Levels 1, 2 & 3 Award/Certificate in Retail Knowledge (1013)

Qualification handbook for centres

Level 1 Award:	500/8405/7
Level 1 Certificate:	500/8210/3
Level 2 Award:	500/7438/6
Level 2 Certificate:	500/7352/7
Level 3 Award:	500/7439/8
Level 3 Certificate:	500/7350/3

City & Guilds

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Levels 1, 2 & 3 Award/Certificate in Retail Knowledge (1013)

Qualification handbook for centres

Qualification title	GLH	TQT	Number	Ofqual ref.
Level 1 Award in Retail Knowledge	40	70	1013-91	500/8405/7
Level 1 Certificate in Retail Knowledge	87	130	1013-12	500/8210/3
Level 2 Award in Retail Knowledge	56	90	1013-92	500/7438/6
Level 2 Certificate in Retail Knowledge	40	70	1013-22	500/7352/7
Level 3 Award in Retail Knowledge	30	50	1013-93	500/7439/8
Level 3 Certificate in Retail Knowledge	106	160	1013-32	500/7350/3

Version and date	Change detail	Section
3.3 Jan 2013	Amendment to rules of combination for 1013-22	Introduction to the qualifications (page 7)
4.0 July 2015	Unit 265 added to both level 2 and level 3 structures. ROC updated	Qualification structure Structure of units Summary of units
4.1 August 2016	Test specification for unit 106 added	Test specifications
4.2 Sept 2016	Test Specification for 265 added	Test Specifications
	Range for legislation updated in units 152, 255, 265, 354 and 355	Units
4.3 July 2017	Unit aim updated for unit 358	Units
4.4 October 2017	Added TQT and GLH details	Qualification Structure
	Deleted QCF	Throughout
4.5 February 2019	Unit 251, outcome 2 numbering corrected	Units
4.6 February 2022	GLH and TQT clarified and highlighted	Introduction to the qualifications
4.7 June 2022	Updated GLH/TQT table	Page 6

Contents

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1 Introduction to the qualifications

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

Qualification title	GLH	TQT	Number	Ofqual ref.
Level 1 Award in Retail Knowledge	40	70	1013-91	500/8405/7
Level 1 Certificate in Retail Knowledge	87	130	1013-12	500/8210/3
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Level 2 Certificate in Retail Knowledge	93	140	1013-22	500/7352/7
Level 3 Award in Retail Knowledge	30	50	1013-93	500/7439/8
Level 3 Certificate in Retail Knowledge	106	160	1013-32	500/7350/3

Consult the Walled Garden/Online Catalogue for last Registration/Certification dates.

Who is the qualification for?	Retail Knowledge meets the needs of candidates who work or want to work in the retail sector
What does the qualification cover?	Retail Knowledge allows candidates to learn, develop and practise the skills required for employment and/or career progression in the retail sector.
What will learners be able to do?	Retail Knowledge contributes knowledge and understanding towards the related Award/Certificate/Diploma in Retail Skills, whilst containing additional skills and knowledge.
Is the qualification part of a framework or initiative?	The Level 2 and 3 Certificates in Retail Knowledge serve as technical certificates, in the Skillsmart Retail Level 2 Apprenticeship and Level 3 Advanced Apprenticeship framework.
Why has the qualification been developed?	Retail Knowledge provides valuable accreditation of skills and/or knowledge for candidates, without requiring or proving occupational competence.
	Retail Knowledge replaces the City & Guilds Level 2/3 Certificate in Retail Principles (1007).
Who did we develop the qualification with?	Retail Knowledge was developed in association with Skillsmart Retail.

1.1 Qualification structure

City & Guilds unit number	Unit title	Credit value
151	Understanding the business of retail	1 credit
152	Understanding customer service in the retail sector	2 credits
153	Understanding how a retail business maintains health, safety and security on its premises	2 credits
154	Understanding the retail selling process	2 credits
155	Understanding how individuals and teams contribute to the effectiveness of a retail business	2 credits
156	Understanding the control, handling and replenishment of stock in a retail business	2 credits
251	Understanding customer service in the retail sector	3 credits
252	Understanding the retail selling process	2 credits
253	Understanding how individuals and teams contribute to the effectiveness of a retail business	3 credits
254	Understanding how a retail business maintains health and safety on its premises	2 credits
255	Understanding retail consumer law	2 credits
256	Understanding security and loss prevention in a retail business	2 credits
257	Understanding the handling of customer payments in a retail business	2 credits
258	Understanding the control, receipt and storage of stock in a retail business	2 credits
259	Understanding visual merchandising for retail business	4 credits
265	Understanding the use of in store web based facilities in promoting retail sales	2 credits
351	Understanding customer service in the retail sector	2 credits
352	Understanding the management of risks to health and safety on the premises of a retail business	2 credits
353	Understanding security and loss prevention in a retail business	3 credits
354	Understanding how the smooth operation of a payment point is maintained	3 credits
355	Understanding the retail selling process	2 credits
356	Understanding the management of stock in a retail business	3 credits
357	Understanding the development of personal and team effectiveness in a retail business	4 credits
358	Understanding how the effectiveness of store operations can be improved	3 credits

Each qualification is made up of a number of units, each with a credit value. Units are either mandatory or optional and cover different knowledge. The units can be built up to the full qualifications. In all cases learners can if they wish take more than the minimum number of credits to achieve each qualification.

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Qualification title	GLH	TQT	Number	Ofqual ref.
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1.2 Scheduling of tests and claiming of certificates

Due to the type of on-line test this qualification uses, each unit has **two** reference numbers

Each unit is tested and claimed for individually. The **number** of the unit in the handbook is also the **results entry number** to claim achievement and thus certification. It is also used in the rules of combination for the qualification e.g. 251.
To schedule the on-line test for the unit you use the **Underpinning Knowledge Test** number e.g. 201

For example: A learner undertaking unit **251** will need to achieve the outcomes in the handbook for that unit and take the on-line test **1013-201**.

If the candidate passes, the centre claims the certificate, using the results entry number **1013-251** via www.walled-garden.com

The summary of units table on page 11 gives details of the online test number for each unit.

1.3 Rules of Combination

Level 1 Award in Retail Knowledge (minimum of 7 credits)
7 credits from 151-156, 255 or 257. Only **one** Level 2 unit (255 or 257) may be taken towards this Award.

Level 1 Certificate in Retail Knowledge (minimum of 13 credits)
Units 151-156 must be taken and at least 2 credits from 255 and 257.

Level 2 Award in Retail Knowledge (minimum of 9 credits)
9 credits from 251-259 with at least 2 credits from 251-254.

Level 2 Certificate in Retail Knowledge (minimum of 14 credits)
Units 251-254 (10 credits) must be taken and at least 4 credits from 255-259, 265, 353-354 or 356

Level 3 Award in Retail Knowledge (minimum of 5 credits)
Minimum of 5 credits from units 351 – 358.

Level 3 Certificate in Retail Knowledge (minimum of 16 credits)
303

1.4 Opportunities for progression

On completion of these qualifications candidates may progress into employment and/or to the following City & Guilds qualifications:
- Level 2/3 Award/Certificate/Diploma in Retail Skills (7536)
- City & Guilds HLQ in Retail.

1.5 Qualification support materials

City & Guilds also provides the following publications and resources specifically for these qualifications:

Description	How to access
Promotional materials	**www.cityandguilds.com/retail**
Fast track approval forms/generic fast track approval form	**www.cityandguilds.com/retail**
Retail Apprentice Workbook Level 2	**www.cityandguilds.com/retail**

Centre requirements

This section outlines the approval processes for centres to offer these qualifications and any resources that centres will need in place to offer the qualifications including qualification-specific requirements for centre staff.

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualification Level 2/3 Certificate in Retail Principles (1007) may apply for approval for the new qualifications using the **fast track approval form**, available from the City & Guilds website.

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

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

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

1.6   Resource requirements

Physical resources and site agreements

There are no specific resource requirements to deliver these qualifications.

Human resources

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

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

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

Assessors and internal verifiers

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

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

1.7   Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

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

Age restrictions

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

2 Units

Availability of units

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

Structure of units

The units in these qualifications are written in a standard format and comprise the following:
- City & Guilds reference number
- title, level, credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria

Summary of units

Unit and results entry number	On-line test number	Title	Unit number	Credits
151	101	Understanding the business of retail	A/502/5756	1
152	102	Understanding customer service in the retail sector	T/502/5818	2
153	103	Understanding how a retail business maintains health, safety and security on its premises	M/502/5804	2
154	104	Understanding the retail selling process	T/502/5805	2
155	105	Understanding how individuals and teams contribute to the effectiveness of a retail business	R/502/5780	2
156	106	Understanding the control, handling and replenishment of stock in a retail business	J/502/5808	2
251	201	Understanding customer service in the retail sector	M/502/5821	3
252	202	Understanding the retail selling process	A/502/5806	2
253	203	Understanding how individuals and teams contribute to the effectiveness of a retail business	J/502/5789	3
254	204	Understanding how a retail business maintains health and safety on its premises	A/502/5823	2
255	205	Understanding retail consumer law	D/502/5801	2
256	206	Understanding security and loss prevention in a retail business	K/502/5817	2
257	207	Understanding the handling of customer payments in a retail business	H/502/5797	2
258	208	Understanding the control, receipt and storage of stock in a retail business	F/502/5810	2
259	209	Understanding visual merchandising for retail business	A/600/0656	4
265	265	Understanding the use of in store web based facilities in promoting retail sales	K/505/9384	2
351	301	Understanding customer service in the retail sector	K/502/5803	2
352	302	Understanding the management of risks to health and safety on the premises of a retail business	F/502/5824	2
353	303	Understanding security and loss prevention in a retail business	M/502/5818	3
354	304	Understanding how the smooth operation of a payment point is maintained	M/502/5799	3
355	305	Understanding the retail selling process	F/502/5807	2
356	306	Understanding the management of stock in a retail business	L/502/5826	3
357	307	Understanding the development of personal and team effectiveness in a retail business	L/502/5787	4

| 358 | 308 | Understanding how the effectiveness of store operations can be improved | H/502/5802 | 3 |

Unit 151　　　Understanding the business of retail

Level:　　　1

Credit value:　1

Unit aims

The purpose of this unit is to provide learners with the knowledge and understanding of the retail sector. It introduces learners to the supply chain and different types of retail outlets and occupations found within the sector.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:
1. Understand how retail outlets differ in size and type
2. Understand the range of retail operations
3. Understand the retail supply chain
4. Understand the contribution which the retail sector makes to the economy
5. Understand how customers' concerns influence the products and services offered by retailers.

Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

This unit has been developed by Skillsmart Retail, the Sector Skills Council for Retail, in partnership with Awarding Organisations.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

To schedule the online multiple choice test for this unit - schedule test 101

Unit 151   Understanding the business of retail
Learning outcomes and assessment criteria

Outcome 1 Understand how retail outlets differ in size and type

The learner can:
1.   List the different **retail channels** and state the main **features** of each one
2.   Identify the **sizes** and **types** of retail outlets typically found in a variety of retail locations such as high streets or retail business parks.

Range

Retail channels

High street stores, independents, show rooms, buying on-line, mobile technology, catalogues, market stalls, kiosks, large warehouses and television shopping.

Features

Convenience, immediate purchase, delayed purchase, price, quantity/bulk purchases and choice.

Sizes

Small, medium, large, large sites and retailers.

Types

Department stores, independents, chains, food outlets, clothing, DIY, electrical and charity.

Outcome 2 Understand the range of retail occupations

The learner can:
1.   State how **retail occupations** differ between small, medium and large retail businesses
2.   Identify the usual **entry points** and **progression** opportunities for a variety of retail occupations
3.   Outline the **skills**, **personal attributes** and **behaviours** required for a range of retail occupations.

Range

Retail occupations

Sales floor, stockroom/warehouse operative, team leader, supervisor, manager, owner manager, senior manager and director.

Entry points

Trainee, sales assistant, supervisor/team leader, graduate and management.

Progression

Qualifications, training and experience.

Skills

Customer service, sales, payment handling, merchandising, managing and good communication.

Personal attributes

Personal appearance, positive attitude and approachable.

Behaviours

Honesty, professional, courteous and helpful.

Unit 151   Understanding the business of retail
Learning outcomes and assessment criteria

Outcome 3 Understand the retail supply chain

The learner can:

1. List the **sources** from which retailers obtain **products**
2. Outline the key stages of a **product's** journey through the supply chain.

Range

Sources

Producers, manufacturers, distributors and wholesalers.

Products

Food - perishable and non-perishable, manufactured eg. electrical, fashion, large products.

Outcome 4 Understand the contribution which the retail sector makes to the economy

The learner can:

1. Outline the size of the retail sector, using information such as the:
   - number of people employed
   - number of retail businesses
   - amount of money spent by customers every year.

Outcome 5 Understand how customers' concerns influence the products and services offered by retailers

The learner can:

1. Outline **environmental issues** of concern to retail customers
2. Outline **ethical issues** of concern to retail customers
3. List the **main advantages** to retailers of being responsive to customers' environmental and ethical concerns.

Range

Environmental issues

Packaging and wrapping materials, location, fuel consumption, recycling and sustainability and organic.

Ethical Issues

Exploitation of labour, fair trade, GM products and political issues eg. boycotting.

Main advantages

Image, relationships and loyalty.

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Unit 152 Understanding customer service in the retail sector

Level: 1

Credit value: 2

Unit aims

The purpose of this unit is to provide learners with the knowledge and understanding of retail customer service. It focuses on the importance of communicating with customers and creating positive initial impressions. It also introduces learners to the different types of customer complaints and problems.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:
1. Understand the importance of customer service to a retail business
2. Understand what gives customers a positive initial impression of a retail business and its staff
3. Understand how customer service is adapted to meet the needs of individual and customers
4. Understand the importance of communication to the delivery of customer service
5. Understand a variety of customer complaints and problems

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

This unit has been developed by Skillsmart Retail, the Sector Skills Council for Retail, in partnership with Awarding Organisations.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:
- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

To schedule the online multiple choice test for this unit - schedule test 102

Unit 152 Understanding customer service in the retail sector

Learning outcomes and assessment criteria

Outcome 1 Understand the importance of customer service to a retail business

The learner can:
1. State what is meant by customer service in a retail business
2. Outline how customer service contributes to the success of a retail business.

Outcome 2 Understand what gives customers a positive initial impression of a retail business and its staff

The learner can:
1. Outline the **factors** which contribute to a customer's initial impression of a retail business
2. Outline how the **staff** of a retail business can help to give customers a positive initial impression.

Range

Factors

Housekeeping, displays and promotions, cleanliness, staff appearance, prices, atmosphere and environment.

Staff

Approachability, appearance, cleanliness, helpfulness, observant and body language.

Outcome 3 Understand how customer service is adapted to meet the needs of individual customers

The learner can:
1. List the **types of service** which customers may need, including helping with gaining access to products
2. List the main **ways of meeting** customer needs for service, including ways of giving customers access to products, facilities and information.

Range

Types of service

After sales services, deliveries, location of products, credit and disability access.

Ways of meeting

Well trained staff, information boards, helpdesks, help lines, web-pages, store layouts and locators.

Unit 152 Understanding customer service in the retail sector

Learning outcomes and assessment criteria

Outcome 4 Understand the importance of communication to the delivery of customer service

The learner can:

1. Outline how written communication can contribute to the effectiveness of customer service
2. Outline how **spoken communication and body language** can contribute to the effectiveness of customer service
3. State how different **types of questions** can be used to find out what customers need
4. State why it is important to listen to customers.

Range

Spoken communication and body language

Engaging with customers through questioning and listening, posture and eye contact.

Types of questions

Open and closed.

Outcome 5 Understand a variety of customer complaints and problems

The learner can:

1. List the **main types** of customer complaints and problems
2. Identify **solutions** to typical customer complaints and problems
3. Outline the ways in which the **law** protects the rights of consumers.

Range

Main types

Products, service, access, safety and security.

Solutions

Replacements, refunds, apologies, incentives and the removal of safety or security risk.

Law

Health and safety, equality, consumer eg.,Consumer Rights Act, Age restricted sales Sale of Goods Act age restriction.

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Unit 153 Understanding how a retail business maintains health, safety and security on its premises

Level: 1

Credit value: 2

Unit aims

The purpose of this unit is to provide learners with the knowledge and understanding of maintaining security as well as health and safety on retail premises. It introduces learners to the relevant legislation and provides an overview of different procedures for maintaining health and safety, and security.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:
1. Know the main provisions of health and safety legislation in relation to a retail business
2. Know how health and safety are maintained on the premises of a retail business
3. Know how cash and stock are kept secure on the premises of a retail business.

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

This unit has been developed by Skillsmart Retail, the Sector Skills Council for Retail, in partnership with Awarding Organisations.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:
- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

To schedule the online multiple choice test for this unit - schedule test 103

Unit 153   Understanding how a retail business maintains health, safety and security on its premises

Learning outcomes and assessment criteria

Outcome 1   Know the main provisions of health and safety legislation in relation to a retail business

The learner can:

1. State the role of employees and employers in relation to **relevant health and safety legislation**
2. State when and why the control of substances, which are hazardous to health, is important
3. State **where to find information** on company health and safety policies.

Range

Relevant health and safety legislation

HASAW, manual handling, RIDDOR and COSHH.

Where to find information

Procedures manuals, notice boards, handbooks and intranet.

Outcome 2   Know how health and safety are maintained on the premises of a retail business

The learner can:

1. List the **risks and hazards** which commonly occur on the premises of a retail business
2. Outline **precautions to reduce** the risk of accidents
3. Outline **precautions to reduce** the risk of fire
4. List the main types of fire extinguisher, and the materials each should be used on
5. Outline procedures for the safe manual lifting and moving of stock
6. State why high standards of cleanliness and hygiene should apply to the staff and premises of a retail business.

Range

Risks and hazards

Risks – trips, slips and falls, cuts, burns and spills

Hazards – fire, poor housekeeping and misconduct.

Precautions to reduce

Risk assessments, good housekeeping and staff training.

Unit 153   Understanding how a retail business maintains health, safety and security on its premises

Learning outcomes and assessment criteria

Outcome 3   Know how cash and stock are kept secure on the premises of a retail business

The learner can:

1. List the main **causes of stock loss**
2. List the different **types of shop theft** and **where** and when each type typically occurs
3. List the **methods of payment** typically accepted in retail outlets
4. Outline the main **ways of preventing loss** when handling payments
5. Outline the **main checks** for maintaining the security of cash and non-cash payments

Range

Causes of stock loss

Employees and public theft, wastage and shrinkage.

Types of shop theft

Shoplifting, burglary, fraud, till snatches and loss of money and property.

Where

Shop floor, stockroom/warehouse, staff rest areas and payment points.

Methods of payment

Cash, debit and credit cards, luncheon vouchers, cheques and gift cards.

Ways of preventing loss

Securing cash regularly, checking signatures, valid dates, security codes, asking for ID and vigilance.

Main checks

Regular pick ups of payments, cash register ready and using company procedures.

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Unit 154 Understanding the retail selling process

Level: 1

Credit value: 2

Unit aims

The purpose of this unit is to provide learners with the knowledge and understanding of selling within a retail environment. It introduces learners to the selling process and the purpose of product information.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:
1. Understand the selling process
2. Understand how to find out what the customer wants
3. Understand how product information can be used to promote sales.

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

This unit has been developed by Skillsmart Retail, the Sector Skills Council for Retail, in partnership with Awarding Organisations.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:
- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

To schedule the online multiple choice test for this unit - schedule test 104

Unit 154 Understanding the retail selling process
Learning outcomes and assessment criteria

Outcome 1 Understand the selling process

The learner can:
1. Identify the **key steps** of the selling process
2. Outline the **key skills and qualities** required of successful sales staff.

Range

Key steps

Approach, identify needs, explain features and benefits, overcome objections, closing the sale and acknowledging.

Key skills and qualities

Communication (questioning and listening), product and services knowledge, approachable, helpful and patient.

Outcome 2 Understand how to find out what the customer wants

The learner can:
1. State when and how to acknowledge, greet and approach customers
2. State how to find out what customers want.

Outcome 3 Understand how product information can be used to promote sales

The learner can:
1. List **common concerns** a customer may have when buying a product
2. State how providing information about the product can increase its attractiveness to the customer
3. Describe the difference between the features and benefits of products
4. Identify **basic rules** for demonstrating products to customers
5. State **where to obtain** different types of product information.

Range

Common concerns

Price, after-sales services, quality, size, quantity, returns policy, guarantees and warranties.

Basic rules

Safety, security, space and resources eg. power and costs.

Where to obtain

Packaging, suppliers and manufacturers instructions, demonstrations and training events and research eg. internet.

Unit 155 Understanding how individuals and teams contribute to the effectiveness of a retail business

Level: 1

Credit value: 2

Unit aims

The purpose of this unit is to provide learners with the knowledge and understanding of how individuals and teams contribute to the effectiveness of retail businesses as well as introduce learners to the main functions of employment law. The unit covers the effective characteristics of team building and the activities which can be used for improving the skills and performance of individuals.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:
1. Know the key employment rights and responsibilities of employees and the employer
2. Know the characteristics of effective team working in retail business
3. Understand a range of activities for improving own skills and performance.

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

This unit has been developed by Skillsmart Retail, the Sector Skills Council for Retail, in partnership with Awarding Organisations.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:
- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

To schedule the online multiple choice test for this unit - schedule test 105

Unit 155   Understanding how individuals and teams contribute to the effectiveness of a retail business

Learning outcomes and assessment criteria

Outcome 1   Know the key employment rights and responsibilities of employees and the employer

The learner can:

1. State the **purpose** of a contract of employment
2. List the main **content** typically included in a contract of employment
3. Outline the **actions** which can be taken by the individual and the employer if either party fails to keep to the terms of the contract of employment
4. Identify the **legislation** which protects individuals from harassment and discrimination.

Range

Purpose

Comply with law, safeguarding employer and employee and clarification for employees.

Content

Job title, conditions of employment (e.g. hours, sickness, holiday, location), probationary period and notice required.

Actions

Individual – grievance, tribunals and court action.

Employer – disciplinary procedure and dismissal.

Legislation

All legislation relating to equality.

Outcomes 2 and 3 are detailed on the next page

Unit 155   Understanding how individuals and teams contribute to the effectiveness of a retail business

Learning outcomes and assessment criteria

Outcome 2   Know the characteristics of effective team working in retail business

The learner can:

1. State the **benefits** to individual employees, and to the retail business as a whole, of working in teams
2. Identify different **roles and levels** of responsibility within retail teams
3. List the typical **characteristics** of effective and ineffective teams
4. List different **techniques** for communicating effectively with a team.

Range
Benefits
Individual – morale and spreading the workload.
Business – efficiency, effectiveness, maintain and increase profits.

Roles and levels
Shop floor, stockroom/warehouse operatives, team leader, supervisor, management.

Characteristics
Effective – supportive, empathetic, communicative and working together.
Ineffective – unsupportive, conflicting/rivalry and poor communicators.

Techniques
Verbal – meetings and briefings.
Written – instructions, visual aids and minutes of meetings.

Outcome 3   Understand a range of activities for improving own skills and performance

The learner can:

1. State the **benefits** to the retail business of improving employees' skills and performance
2. State why it is **important** for employees to identify own strengths and development needs
3. List the **different methods** for reviewing and improving the performance and skills of individual employees.

Range
Benefits
Better trained workforce, positive impact on sales and profits and morale.

Important
Individual ownership and potential for promotion.

Different methods
Training needs analysis, personal development plan (PDP), appraisals/reviews and training and development.

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Unit 156   Understanding the control, handling and replenishment of stock in a retail business

Level: 1

Credit value: 2

Unit aims

The purpose of this unit is to provide learners with the knowledge and understanding of stock control systems and the procedures for replenishing, moving, handling and storing stock within retail businesses.

Learning outcomes

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

1. Understand the principles of stock control
2. Understand how to move, handle and store stock
3. Understand procedures for replenishing stock.

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Endorsement of the unit by a sector or other appropriate body

This unit has been developed by Skillsmart Retail, the Sector Skills Council for Retail, in partnership with Awarding Organisations.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

To schedule the online multiple choice test for this unit - schedule test 106

Unit 156 Understanding the control, handling and replenishment of stock in a retail business

Learning outcomes and assessment criteria

Outcome 1 Understand the principles of stock control

The learner can:
1. State the main purposes of stock control systems
2. Describe the key features of a stock control system
3. Identify the **technology** that can be used in stock control
4. List the benefits of effective stock control.

Range

Technology

Scanning/bar codes, computer software for re-ordering, intranet, extranet and electronic point of sale equipment.

Outcome 2 Understand how to move, handle and store stock

The learner can:
1. Identify the **different techniques and methods for moving stock**, including how it is kept secure
2. Identify the **different techniques and methods for handling stock**, including how it is kept secure
3. Identify the **different techniques and methods for storing stock**, including how it is kept secure
4. State where, and in what conditions, **different types of stock** should be stored
5. Identify procedures for dealing with the removal of **waste**
6. State **why it is important** to follow procedures for dealing with the removal of waste.

Range

Different techniques and methods for moving stock

Safely, rails, cages, pallets, equipment (eg. pallet trucks) and organisational procedures on security.

Different techniques and methods for handling stock

Following suppliers instructions on safe handling (eg. fragile), manual handling techniques and organisational procedures on security.

Different techniques and methods for storing stock

Safely on rails, shelving, pallets, locked cages for high value and age restricted products and organisational procedures on security.

Different types of stock

Food - perishable and non-perishable, clothing, high value, age restricted and electrical.

Waste

Packaging, products, hazardous, non-hazardous and recycling.

Why it is important

Safety, legal, environmental and ethical.

Unit 156 Understanding the control, handling and replenishment of stock in a retail business

Learning outcomes and assessment criteria

Outcome 3 Understand procedures for replenishing stock

The learner can:

1. Outline the procedures for replenishing stock on display
2. State why accurate pricing and ticketing of stock is important.

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Unit 251 Understanding customer service in the retail sector

Level: 2

Credit value: 3

Unit aims

The purpose of this unit is to provide learners with the knowledge and understanding of retail customer service. It focuses on standards of customer service and covers how customer complaints and problems are resolved in retail businesses.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:
1. Understand the effect of customer service on retail business
2. Understand how retail businesses find out about customers' needs and preferences
3. Understand the importance to a retail business of customer service standards, policies and procedures
4. Understand how customer complaints and problems are resolved in a retail business

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the National Occupational Standards for retail.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:
- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

To schedule the online multiple choice test for this unit - schedule test 201

Unit 251 Understanding customer service in the retail sector

Learning outcomes and assessment criteria

Outcome 1 Understand the effect of customer service on retail business

The learner can:

1. Describe the **key features** of excellent customer service
2. Describe how excellent customer service **affects** a retail business
3. Describe the key features of unsatisfactory customer service
4. Describe how unsatisfactory customer service affects a retail business
5. Describe the **main methods** used by retail businesses to maintain and increase customer loyalty

Range

Key Features

Timely, responsive, listening and interpersonal skills, exceeding expectations, product and service knowledge.

Affects

Profits, sales, turnover, company image, customer loyalty.

Main methods

Loyalty schemes and cards, excellent customer service, targeted promotions, advertising, use of customer data base.

Outcome 2 Understand how retail businesses find out about customers' needs and preferences

The learner can:

1. Describe methods of approaching customers on the sales floor and the **questioning** and **listening** techniques for finding out what customers are looking for
2. Describe **how customer feedback is collected and used** to improve customer service

Range

Questioning

Open and closed

Listening

Active listening

How customer feedback is collected

Formal and informal

How customer feedback is used

To identify customers' needs and preferences, opportunities to improve customer service and delivery.

Unit 251 Understanding customer service in the retail sector

Learning outcomes and assessment criteria

Outcome 3 Understand the importance to a retail business of customer service standards, policies and procedures

The learner can:

1. Explain the difference between customer service standards, customer service policies and customer service procedures
2. Describe the benefits to the customer of customer service standards, policies and procedures
3. Describe the benefits to retail businesses of customer service standards, policies and procedures

Outcome 4 Understand how customer complaints and problems are resolved in a retail business

The learner can:

1. Describe the main **types of customer complaints** and problems
2. Describe **techniques for listening** to customers expressing concerns about a product or service, and **for reassuring customers** that their concerns have been heard and understood
3. Describe the key stages in resolving complaints to the customers' satisfaction

Range

Types of customer complaints

Product or service related

Techniques for listening

Active

Techniques for reassuring customers

Interpersonal skills, showing empathy, professionalism, using open and closed questions.

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Unit 252   Understanding the retail selling process

Level: 2

Credit value: 2

Unit aims

The purpose of this unit is to provide learners with the knowledge and understanding of the retail selling process. It focuses on the techniques used for identifying and meeting the needs of customers in retail businesses.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:
1. Understand the five steps of the selling model
2. Understand how questions are used to identify customers' needs
3. Understand the benefits and uses of product knowledge
4. Understand how sales are closed

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the National Occupational Standards for retail.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:
- Application of Number
- Communication
- Information and Communication Technology

Assessment

To schedule the online multiple choice test for this unit - schedule test 202

Unit 252   Understanding the retail selling process
Learning outcomes and assessment criteria

Outcome 1 Understand the five steps of the selling model

The learner can:
1. Outline the five steps of the selling model
2. Explain why an effective rapport needs to be created with customers
3. Explain the importance of effective questioning to the sales process
4. Explain how linking benefits to product features helps to promote sales
5. Explain why products must be matched to customers' needs
6. Explain the importance of closing the sale

Outcome 2 Understand how questions are used to identify customers' needs

The learner can:
1. Define 'open' and 'closed' questions and state the purpose of each in the selling process
2. Define what is meant by 'probing' questions and state the purpose of these in the selling process
3. Identify questions which can be used to establish sales opportunities

Outcome 3 Understand the benefits and uses of product knowledge

The learner can:
1. Explain how comprehensive and up-to-date product knowledge can be used to promote sales
2. Describe how the features and benefits of products can be identified and matched to customers' needs
3. Describe a **range of methods** for keeping product knowledge up-to-date

Range

Range of methods

Suppliers' training, trade information, colleagues, packaging, company briefings, Internet/Intranet.

Outcome 4 Understand how sales are closed

The learner can:
1. State what is meant by a 'buying signal' and describe the main buying signals the salesperson needs to look for
2. Describe the main ways of closing sales

Unit 253   Understanding how individuals and teams contribute to the effectiveness of a retail business

Level: 2

Credit value: 3

Unit aims

The purpose of this unit is to provide learners with the knowledge and understanding of how to monitor their own performance and develop themselves to achieve higher standards. It looks at how working as a team and using effective communication skills can maximise overall productivity. The unit also covers employment rights and responsibilities.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will be able to:
1. Know the employment rights and responsibilities of an employee and the employer
2. Understand the importance and characteristics of effective team work in retail business
3. Understand the impact of effective communication skills when working in a retail team
4. Understand how the roles and responsibilities of retail teams relate to the structure and function of organisations
5. Understand how to improve personal performance
6. Understand how personal performance contributes to business success

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the National Occupational Standards for retail.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:
- Application of Number
- Communication
- Information and Communication Technology

Assessment

To schedule the online multiple choice test for this unit - schedule test 203

Unit 253 Understanding how individuals and teams contribute to the effectiveness of a retail business

Learning outcomes and assessment criteria

Outcome 1 Know the employment rights and responsibilities of an employee and the employer

The learner can:

1. State the key requirements in a contract of employment in retail business
2. State which organisations are able to help individuals in the cases of violation of employee rights
3. State the key areas covered by 'equality' legislation
4. State the purpose of **laws** that promote equality within the workplace
5. Define diversity in relation to promoting equality and diversity within the workplace

Range

Laws

Equal Opportunities, Disability Discrimination Act, Race Relations, Age Discrimination, Sex Discrimination.

Outcome 2 Understand the importance and characteristics of effective team work in retail business

The learner can:

1. Explain what is meant by 'team work' in retail business
2. Describe the benefits that team work can bring to team members and to retail business as a whole
3. Describe the general **qualities and abilities** required to be an effective member of a team in retail business

Range

Qualities and abilities

Attitudes, behaviours, skills and knowledge.

Unit 253   Understanding how individuals and teams contribute to the effectiveness of a retail business

Learning outcomes and assessment criteria

Outcome 3 Understand the impact of effective communication skills when working in a retail team

The learner can:

1. Describe the relevance and importance of communication skills in clarifying and resolving misunderstandings
2. Describe effective methods of communication used within teams
3. Describe how poor communication skills can affect a team's performance

Outcome 4 Understand how the roles and responsibilities of retail teams relate to the structure and function of organisations

The learner can:

1. Describe broad **functional teams** in retail and identify the different **job roles** and **career pathways** within these
2. Describe the relationships between different job roles within functional teams and identify the lines of accountability in retail business

Range

Functional teams

Departments / sections, sales related, non-sales related, internal and external support teams.

Job roles

Customer facing, non-customer facing.

Career pathways

Training and development opportunities, types of organisational structure.

Unit 253 Understanding how individuals and teams contribute to the effectiveness of a retail business

Learning outcomes and assessment criteria

Outcome 5 Understand how to improve personal performance

The learner can:

1. Explain the benefit to individual employees and the retail business as a whole of a personal development plan
2. Describe the range of methods available to identify own learning needs
3. Explain the **main learning styles** and state which learning **methods and activities** suit each style
4. Identify potential learning resources available for improving own performance

Range

Main learning styles

By doing, by observation, by listening, by reading

Methods and activities

On the job training, off the job learning.

Outcome 6 Understand how personal performance contributes to business success

The learner can:

1. Explain how work objectives are agreed and state the benefits they can bring to the individual and the retail business
2. Explain how a team's goals impact on the roles and responsibilities of individual team members
3. Describe the benefits to the retail business of identifying more effective ways of working

Unit 254 Understanding how a retail business maintains health and safety on its premises

Level: 2

Credit value: 2

Unit aims

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

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:
1. Know the main provisions of health and safety legislation in relation to a retail business
2. Know what actions to take in an emergency
3. Understand the employees' responsibilities in reporting hazards and accidents that typically occur on the premises of a retail business
4. Understand safe handling, storage and disposal
5. Understand safe working practices

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the National Occupational Standards for retail.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:
- Application of Number
- Communication
- Information and Communication Technology

Assessment

To schedule the online multiple choice test for this unit - schedule test 204

Unit 254   Understanding how a retail business maintains health and safety on its premises

Learning outcomes and assessment criteria

Outcome 1 Know the main provisions of health and safety legislation in relation to a retail business

The learner can:

1. Describe the main **legal responsibilities of employees and employers** in relation to the relevant health and safety legislation
2. Describe the **main responsibilities of employees and employers** in relation to the control of substances hazardous to health

Range

Legal responsibilities of employees

compliance with legislation regarding safety of self and others

Legal responsibilities of employers

provide clearly defined procedures and training for dealing with health and safety legislation. Providing safe working conditions for employees, customers and visitors

Main responsibilities of employees

compliance with COSHH legislation. Understand safe use of potentially hazardous substances in the work place

Main responsibilities of employers

provide clearly defined procedures and training for dealing with potentially hazardous substances in the work place

Outcome 2 Know what actions to take in an emergency

The learner can:

1. State when and how to raise an emergency alarm
2. State the actions an employee should take in the event of:
   a. fire
   b. a bomb alert
   c. acute illness or accident
3. State the main stages in an emergency evacuation procedure

Unit 254 Understanding how a retail business maintains health and safety on its premises

Learning outcomes and assessment criteria

Outcome 3 Understand the employees' responsibilities in reporting hazards and accidents that typically occur on the premises of a retail business

The learner can:

1. Describe the **hazards** and associated **risks** typically found on the premises of a retail business
2. Explain why it is **important to notice and report** hazards
3. State **when and to whom a personal accident should be reported**

Range

Hazards

Trip hazards, machinery, flammable products, incorrect merchandising, incorrect storage, spillages.

Risks

Trips, slips and falls, injury and electrocution, burns and scalds

Important to notice and report

Minimise potential risks, comply with legislation, minimise opportunity of litigation

When and to whom a personal accident should be reported

When and to whom a personal accident should be reported – In a timely manner to an authorised and/or nominated person.

Unit 254 Understanding how a retail business maintains health and safety on its premises

Learning outcomes and assessment criteria

Outcome 4 Understand safe handling, storage and disposal

Assessment Criteria

Underpinning Knowledge

The learner can:

1. Describe **safe methods for lifting and carrying**
2. Describe **methods for safely handling**, removing and disposing of **waste and rubbish**
3. Describe where and **how to store dangerous substances and items**
4. State the importance and relevance in handling, storing and disposing of substances hazardous to health

Range

Safe methods for lifting and carrying

Consideration of size, weight and types of items

Methods for safe handling

Correct use of personal protective equipment, lifting and carrying methods

Waste and rubbish

Recyclable, hazardous and non-hazardous

How to store

Comply with legislation.

Dangerous substances and items

Chemicals, sharp items, corrosive products, perishable goods, equipment.

Outcome 5 Understand safe working practices

The learner can:

1. Describe the **routine practices** which employees need to follow to minimise health and safety risks at work
2. Explain why equipment and materials should be used in line with the employer's and manufacturer's instructions

Range

Routine practices

Awareness of hazards and risks, keeping up to date with safe working procedures and legislation.

Unit 255   Understanding retail consumer law

Level: **2**

Credit value: **2**

Unit aims

The purpose of this unit is to provide learners with the knowledge and understanding of legislation relevant to consumers. It covers acts such as Trade Description and Data Protection, as well as legislation for consumer credit and the provision of licensed and age-restricted products.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will be able to:
1. Understand how consumer legislation protects the rights of customers
2. Know the main provisions for the protection of consumers from unfair trading practices
3. Know the main provisions of consumer credit legislation in relation to retail
4. Know the main provisions of data protection legislation in relation to retail
5. Know the main provisions of the law relating to the sale of licensed and age-restricted products
6. Understand the consequences for businesses and employees of contravening retail law

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the National Occupational Standards for retail.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:
- Application of Number
- Communication
- Information and Communication Technology

Assessment

To schedule the online multiple choice test for this unit - schedule test 205

Unit 255   Understanding retail consumer law
Learning outcomes and assessment criteria

Outcome 1 Understand how consumer legislation protects the rights of customers

The learner can:
1. State the purpose of **consumer legislation** in relation to retail
2. Describe the key principles and concepts of consumer legislation such as fitness for purpose, misinterpretation, and merchantable quality

Range

Consumer legislation

Sale of Goods Act, Consumer Rights Act.
, Trade Descriptions Act 1972

Outcome 2 Know the main provisions for the protection of consumers from unfair trading practices

The learner can:
1. Describe the provisions in place to protect consumers from unfair trading practices
2. Describe retail employees' responsibilities in ensuring fair trading practices

Range

Fair trading practices

Fair Trade Act

Outcome 3 Know the main provisions of consumer credit legislation in relation to retail

The learner can:
1. Describe the key **legal responsibilities** of a retail business and its employees when offering credit facilities to customers

Range

Legal responsibilities

To comply with Consumer Credit Act, Data Protection Act.

Outcome 4 Know the main provisions of data protection legislation in relation to retail

The learner can:

1. Describe the key responsibilities and obligations of a retail business and its employees under **current data protection legislation**

Range

Current data protection legislation

Data Protection Act.

Unit 255   Understanding retail consumer law
Learning outcomes and assessment criteria

Outcome 5 Know the main provisions of the law relating to the sale of licensed and age-restricted products

The learner can:

1. Identify the **responsibilities and obligations** of a retail business and its employees in relation to the sale of **licensed goods**
2. Identify the **responsibilities and obligations** of a retail business and its employees in relation to the sale of **age-restricted goods**

Range

Responsibilities and obligations

Comply with licence requirements, protection of staff, customers, community and business.

Licensed goods

Alcohol, tobacco, pharmaceuticals, game, livestock, gaming products.

Responsibilities and obligations

Comply with age related sales legislation, protection of staff, customers, community and business.

Age-restricted goods

Alcohol, tobacco products, fireworks, films and games, lighter fuel, solvents, gaming products, knives, aerosol paints, petrol.

Outcome 6 Understand the consequences for businesses and employees of contravening retail law

Assessment Criteria

Underpinning Knowledge

The learner can:

1. Describe the **legal consequences** for businesses and employees of contravening retail law
2. Describe the probable **commercial consequences** and sanctions for employees and businesses of contravening retail law

Range

Legal consequences

Possible litigation, fines, loss of licence, closure of business, imprisonment.

Commercial consequences

Loss of trade, loss of business, loss of reputation, loss of employment.

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Unit 256   Understanding security and loss prevention in a retail business

Level: **2**

Credit value: 2

Unit aims

The purpose of this unit is to provide learners with the knowledge and understanding of the impact of crime upon retail business and the precautions and actions which are undertaken to prevent loss and maintain security.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:
1. Know the range of security risks faced by a retail business
2. Understand the effect which crime has on a retail business and its staff
3. Know what actions can be taken to prevent crime in a retail business
4. Know how security incidents should be dealt with

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the National Occupational Standards for retail.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:
- Application of Number
- Communication
- Information and Communication Technology

Assessment:

To schedule the online multiple choice test for this unit - schedule test 206

Unit 256 Understanding security and loss prevention in a retail business

Learning outcomes and assessment criteria

Outcome 1 Know the range of security risks faced by a retail business

The learner can:

1. Describe the **types of criminal activity** which commonly occur in retail businesses
2. Identify the **types of merchandise** at greatest risk of theft and the reason for this

Range

Types of criminal activity

Theft, criminal damage, vandalism, harassment, burglary, fraud, staff collusion.

Types of merchandise

High value, easily portable, easily saleable, bonded goods

Outcome 2 Understand the effect which crime has on a retail business and its staff

The learner can:

1. Describe how crime can affect the profits of a retail business
2. Describe **how crime can affect people** working in retail

Range

How crime can affect people

Financially, physically, psychologically

Unit 256 Understanding security and loss prevention in a retail business

Learning outcomes and assessment criteria

Outcome 3 Know what actions can be taken to prevent crime in a retail business

The learner can:

1. Outline **actions and precautions** typically taken to secure:
   a. stock
   b. premises
   c. cash
   d. people
   e. information
2. Outline **actions and precautions** that can be taken to reduce staff theft and the resulting loss of stock

Range

Actions and precautions

Security personnel, security devices, CCTV, alarms, monitoring suspicious behaviour, computer access authorisation limits.

Actions and precautions

Staff search procedures, staff activities monitoring, staff security procedures

Outcome 4 Know how security incidents should be dealt with

The learner can:

1. Describe **what action should be undertaken** in the event of an observed or suspected theft
2. Describe the **steps** employees should take to safeguard their own personal security
3. State when security incidents should be referred to senior staff

Range

What action should be undertaken

Prompt and accurate reporting to a nominated or authorised person, maintain vigilance

Steps

Avoid confrontation, comply with legislation, comply with company guidelines, avoid divulging staff personal details.

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Unit 257 Understanding the handling of customer payments in a retail business

Level: 2

Credit value: 2

Unit aims
The purpose of this unit is to provide learners with the knowledge and understanding of the cashier's responsibilities in terms of processing payments at the payment point within retail businesses.

Learning outcomes
There are **four** learning outcomes to this unit. The learner will be able to:
1. Know the methods of payment accepted from retail customers
2. Understand the risks involved in handling payments
3. Understand the cashier's responsibility for providing service at the payment point
4. Understand the cashier's responsibilities when processing age-restricted goods at the payment point

Guided learning hours
It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards (if appropriate)
This unit is linked to the National Occupational Standards for retail.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills
This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:
- Application of Number
- Communication
- Information and Communication Technology

Assessment:
To schedule the online multiple choice test for this unit - schedule test 207

Unit 257 Understanding the handling of customer payments in a retail business

Learning outcomes and assessment criteria

Outcome 1 Know the methods of payment accepted from retail customers

The learner can:

1. List the **methods of payment** typically accepted by retail businesses and describe how each is processed

Range

Methods of payment

Cash, credit cards, debit cards, credit terms, personal and travellers' cheques.

Outcome 2 Understand the risks involved in handling payments

The learner can:

1. Describe how errors can arise when accepting cash payments at the till, and explain how these can result in losses
2. Identify the security risks that may arise when **handling payments**

Range

Handling payments

Credit cards, debit cards, credit terms, personal and travellers' cheques.

Outcome 3 Understand the cashier's responsibility for providing service at the payment point

The learner can:

1. Outline the cashier's key responsibilities for serving customers at the payment point
2. Identify common problems which can arise at the payment point and describe how the cashier can resolve or refer these
3. Describe additional services which are often offered to customers at the payment point, such as cash-back or wrapping
4. Describe how the cashier can help to promote **additional sales** at the payment point

Range

Additional sales

Products, services.

Unit 257 Understanding the handling of customer payments in a retail business

Learning outcomes and assessment criteria

Outcome 4 Understand the cashier's responsibilities when processing age-restricted goods at the payment point

The learner can:

1. List the **types and age restrictions of products** which can be sold only to customers, or by employees, who are over a minimum age specified by law
2. State the **consequences for the cashier** and **the business** if legal age restrictions are not complied with
3. Describe the cashier's responsibilities for helping to ensure that legal age restrictions are complied with

Range

Types of age-restricted products

Alcohol, tobacco products, fireworks, films and games, lighter fuel, solvents, gaming products, knives, aerosol paints, petrol.

Consequences for cashier

Fines, loss of employment, imprisonment.

Consequences for business - legal

Possible litigation, fines, loss of licence, closure of business

Consequences for business – commercial

Loss of trade, loss of business, loss of reputation.

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Unit 258 Understanding the control, receipt and storage of stock in a retail business

Level: 2

Credit value: 2

Unit aims

The purpose of this unit is to provide learners with the knowledge and understanding of stock control systems and the procedures for taking delivery of stock in retail businesses. It also covers the different methods of storing and moving stock in order to prevent damage or loss.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:
1. Understand the importance of having the right stock levels
2. Understand how goods are received on the premises of a retail business
3. Understand how stock should be stored to prevent damage or loss

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the National Occupational Standards for retail.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:
- Application of Number
- Communication
- Information and Communication Technology

Assessment:

To schedule the online multiple choice test for this unit - schedule test 208

Unit 258 Understanding the control, receipt and storage of stock in a retail business

Learning outcomes and assessment criteria

Outcome 1 Understand the importance of having the right stock levels

The learner can:

1. Describe the purpose of stock control
2. Describe the consequences of inaccurate paperwork relating to stock
3. Describe how stock levels are maintained and the consequences to the business of not carrying the right levels of stock

Outcome 2 Understand how goods are received on the premises of a retail business

The learner can:

1. Explain why it is important to know what goods are expected and when they are due to arrive
2. Describe how to prepare the receiving area for goods delivery
3. Explain why it is important to check the quality and quantity of the goods received
4. Describe the **procedures** for **reporting and recording**:
    a. variations in the quantities of goods received
    b. defects in quality, such as damage or breakages
5. State what personal protective equipment should be used within the **goods** delivery area

Range

Procedures

Different types of organisation

Reporting and recording

Types: paper, electronic, verbally.

Goods

Frozen foods, items on pallets, heavy goods.

Outcome 3 Understand how stock should be stored to prevent damage or loss

The learner can:

1. Describe the methods of storing stock
2. Describe stock handling techniques which prevent damage and loss
3. Explain why the quality of stock should be checked regularly and state the **possible reasons why stock may deteriorate** in storage
4. Explain why stock should be stored in order of receipt and describe how this is done

Range

Possible reasons for deterioration

Temperature, light, age, moisture.

Unit 259 Understanding visual merchandising for retail business

Level: 2

Credit value: 4

Unit aims

This unit provides the learner with the knowledge and understanding of the principles of visual merchandising. It covers the principles of display design and installation. The unit also focuses on the importance of visual merchandising in relation to brand identity.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:
1. Understand the importance window displays have in translating the retailer's identity to the customer
2. Understand how events and props are used to promote merchandise in a retail environment
3. Understand how to plan and install window and store displays
4. Understand how floor layouts and product adjacencies maximise sales
5. Understand the importance of product preparation and handling in visual merchandising

Guided learning hours

It is recommended that **40** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the National Occupational Standards for retail.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:
- Application of Number
- Communication
- Information and Communication Technology

Assessment:

To schedule the online multiple choice test for this unit - schedule test 209

Unit 259   Understanding visual merchandising for retail business

Learning outcomes and assessment criteria

Outcome 1   Understand the importance window displays have in translating the retailer's identity to the customer

The learner can:

1. Describe how to translate brand **image** to the customer through window displays
2. Describe the different types of **visual messages** that retailers can showcase through window displays

Range

Image

Merchandise; promotion; price; atmosphere; events; cleanliness; lighting

Visual messages

Price; merchandise; promotions; atmosphere; events

Outcome 2   Understand how events and props are used to promote merchandise in a retail environment

The learner can:

1. Describe how **different seasonal and calendar events** are applied through window and/or in-store displays in order to support brand identity
2. Explain how **different props** can be used in window and/or in-store displays to support brand identity

Range

Different seasonal and calendar events

Four seasons; mother's day; Easter; Christmas

Different props

Models; shelving; merchandise; back drops; plinths; ticketing

Outcome 3   Understand how to plan and install window and store displays

The learner can:

1. Identify the basic principles of colour theory
2. Identify basic design principles and elements used in retail displays
3. Describe the methods used to produce and record simple design plans
4. Describe how to make best use of the space allocated
5. Describe basic principles for preparing fixtures and fittings and installing props safely
6. Identify the tools and equipment required to install a themed display

Unit 259 Understanding visual merchandising for retail business

Learning outcomes and assessment criteria

Outcome 4 Understand how floor layouts and product adjacencies maximise sales

The learner can:
1. Describe why it is important to change a floor layout in order to maximise sales
2. Describe what is meant by 'product adjacencies'
3. Describe the benefits of displaying specific products in different locations

Outcome 5 Understand the importance of product preparation and handling in visual merchandising

The learner can:
1. Explain why products may need cleaning and polishing before being displayed
2. Describe why it is important to handle products carefully

Unit 265 Understanding the use of in-store web-based facilities in promoting retail sales

Level: 2

Credit value: 2

Learning outcomes

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

1. Understand the in-store web-based retail selling facilities and the use of these facilities within their area of operations
2. Understand the impact of web-based retail facilities upon the customer shopping experience

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the National Occupational Standards for retail.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology

Assessment:

To schedule the online multiple choice test for this unit - schedule test ????

Unit 265 Understanding the use of in-store web-based facilities in promoting retail sales

Learning outcomes and assessment criteria

Outcome 1 Understand the in-store web-based retail selling facilities and the use of these facilities within their area of operations

The learner can:

1. Explain how to operate the **web-based facilities** available in-store within their own organisation
2. Describe the **features** of the web-based facilities and the associated **benefits**, both for their customers and for their own organisation
3. Describe the **impact** of multi-channel retailing upon in-store selling within their own organisation, including its impact for their customers' ability to research and order products from the organisation and its competitors
4. Describe how distance selling **legislation** and consumer rights affect their area of retail operations, including web-based retail selling

Range

Web-based facilities; point of sale facility/self-service facilities

Features; user friendly systems, connectivity, efficiency

Organisational benefits; upselling, cross selling, location of stock, 24/7 selling opportunity

Customer benefits; availability of stock, location of stock, delivery times, 24/7 buying opportunity

Impact of Multi -channel retailing (MCR) negative, positive (organisation and customer)

Legislation; Consumer rights act

- Distant selling under the consumer contracts regulation

- Sale of goods act/ trades description act , Consumer rights Act

Outcome 2 Understand the impact of web-based retail facilities upon the customer shopping experience

The learner can:

1. Describe the importance of providing a 'seamless' service to customers, irrespective of the **customer journey** undertaken
2. Explain what providing a **'seamless' service** means for them in their dealings with customers in-store
3. Explain the **opportunities** to build customer relations when customers are in stores to collect and to return products purchased online
4. Describe how **customers' attitudes** and understanding of web-based technology can affect their customers' use of in-store web-based facilities

Range

Customer journey; in-store using store facilities, online-using personal tablet PC, mobile phone

'Seamless' service benefits –loyalty, competitiveness, efficiency of service

Opportunities; upselling, cross selling, loyalty schemes, store card/credit facilities

Customers' attitudes to technology; preferences of customer base

Unit 351 Understanding customer service in the retail sector

Level: 3

Credit value: 2

Unit aims

The purpose of this unit is to provide learners with the knowledge and understanding of retail customer service. It focuses on how retail businesses meet and monitor the standards of customer service as well as negotiate with customers in order to resolve complaints.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:
1. Understand the effect of customer service on retail business
2. Understand how retail businesses ensure customer service standards are met
3. Understand how customer complaints are resolved in a retail business
4. Understand how customer service is monitored in a retail business

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the National Occupational Standards for retail.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment:

To schedule the online multiple choice test for this unit - schedule test 301

Unit 351 Understanding customer service in the retail sector

Learning outcomes and assessment criteria

Outcome 1 Understand the effect of customer service on retail business

The learner can:
1. Explain the importance of customer loyalty to a retail business
2. Explain the relationship between standards of customer service and customer loyalty

Outcome 2 Understand how retail businesses ensure customer service standards are met

The learner can:
1. Explain how a team's work needs to be organised so as to ensure that customer service standards can be consistently met
2. Describe common **contingencies** which can affect a team's ability to meet customer service standards, and explain how the effects of these contingencies can be minimised

Range

Contingencies

Staff scheduling, holiday rotas, sickness cover, unusual trading periods

Outcome 3 Understand how customer complaints are resolved in a retail business

The learner can:
1. Describe the **procedures** used by retail businesses for resolving a variety of **complaints**, including how the customer is kept informed of progress
2. Describe **techniques** for negotiating with customers to reach a solution acceptable to both parties
3. Explain how **resolving complaints** can turn the customer's dissatisfaction into delight

Range

Procedures

Company policy (eg discount, refund, exchange, credit voucher, free gift), legislation

Complaints

Products, services, staff

Techniques

Listening skills, questioning skills, negotiation skills, understanding body language

Resolving complaints

Satisfying customer needs, exceeding expectations, going extra mile

Unit 351 Understanding customer service in the retail sector

Learning outcomes and assessment criteria

Outcome 4 Understand how customer service is monitored in a retail business

The learner can:

1. Explain why it is important to monitor the delivery and effectiveness of customer service in a retail business
2. Describe the **main methods** which are used to monitor customer service in retail businesses
3. Explain the techniques used by line managers to monitor the customer service delivered by themselves and their teams

Range

Main methods

Formal and informal feedback, questionnaires, mystery shoppers, customer records, suggestion forums, market research

Techniques

Appraisals, reviews, key performance indicators, observations

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Unit 352 Understanding the management of risks to health and safety on the premises of a retail business

Level: 3

Credit value: 2

Unit aims

The purpose of this unit is to provide learners with the knowledge and understanding of managing health and safety risks within the premises of retail businesses. It focuses on the methods for identifying, monitoring and preventing risks as well as the management of accidents and emergencies.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:
1. Understand the health and safety responsibilities of employees and employers
2. Understand the management of potential risks to health and safety on the premises of a retail business
3. Understand the management of emergency procedures on the premises of a retail business
4. Understand the management of accidents in the retail environment

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the National Occupational Standards for retail.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology

Assessment

To schedule the online multiple choice test for this unit - schedule test 302

Unit 352 Understanding the management of risks to health and safety on the premises of a retail business

Learning outcomes and assessment criteria

Outcome 1 Understand the health and safety responsibilities of employees and employers

The learner can:

1. Explain the **role and responsibilities** of nominated health and safety representatives in risk prevention and management under relevant **health and safety legislation**
2. Explain the role and responsibilities of nominated health and safety representatives in relation to substances hazardous to health
3. Explain the employer's responsibilities for providing clearly defined health and safety procedures

Range

Role

Fire warden, first aider, health and safety representative

Responsibilities

Understand implement and monitor legislation and company policy

Health and Safety legislation

HASAWA, RIDDOR,

Outcome 2 Understand the management of potential risks to health and safety on the premises of a retail business

The learner can:

1. Describe the **main methods of monitoring** and preventing the risks to health and safety in the workplace
2. Explain the purpose of risk assessment and describe the key stages in the risk assessment process
3. Explain the importance of briefing and training staff on health and safety issues
4. Explain the **main methods of briefing** and training staff on health and safety issues

Range

Main methods of monitoring

Risk assessment, accident reporting, 'near miss' recording, analysing records, reviewing

Main methods of briefing

Workshops, information sheets, distance learning, internet resources, off and on job training, books, video, audio, role play, fire drill

Unit 352　　Understanding the management of risks to health and safety on the premises of a retail business

Learning outcomes and assessment criteria

Outcome 3　Understand the management of emergency procedures on the premises of a retail business

The learner can:
1. Explain why it is essential to have effective policies and procedures for managing emergencies such as bomb threats and fire
2. Describe **methods for training** staff to respond to emergency situations

Range

Methods for training

Workshops, information sheets, distance learning, internet resources, off and on job training, books, video, audio, role play, fire drill

Outcome 4　Understand the management of accidents in the retail environment

The learner can:
1. Describe the **types of accidents** which typically occur on the premises of a retail business to people such as visitors, customers or staff
2. Describe the **arrangements** which should be in place for dealing with accidents in the workplace
3. State the legal requirements for recording accidents including the essential contents of an accident report

Range

Types of accidents

Slips, trips and falls, manual handling, cuts, burns

Arrangements

First aid personnel and procedures

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Unit 353   Understanding security and loss prevention in a retail business

Level: **3**

Credit value: **3**

Unit aims

The purpose of this unit is to provide learners with the knowledge and understanding of the impact of crime upon retail business and how security risks are assessed. It also covers the precautions and actions undertaken for preventing loss and maintaining security.

Learning outcomes

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

1. Know the range of security risks faced by a retail business
2. Understand the effect which crime has on a retail business and its staff
3. Understand the loss prevention procedures used in a retail business
4. Know how security incidents should be dealt with
5. Know how to carry out an assessment of security risks

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the National Occupational Standards for retail.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology

Assessment

This unit will be assessed by:

To schedule the online multiple choice test for this unit - schedule test 303

Unit 353   Understanding security and loss prevention in a retail business

Learning outcomes and assessment criteria

Outcome 1 Know the range of security risks faced by a retail business

The learner can:

1. Define the **security risks** faced by a retail business and distinguish between external and internal threats to security
2. Explain how and why losses can occur in a retail business as a result of crime

Range

Security risks

Theft of cash and products, terrorism, violence/aggression, harassment, product contamination, break-ins

Outcome 2 Understand the effect which crime has on a retail business and its staff

The learner can:

1. Explain the **implications** of criminal loss to retail businesses
2. Explain the **role of management** and **other staff** in maintaining the security of a retail business

Range

Implications

Financial loss, morale, well being, confidence, health, loss of staff resource

Role of management

Implement risk assessment, security procedures, staff training

Other staff

Follow procedures. attend staff training, vigilance

Unit 353 Understanding security and loss prevention in a retail business

Learning outcomes and assessment criteria

Outcome 3 Understand the loss prevention procedures used in a retail business

The learner can:

1. Explain the main ways in which retail businesses use **technology** to prevent loss
2. Explain how **stock control procedures** are used to prevent loss
3. Explain how routine stocktaking helps to prevent loss

Range

Technology

CCTV, electronic tagging, bar coding

Stock control procedures

Stock taking, shrinkage control/recording

Outcome 4 Know how security incidents should be dealt with

The learner can:

1. Explain how to apprehend individuals suspected of fraud in accordance with relevant legislation
2. Explain how to apprehend individuals suspected of theft in accordance with relevant legislation
3. Explain common procedures for carrying out searches when theft is suspected
4. Describe common **types of situations** where threatening and violent behaviour from customers may occur in a retail business
5. Explain the **techniques** for controlling threatening and violent behaviour and explain why these techniques are effective

Range

Types of situation

Age restrictions, refusal of refunds, busy trading hours, attempted theft, large groups, distraction tactics

Techniques

Staff training, restricting numbers, staff scheduling, queue control

Unit 353　Understanding security and loss prevention in a retail business

Learning outcomes and assessment criteria

Outcome 5 Know how to carry out an assessment of security risks

The learner can:

1. Explain why it is necessary to assess **security risks** in a retail business
2. Describe the key stages in the risk assessment process
3. Explain why it is important to identify breaches in security and deal with them promptly

Range

Security risks

Theft of cash and products, terrorism, violence/aggression, harassment, product contamination, break-ins

Unit 354 Understanding how the smooth operation of a payment point is maintained

Level: 3

Credit value: 3

Unit aims

The purpose of this unit is to provide learners with the knowledge and understanding of managing payment points within retail businesses. It focuses on methods for monitoring payment points and dealing with queries and abnormal operating conditions

Learning outcomes

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

1. Know how a payment point is made ready for trading
2. Know how to deal with queries raised at the payment point
3. Understand the routine monitoring of a payment point
4. Know what actions should be taken at the payment point when abnormal operating conditions apply
5. Understand how the accuracy of till operation is monitored
6. Know how to implement end-of-shift procedures at a payment point

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the National Occupational Standards for retail.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology

Assessment

To schedule the online multiple choice test for this unit - schedule test 304

Unit 354 Understanding how the smooth operation of a payment point is maintained

Learning outcomes and assessment criteria

Outcome 1 Know how a payment point is made ready for trading

The learner can:

1. Describe typical **procedures** for opening up a payment point
2. Explain the **key principles** for establishing an effective staffing rota for a payment point

Range

Procedures

Payment area clear and ready for trading, consumables, cash float/drawer

Key principles

Trading patterns and trends, staff skills, staff availability, employment regulations

Outcome 2 Know how to deal with queries raised at the payment point

The learner can:

1. Describe the types of **queries raised** at the payment point **by staff and customers** and explain how these queries are resolved
2. Describe **procedures** for dealing with claims by customers that incorrect change was given

Range

Queries raised by staff

Availability of consumables, cash change, staff relief, availability of products, services and prices

Queries raised by customers

Availability of products, services and prices, further assistance required

Procedures

Confirm query with customer and staff, agree action with customer, reconcile payment takings, feedback to customer and staff, Consumer Rights Act

Unit 354 Understanding how the smooth operation of a payment point is maintained

Learning outcomes and assessment criteria

Outcome 3 Understand the routine monitoring of a payment point

The learner can:

1. Explain the **reasons** for monitoring payment point activity
2. Describe the routine monitoring **procedures** of a payment point
3. Describe the **problems** which routine monitoring of a payment point can uncover, and explain how these problems can be **resolved**

Range

Reasons

Accountability of payments, staff payment point activities, levels of customer service, security issues

Procedures

Payment point checks, spot checks, visual monitoring, mystery shoppers

Problems

Payment discrepancies, payment point housekeeping, security issues, poor customer service

Resolving problems

Increased payment checks, improving payment point procedures, staff training, staff discipline, improved security,

Outcome 4 Know what actions should be taken at the payment point when abnormal operating conditions apply

The learner can:

1. Explain what is meant by **abnormal operating conditions** in relation to the payment point
2. Describe the **actions** to be taken at the payment point when abnormal operating conditions apply

Range

Abnormal operating conditions

Staff shortages, system breakdown, power failure, security threats, store evacuation, weather conditions

Actions

All trained staff utilised, use of manual operations, use of back up power facilities, use of store security procedures, maintain condition of equipment and vulnerable products

Unit 354 Understanding how the smooth operation of a payment point is maintained

Learning outcomes and assessment criteria

Outcome 5 Understand how the accuracy of till operation is monitored

The learner can:
1. Describe the main types of **till discrepancy** and explain how these **occur**
2. Describe the **measures for evaluating** the accuracy of till operation
3. Describe the **measures for dealing** with till discrepancies

Range

Till discrepancy

Payment irregularities concerning inaccurate cash, missing or incorrect completion of documentation, inaccurate payment inputting

Measures for evaluating

Reconcile payments, visual and manual spot checks of documentation

Measures for dealing

Improved staff training and monitoring, regularly checking equipment and systems, consider disciplinary action, review of procedures and equipment

Outcome 6 Know how to implement end-of-shift procedures at a payment point

The learner can:
1. Describe the **methods** used at the payment point at the end of a shift or close of business

Range

Methods (procedures)

secure payment point area, prepare for next shift, reconcile and secure payments

Unit 355 Understanding the retail selling process

Level: 3

Credit value: 2

Unit aims

The purpose of this unit is to provide learners with the knowledge and understanding of the retail selling process. It focuses on the range of communication techniques used for identifying and meeting the needs of customers as well as the different techniques used for maximising sales.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:
1. Understand how communication techniques can be used to help the customer choose products
2. Understand the benefits and maintenance of product knowledge
3. Understand legislation relating to selling in the retail environment
4. Understand techniques for maximising sales

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the National Occupational Standards for retail.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:
- Application of Number
- Communication
- Information and Communication Technology

Assessment

To schedule the online multiple choice test for this unit - schedule test 305

Unit 355   Understanding the retail selling process

Learning outcomes and assessment criteria

Outcome 1 Understand how communication techniques can be used to help the customer choose products

The learner can:

1. Explain how communication techniques can be used to match product features and benefits to complex customer needs
2. Explain how communication techniques can be used to narrow the choice of products to those best suited to the customer's needs

Outcome 2 Understand the benefits and maintenance of product knowledge

The learner can:

1. Explain the benefits of maintaining comprehensive and accurate product information
2. Explain the salesperson's **legal responsibilities** for giving product information and describe the legal **consequences** of failing to comply with the law
3. Describe how to ensure that staff have the training and information they need to develop and maintain their product knowledge

Range

Legal responsibilities

Trade descriptions, sale of goods, Consumer Rights Act

Consequences

Fine, imprisonment, disciplinary

Unit 355   Understanding the retail selling process
Learning outcomes and assessment criteria

Outcome 3 Understand legislation relating to selling in the retail environment

The learner can:

1. Describe the purpose of the main legislation relating to retail sales
2. Explain the impact of legislation relating to sales on retail business
3. Explain the rights and protection the key legislation relating to sales gives customers

Outcome 4 Understand techniques for maximising sales

The learner can:

1. Explain the **ways in which staff can maximise sales opportunities**
2. Explain how **effective leadership methods** can be used to maximise sales
3. Evaluate the effectiveness of **techniques** used by specific **retail businesses** to maximise sales
4. Explain how effective target setting helps to maximise sales

Range

Ways in which staff can maximise sales opportunities

Using sales process, add on sales, up selling, associated sales, effective customer rapport, questioning and listening skills

Effective leadership methods

Motivation, coaching, training, communication, leading by example

Techniques

Monitoring of special events, price promotions, new products and services, personal incentives and selling strategies

Retail businesses

Food, non-food, fashion, department/chain store, on-line shopping

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Unit 356   Understanding the management of stock in a retail business

Level: 3

Credit value: 3

Unit aims

The purpose of this unit is to provide learners with the knowledge and understanding of the management of stock in retail businesses. This includes how to manage the procedures for receiving and storing stock and the principles of auditing stock levels.

Learning outcomes

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

1. Understand how the receipt and storage of stock is managed
2. Understand the principles of auditing stock levels
3. Understand the legal requirements relating to stock management

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the National Occupational Standards for retail.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

*   Application of Number
*   Communication
*   Information and Communication Technology

Assessment

To schedule the online multiple choice test for this unit - schedule test 306

Unit 356 Understanding the management of stock in a retail business

Learning outcomes and assessment criteria

Outcome 1 Understand how the receipt and storage of stock is managed

The learner can:

1. Explain the importance of having sufficient resources (staff, equipment and space) to process deliveries of stock
2. State what information is needed by staff receiving a delivery of stock and explain why they need it
3. Describe the procedures for monitoring:
    a. the preparation of the delivery area and storage facilities
    b. the quality and quantity of goods received
    c. the movement of goods
    d. the disposal of stock and waste
4. Describe the actions to take in the event of:
    a. discrepancies in the goods received
    b. late deliveries
5. Explain the **main principles** of systems used for recording and controlling stock
6. Explain how to identify and evaluate improvement to stock management using a **range of information** such as that from suppliers, customers and colleagues

Range

Main principles

Accuracy, legibility, transferable, transparency, auditable

Range of information

Documentation, feedback

Unit 356 Understanding the management of stock in a retail business

Learning outcomes and assessment criteria

Outcome 2 Understand the principles of auditing stock levels

The learner can:
1. Explain the purpose of auditing stock levels
2. Explain why stock should be audited regularly
3. Explain how to anticipate and prevent **situations** that make it difficult to carry out an audit
4. Explain the **resources** needed for auditing stock and the **effects** on the business of redeploying staff to the audit team
5. State what **preventative actions** and further **investigations** can be recommended as a consequence of a stock audit

Range

Situations

Lack of resources, timing, special events

Resources

Time, people, equipment

Effects

Financial, reduced customer service and security

Preventative actions

Staff training, improved procedures

Investigations

Potential fraud, re-audit stock and records

Outcome 3 Understand the legal requirements relating to stock management

The learner can:
1. Describe the legal requirements for storing different types of products such as food, toxic items and bonded items
2. Describe the legal requirements for keeping records regarding the disposal of stock and the **consequences** to the business of failing to comply with these requirements

Range

Consequences

Fine, imprisonment, loss of trade, closure of business, loss of reputation

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Unit 357 Understanding the development of personal and team effectiveness in a retail business

Level: 3

Credit value: 4

Unit aims

The purpose of this unit is to provide learners with the knowledge and understanding of how they can contribute to team leading. This includes the recruitment of staff, employment rights and responsibilities, and development of individuals and teams as well as how to communicate effectively and deal with conflict within retail teams.

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will be able to:
1. Understand the recruitment process
2. Understand how individuals and teams are developed within a retail business
3. Understand effective communication within retail teams in retail business
4. Understand how conflict is resolved within teams in retail business
5. Understand the link between improved personal performance and improved business performance
6. Understand how to review the personal performance of retail team members
7. Understand the general principles of employment law

Guided learning hours

It is recommended that **40** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the National Occupational Standards for retail.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:
- Application of Number
- Communication
- Information and Communication Technology

Assessment

To schedule the online multiple choice test for this unit - schedule test 307

Unit 357   Understanding the development of personal and team effectiveness in a retail business

Learning outcomes and assessment criteria

Outcome 1 Understand the recruitment process

The learner can:

1. Describe the **key stages** in the recruitment process
2. Describe the **sources of information** typically used to support recruitment decisions and explain their relevance to the recruitment process
3. State the **legal requirements** relating to the recruitment process

Range

Key stages

Prepare job description and personal specification, advertise post, shortlist, interview, selection, offer job

Sources of information

CV, application forms, references, psychometric testing, assessments, interviews

Legal requirements

Work time directive, anti discrimination legislation, immigration legislation

Outcome 2 Understand how individuals and teams are developed within a retail business

The learner can:

1. Explain **how to evaluate** the performance of individuals and teams in retail business
2. Explain **how to identify** the development needs of individuals and teams
3. Describe a range of development **activities and approaches** and explain how they suit differing learning needs, personal aspirations and business goals

Range

How to evaluate

Compare targets, Key Performance Indicators (KPI's), standards, aims and objectives

How to identify

Through training needs analysis, appraisals and reviews, feedback

Activities and approaches

Training activities and self development

Unit 357   Understanding the development of personal and team effectiveness in a retail business

Learning outcomes and assessment criteria

Outcome 3 Understand effective communication within retail teams in retail business

The learner can:

1. Evaluate the suitability of a variety of communication methods and styles for a range of situations typically faced by retail teams
2. Describe how to use communications skills to:
    a. build relationships within a retail team
    b. give and receive constructive criticism and feedback
    c. listen to and show understanding of the feelings and views of other team members

Outcome 4 Understand how conflict is resolved within teams in retail business

The learner can:

1. Describe the types of situation which typically give rise to conflict within retail teams
2. Describe techniques for resolving conflict within retail teams and explain why these work

Unit 357 Understanding the development of personal and team effectiveness in a retail business

Learning outcomes and assessment criteria

Outcome 5 Understand the link between improved personal performance and improved business performance

The learner can:

1. Explain methods for **identifying own training and development needs** and the resources available for addressing those needs
2. Evaluate how personal development plans can improve the performance of the individual and the retail business

Range

Identify own training and development need

Through training needs analysis, appraisals and reviews, feedback

Outcome 6 Understand how to review the personal performance of retail team members

The learner can:

1. Describe how to set **objectives** for individuals and teams
2. Explain **methods for measuring and evaluating** the performance of individuals and teams against objectives
3. Explain how to give feedback to individuals and teams on their performance against objectives

Range

Objectives

Personal, team, business, SMART (Specific, Measurable, Achievable, Realistic, Timely)

Methods for measuring and evaluating

Review targets, monitor Key Performance Indicators (KPI's), confirm standards, feedback

Unit 357 Understanding the development of personal and team effectiveness in a retail business

Learning outcomes and assessment criteria

Outcome 7 Understand the general principles of employment law

The learner can:

1. Describe who is responsible for determining **employment legislation**
2. Explain how **employment legislation** benefits the retail industry as a whole, individual retail businesses and individual employees
3. State the main provisions of current employment statutes in relation to both employers and employees
4. Describe **how businesses may be penalised** for not complying with employment laws
5. Describe the main **internal and external sources** of information which can be used to help decide whether employment law has been breached
6. Explain how individuals can be protected and prosecuted under equality and diversity legislation and anti-discrimination practice

Range

Employment legislation

Equal opportunities, anti discrimination, UK immigration, working time directive, minimum wage

How businesses may be penalised

Fine, closure, imprisonment

Internal and external sources

Internet/intranet, HR department, library, trade unions, professional bodies, solicitors, ACAS, CAB

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Unit 358　　Understanding how the effectiveness of store operations can be improved

Level:　　　**3**

Credit value:　3

Unit aims

The purpose of this unit is to provide learners with the knowledge and understanding of developing and improving retail businesses in terms of their store operations. In order to keep pace with the changing demands and constraints of business, the unit covers how learners can suggest opportunities to contribute to the continuous improvement of store operations as well as understanding how to organise and assess staffing.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:
1. Understand the process of improving store operations
2. Understand how to communicate with and motivate those involved in bringing about change and improvement in store operations
3. Understand how the organisation and scheduling of staffing contributes to the effectiveness of store operations

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the National Occupational Standards for retail.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:
- Application of Number
- Communication
- Information and Communication Technology

Assessment

To schedule the online multiple choice test for this unit - schedule test 308

Unit 358 Understanding how the effectiveness of store operations can be improved

Learning outcomes and assessment criteria

Outcome 1 Understand the process of improving store operations

The learner can:

1. Explain the **methods** for monitoring operational performance of retail businesses
2. Explain the **opportunities for improvement** to business areas that are likely to be identified from the monitoring of store operations
3. Explain **how to identify** and **select** business areas for improvement
4. Explain how to generate and evaluate ideas for improving store operations
5. Explain the **planning tools and models** used for developing and reviewing implementation plans in store operations

Range

Methods

Comparison, year on year, budgets, targets, plans, stock taking, people and product performance

Opportunities for improvement

People, product, price, place, process, physical evidence, promotions

How to identify

Monitoring and review

Select

Cost, time, priorities, disruption, return on investment

Planning tools and models

SWOT analysis, scheduling, critical path analysis, flow charts, budgeting, business plan

Outcome 2 Understand how to communicate with and motivate those involved in bringing about change and improvement in store operations

The learner can:

1. Identify who needs to be involved in bringing about change and improvement in store operations
2. Explain how individuals can be encouraged and motivated to bring about improvement in store operations
3. Explain why it is important for staff to be committed and motivated to bringing about change in store operations

Unit 358 Understanding how the effectiveness of store operations can be improved

Learning outcomes and assessment criteria

Outcome 3 Understand how the organisation and scheduling of staffing contributes to the effectiveness of store operations

The learner can:
1. Describe the relationship between staffing plans, work objectives and goals in retail business
2. Describe the **constraints** that apply when planning to meet work objectives and goals in a retail business
3. Explain how constraints can affect teams, individual staff members and customers in a retail business
4. Explain how different **types of staffing plans** and schedules can help retail businesses to respond to a range of operational demands and constraints
5. Explain **how to assess** the effectiveness of staffing plans

Range

Constraints

Time, cost, budgets, legislation, people, procedures, availability of products and services

Types of staffing plans

Normal and abnormal

How to assess

Monitor, review, feedback

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3 Assessment

3.1 Summary of assessment methods

For each unit, candidates will be required to complete the following:
* Online, on-demand test using multiple choice questions

Time constraints

* All online tests must be completed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion of individual tests.

Assessment guidance

Each of the units within the Level 2 and 3 retail knowledge qualifications are assessed by means of a multiple choice knowledge test delivered on the City & Guilds online assessment system.

Centres will receive access to these tests when the candidate is registered, and will use the candidate's City & Guilds enrolment number to schedule and unlock each online test they sit.

The online multiple choice tests used to assess this qualification are formal summative assessments and should be treated as such. They are formal examinations and must be invigilated. NVQ assessors and tutors are **not** allowed to invigilate these tests. A separate invigilator must be used.

Tests should be scheduled at an appropriate time, and only when candidates are ready to demonstrate the knowledge in the units.

Once candidates have sat the tests, a score report will be produced. This is the evidence of the candidate's test result and should be kept on record by the centre for a minimum period of 3 years. This may be checked by City & Guilds at any time, and usually by an external verifier responsible for ensuring the quality of the delivery of assessments in the centre.

Centres will be required to enter candidate results after the test is completed.

All tests are graded pass/fail.

There is no set timescale for re-sits, however it is recommended that candidates are allowed sufficient time to study prior to retaking any tests.

4 Test specifications

The table below provides at-a-glance information regarding the test for each unit.

Unit number	Online test number	Title	Duration of test (minutes)	Number of questions
151	101	Understanding the business of retail	30	15
152	102	Understanding customer service in the retail sector	30	15
153	103	Understanding how a retail business maintains health, safety and security on its premises	30	15
154	104	Understanding the retail selling process	30	15
155	105	Understanding how individuals and teams contribute to the effectiveness of a retail business	30	15
156	106	Understanding the control, handling and replenishment of stock in a retail business	30	15
251	201	Understanding customer service in the retail sector	30	20
252	202	Understanding the retail selling process	30	20
253	203	Understanding how individuals and teams contribute to the effectiveness of a retail business	45	25
254	204	Understanding how a retail business maintains health and safety on its premises	30	20
255	205	Understanding retail consumer law	30	20
256	206	Understand security and loss prevention in a retail business	30	15
257	207	Understanding the handling of customer payments in a retail business	30	15
258	208	Understanding the control, receipt and storage of stock in a retail business	30	15
259	209	Understanding visual merchandising for retail business	30	15
265	265	Understanding the use of in-store web-based facilities in promoting retail sales	35	15
351	301	Understanding customer service in the retail sector	30	15
352	302	Understanding the management of risks to health and safety on the premises of a retail business	30	20
353	303	Understanding security and loss prevention in a retail business	30	20
354	304	Understanding how the smooth operation of a payment point is maintained	30	15
355	305	Understanding the retail selling process	30	15
356	306	Understanding the management of stock in a retail business	30	15
357	307	Understanding the development of personal and team effectiveness in a retail	30	20
358	308	Understanding how the effectiveness of store operations can be improved	30	15

The test specifications for the units are below:

Unit 101   Understanding the business of retail
Duration: 30 minutes

Outcome number	Outcome	No. of questions	%
01	Understand how retail outlets differ in size and type	4	27
02	Understand the range of retail occupations	4	27
03	Understand the retail supply chain	2	13
04	Understand the contribution which the retail sector makes to the economy	1	6
05	Understand how customers' concerns influence the products and services offered by retailers	4	27
	Total	**15**	**100**

Unit 102   Understanding customer service in the retail sector
Duration: 30 minutes

Outcome number	Outcome	No. of questions	%
01	Understand the importance of customer service to a retail business	2	13
02	Understand what gives customers a positive initial impression of a retail business and its staff	2	13
03	Understand how customer service is adapted to met the needs of individual customers	2	13
04	Understand the importance of communication to the delivery of customer service	4	27
05	Understand a variety of customer complaints and problems	5	34
	Total	**15**	**100**

Unit 103   Understanding how a retail business maintains health, safety and security on its premises
Duration: 30 minutes

Outcome number	Outcome	No. of questions	%
01	Know the main provisions of health and safety legislation in relation to a retail business	3	20
02	Know how health and safety are maintained on the premises of a retail business	6	40
03	Know how cash and stock are kept secure on the premises of a retail business	6	40
	Total	**15**	**100**

Unit 104   Understanding the retail selling process
Duration: 30 minutes

Outcome number	Outcome	No. of questions	%
01	Understand the selling process	4	27
02	Understand how to find out what the customer wants	4	27
03	Understand how product information can be used to promote sales	7	46
	Total	**15**	**100**

Unit 105   Understanding how individuals and teams contribute to the effectiveness of a retail business
Duration: 30 minutes

Outcome number	Outcome	No. of questions	%
01	Know the key responsibilities of employees and the employer	5	33
02	Know the characteristics of effective team working in retail business	6	40
03	Understand a range of activities for improving own skills and performance	4	27
	Total	**15**	**100**

Unit 106   Understanding the control, handling and replenishment of stock in a retail business
Duration: 30 minutes

Outcome number	Outcome	No. of questions	%
01	Understand the principles of stock control	4	27
02	Understand how to move, handle and store stock	9	60
03	Understand procedures for replenishing stock	2	13
	Total	**15**	**100**

Unit 201   Understanding customer service in the retail sector
Duration: 30 minutes

Outcome number	Outcome	No. of questions	%
01	Understand the effect of customer service on retail business	6	30
02	Understand how retail businesses find out about customers' needs and preferences	4	20
03	Understand the importance to a retail business of customer service standards, policies and procedures	5	25
04	Understand how customer complaints and problems are resolved in a retail business	5	25
	Total	**20**	**100**

Unit 202   Understanding the retail selling process
Duration: 30 minutes

Outcome number	Outcome	No. of questions	%
01	Understand the five steps of the selling model	6	30
02	Understand how questions are used to identify customers' needs	6	30
03	Understand the benefits and uses of product knowledge	5	25
04	Understand how sales are closed	3	15
	Total	**20**	**100**

Unit 203   Understanding how individuals and teams contribute to the effectiveness of a retail business
Duration: 45 minutes

Outcome number	Outcome	No. of questions	%
01	Know the employment rights and responsibilities of an employee and the employer	5	20
02	Understand the importance and characteristics of effective team work in retail business	3	12
03	Understand the impact of effective communication skills when working in a retail team	3	12
04	Understand how the roles and responsibilities of retail teams relate to the structure and function of organisations	4	16
05	Understand how to improve personal performance	6	24
06	Understand how personal performance contributes to business success	4	16
	Total	**25**	**100**

Unit 204   Understanding how a retail business maintains health and safety on its premises
Duration: 30 minutes

Outcome number	Outcome	No. of questions	%
01	Know the main provisions of health and safety legislation in relation to a retail business	4	20
02	Know what actions to take in an emergency	4	20
03	Understand the employees' responsibilities in reporting hazards and accidents that typically occur on the premises of a retail business	4	20
04	Understand safe handling, storage and disposal	6	30
05	Understand safe working practices	2	10
	Total	**20**	**100**

Unit 205   Understanding retail consumer law
Duration: 30 minutes

Outcome number	Outcome	No. of questions	%
01	Understand how consumer legislation protects the rights of customers	5	25
02	Know the main provisions for the protection of customers from unfair trading practices	3	15
03	Know the main provisions of consumer credit legislation in relation to retail	2	10
04	Know the main provisions of data protection legislation in relation to retail	2	10
05	Know the main provisions of the law relating to the sale of licensed and age-restricted products	4	20
06	Understand the consequences for businesses and employees of contravening retail law	4	20
	Total	**20**	**100**

Unit 206   Understand security and loss prevention in a retail business
Duration: 30 minutes

Outcome number	Outcome	No. of questions	%
01	Know the range of security risks faced by a retail business	4	27
02	Understand the effect which crime has on a retail business and its staff	3	20
03	Know what actions can be taken to prevent crime in a retail business	5	33
04	Know how security incidents should be dealt with	3	20
	Total	**15**	**100**

Unit 207   Understanding the handling of customer payments in a retail business
Duration: 30 minutes

Outcome number	Outcome	No. of questions	%
01	Know the methods of payment accepted from retail customers	1	7
02	Understand the risks involved in handling payments	3	20
03	Understand the cashier's responsibility for providing service at the payment point	6	40
04	Understand the cashier's responsibilities when processing age-restricted goods at the payment point	5	33
	Total	**15**	**100**

Unit 208   Understanding the control, receipt and storage of stock in a retail business
Duration: 30 minutes

Outcome number	Outcome	No. of questions	%
01	Understand the importance of having the right stock levels	4	27
02	Understand how goods are received on the premises of a retail business	6	40
03	Understand how stock should be stored to prevent damage or loss	5	33
	Total	**15**	**100**

Unit 209 Understanding visual merchandising for retail business
Duration: 1 hour

Outcome number	Outcome	No. of questions	%
01	Understand the importance window displays have in translating the retailer's identity to the customer	2	14
02	Understand how events and props are used to promote merchandise in a retail environment	3	20
03	Understand how to plan and install window and store displays	6	40
04	Understand how floor layouts and product adjacencies maximise sales	3	20
05	Understand the importance of product preparation and handling in visual merchandising	1	6
	Total	**15**	**100**

Unit 265 Understanding the use of in store web based facilities in promoting retail sales
Duration: 35 minutes

Outcome number	Outcome	No. of questions	%
01	Understand the in-store web-based retail selling facilities and the use of these facilities within their area of operation	8	54
02	Understand the impact of web-based retail facilities upon the customer shopping experience	7	46
	Total	**15**	**100**

Unit 301   Understanding customer service in the retail sector
Duration: 30 minutes

Outcome number	Outcome	No. of questions	%
01	Understand the effect of customer service on retail business	2	13
02	Understand how retail businesses ensure customer service standards are met	4	27
03	Understand how customer complaints are resolved in a retail business	5	33
04	Understand how customer service is monitored in a retail business	4	27
	Total	**15**	**100**

Unit 302   Understanding the management of risks to health and safety on the premises of a retail business
Duration: 30 minutes

Unit outcome	Outcome	No. of questions	%
01	Understand the health and safety responsibilities of employees and employers	6	30
02	Understand the management of potential risks to health and safety on the premises of a retail business	7	35
03	Understand the management of emergency procedures on the premises of a retail business	4	20
04	Understand the management of accidents in the retail environment	3	15
	Total	**20**	**100**

Unit 303   Understanding security and loss prevention in a retail business
Duration: 30 minutes

Unit outcome	Outcome	No. of questions	%
01	Know the range of security risks faced by a retail business	3	15
02	Understand the effect which crime has on a retail business and its staff	4	20
03	Understand the loss prevention procedures used in a retail business	3	15
04	Know how security incidents should be dealt with	6	30
05	Know how to carry out an assessment of security risks	4	20
	Total	**20**	**100**

Unit 304   Understanding how the smooth operation of a payment point is maintained
Duration: 30 minutes

Unit outcome	Outcome	No. of questions	%
01	Know how a payment point is made ready for trading	2	13
02	Know how to deal with queries raised at the payment point	3	20
03	Understand the routine monitoring of a payment point	4	27
04	Know what actions should be taken at the payment point when abnormal operating conditions apply	2	13
05	Understand how the accuracy of till operation is monitored	3	20
06	Know how to implement end-of-shift procedures at a payment point	1	7
	Total	**15**	**100**

Unit 305   Understanding the retail selling process
Duration: 30 minutes

Unit outcome	Outcome	No. of questions	%
01	Understand how communication techniques can be used to help the customer choose products	2	13
02	Understand the benefits and maintenance of product knowledge	4	27
03	Understanding legislation relating to selling in the retail environment	3	20
04	Understand techniques for maximising sales	6	40
	Total	**15**	**100**

Unit 306   Understanding the management of stock in a retail business
Duration: 30 minutes

Outcome number	Outcome	No. of questions	%
01	Understand how the receipt and storage of stock is managed	6	40
02	Understand the principles of auditing stock levels	6	40
03	Understanding the legal requirements relating to stock management	3	20
	Total	**15**	**100**

Unit 307   Understanding the development of personal and team effectiveness in a retail business

Duration: 30 minutes

Outcome number	Outcome	No. of questions	%
01	Understand the recruitment process	3	15
02	Understand how individuals and teams are developed within a retail business	3	15
03	Understand effective communication within retail teams in retail business	2	10
04	Understand how conflict is resolved within teams in retail business	2	10
05	Understand the link between improved personal performance and improved business performance	2	10
06	Understand how to review the personal performance of retail team members	3	15
07	Understand the general principles of employment law	5	25
	Total	**20**	**100**

Unit 308   Understanding how the effectiveness of store operations can be improved

Duration: 30 minutes

Outcome number	Outcome	No. of questions	%
01	Understand the process of improving store operations	6	40
02	Understand how to communicate with and motivate those involved in bringing about change and improvement in store operations	3	20
03	Understand how the organisation and scheduling of staffing contributes to the effectiveness of store operations	6	40
	Total	**15**	**100**

4.1 Accreditation of prior learning and experience (APEL)

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

APL is not specifically allowed for this qualification but it is possible that the learner may have already achieved units within this qualification. In these instances learners are not expected to re-do the units. If centres are unsure then they are advised to contact their external verifier.

5 Proxy qualifications

Credit from the units listed below may be used as proxies for the optional units within the following Retail Knowledge qualifications:

Level 1 Certificate 1013-12, -91

A maximum of 2 credits can be claimed via the following modules:

911 = 1 credit
912 = 2 credits

Current permissible proxies:

Awarding Organisation	Unit Title	Unit Number	Credit
EDEXCEL	Being Responsible for Other People's Money	(F/501/5827)	1 credit
EDEXCEL	Planning an Enterprise Activity	(F/501/5952)	1 credit
EDEXCEL	Running an Enterprise Activity	(F/501/5939)	1 credit

Level 2 Certificate 1013-22, -92

A maximum of 3 credits can be claimed via the following modules:

921 = 1 credit
922 = 2 credits
923 = 3 credits

Current permissible proxies:

Awarding Organisation	Unit Title	Unit Number	Credit
RSPH	The Principles of Food Safety for Retail	(K/502/0178)	1 credit
BIIAB	Personal License Holders	(Y/501/4313)	1 credit
EDI	Underage Sales Prevention	(K/502/3792)	1 credit

Level 3 Certificate 1013-32, -93

A maximum of 3 credits can be claimed via the following modules:

923 = 3 credits

Current permissible proxies:

Awarding Organisation	Unit Title	Unit Number	Credit
RSPH	The Principles of Food Safety for Retail	(J/502/0379)	3 credits

These units can be claimed towards the qualification with the credit transfer unit.

6 Course design and delivery

6.1   Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

* any specific training needs the candidate has, and the support and guidance they may require when working towards their qualifications. This is sometimes referred to as diagnostic testing.
* any units the candidate has already completed, or credit they have accumulated which is relevant to the qualifications they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualifications they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available on the City & Guilds website.

6.2   Recommended delivery strategies

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

Centres may design course programmes of study in any way which:

* best meets the needs and capabilities of their candidates
* satisfies the requirements of the qualifications.

In particular, staff should consider the skills and knowledge related to the national occupational standards.

City & Guilds recommends that centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Key/Core Skills and other related qualifications. Relationship tables are provided in Appendix 1 - Relationships to other qualifications to assist centres with the design and delivery of the qualification.

Centres may wish to include topics as part of the course programme which will not be assessed through the qualifications.

Appendix 1   Relationships to other qualifications

Key/Essential Skills (England, and Wales and Northern Ireland)

Key Skills signposting

These qualifications include opportunities to develop and practise many of the underlying skills and techniques described in Part A of the standard for each Key Skills qualification. Where candidates are working towards any Key Skills alongside these qualifications they will need to be registered with City & Guilds for the Key Skills qualifications.

It should not be assumed that candidates will necessarily be competent in, or able to produce evidence for, Key Skills at the same level as these qualifications.

Any Key Skills evidence will need to be separately assessed and must meet the relevant standard defined in the QCA document '*Key skills qualifications standards and guidance*' (available from **www.cityandguilds.com/keyskills**).

Essential Skills (Northern Ireland only)

If these qualifications are being delivered alongside the Essential Skills Northern Ireland qualifications, the above Key Skills signposts can be used to illustrate the relevance of these skills to candidates.

Essential Skills portfolio evidence must be based on an approved vocational or generic Action Based Activity; these can be downloaded from **www.cityandguilds.com/essentialskillsni**.

Functional Skills (England only)

The Key Skills qualifications are expected to be phased out in England from 2010, and will be largely replaced by the Functional Skills awards. More information about these qualifications is available from **www.cityandguilds.com/functionalskills**.

Core Skills (Scotland only)

Core Skills are a central part of the Scottish qualifications system and are mandatory for Modern Apprenticeship framework completion. In some cases, candidates undertaking these qualifications will already have a Core Skills Profile from previous qualifications, eg some Standard Grade and other National Qualifications allow Automatic Core Skills certification.

Workplace Core Skills assessment

Where candidates require separate Core Skills certification to build or plug gaps in their Profile, Workplace Core Skills units can be undertaken alongside these qualifications.

Appendix 2   Sources of general information

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

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Providing City & Guilds qualifications – a guide to centre and qualification approval contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

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

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

- ***Walled Garden***
  Find out how to register and certificate candidates on line
- ***Events***
  Contains dates and information on the latest Centre events
- ***Online assessment***
  Contains information on how to register for online assessments.

Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)20 7294 2800 E: learnersupport@cityandguilds.com	• General qualification information
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	• General qualification information
Centres	T: +44 (0)20 7294 2787 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	• Exam entries • Registrations/enrolment • Certificates • Invoices • Missing or late exam materials • Nominal roll reports • Results
Single subject qualifications	T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	• Exam entries • Results • Certification • Missing or late exam materials • Incorrect exam papers • Forms request (BB, results entry) • Exam date and time change
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	• Results • Entries • Enrolments • Invoices • Missing or late exam materials • Nominal roll reports
Walled Garden	T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	• Re-issue of password or username • Technical problems • Entries • Results • Navigation • User/menu option problems
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	• Employer solutions • Mapping • Accreditation • Development Skills • Consultancy
Publications	T: +44 (0)20 7294 2850 F: +44 (0)20 7294 3387	• Logbooks • Centre documents • Forms • Free literature

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: **feedbackandcomplaints@cityandguilds.com**