generated from evidence of performance in other Units of the SVQ.*

## Unit E.4 Keep the retail environment clean and hygienic (non-food) (F09B 04)

### Description

This Unit is about keeping work areas and work surfaces clean and tidy, as well as keeping yourself and your clothing clean enough for the work that you do. This Unit is for you if no food is stored, handled or processed in the areas you are responsible for cleaning.

### Key Outcomes

- 1 Keep work surfaces clean in a retail environment
- 2 Get rid of waste and litter in a retail environment
- 3 Maintain personal hygiene in a retail environment

<b>Keep work surfaces clean in a retail environment</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 get the equipment and materials that are suitable for the surfaces that need cleaning	K1.1 company procedures for cleaning work surfaces
P1.2 safely position the cleaning equipment and materials and any items you must move	K1.2 the equipment and materials for cleaning work surfaces and their uses
P1.3 keep the risk of spillages to a minimum and clean up any spillages promptly and thoroughly	K1.3 where cleaning equipment and materials are stored, and why you should put them away promptly after use
P1.4 get rid of rubbish and waste promptly and safely	K1.4 why you must position cleaning equipment and materials and other items safely, and how to do so
P1.5 disturb other people as little as possible while cleaning	K1.5 the health and safety risks posed by spillages and why you must clean up spillages promptly
P1.6 check that surfaces are thoroughly clean	K1.6 how to follow the Control of Substances Hazardous to Health Regulations (COSHH) when carrying out routine cleaning and when dealing with spillages
P1.7 store cleaning equipment and materials correctly and promptly when you have finished cleaning	K1.7 techniques for reducing as far as possible the risk of spillages and how to clean up spillages thoroughly
	K1.8 why you should get rid of rubbish and waste promptly and safely, and how to do so
	K1.9 why you should disturb other people as little as possible while cleaning, and how to do so
	K1.10 company standards for clean work surfaces, and how to check you have achieved them

<b>Get rid of waste and litter in a retail environment</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P2.1 use suitable equipment to tidy work areas P2.2 check that equipment is safe to use before starting to use it P2.3 get rid of waste and litter safely and in line with company procedures P2.4 disturb other people as little as possible while getting rid of waste and litter P2.5 store equipment correctly and promptly after use	K2.1 why work areas should be kept free of waste and litter, including health and safety reasons K2.2 the safe methods for getting rid of waste and litter K2.3 the equipment to use and how to check it is safe to use K2.4 company procedures for getting rid of waste and litter K2.5 where equipment is stored and why you should put it away promptly after use K2.6 how to cause the least disturbance to other people when getting rid of waste and litter
<b>Maintain personal hygiene in a retail environment</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P3.1 wear protective clothing that is clean and suitable for the work you need to do P3.2 dispose correctly of used clothing and products P3.3 use effective practices and techniques for keeping your hair, skin and nails clean enough for the work you do	K3.1 why hygiene is important in your workplace, and how keeping yourself clean contributes to this K3.2 how a clean and tidy appearance helps to give customers a positive impression of you and the organisation K3.3 effective cleaning practices and techniques for keeping your hair, skin and nails clean enough for the work you do

### **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

**Simulation is not allowed for any performance evidence within this Unit.**

## Unit E.6 Help to maintain health and safety in a retail environment 2 (F095 04)

### Description

This Unit is about two aspects of your contribution to health and safety. Firstly, you need to be able to recognise and report accidents and emergencies and deal with them within the limits of your authority. Secondly, you need to know and follow the health and safety requirements laid down by your company and the law. This includes dealing with risks within the limits of your authority and reporting any risks you do not have the authority to deal with.

### Key Outcomes

- 1 Deal with accidents and emergencies in a retail environment
- 2 Help to reduce risks to health and safety in a retail environment

<b>Deal with accidents and emergencies in a retail environment</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 follow company procedures and legal requirements for dealing with accidents and emergencies	K1.1 company procedures and legal requirements for dealing with accidents and emergencies
P1.2 speak and behave in a calm way while dealing with accidents and emergencies	K1.2 how speaking and behaving in a calm way helps to promote safety during emergency situations
P1.3 report accidents and emergencies promptly, accurately and to the right person	K1.3 techniques for speaking and behaving in a calm way while dealing with accidents and emergencies
P1.4 recognise when evacuation procedures have been started and following company procedures for evacuation	K1.4 how reporting accidents and emergencies promotes health and safety
	K1.5 legal and company requirements for reporting accidents and emergencies
	K1.6 company procedures for evacuation, including how the alarm is raised and where emergency exits and assembly points are
<b>Help to reduce risks to health and safety in a retail environment</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P2.1 follow the health and safety requirements laid down by your company and by law, and encourage colleagues to do the same	K2.1 the health and safety requirements laid down by your company and by law
P2.2 promptly take the approved action to deal with risks if you are authorised to do so	K2.2 how setting a good example can contribute to health and safety in the workplace
P2.3 if you do not have authority to deal with risks, report them promptly to the right person	K2.3 the limits of your authority and responsibility for dealing with health and safety risks, and the importance of not taking on more responsibility than you are authorised to
P2.4 use equipment and materials in line with	

the manufacturer's instructions	<p>K2.4 approved procedures for dealing with health and safety risks</p> <p>K2.5 who to report health and safety risks to</p> <p>K2.6 what can happen to you and to others if you do not use equipment and materials in line with the manufacturer's instructions</p> <p>K2.7 where to find instructions for using equipment and materials</p>
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### **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

Candidates and assessors should agree a method of assessment appropriate to the workplace.

### **Simulation**

It is expected that simulation will be used to gather evidence for the demonstration of emergency procedures.

### ***Further Information***

*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 E.7 Help to keep the retail unit secure 2 (F093 04)

### Description

This Unit is about your role in protecting the security of premises, stock, cash, colleagues and customers. You need to deal with security risks within the limits of your authority, and report those you do not have authority to deal with. You also need to follow company policies and procedures for maintaining security while you work, for example by noticing what customers are doing.

### Key Outcomes

1 Help to keep the retail environment secure

Help to keep the retail environment secure	
You need to:	You need to know and understand:
P1.1 take prompt and suitable action to reduce security risks as far as possible, where it is within the limits of your responsibility and authority to do so	K1.1 the types of security risk that can arise in your workplace
P1.2 follow company policy and legal requirements when dealing with security risks	K1.2 how much authority and responsibility you have to deal with security risks, including your legal rights and duties
P1.3 recognise when security risks are beyond your authority and responsibility to sort out, and report these risks promptly to the right person	K1.3 company policy and procedures for dealing with security risks in your workplace
P1.4 use approved procedures and techniques for protecting your personal safety when security risks arise	K1.4 who to report security risks to, and how to contact them
P1.5 follow company policies and procedures for maintaining security while you work	K1.5 the approved procedures and techniques for protecting your personal safety when security risks arise
P1.6 follow company policies and procedures for making sure that security will be maintained when you go on your breaks and when you finish work	K1.6 company policies and procedures for maintaining security while you work
	K1.7 company policies and procedures for making sure that security will be maintained when you go on your breaks and when you finish work

### Assessment Guidance

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

### **Simulation**

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

### ***Further Information***

*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 E.8 Work effectively in your retail organisation (FOAL 04)

### Description

This Unit is about being an effective member of your team, including taking some responsibility for helping colleagues to learn. The Unit involves supporting your team's efforts by sharing the workload fairly, making realistic commitments and doing your 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 you receive some help and support in planning and carrying out your learning plans. Your responsibilities are to contribute to the planning process, carry out your plan and report on your progress.

Finally, the Unit is about helping colleagues to gain the information and skills they need to do their jobs. It involves passing on to colleagues your own knowledge and skills as you go about your day-to-day work. This Unit is not about being a professional trainer and you are not expected to assess your colleagues' performance formally.

### Key Outcomes

- 1 Support effective team working in a retail environment
- 2 Help to plan and organise your own learning in a retail environment
- 3 Help others to learn in a retail environment

<b>Support effective team working in a retail environment</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 share work fairly with colleagues, taking account of your own and others' preferences, skills and time available	K1.1 your team's purpose, aims and targets
P1.2 make realistic commitments to colleagues and do what you have promised you will do	K1.2 your responsibility for contributing to the team's success
P1.3 let colleagues know promptly if you will not be able to do what you have promised and suggest suitable alternatives	K1.3 your colleagues' roles and main responsibilities
P1.4 encourage and support colleagues when working conditions are difficult	K1.4 the importance of sharing work fairly with colleagues
P1.5 encourage colleagues who are finding it difficult to work together to treat each other fairly, politely and with respect	K1.5 the factors that can affect your own and colleagues' willingness to carry out work, including skills and existing workload
P1.6 follow the company's health and safety procedures as you work	K1.6 the importance of being a reliable team member
	K1.7 the factors to take account of when making commitments, including your existing workload and the degree to which interruptions and changes of plan are within your control
	K1.8 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
	K1.9 the importance of good working relations,

	<p>and techniques for removing tension between colleagues</p> <p>K1.10 the importance of following the company's policies and procedures for health and safety, including setting a good example to colleagues</p>
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### Help to plan and organise your own learning in a retail environment

You need to:	You need to know and understand:
P2.1 discuss and agree with the right people goals that are relevant, realistic and clear	K2.1 who can help you set goals, help you plan your learning, and give you feedback about your progress
P2.2 identify the knowledge and skills you will need to achieve your goals	K2.2 how to identify the knowledge and skills you will need to achieve your goals
P2.3 agree action points and deadlines that are realistic, taking account of your past learning experiences and the time and resources available for learning	K2.3 how reflecting on your past learning experiences can help you to plan your future learning, and techniques for doing so
P2.4 regularly check your progress and, when necessary, change the way you work	K2.4 how to work out how much time you need to devote to learning and how much time you can make available for learning
P2.5 ask for feedback on your progress from those in a position to give it, and use their feedback to improve your performance	K2.5 how often to check your progress and how to do this
	K2.6 how to adjust your plans as needed to help you meet your goals
	K2.7 why you should ask for feedback on your progress, how to do so, and how to respond positively

### Help others to learn in a retail environment

You need to:	You need to know and understand:
P3.1 encourage colleagues to ask you for work-related information or advice that you are likely to be able to provide	K3.1 your role in helping others to learn in the workplace
P3.2 notice when colleagues are having difficulty performing tasks at which you are competent, and tactfully offer advice	K3.2 how to work out what skills and knowledge you can usefully share with others
P3.3 give clear, accurate and relevant information and advice relating to tasks and procedures	K3.3 how and when to offer help and advice to colleagues who are learning
P3.4 explain and demonstrate procedures clearly, accurately and in a logical sequence	K3.4 methods of helping others to learn on the job, and how to choose suitable methods for different learning situations
P3.5 encourage colleagues to ask questions if they don't understand the information and advice you give them	K3.5 health, safety and security risks that are likely to arise when people are learning on the job, and how to reduce these risks
P3.6 give colleagues opportunities to practise new skills, and give constructive feedback	K3.6 sources of help within your organisation for people who are learning, and how to access them
P3.7 check that health, safety and security are not compromised when you are helping others to learn	

P3.8 recognise when you are not the most appropriate person to advise colleagues in their learning and guide them to suitable sources of help	
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### **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

**Simulation is not allowed for any performance evidence within this Unit.**

#### ***Further Information***

*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 E.9 Help to manage a retail team (F096 04)

### Description

This Unit is about managing a team when you are not a full-time team leader. For example, you might lead a team responsible for a special event, sales preparation, stock-taking or emergency situations. You are expected to manage the smooth running of the team's work. You need to understand and act within the limits of your responsibility when acting as team leader, and to ask your manager for advice whenever you need it. The Unit does not require you to take responsibility for formally developing or disciplining team members.

### Key Outcomes

#### 1 Help to manage a retail team

Help to manage a retail team	
You need to:	You need to know and understand:
P1.1 set an example for the team by following company procedures and policies at all times	K1.1 company procedures and policies relating to the work of your team and the way your team's daily activities are managed, including: <ul style="list-style-type: none"> <li>◆ health and safety</li> <li>◆ security</li> <li>◆ staffing levels</li> <li>◆ absence reporting</li> <li>◆ timekeeping</li> <li>◆ personal appearance</li> <li>◆ handling customer complaints</li> </ul> K1.2 laws and regulations relating to the products your team sells K1.3 why you should set an example to team members by following the company's procedures and policies at all times K1.4 how to check that team members follow the company's procedures and policies K1.5 what you must do when team members are not following the company's procedures and policies K1.6 how clear communication helps teams to work effectively K1.7 how to give instructions so that team members will readily understand them and feel motivated to follow them K1.8 why you need to be approachable as a team leader K1.9 different ways of motivating and encouraging staff, and how to choose which method to use K1.10 the kinds of support team members are likely to need, what kinds of support you
P1.2 check that team members are following company procedures and policies	
P1.3 take prompt and suitable action when team members are not following company procedures and policies	
P1.4 give clear information and instructions to your team	
P1.5 use methods suited to individual team members' levels of motivation and expertise, when encouraging them to complete tasks	
P1.6 recognise when team members need support	
P1.7 choose and apply suitable methods for supporting team members	
P1.8 praise good performance promptly and tell your manager about it	
P1.9 manage your own time so that you carry out both your management duties and your other duties	
P1.10 recognise when you should treat information as confidential and release it only to those who have a right to it	
P1.11 share work and privileges fairly between team members	
P1.12 act within the limits of your responsibility and authority	
P1.13 promptly ask the right person for advice when problems are beyond your responsibility, authority or expertise to resolve	

	<p>can provide and how to do so</p> <p>K1.11 how to plan, prioritise and delegate so that you can fulfil your management duties as well as your other duties</p> <p>K1.12 the types of confidential information to which team leaders have access, and the importance of respecting confidentiality</p> <p>K1.13 why you must treat all team members fairly</p> <p>K1.14 the challenges involved in managing people who also know you as a friend or fellow team member, and techniques for resisting pressure from team members to abuse your responsibilities</p> <p>K1.15 the limits of your responsibility and authority when managing the team</p> <p>K1.16 who can help to sort out problems that are beyond your responsibility, authority or expertise</p> <p>K1.17 the kinds of information your manager needs from you, when it is needed and in what format</p>
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### **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

**Simulation is not allowed for any performance evidence within this Unit.**

## Unit E.10 Contribute to the continuous improvement of retail operations (F08K 04)

### Description

This Unit is about helping your store to improve the way it operates, so that you or they can achieve or improve on sales targets and standards of service. You will need to have a thorough knowledge of day-to-day operations in your 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 your recommendations persuasively to management. Finally, you need to put improvements into practice. This involves working with other people and sometimes experiencing their resistance to new ways of doing things. As a result, you need to communicate your plans persuasively, support staff through the change and demonstrate your own commitment to the change.

### Key Outcomes

- 1 Identify opportunities for solving problems and improving retail operations
- 2 Recommend ways of improving retail operations
- 3 Contribute to putting improvements in retail operations into practice

<b>Identify opportunities for solving problems and improving retail operations</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 get accurate, up-to-date information from relevant sources about operations you are responsible for	K1.1 the company's standards for customer service
P1.2 accurately identify the causes of problems where operations are not meeting quality standards or sales targets	K1.2 the sales targets your Unit is expected to reach
P1.3 clearly and accurately identify the scope for further development where operations are achieving quality standards and sales targets	K1.3 company policies, procedures and computerised systems affecting your work
P1.4 accurately assess possible improvements to see if they are practical, consistent with company policy and style, and easy to put into practice	K1.4 the main characteristics of the company's customer base and products or services
P1.5 identify the ideas that offer the greatest benefits for the organisation and its customers	K1.5 different sources of facts and opinions about operational performance and how useful each one is
	K1.6 common causes of failure to achieve quality standards and sales targets
	K1.7 how to identify aspects of customer service and sales that could be improved
	K1.8 how to generate ideas for improving customer service and sales
	K1.9 how to evaluate the benefits of potential improvements and how urgent they are
	K1.10 how to work out what resources you would need to put improvements into practice
	K1.11 how to weigh the costs of your improvements against the benefits

<b>Recommend ways of improving retail operations</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
<p>P2.1 offer recommendations to management that are clear, concise, in a suitable format and supported by relevant information</p> <p>P2.2 clearly and honestly acknowledge recommendations that are based on suggestions from other people</p> <p>P2.3 clearly explain the benefits the recommended improvements could bring and the resources needed to put them into practice</p> <p>P2.4 discuss recommendations with the relevant decision makers</p>	<p>K2.1 how to present your recommendations to management clearly, concisely and in a suitable format</p> <p>K2.2 the types of questions and concerns management are likely to have when considering your recommendations, and how to handle these</p> <p>K2.3 why it is important to encourage staff and colleagues to suggest ideas for improvement, and why it is important to make sure they get the credit if their ideas are put into practice</p>
<b>Contribute to putting improvements in retail operations into practice</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
<p>P3.1 explain plans to staff in a way which encourages understanding and involvement</p> <p>P3.2 give appropriate support, encouragement, advice and training to members of staff for as long as they need it</p> <p>P3.3 promptly ask for appropriate advice and support when you have problems putting improvements into practice</p> <p>P3.4 consistently show staff by your behaviour that you are committed to achieving the benefits of the improvement</p>	<p>K3.1 why it is important for staff to understand the purpose and intended benefits of improvements</p> <p>K3.2 different ways of explaining plans to staff, and how to decide which one to use</p> <p>K3.3 how your manner and behaviour while explaining improvements can affect your staff's response to plans</p> <p>K3.4 why it is important to show enthusiasm and lead by example when putting improvements into practice</p> <p>K3.5 how and why different people will need different levels of support, encouragement, advice and training to put improvements into practice</p> <p>K3.6 how to identify problems with putting improvements into practice and who to ask for advice and support</p>

### **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

**Simulation is not allowed for any performance evidence within this Unit.**

## Unit E.11 Help to monitor and maintain the security of the retail Unit (F098 04)

### Description

This Unit is about two aspects of your responsibility for keeping the store secure. Firstly, it is about monitoring and maintaining the security of people, property, premises and cash as part of your daily routine. As well as personally checking the security of the work area and sorting out any problems you identify, you need to make sure that staff is clear about their own responsibilities for maintaining security and that they understand the security procedures they must follow.

The second part of the Unit is about your 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.

### Key Outcomes

- 1 Put procedures into practice to maintain security in a retail environment
- 2 Monitor and investigate losses in a retail environment

<b>Put procedures into practice to maintain security in a retail environment</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 monitor the work area often enough to identify possible problems with security	K1.1 the security procedures to put into practice when opening, operating and closing your retail Unit
P1.2 identify problems with security and deal with them promptly, legally and in line with company requirements	K1.2 the security threats most likely to happen in a retail Unit
P1.3 brief and update staff clearly and often enough about security procedures and their responsibilities for maintaining security	K1.3 the company's policies for responsibility for security
	K1.4 different methods of briefing staff about security arrangements, and when it is appropriate to use each method
	K1.5 who has authority to stop and search staff and customers and how to contact the relevant authorities
<b>Monitor and investigate losses in a retail environment</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P2.1 monitor levels of stock, equipment, cash and cash equivalents thoroughly and often enough, using methods that are consistent with security policy and procedures	K2.1 the company's security policy and procedures
P2.2 identify losses, record them accurately and investigate their causes promptly	K2.2 procedures for identifying and recording losses
P2.3 identify and investigate ways of preventing wastage and loss and put them into practice	K2.3 the company's investigation procedures and its definition of unacceptable losses
P2.4 evaluate loss control thoroughly and	K2.4 how unacceptable losses are likely to happen in a retail Unit
	K2.5 items most likely to be at risk in the retail

<p>accurately, using valid and reliable information</p> <p>P2.5 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</p>	<p>Unit</p> <p>K2.6 the purpose of loss-control and stock-taking systems</p> <p>K2.7 different strategies for preventing wastage and loss and when to use each one</p> <p>K2.8 how to check loss evaluations</p>
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## Assessment Guidance

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

Candidates and assessor should agree a method of assessment appropriate to the workplace.

## Simulation

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.

## Further Information

*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 E.12 Plan, monitor and adjust staffing levels and schedules in a retail environment (F09T 04)

### Description

This Unit is about working out how many staff needs to be on duty in the store to maintain the levels of customer service and profitability needed. You need to produce plans and schedules that take account of all the relevant factors and that are easy to understand and use. You also need to collect, analyse and evaluate information about progress towards work targets, and make justifiable recommendations for changes in staffing.

### Key Outcomes

- 1 Plan staffing levels and prepare work schedules for a retail team
- 2 Monitor staffing levels and schedules against the work targets of a retail team

<b>Plan staffing levels and prepare work schedules for a retail team</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
<p>P1.1 produce staffing plans and schedules that cover all operational needs and take account of operational limits</p> <p>P1.2 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</p> <p>P1.3 schedule hours of work that keep to relevant laws, company policy and contracts of employment</p> <p>P1.4 produce plans that are easy for the relevant people to understand and use</p> <p>P1.5 include realistic emergency plans to cope with abnormal situations</p>	<p>K1.1 why staffing plans are needed</p> <p>K1.2 relevant laws, company policy and contract terms and conditions which affect the hours that staff must work</p> <p>K1.3 the relationship between staffing plans and work targets</p> <p>K1.4 how to work out staffing requirements</p> <p>K1.5 how to produce and present staffing plans in a form suitable for the needs of the relevant people</p> <p>K1.6 how to schedule work so that you meet operational needs and take account of operational limits</p>
<b>Monitor staffing levels and schedules against the work targets of a retail team</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
<p>P2.1 collect and organise enough information about the staff available and the work they are doing</p> <p>P2.2 assess realistically whether you have enough staff for the targets you need to achieve</p> <p>P2.3 find out what progress is being made towards achieving your work targets</p> <p>P2.4 use the information about staffing and progress towards targets to make realistic and justifiable assessments of how effective staff are</p> <p>P2.5 adjust staffing levels and schedules so that</p>	<p>K2.1 how staffing levels and the way in which staff are used can affect the work that can be done</p> <p>K2.2 how to collect and evaluate information on staffing</p> <p>K2.3 how to adjust staffing levels and schedules</p> <p>K2.4 the factors, other than staffing, that may affect progress towards work targets, and the effect these are likely to have</p> <p>K2.5 how to justify assessments of effectiveness</p> <p>K2.6 how your manner and behaviour when presenting the results of assessments is likely to influence staff's response to them</p>

you can meet targets	
P2.6 clearly and promptly recommend changes in staffing to your manager	
P2.7 promptly pass on the results of assessments to the people who need them	
P2.8 use the results of assessments to encourage staff to reach their targets	

### **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

There should be agreement between candidates and assessor that this Unit is appropriate to the individual workplace.

### **Unit Assessment**

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

**Simulation is not allowed for any performance evidence within this Unit**

## Unit E.13 Recruit, select and keep colleagues (Management Standards Centre) (DR7K 04)

### Description

This Unit is about recruiting and selecting people for your 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 you have line management responsibility.

### Key Outcomes

#### 1 Recruit, select and keep colleagues

<b>Recruit, select and keep colleagues</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 talk with colleagues in your team who are leaving to identify and discuss their reasons for leaving	K1.1 why it is important to identify and understand why colleagues are leaving and how to do so constructively and sensitively
P1.2 identify ways of addressing staff turnover problems, implement those which clearly fall within your authority and communicate others to the relevant people for consideration	K1.2 the types of reasons colleagues might give for leaving
P1.3 review, on a regular basis, the work required in your team and identify any shortfall in the number of colleagues and the pool of skills, knowledge, understanding and experience	K1.3 how to measure staff turnover
P1.4 identify and review the options for addressing any identified shortfalls and decide on the best option(s) to follow	K1.4 the causes and effects of high and low staff turnover
P1.5 consult with others to produce or update job descriptions and person specifications where there is a clear need to recruit	K1.5 measures which can be undertaken to address staff turnover problems
P1.6 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	K1.6 how to review the workload in your team in order to identify shortfalls in the number of colleagues and/or the pools of skills, knowledge, understanding and experience
P1.7 ensure before information on vacancies goes to potential applicants that it is fair, clear and accurate	K1.7 different options for addressing identified shortfalls and their associated advantages and disadvantages
P1.8 seek and make use of specialist expertise in relation to recruiting, selecting and keeping colleagues	K1.8 what job descriptions and other person specifications should cover and why it is important to consult with others in producing or updating them
	K1.9 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

<p>P1.9 participate in the recruitment and selection process as agreed and make sure that the process is fair, consistent and effective</p> <p>P1.10 check that applicants who are offered positions are likely to be able to perform effectively and work with their new colleagues</p> <p>P1.11 judge whether the recruitment and selection process has been successful in relation to recent appointments in your team and identify any areas for improvements</p>	<p>K1.10 different recruitment and selection methods and their associated advantages and disadvantages</p> <p>K1.11 why it is important to give fair, clear and accurate information on vacancies to potential applicants</p> <p>K1.12 how to judge whether applicants meet the stated requirements of the vacancy</p> <p>K1.13 sources of specialist expertise in relation to recruitment, selection and retention</p> <p>K1.14 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</p> <p>K1.15 how to review the effectiveness of recruitment and selection in your area</p> <p>K1.16 relevant aspects of the UK's and your 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</p>
	<p><b>Retail specific knowledge and understanding</b></p> <p>K1.17 turnover rates within similar retail organisations</p> <p>K1.18 recruitment, selection and retention issues and specific initiatives and arrangements within retail</p> <p>K1.19 working culture and practices in retail</p>
	<p><b>Knowledge and understanding specific to your organisation and team</b></p> <p>K1.20 current people resources available to your team, including the skills, knowledge, understanding and experience of colleagues</p> <p>K1.21 work requirements in your team</p> <p>K1.22 agreed operational plans and changes affecting your team</p> <p>K1.23 the staff turnover rate in your organisation</p> <p>K1.24 job descriptions and person specifications for confirmed vacancies</p> <p>K1.25 local employment market conditions</p> <p>K1.26 the organisation's structure, values and culture</p> <p>K1.27 employment policies and practices within the organisation, including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other</p>

	terms and conditions K1.28 sources of specialist expertise in relation to recruitment, selection and retention used by your organisation
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## Assessment Guidance

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

There should be agreement between candidates and assessor that this Unit is appropriate to the individual workplace.

### **Simulation is not allowed for any performance evidence within this Unit**

#### ***Further Information***

*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 E.14 Provide learning opportunities for colleagues (Management Standards Centre) (DR7C 04)

### Description

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 your role in providing an ‘environment’ in your team in which learning is valued. For the purposes of this Unit, ‘colleagues’ means those people for whom you have line management authority.

### Key Outcomes

#### 1 Provide learning opportunities for colleagues

<b>Provide learning opportunities for colleagues</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 promote the benefits of learning to colleagues and make sure that their willingness and efforts to learn are recognised	K1.1 the benefits of learning for individuals and organisations and how to promote these to colleagues
P1.2 give colleagues fair, regular and useful feedback on their work performance and discuss and agree how they can improve	K1.2 ways in which you develop an ‘environment’ in which learning is valued and willingness and efforts to learn are recognised
P1.3 work with colleagues to identify and prioritise learning needs based on any gaps between the requirements of their work roles and their current knowledge, understanding and skills	K1.3 why it is important to encourage colleagues to take responsibility for their own learning
P1.4 help colleagues to identify the learning style or combination of styles which works best for them and ensure that these are taken into account in identifying and undertaking learning activities	K1.4 how to provide fair, regular and useful feedback to colleagues on their work performance
P1.5 work with colleagues to identify and obtain information on a range of possible learning activities to address identified learning needs	K1.5 how to identify learning needs based on identified gaps between the requirements of colleagues’ work roles and their current knowledge, understanding and skills
P1.6 discuss and agree with each colleague their individual development plans which include learning activities to be undertaken, the learning objectives to be achieved, the required resources and timescales	K1.6 how to prioritise colleagues’ learning needs, including taking account of organisational needs and priorities and the personal and career development needs of colleagues
P1.7 work with colleagues to recognise and make use of unplanned learning opportunities	K1.7 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 them
P1.8 seek and make use of specialist expertise in relation to identifying and providing learning for colleagues	K1.8 different types of learning activities, their advantages and disadvantages and the required resources (for example, time, fees, substitute staff)
P1.9 support colleagues in undertaking learning activities, make sure any required resources are made available and make efforts to	K1.9 how to identify and where to obtain information on different learning activities
	K1.10 why it is important for colleagues to have a written development plan and what it

<p>remove any obstacles to learning</p> <p>P1.10 evaluate, in discussion with each colleague, whether the learning activities they have undertaken have achieved the desired outcomes and provide positive feedback on the learning experience</p> <p>P1.11 work with colleagues to update their development plans in the light of performance, any learning activities undertaken and any wider changes</p> <p>P1.12 encourage colleagues to take responsibility for their own learning, including practising and reflecting on what they have learned</p>	<p>should contain (for example, identified learning needs, learning activities to be undertaken, the learning objectives to be achieved, timescales and required resources)</p> <p>K1.11 how to set learning objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-Bound)</p> <p>K1.12 sources of specialist expertise in relation to identifying and providing learning for colleagues</p> <p>K1.13 what type of support colleagues might need to undertake learning activities, the resources needed and the types of obstacles they may face and how they can be resolved</p> <p>K1.14 how to evaluate whether a learning activity has achieved the desired learning objectives</p> <p>K1.15 the importance of regularly reviewing and updating written development plans in the light of performance, any learning activities undertaken and any wider changes</p> <p>K1.16 how to take account of equality legislation, any relevant codes of practice and general diversity issues in providing learning opportunities for colleagues</p>
	<p><b>Retail specific knowledge and understanding</b></p> <p>K1.17 learning issues and specific initiatives and arrangements that apply within retail</p> <p>K1.18 working culture and practices in retail</p>
	<p><b>Knowledge and understanding specific to your team</b></p> <p>K1.19 relevant information on the purpose, objectives and plans of your team</p> <p>K1.20 the work roles of colleagues, including the limits of their responsibilities and their personal work objectives</p> <p>K1.21 the current knowledge, understanding and skills of colleague</p> <p>K1.22 identified gaps in the knowledge, understanding and skills of colleagues</p> <p>K1.23 identified learning needs of colleagues</p> <p>K1.24 learning styles or combinations of styles preferred by colleagues</p> <p>K1.25 the written development plans of colleagues</p> <p>K1.26 sources of specialist expertise available in and to your organisation in relation to identifying and providing learning for colleagues</p> <p>K1.27 learning activities and resources</p>

	available in and to your organisation
K1.28	your organisation's policies in relation to equality and diversity
K1.29	your organisation's policies and procedures in relation to learning
K1.30	your organisation's performance appraisal system

## Assessment Guidance

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

## Simulation is not allowed for any performance evidence within this Unit

### Further Information

*Possible sources of evidence for this Unit are:*

*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 E.15 Develop productive working relationships with colleagues (Management Standards Centre) (DR4A 04)

### Description

This Unit is about developing working relationships with colleagues, within your own organisation and within other organisations that are productive in terms of supporting and delivering your work and that of the overall organisation. ‘Colleagues’ are any people you are expected to work with, whether they are in a similar work role to yours or in different work roles.

### Key Outcomes

- 1 Develop productive working relationships with colleagues

<b>Develop productive working relationships with colleagues</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
<p>P1.1 establish working relationships with all colleagues who are relevant to the work being carried out</p> <p>P1.2 recognise, agree and respect the roles and responsibilities of colleagues</p> <p>P1.3 understand and take account of the priorities, expectations, and authority of colleagues in decisions and actions</p> <p>P1.4 fulfil agreements made with colleagues and let them know</p> <p>P1.5 advise colleagues promptly of any difficulties or where it will be impossible to fulfil agreements</p> <p>P1.6 identify and sort out conflicts of interest and disagreements with colleagues in ways that minimise damage to the work being carried out</p> <p>P1.7 exchange information and resources with colleagues to make sure that all parties can work effectively</p> <p>P1.8 provide feedback to colleagues on their performance and seek feedback from colleagues on your own performance in order to identify areas for improvement</p>	<p>K1.1 the benefits of developing productive working relationships with colleagues</p> <p>K1.2 principles of effective communication and how to apply them in order to communicate effectively with colleagues</p> <p>K1.3 how to identify disagreements with colleagues and the techniques for sorting them out</p> <p>K1.4 how to identify conflicts of interest with colleagues and the measures that can be used to manage or remove them</p> <p>K1.5 how to take account of diversity issues when developing working relationships with colleagues</p> <p>K1.6 the importance of exchanging information and resources with colleagues</p> <p>K1.7 how to get and make use of feedback on your performance from colleagues</p> <p>K1.8 how to provide colleagues with useful feedback on their performance</p> <p><b>Retail specific knowledge and understanding</b></p> <p>K1.9 key aspects of the regulations and codes of practice that apply to retail in general</p> <p>K1.10 standards of behaviour and performance typically expected in a retail environment</p> <p>K1.11 the retail working culture and how this can affect working relationships</p> <p>K1.12 current and future work being carried out</p> <p>K1.13 colleagues who are relevant to the work being carried out, their work roles and</p>

	responsibilities K1.14 processes within the organisation for making decisions K1.15 line management responsibilities and relationships within the organisation K1.16 the organisation's values and culture K1.17 power, influence and politics within the organisation K1.18 standards of behaviour and performance expected in the organisation K1.19 information and resources that different colleagues might need K1.20 existing agreements with colleagues
<b>Behave appropriately in developing productive working relationships with colleagues</b>	
<b>You need to:</b>	
P2.1 present information clearly, concisely, accurately and in ways that promote understanding P2.2 seek to understand people's needs and motivations P2.3 make time available to support others P2.4 clearly agree what is expected of others and hold them to account P2.5 work to develop an atmosphere of professionalism and mutual support P2.6 model behaviour that shows respect, helpfulness and cooperation P2.7 keep promises and honour commitments P2.8 consider the impact of your own actions on others P2.9 say no to unreasonable requests P2.10 show respect for the views and actions of others	

### Assessment Guidance

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

### **Simulation is not allowed for any performance evidence within this Unit**

#### ***Further Information***

*Possible sources of evidence for this Unit are:*

- (a) *Records of activities and agreements with work colleagues that you have completed successfully:*
- ◆ *Notes, minutes or other records of formal and informal meetings with colleagues relating to agreements for action by you and your performance in relation to these agreements.*
  - ◆ *Emails, memos and other correspondence with colleagues relating to actions you have agreed to undertake and your performance in relation to these agreements.*
  - ◆ *Personal statements (reflections on the nature and effectiveness of your relationships with work colleagues and your fulfilment of your commitments to them).*
  - ◆ *Witness statements (comments by colleagues on the nature and effectiveness of your relationships with them and your fulfilment of your commitments to them)*
- (b) *Records of relationship difficulties or conflicts at work that you have successfully addressed and feedback you have given and received:*
- ◆ *Notes, minutes or other records of formal and informal meetings with colleagues relating to relationship difficulties or conflicts.*
  - ◆ *Emails, memos and other correspondence with colleagues relating to relationship difficulties or conflicts.*
  - ◆ *Notes or other records of verbal feedback and copies of memos, emails and letters you have sent in which you have given feedback to colleagues notes or other records of verbal feedback and copies of memos.*
  - ◆ *Notes or other records of verbal feedback and copies of memos, emails and letters you have received in which colleagues have given feedback to you. Personal statements (reflections on your ability to deal effectively with relationship difficulties or conflicts).*
  - ◆ *Witness statements (comments by colleagues on your ability to deal effectively with relationship difficulties or conflicts)*

## Unit E.16 Allocate and check work in your team (Management Standards Centre) (DR3W 04)

### Description

This Unit is about ensuring that the work required of your 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 of them. You need to identify and act on opportunities to improve team members' performance. You also need to resolve conflict between team members.

### Key Outcomes

#### 1 Allocate and check work in your team

<b>Allocate and check work in your team</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 confirm the work required of the team with your manager and seek clarification, where necessary, of any outstanding points and issues	K1.1 different ways of communicating effectively with members of a team
P1.2 plan how the team will undertake its work, identify any priorities or critical activities and make best use of the available resources	K1.2 the importance of confirming and clarifying the work required of the team with your manager and how to do this effectively
P1.3 allocate work to team members on a fair basis taking account of their skills, knowledge and understanding, experience and workloads and the opportunity for development	K1.3 how to plan the work of a team, including how to identify any priorities or critical activities and the available resources
P1.4 brief team members on the work they have been allocated and the standard or level of expected performance	K1.4 how to identify and take due account of health and safety issues in the planning, allocation and checking of work
P1.5 encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated	K1.5 why it is important to allocate work across the team on a fair basis and how to do so
P1.6 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	K1.6 why it is important to brief team members on the work they have been allocated and the standard or level of expected performance and how to do so
P1.7 support team members in identifying and dealing with problems and unforeseen events	K1.7 ways of encouraging team members to ask questions and/or seek clarification and make suggestions in relation to the work which they have been allocated
P1.8 motivate team members to complete the work they have been allocated and provide, where requested and where possible, any additional support or resources to help completion	K1.8 effective ways of regularly and fairly checking the progress and quality of the work of team members
P1.9 monitor the team for conflict, identify the cause(s) when conflict occurs and deal with it promptly and effectively	K1.9 how to provide prompt and constructive feedback to team members
	K1.10 how to select and apply a limited range of different methods for motivating, supporting and encouraging team members to complete the work they have been allocated, improve their performance and for recognising their achievements
	K1.11 the additional support and resources which team members might require to help them complete their work and how

<p>P1.10 identify opportunities to improve performance, discuss these with team members and agree ways of improving performance</p> <p>P1.11 recognise successful completion of significant pieces of work or work activities by team members and the overall team and tell your manager about these achievements</p> <p>P1.12 use information collected on the performance of team members in any formal appraisal of performance</p>	<p>to help in providing this</p> <p>K1.12 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</p> <p>K1.13 why it is important to identify opportunities for team members to improve their performance and how to discuss these and agree ways of improving performance with team members</p> <p>K1.14 the type of problems and unforeseen events that may occur and how to support team members in dealing with them</p> <p>K1.15 how to log information on the ongoing performance of team members and use this information for performance appraisal purposes</p> <p>K1.16 relevant aspects of the UK's and your country's legislation, regulations, guidelines and codes of practice relating to grievance and disciplinary procedures</p>
	<p><b>Knowledge and understanding specific to retail</b></p> <p>K1.17 the importance of providing an example to your team by being consistently customer-focused</p> <p>K1.18 the importance of planning and supervising work in ways that minimise wastage and loss</p>
	<p><b>Knowledge and understanding specific to the type of goods your team deals with</b></p> <p>K1.19 relevant aspects of your country's legislation, regulations, guidelines and codes of practice relating to the type of goods your team deals with</p> <p>K1.20 the health and safety risks relating to the type of goods your team deals with, and how to monitor and minimise these</p>
	<p><b>Knowledge and understanding specific to your organisation and team</b></p> <p>K1.21 the members, purpose and objectives of your team</p> <p>K1.22 the work required of your team</p> <p>K1.23 the available resources for undertaking the required work</p> <p>K1.24 the organisation's written health and safety policy statement and associated information and requirements</p> <p>K1.25 your team's plan for undertaking the required work</p>

	<p>K1.26 the skills, knowledge, understanding, experience and workloads of team members</p> <p>K1.27 your organisation's policy and procedures in terms of personal development</p> <p>K1.28 reporting lines in the organisation and the limits of your authority</p> <p>K1.29 organisational standards or levels of expected performance</p> <p>K1.30 organisational policies and procedures for improving performance</p> <p>K1.31 organisational grievance and disciplinary policies and procedures</p> <p>K1.32 the organisation's systems for appraising performance</p>
<b>Behave appropriately in allocating and checking work in your team</b>	
<b>You need to:</b>	
<p>P2.1 make time available to support others</p> <p>P2.2 clearly agree what is expected of others and hold them to account</p> <p>P2.3 prioritise objectives and plan work to make best use of time and resources</p> <p>P2.4 state your own position and views clearly and confidently in conflict situations</p> <p>P2.5 show integrity, fairness and consistency in decision-making</p> <p>P2.6 seek to understand people's needs and motivations</p> <p>P2.7 take pride in delivering high quality work</p> <p>P2.8 take personal responsibility for making things happen</p> <p>P2.9 encourage and support others to make the best use of their abilities</p> <p>P2.10 be vigilant for possible risks and hazards</p>	

### **Assessment Guidance**

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

### **Simulation is not allowed for any performance evidence within this Unit**

#### ***Further Information***

*Possible sources of evidence for this Unit are:*

*(a) Records of work allocation to your team and its members:*

- ◆ *Notes of meetings with your manager, schedules and other documents recording the work required from your team, and any priorities detailed work Schedules, timetables and other plans for individual and team work activities, tasks, production targets or other ways of defining workloads*
- ◆ *Notes of team briefings to allocate individual and team work activities, tasks, targets, etc*
- ◆ *Personal statements (reflections on the process and reasoning behind work allocation, including work priorities, availability of resources, and the relative abilities and development needs of team members)*
- ◆ *Witness statements (comments on the process of work allocation and perceptions of its fairness, appropriateness and clarity)*

*(b) Records of the quality and quantity of the team's output:*

- ◆ *Records of the monitoring of work output/production for quality, consistency with specifications, etc (eg quality control charts, etc) that you have collected.*
- ◆ *Records of individual and team work output or production records, production/operational reports that you have prepared, etc.*
- ◆ *Notes, reports, recommendations to managers or other records of problems or critical incidents and action you have taken in relation to supplied materials; equipment, vehicles or facilities; product/service quality; health, safety or security; customers; or team members' work performance (including issues requiring disciplinary action, and training or coaching activity you have undertaken).*
- ◆ *Notes, emails, memos or other records of formal or informal feedback or performance appraisal of team members.*
- ◆ *Personal statement (reflections on your own role in dealing with problems or critical incidents affecting the team and its performance, and how you encourage the team and individual members to work to the best of their ability to achieve or exceed targets for quality and quantity of products or services).*
- ◆ *Witness statements (comments on your own role in dealing with problems or critical incidents affecting the team and its performance, and how you encourage the team and individual members to work to the best of their ability to achieve or exceed targets for quality and quantity of products or services).*

## Unit E.17 Monitor and evaluate the quality of service provided by external suppliers to your customers (F09H 04)

### Description

This Unit involves monitoring the service provided by external suppliers your 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.

### Key Outcomes

- 1 Monitor the quality of customer service provided by external suppliers to your retail customers
- 2 Evaluate and improve external suppliers' service to your retail customers

<b>Monitor the quality of customer service provided by external suppliers to your retail customers</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 keep accurate and up-to-date records of the customer orders sent from your store to external suppliers	K1.1 which services external suppliers are giving your customers
P1.2 regularly check the progress of orders to identify any difficulties or delays in dealing with them	K1.2 the records you need to keep, including those the company needs
P1.3 when service is delayed, get an explanation and tell your customer promptly and accurately what is happening	K1.3 how to get feedback from customers
P1.4 accurately identify whether your customer is satisfied with the ordering service provided	K1.4 how to find out what is making customers dissatisfied
P1.5 identify and accurately note any customer dissatisfaction with the ordering service and the causes of this	K1.5 how to deal with dissatisfied customers in ways that promote goodwill and future sales
P1.6 tactfully explain when the problem is your customer's responsibility	
P1.7 clearly and accurately explain your customer's rights when the cause of the problem lies with the external supplier	
P1.8 regularly collect and accurately report, to those who need to know, feedback on the quality of suppliers' service	

## Evaluate and improve external suppliers' service to your retail customers

You need to:	You need to know and understand:
P2.1 assess information fairly to identify external suppliers' overall quality of service to customers	K2.1 what the level of customer satisfaction is with individual suppliers
P2.2 make evaluations which are consistent with the weight of evidence you have	K2.2 how to evaluate the quality of service given to customers
P2.3 use evaluations to develop realistic and cost-effective improvements to customer service	K2.4 how to present evaluations and suggestions to suppliers
P2.4 present the results of evaluations and suggestions for improvement clearly to external suppliers	K2.5 what you can do when suppliers refuse to improve the quality of service
P2.5 invite external suppliers to suggest improvements they can make	
P2.6 accurately note, and report to your manager, agreements to improve customer service	
P2.7 make an accurate report to your manager, together with your recommendations for action, if suppliers do not improve service	

### Assessment Guidance

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

**Simulation is not allowed for any performance evidence within this Unit**

***Further Information***

*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 E.18 Monitor and maintain health and safety in a retail environment (F09M 04)

### Description

This Unit is about your responsibility for helping to monitor and safeguard health and safety in your store. Firstly, it involves carrying out day to-day monitoring, specific regular checks and planned assessments. You need to keep written records of the health and safety assessments you carry out. You also need 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.

### Key Outcomes

- 1 Assess and control risks to health and safety in a retail environment
- 2 Put accident and emergency procedures into practice in a retail environment

<b>Assess and control risks to health and safety in a retail environment</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 monitor the working area continually to make sure it is clean and free from dangers	K1.1 your rights, duties and responsibilities under current legislation relating to: <ul style="list-style-type: none"> <li>◆ health and safety at work</li> <li>◆ managing health and safety at work</li> <li>◆ reporting injuries, diseases and dangerous occurrences</li> <li>◆ substances that can endanger health</li> <li>◆ first aid</li> <li>◆ fire precautions</li> </ul>
P1.2 when you cannot control a danger, get advice immediately from the appropriate authority	K1.2 the company's procedures for managing health and safety incidents, including the type and frequency of safety checks to be carried out
P1.3 give staff training, instructions and information to allow them to do their work safely	K1.3 where to get information and advice about health and safety laws, policy and procedures
P1.4 check accurately and often enough that staff are using protective equipment according to the instructions they have been given	K1.4 who to report assessment results and risks to
P1.5 regularly and accurately carry out health, safety and maintenance checks in line with legal and company requirements	K1.5 what safety equipment and protective clothing is available and the instructions for using this
P1.6 carry out assessments which clearly and accurately identify significant dangers	K1.6 how to identify and control different dangers
P1.7 where assessments identify risks, prioritise these in the order in which they should be dealt with	K1.7 why you need to assess risks and how to do this
P1.8 review and update assessment procedures to take account of changes in factors affecting health and safety	K1.8 how to communicate effectively to control risks
P1.9 record assessments accurately and make the records available to those who need them	

## Put accident and emergency procedures into practice in a retail environment

You need to:	You need to know and understand:
P2.1 act promptly and in line with company procedures to prevent injury and damage and to contain potential unsafe situations in the work area	K2.1 how you are likely to react when accidents and emergencies happen, and how to stay calm in these situations
P2.2 immediately contact the people and services responsible for managing accidents and emergencies	K2.2 different methods of containing and controlling threatening and violent behaviour and how to decide which method to use
P2.3 use safety equipment in line with the manufacturer's guidelines	K2.3 who is responsible for protecting your retail Unit, controlling dangers and managing incidents, and how to contact them
P2.4 when you 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	K2.4 how to set the alarm systems off
P2.5 identify threatening and violent behaviour, and act promptly to protect staff and customers and to isolate anyone acting violently or making threats	K2.5 your responsibilities when the workplace needs to be evacuated
	K2.6 the escape routes from your retail Unit and how to access them safely

### Assessment Guidance

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

### Simulation

It is expected that simulation will be used to gather evidence for the demonstration of emergency procedures.

### Further Information

*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 E.19 Work effectively in your retail team 2 (F0AN 04)

### Description

For the purposes of this Unit, the ‘team’ could be just you and your manager. This Unit is about two aspects of being an effective team member. The first is about working with colleagues to achieve results together. It is about managing your time effectively and getting along with colleagues in the workplace.

Secondly, the Unit is about your responsibility for learning new information and tasks at work, with the help and guidance of your manager or trainer. You need to follow your training programme and work out by trial and error which ways of learning and remembering tend to work best for you

### Key Outcomes

- 1 Work effectively in your retail team
- 2 Improve the way you learn in a retail environment

<b>Work effectively in your retail team</b>	
<b>You need to:</b>	<b>You need to know and understand:</b>
P1.1 ask colleagues promptly and politely for the help and information you need to do your work	K1.1 how to keep track of how much work you have to do and how long it is likely to take
P1.2 respond willingly and promptly to colleagues’ requests for help and information when your workload allows and without taking on more responsibility than you are authorised to do	K1.2 why you should ask for help and information from colleagues when you need it
P1.3 offer help to colleagues when your workload allows and without taking on more responsibility than you are authorised to do	K1.3 how to ask for help in ways that make your needs clear while respecting the other person’s needs and priorities
P1.4 discuss and sort out difficulties in working together in a polite and constructive way	K1.4 why you should offer help to colleagues and respond positively to requests for help, whenever possible
P1.5 ask a suitable person for advice about any problems in working with colleagues that you can’t resolve yourself	K1.5 why you need to balance being helpful to colleagues with completing your own work
P1.6 follow instructions for safeguarding health and safety as you work	K1.6 how to refuse requests for help, when necessary, in ways that show respect for the other person and maintain good working relationships
	K1.7 how to let colleagues know when their behaviour is bothering you, in ways that encourage constructive discussion
	K1.8 how to encourage constructive discussion when colleagues are upset with you
	K1.9 who to approach for advice and help if you are experiencing difficulties working with colleagues
	K1.10 how the law and your organisation define discrimination, bullying and harassment
	K1.11 company procedures for dealing with discrimination, bullying and harassment
	K1.12 why you must always follow instructions for safeguarding health and safety as you work

## Improve the way you learn in a retail environment

You need to:	You need to know and understand:
P2.1 check that you are clear about what you need to learn and when you need to learn it by	K2.1 why you need to be an effective learner at work
P2.2 check that you are clear about how you will learn, including the specific action points in your learning plan	K2.2 which people are responsible for setting your targets and helping you learn
P2.3 ask the right person for advice if you are not clear about anything in your training programme	K2.3 why you need to plan your learning and why you need action points and deadlines in your training programme
P2.4 use suitable methods to help you understand and remember the information, tasks and procedures you need to learn	K2.4 company procedures for following training programmes
P2.5 promptly ask the right people for help when you are having problems following your training programme	K2.5 ways of learning and remembering information, tasks and procedures
P2.6 ask at suitable times for feedback about your progress and make sure you clearly understand what is going well and what needs improving	K2.6 which ways of learning and remembering tend to work best for you
	K2.7 why you should ask for help with any problems you have with your training, and who to ask
	K2.8 why you should ask for feedback on your progress
	K2.9 the most useful times to ask for feedback on your progress, and how to ask for it
	K2.10 how to respond positively to feedback and use it to help you improve

### Assessment Guidance

Competence should be demonstrated by performance over a period of time.

Sources of evidence can include the following:

- ◆ Observation
- ◆ Questioning
- ◆ Witness statement
- ◆ Expert witness statement
- ◆ Professional discussion
- ◆ Candidate's statement
- ◆ Working documents

Evidence must be sufficient, current, authentic and appropriate. Observation of candidates by the assessor should form the major source of evidence for the candidates at levels 1 and 2 along with any other supporting evidence.

Candidates and assessors must agree that environment and resources are appropriate to enable achievement of this Unit.

### Simulation is not allowed for any performance evidence within this Unit

#### *Further Information*

*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.*