

SVQ ' in Retail Skills (Visual Merchandising) at SCQF Level 6 (2008-30)

December 2011 Version 1.0



Qualification at a glance

Subject area	Retail (Visual Merchandising)
City & Guilds number	2008
Age group approved	16-18, 19+
Entry requirements	None
Assessment	By portfolio of evidence
Fast track	Fast track approval does not apply. There will be automatic approval for centres approved to offer N/SVQ in Retail (1008)
Support materials	Centre handbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
SVQ Retail (Visual Merchandising) at SCQF Level 6	2008-30	GE2P 23



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1 Introduction

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

Area	Description
Who is the qualification for?	It is for candidates who work or want to work as a visual merchandiser in the retail sector
What does the qualification cover?	It allows candidates to learn, develop and practise the skills required for employment and/or career progression in the retail sector.
Is the qualification part of a framework or initiative?	The SVQ Retail qualifications at Level 3 serve as the competency element, in the Scottish Retail Modern Apprenticeship framework.
Who did we develop the qualification with?	The qualification was developed in collaboration with Skillsmart Retail, the Sector Skills Council for the Retail Sector and other Awarding Organisations.
What opportunities for progression are there?	It allows candidates to progress into employment or to the following qualifications: Leadership and management qualifications offered by our sister organisation ILM www.i-l-m.com

Structure

To achieve the **SVQ in Retail (Visual Merchandising) at SCQF Level 6** learners must achieve a total of **6** units.

Unit options	City & Guilds unit number	
1 mandatory	301	
5 optional	4 units at Level 6 or above in the Visual Merchandising pathway	4 from 312, 322-328, 401
	and 1 further unit from a selection of optional units at SCQF Level 5	1 from 225-230
	or Level 6 or above in the Visual Merchandising pathway	1 from 312, 322-328, 401

City & Guilds unit	SSC ref	Unit title	SCQF level
Level 6		Mandatory	
301	E.08	Work effectively in your retail organisation	6

Optional units

Candidates must achieve a further **five** units.

A **maximum of one** can be chosen from the following SCQF **Level 5** units

City & Guilds unit	SSC ref	Unit title	SCQF level
Level 5		Optional	
		Visual Merchandising	
225	C.18	Follow guidelines for planning and preparing visual merchandising displays	5
226	C.19	Follow guidelines for dressing visual merchandising displays	5
227	C.20	Order graphic materials for visual merchandising displays	5
228	C.21	Dismantle and store visual merchandising displays	5
229	C.22	Make props for visual merchandising displays	5
230	C.23	Put visual merchandising displays together	5

At **least four** units must be taken from the following units at SCQF **Level 6** or above

Level 6		Optional	
		Management and leadership	
312	E.09	Help to manage a retail team	6
328	E.10	Contribute to the continuous improvement of retail operations	6
		Visual Merchandising	
322	C.24	Choose merchandise to feature in visual merchandising displays	6
323	C.25	Plan, monitor and control how graphics are used in visual merchandising displays	6
324	C.26	Monitor the effect of visual merchandising displays and layouts	6
325	C.27	Allocate, monitor and control visual merchandising project resources against budgets	6

326	C.28	Contribute to developing and putting into practice the company's visual merchandising policy	6
327	C.29	Create plans, elevations and drawings to realise visual merchandising ideas	6
Level 7		Stock Management	
401	B.14	Organise the receipt and storage of goods in a retail environment	7



2 Centre requirements

Approval

Centre already offering City & Guilds Qualifications

If your Centre is approved to offer qualification Level 3 N/SVQ in Retail Skills (1008) you will be granted automatic approval for SVQ in Retail (Visual Merchandising) at SCQF Level 6 (2008-30) and will be able to make registrations straight away.

Centre NOT already offering City & Guilds Qualifications

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

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

Resource requirements

Physical resources and site agreements

Centres must have access to sufficient equipment in the college, training centre or workplace to ensure candidates have the opportunity to cover all of the practical activities.

Centre staffing

The role of supervisors and managers in the assessment process

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

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

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

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

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

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

The services offered by the peripatetic assessor must complement the activity of a line manager or owner/manager and the competence of a candidate employed in the Retail sector may not be confirmed without the participation of a line manager or owner/manager in the process.

The role of expert witnesses in the assessment process

There are occupations within the retail store which are undertaken by specialists e.g. beauty consultants, bakers and visual merchandisers. These specialist occupations are reflected in the retail National Occupational Standards which means that in many cases assessors will not be competent in performing the occupational requirements of the standards.

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

See Appendix 1 for a list of those units for which expert witness testimony is required, should the assessor lack the necessary occupational competence.

Occupational competence of expert witnesses

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

It is unlikely that a person could become a full expert in less than six to twelve months of being employed in the retail sector. However a person could become expert in a unit very quickly if this was the focus of their job role e.g. preparing fresh produce for sale. The assessor should make a judgement as to the level of expertise held by the expert witness and where necessary confirm this with a member of the store management team.

Occupational competence of assessors

Skillsmart Retail requires that assessors are required to be competent in performing the occupational requirements of the retail generic standards, in terms of performance and knowledge, and also demonstrate an in-depth knowledge of both the generic and specialist standards they are assessing.

The acquisition of this competence will have been gained either from direct employment in the same occupational role as the national occupational standards or in an operational supervisory, managerial or in-company trainer position of employees carrying out this role.

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

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

Occupational competence of verifiers

Skillsmart Retail requires that internal verifiers are required to have a current understanding of the content, structure and occupational requirements of the standards that they are internally verifying. The acquisition of this understanding will have been gained while working directly within the retail occupational area in either an operational or a support function.

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

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

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

Continuing professional development (CPD)

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

Continuing professional development of peripatetic assessors and verifiers

The sector also requires that individuals involved in these activities maintain currency of skill and understanding of the sector, in line with the role they are fulfilling. It is a Skillsmart Retail requirement that guidance on CPD of peripatetic assessors and verifiers must be implemented, in that all assessors and verifiers, if not currently employed within a Retail sector company, will need to prove they have a current working knowledge of the sector they are assessing or verifying. This can be demonstrated by maintaining records of evidence from occupational updating activities such as:

- internal or external work experience
- internal or external work shadowing opportunities
- other relevant CPD activities with the prior approval of the awarding bodies

Note: Retailers who have chosen not to use the appropriate regulatory body approved qualifications for assessment and internal verification are encouraged to offer the unit qualifications as CPD.

Candidate entry requirements

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

Candidates must have access to a workplace or work placement.

Age restrictions

City & Guilds cannot accept any registrations for candidates under 16 as this qualification is not approved for under 16s.



3 Delivering the qualification

Initial assessment and induction

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

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

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

Support materials

For further information to assist with the planning and development of the programme, please refer to the following:

Skillsmart Retail

5th Floor
40 Duke Street
London W1A 1AB
Telephone 020 7399 3450
Website www.skillsmartretail.com

Imported units and the Standards Setting Bodies and Sector Skills Councils

There are imported units from other Standards Setting Bodies and Sector Skills Councils within this qualification; their contact details are:

Financial Skills Partnership (FSP)

51 Gresham Street
London EC2V 7HQ
Telephone: 0845 257 3772/020 7367 9542
E-mail: info@financialskillspartnership.org.uk

Improve Ltd

Ground Floor
Providence House
2 Innovation Close
Heslington
York YO10 5ZF
Telephone 0845 644 0448
e-mail: info@improveltd.co.uk

Institute of Customer Service

2 Castle Court
St Peter's Street
Colchester
Essex CO1 1EW
Telephone: 01206 571716
e-mail: enquiries@icsmail.co.uk

People 1st

2nd Floor
Armstrong House
38 Market Square
Uxbridge
Middlesex UB8 1LH
Telephone: 01895 817000
e-mail: info@people1st.co.uk

Apprenticeships

Please contact Skillsmart Retail for any further information.

Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence. City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at:
www.cityandguilds.com/eportfolios.



4 Assessment

The assessment strategy for the Retail SVQs is available from Skillsmart Retail.

Key Principles

A set of key principles inform the assessment strategies which should be used in interpreting their application:

Evidence of competence is based on workplace activity

SVQs recognise competence in the workplace; as such evidence should reflect workplace activity and aim to reflect attainment within an organisational context.

Assessing National Occupational Standards and SCQF Levels

Assessment should assess the achievement of National Occupational Standards but must also ensure that the methods employed are those that are most relevant for the level being assessed and sector expectations of candidates at that level. For example, this means that, whilst observation should be the principle method to assess individuals at SCQF level 5, other methods like professional discussion and assignments might well be employed to assess individuals at SCQF level 6 and above.

Developing a skilled workforce

Assessment practice should contribute to the development of a skilled workforce and the choice and application of assessment methods must reflect this ideal.

Integrating systems for capturing evidence of competence

Skills formation in the Retail sector, delivered through staff induction and ongoing training and development programmes, is required by organisations to capture the unique character and culture that the organisation wishes to project. Assessment systems for SVQs should, where possible, be integrated with organisations' training and HR models for developing and recognising the competence of their workforce.

Assessment strategy

The use and application of simulation

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

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

SVQs are only suitable for individuals who are in some form of working capacity in the sector, or, in a limited set of contexts, are being prepared for work and will be assessed in a realistic working environment.

Simulation cannot be used as the sole form of evidence for any unit of an SVQ, except where allowed for specific units in Appendix 2.

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

Providing Realistic Working Environments (RWE)

Where simulation is used it must be undertaken in a Realistic Working Environment which provide an environment which replicates the key characteristics of the workplace in which the skill to be assessed is normally employed.

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

Units which are required to be assessed through performance

Assessment for the SVQ must always be carried out in a retail environment except where a realistic working environment is permitted for simulation. Simulation is allowed only where:

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

See Appendix 2 for a list of those units for which simulation is allowed.

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification. RPL is recognition of prior learning, achievement and/or experience identified at initial assessment and is encouraged.



5 Units

Availability of units

The following units can be obtained from the centre resources section of the City & Guilds website.

Structure of units

These units each have the following:

- City & Guilds reference number
- title
- level
- credit value
- endorsement by a sector skills council or other appropriate body
- unit summary
- information on evidence requirements
- learning outcomes which are comprised of a number of assessment criteria
- supporting information.

Glossary of words used in the units

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

Term	Definition
Expert witness	Is an experienced peer of the candidate, or the candidate's line manager. The expert witness is not consulted as a professional assessor, but as someone who is expert in the occupation to be assessed.
Realistic work environments	Provide an environment which replicates the key characteristics of the workplace in which the skill to be assessed is normally employed.

Unit 225

Follow guidelines for planning and preparing visual merchandising displays

Level:	5
Credit value:	7
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Specific evidence requirement:	Simulation is not allowed for any performance evidence within this unit. The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.
Unit assessment:	Specialist Unit: If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.
Summary:	This unit is for visual merchandising specialists and is about planning and preparing visual merchandising displays within the guidelines provided by your manager. It involves interpreting design briefs and getting hold of the merchandise and props you will need for the display.

Learning outcome
1. Interpret design briefs for retail display
Performance indicator
1.1 identify the purpose, content and style of the display 1.2 identify the equipment, materials, merchandise and props you need to create and install the display and the dates for completing it 1.3 evaluate whether the place you plan to put the display is likely to fulfil the design brief 1.4 create new and effective ways of improving the visual effect of displays, within the limits of the design brief, the company's visual design policies and the authority you have
Knowledge and understanding
You need to know and understand: 1.1 the role of displays in marketing, promotional and sales campaigns and activities

- 1.2 the importance and content of the design brief
- 1.3 how to use the design brief to identify what you need for the display
- 1.4 different approaches to designing displays for different types of merchandise, and why these are effective
- 1.5 how to evaluate the potential places to put the display so you meet the design brief
- 1.6 company policies for visual design

Learning outcome

2. Get hold of merchandise and props to be featured in retail displays

Performance indicator

You need to:

- 2.1 confirm that the features of merchandise and props shown in the design brief are those most likely to attract customers' attention
- 2.2 identify other merchandise and props when those originally specified are not available or not suitable, and agree your selections with the right person
- 2.3 agree arrangements for delivery of merchandise and props with the right people, allowing enough time for deliveries to arrive before the display must be installed
- 2.4 check the progress of deliveries and take suitable action if delays seem likely
- 2.5 update stock records to account for merchandise on display

Knowledge and understanding

You need to know and understand:

- 2.1 the role of displays in marketing, promotional and sales campaigns and activities
- 2.2 how to use the design brief to identify what you need for the display
- 2.3 different approaches to designing displays for different types of merchandise, and why these are effective
- 2.4 how light, colour, texture, shape and dimension combine to achieve the effects you need
- 2.5 how to assess the potential of places to put displays to meet the design brief
- 2.6 company policies for visual design
- 2.7 the merchandiser or buyer that you need to consult about merchandise and props
- 2.8 how to arrange delivery of merchandise and monitor the progress of deliveries
- 2.9 why you must update stock records to account for merchandise on display, and how to do this

Unit 226

Follow guidelines for dressing visual merchandising displays

Level:	5
Credit value:	8
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail
Specific evidence requirement:	Simulation is not allowed for any performance evidence within this unit. The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.
Unit assessment:	Specialist Unit: If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.
Summary:	This unit is for visual merchandising specialists. It is about following guidelines for dressing in-store and window displays in ways that promote sales. It involves making judgements about how best to achieve the visual effect you need, while working within your company's policy for visual design. It is also about evaluating finished displays and sorting out any problems you identify.

Learning outcome
1. Dress in-store displays to guidelines
Performance indicator
1.1 follow company procedures for using ladders, tools and equipment safely
1.2 place displays where they will attract the attention of target customers
1.3 use the design brief to identify the focal points of the display
1.4 choose shapes, colours and groupings that are suited to the purpose and style of the display
1.5 create displays that achieve the visual effect you need and are consistent with the company's visual design policy
1.6 position merchandise, graphics and signs in ways that promote sales
1.7 check that lighting is installed in line with the design brief
1.8 check that the finished display meets health and safety guidelines and legal requirements
Knowledge and understanding
You need to know and understand:
1.1 how to create and use focal points within a display
1.2 how to put together merchandising displays for use inside the store

- 1.3 how to choose and combine dimension, shape, colour, texture and lighting to create the visual effect you need from a display
- 1.4 how to dress mannequins, busts and other props
- 1.5 how to display different types of merchandise
- 1.6 how to choose a suitable type of grouping
- 1.7 how you can use different types, directions and levels of light to create atmosphere
- 1.8 how displays can achieve add-on sales and why this is important
- 1.9 why you are expected to install creative displays and to be aware of trends
- 1.10 different approaches to displaying merchandise and how to choose the best approach
- 1.11 the different purposes of displays and how they are used in visual merchandising
- 1.12 how props, prototypes, dressings and fixtures create visual effects
- 1.13 health and safety guidelines for displays
- 1.14 how to identify the selling features of merchandise to be used in displays

Learning outcome
2. Dress window displays to guidelines
Performance indicator
You need to: <ul style="list-style-type: none"> 2.1 position merchandise, graphics and signs according to guidelines and in ways that attract the attention and interest of customers and give customers the information they need 2.2 group merchandise appropriately for the purpose and style of display, the selling features of the merchandise and the visual effect needed under the design brief 2.3 make sure that lighting is installed in line with lighting requirements 2.4 check that the finished display meets health and safety guidelines and legal requirements
Knowledge and understanding
You need to know and understand: <ul style="list-style-type: none"> 2.1 how to choose and combine dimension, shape, colour, texture and lighting to create the visual effect needed from a display 2.2 how to dress mannequins and other props 2.3 how to display different types of merchandise 2.4 how to choose a suitable way of grouping merchandise 2.5 how to light window displays and who in your store is responsible for installing lighting 2.6 how displays can achieve add-on sales and why this is important 2.7 why you are expected to install displays creatively and to be aware of trends 2.8 why different kinds of merchandise need different approaches to display, and what these approaches are 2.9 the different purposes of displays and how they are used in visual merchandising 2.10 how props, prototypes, dressings and fixtures create visual effects 2.11 the dressing techniques to use for different types of merchandise 2.12 health and safety guidelines for displays

- 2.13 the legal requirements which apply to pricing and ticketing
- 2.14 how to identify the selling features of merchandise to be used in displays

Learning outcome

3. Evaluate and improve retail displays

Performance indicator

You need to:

- 3.1 check that all the parts of the display are suitable for the purpose of the display and meet requirements
- 3.2 check that the display meets requirements for easy access, safety and security
- 3.3 identify safety and security risks to the display and choose suitable ways of reducing risks
- 3.4 consider how the display looks from all the directions from which customers will approach it
- 3.5 encourage colleagues to provide constructive comments about the display
- 3.6 promptly make any adjustments that you are authorised to make and that are needed to achieve the visual effect and to make the display safe and secure
- 3.7 regularly check the display's visual effect
- 3.8 promptly report to the right person any problems and risks that you are not responsible for sorting out yourself

Knowledge and understanding

You need to know and understand:

- 3.1 how to decide if items are suitable for a display
- 3.2 how to identify risks to items and measures to protect them
- 3.3 how to evaluate the visual effect of displays
- 3.4 how to make adjustments and improvements to displays
- 3.5 how to use scale when creating visual effects
- 3.6 why you need to evaluate and improve displays
- 3.7 how light, colour, texture, shape and dimension combine to achieve the visual effects you need for a display
- 3.8 different approaches to using displays for different types of merchandise
- 3.9 the dressing techniques for different types of merchandise
- 3.10 how to identify the purpose of displays
- 3.11 the company's visual design and merchandising policies
- 3.12 the types of risk displays face, why you must reduce these risks as far as possible and how to do so
- 3.13 the reporting arrangements for sorting out problems and reducing risks
- 3.14 how much authority you have to change displays

Unit 227

Order graphic materials for visual merchandising displays

Level:	5
Credit value:	3
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Specific evidence requirement:	Simulation is not allowed for any performance evidence within this unit. The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.
Unit assessment:	Specialist Unit: If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.
Summary:	This unit is for visual merchandising specialists and is about ordering graphic materials and positioning them in displays. Firstly, it is about ordering the right quantity and quality of graphics, signs and tickets within the available budget and checking the progress of orders to ensure that requirements are met. Secondly, it is about positioning graphics, signs and tickets so that they support the purpose of the display and meet all relevant requirements.

Learning outcome
1. Order graphic materials to meet retail display needs
Performance indicator
You need to: 1.1 make clear to suppliers what graphic materials you need 1.2 check that suppliers can meet your needs 1.3 order supplies of graphic materials promptly and within the available budget 1.4 check the progress of orders 1.5 check the quality and quantity of graphic materials when they are delivered
Knowledge and understanding
You need to know and understand: 1.1 how graphic materials help to make displays more effective

- 1.2 different ways to use graphic materials for different types of merchandise
- 1.3 how to choose graphic materials that will achieve the desired effects
- 1.4 who can supply graphic materials
- 1.5 company procedures for ordering graphic materials
- 1.6 how to make clear to suppliers what graphic materials you need
- 1.7 how to check the quantity and quality of graphic materials when they are delivered
- 1.8 how to find out about cost limits and deadlines for buying graphic materials, and the importance of sticking to these

Learning outcome

2. Position graphic materials to support retail displays

Performance indicator

You need to:

- 2.1 position graphic materials according to the design brief, house style, company policy on signs, manufacturers' branding requirements and legal requirements
- 2.2 position graphic materials in ways that support the display's intended visual effect and message
- 2.3 check that graphic materials are positioned safely and securely and in line with legal requirements

Knowledge and understanding

You need to know and understand:

- 2.1 house style, company policy and legal requirements for using graphic materials
- 2.2 how to identify and interpret manufacturers' branding requirements
- 2.3 how to interpret the design brief
- 2.4 how to choose where to put graphic materials within the display
- 2.5 how to check that graphics and signs are safe and secure
- 2.6 how graphic materials help to attract and inform customers
- 2.7 different ways to use graphic materials for different types of merchandise

Unit 228

Dismantle and store visual merchandising displays

Level:	5
Credit value:	13
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail
Specific evidence requirement:	Simulation is not allowed for any performance evidence within this unit. The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.
Unit assessment:	Specialist Unit: If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.
Summary:	This unit is for visual merchandising specialists. It is about dismantling displays and deciding what to do with the display parts. This involves returning borrowed merchandise, disposing of unwanted materials and cleaning the display sites and parts. It also involves storing equipment, props and graphics carefully so that they remain in good condition and can easily be found again when needed.

Learning outcome
1. Dismantle retail displays
Performance indicator
You need to: 1.1 dismantle displays safely 1.2 protect the parts of the display from being damaged during dismantling 1.3 return the parts of the display to the appropriate places promptly and, if needed, in a saleable condition 1.4 get rid of unwanted materials safely and keep accurate records of this if needed 1.5 clean display sites and parts using safe and approved cleaning materials and equipment
Knowledge and understanding
You need to know and understand: 1.1 how to dismantle displays safely

- 1.2 how to protect the parts of displays from being damaged during dismantling
- 1.3 how to identify unwanted materials and how to get rid of them safely
- 1.4 where to return the parts of display to
- 1.5 how to identify safe and approved cleaning materials and equipment to use
- 1.6 techniques for cleaning display sites and parts safely and thoroughly

Learning outcome

2. Store equipment, props and graphics for retail displays

Performance indicator

You need to:

- 2.1 work out accurately the storage space required
- 2.2 identify the protective packaging you need and the security measures that need to be in place
- 2.3 store items in suitable places and with clear and accurate labels
- 2.4 keep accurate and up-to-date records of items in storage
- 2.5 identify damaged items, missing items and dangers and risks to health and safety, and report these promptly to the right person
- 2.6 check that storage facilities and items in storage are clean, safe, secure and accessible only to those with a right to them

Knowledge and understanding

You need to know and understand:

- 2.1 how to work out the storage space needed
- 2.2 how to identify requirements for protective packaging and security measures
- 2.3 how to check the condition of items
- 2.4 how to deal with items that need repair
- 2.5 why you must label items accurately
- 2.6 why you must keep records of items and where to store them
- 2.7 why you must store items securely
- 2.8 suitable storage facilities available to you
- 2.9 which items need to be stored
- 2.10 possible dangers and risks to health, safety and security in relation to storage facilities and stored items
- 2.11 who to report dangers and risks to

Unit 229

Make props for visual merchandising displays

Level:	5
Credit value:	10
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail
Specific evidence requirement:	Simulation is not allowed for any performance evidence within this unit. The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.
Unit assessment:	Specialist Unit: If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.
Summary:	This standard is for visual merchandising specialists and is all about making props for displays. Firstly, it is about using design information to identify the props and prototypes you need and working out how you will get hold of these items. It also covers making life-size replicas and scale models as well as decorating fixtures and panels for using in displays in stores.

Learning outcome
1. Confirm the requirements for props and prototypes for retail displays
Performance indicator
You need to: 1.1 use design information to identify the props and prototypes you need 1.2 produce specifications for props and prototypes that meet the design brief 1.3 specify clearly and accurately the type, size and function of the props and prototypes you need 1.4 identify which props and prototypes you can get ready-made and which need to be made to order 1.5 make realistic plans to get all the items you need
Knowledge and understanding
You need to know and understand: 1.1 where to get the design brief 1.2 how to use design information to identify the props and prototypes you need

- 1.3 how to decide whether different types of props and prototypes are relevant, including life size, large scale, small scale, standing items and moving items
- 1.4 how to specify your needs for props and prototypes clearly, and what formats to use
- 1.5 how to use scale in creating visual effects
- 1.6 how props, prototypes, dressings and fixtures create visual effects
- 1.7 the types and styles of props and prototypes your company uses

Learning outcome
2. Make life-size copies of items for retail displays
Performance indicator
You need to:
2.1 use the design brief to identify the features of original items that you need to copy
2.2 choose and use suitable and efficient techniques, materials, tools and equipment for making copies
2.3 complete the copies, including any alterations, by agreed deadlines and in line with the design brief
2.4 use valid and thorough tests to check that copies work as they should, look as they should, and are safe to use
2.5 evaluate test results accurately and make any adjustments needed to the copy
2.6 store copies securely and make them available to those who need them by the agreed deadlines
Knowledge and understanding
You need to know and understand:
2.1 how to make the copies needed
2.2 how to check whether the copies you make are suitable for display
2.3 how to test that copies work as they should, look as they should, and are safe to use
2.4 how to use scale to create visual effects
2.5 how props, prototypes, dressings and fixtures create visual effects
2.6 how to use the design brief to identify what items need to be copied
2.7 how to identify the cost limits and deadlines for making copies
2.8 how to arrange suitable storage for copies

Learning outcome
3. Make scale models of items for retail displays
Performance indicator
You need to:
3.1 choose new ideas, techniques and materials that are consistent with the design brief and the company's design policy
3.2 use shapes and colour styles that make models more effective within the limits of the design brief
3.3 choose and use suitable and efficient techniques, materials, tools and equipment for making scale models
3.4 complete scale models, including any alterations, by agreed deadlines and in line with the design brief

- 3.5 use valid and thorough tests to check that models work as they should, look as they should, and are safe to use
- 3.6 evaluate test results accurately and make any adjustments needed to the scale model
- 3.7 store scale models securely and make them available to those who need them by the agreed deadlines

Knowledge and understanding

You need to know and understand:

- 3.1 how to create scale models to use as props and prototypes
- 3.2 how to evaluate finished models against specifications
- 3.3 how to test that scale models work as they should, look as they should, and are safe to use
- 3.4 how to use scale to create visual effects
- 3.5 how models help to create visual effects
- 3.6 the mechanical principles of working models
- 3.7 how to use the design brief to identify what you need for scale models
- 3.8 how to identify the budget and deadlines for making scale models
- 3.9 how to make suitable storage arrangements for scale models

Learning outcome

- 4. Decorate fixtures and panels for retail displays

Performance indicator

You need to:

- 4.1 choose decorative techniques and materials which are suitable, new and within cost limits
- 4.2 choose materials that will have the visual effect you need when applied to the relevant fixtures
- 4.3 evaluate decorative work as its visual effect emerges and adjust it to give the effect you need
- 4.4 use tools, equipment and materials efficiently
- 4.5 produce decorative work that is free from faults, has the visual impact you need, is consistent with the design brief and is completed within agreed deadlines

Knowledge and understanding

You need to know and understand:

- 4.1 how to use scale to create visual effects
- 4.2 how to choose decorative materials and techniques
- 4.3 how to check and evaluate decorative work as it is being done
- 4.4 how to use materials efficiently
- 4.5 how to check the quality of finish of decorative panels and fixtures
- 4.6 how to judge the suitability of, and choose, new and creative decorative techniques
- 4.7 how to apply innovative decorative techniques
- 4.8 how to complete decorative work within cost limits and policy
- 4.9 how light, colour, texture, shape and dimension combine to achieve the visual effects you need for a display
- 4.10 why you are expected to decorate panels and fixtures in creative ways

- 4.11 why different kinds of merchandise need different approaches to decoration
- 4.12 how decorated panels and fixtures contribute to visual effects
- 4.13 how to identify the range of decorative techniques and materials you can choose from
- 4.14 how to identify the purpose of the display
- 4.15 the company's visual design policy

Unit 230

Put visual merchandising displays together

Level:	5
Credit value:	8
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Specific evidence requirement:	Simulation is not allowed for any performance evidence within this unit. The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.
Unit assessment:	Specialist Unit: If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.
Summary:	This standard is for visual merchandising specialists and is all about assembling displays. Firstly, it involves interpreting diagrams of layouts for displays. As well as identifying the features of layouts, such as where to put them and what you need to create them, you need to be able to work out what you need to do to put layouts together. The second aspect of the unit is about putting layouts together accurately within the guidelines provided and introducing creative effects when appropriate.

Learning outcome
1. Interpret retail display layout requirements from plans, elevations and drawings
Performance indicator
You need to:
1.1 accurately identify the essential features and detailed requirements of layouts from plans, elevations and drawings
1.2 accurately identify health, safety and security arrangements from plans, elevations and drawings
1.3 work out what activities and resources you need to put layouts together as shown in plans, elevations and drawings
1.4 identify possible problems in putting layouts together and work out ways of sorting them out

Knowledge and understanding

You need to know and understand:

- 1.1 how to identify the layout needed and the essential features of layouts from plans, elevations and drawings
- 1.2 how to work out what activities and resources you need to put layouts together
- 1.3 how to identify the health, safety and security arrangements needed for layouts
- 1.4 what layout design is and its part in effective visual design practice
- 1.5 the techniques of layout design, including drawing conventions and standards
- 1.6 sources of information to use when working out what you need for layouts
- 1.7 who can make decisions when you have problems with layouts

Learning outcome

2. Follow guidelines for putting retail display layouts together

Performance indicator

You need to:

- 2.1 check that the parts you need are available and in working order
- 2.2 put the layout together within the guidelines, agreed deadlines, health and safety policies and legal requirements
- 2.3 identify opportunities for achieving creative effects and do so within the guidelines
- 2.4 identify possible problems which may arise and take prompt and suitable action within the guidelines

Knowledge and understanding

You need to know and understand:

- 2.1 how to interpret guidelines for putting layouts together
- 2.2 how to spot opportunities to achieve creative effects
- 2.3 how to work creatively within the visual merchandising policy
- 2.4 how to spot and sort out problems when putting layouts together
- 2.5 when creative effects are suitable
- 2.6 the parts you need to put layouts together
- 2.7 the relevant health, safety and legal requirements
- 2.8 where to find the parts you need for layouts

Unit 301

Work effectively in your retail organisation

Level:	6
Credit value:	9
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Specific evidence requirement:	<p>Simulation is not allowed for any performance evidence within this unit.</p> <p>This unit can be achieved in isolation of other units. However evidence for this unit will be generated holistically whilst the candidate is working towards competence in their selected units for the qualification.</p>
Summary:	<p>This unit is about being an effective member of your team, including taking some responsibility for helping colleagues to learn. The unit involves supporting your team's efforts by sharing the workload fairly, making realistic commitments and doing your best to keep them, and contributing to team morale and good working relations. The unit is also about being an effective learner in the workplace. It assumes that you receive some help and support in planning and carrying out your learning plans. Your responsibilities are to contribute to the planning process, carry out your plan and report on your progress.</p> <p>Finally, the unit is about helping colleagues to gain the information and skills they need to do their jobs. It involves passing on to colleagues your own knowledge and skills as you go about your day-to-day work. This standard is not about being a professional trainer and you are not expected to assess your colleagues' performance formally.</p>

Learning outcome
1. Support effective team working in a retail environment
Performance indicator
You need to:
1.1 share work fairly with colleagues, taking account of your own and others' preferences, skills and time available
1.2 make realistic commitments to colleagues and do what you have promised you will do

- 1.3 let colleagues know promptly if you will not be able to do what you have promised and suggest suitable alternatives
- 1.4 encourage and support colleagues when working conditions are difficult
- 1.5 encourage colleagues who are finding it difficult to work together to treat each other fairly, politely and with respect
- 1.6 follow the company's health and safety procedures as you work

Knowledge and understanding

You need to know and understand:

- 1.1 your team's purpose, aims and targets
- 1.2 your responsibility for contributing to the team's success
- 1.3 your colleagues' roles and main responsibilities
- 1.4 the importance of sharing work fairly with colleagues
- 1.5 the factors that can affect your own and colleagues' willingness to carry out work, including skills and existing workload
- 1.6 the importance of being a reliable team member
- 1.7 the factors to take account of when making commitments, including your existing workload and the degree to which interruptions and changes of plan are within your control
- 1.8 the importance of maintaining team morale, the circumstances when morale is likely to flag, and the kinds of encouragement and support that are likely to be valued by colleagues
- 1.9 the importance of good working relations, and techniques for removing tension between colleagues
- 1.10 the importance of following the company's policies and procedures for health and safety, including setting a good example to colleagues

Learning outcome

2. Help to plan and organise your own learning in a retail environment

Performance indicator

You need to:

- 2.1 discuss and agree with the right people goals that are relevant, realistic and clear
- 2.2 identify the knowledge and skills you will need to achieve your goals
- 2.3 agree action points and deadlines that are realistic, taking account of your past learning experiences and the time and resources available for learning
- 2.4 regularly check your progress and, when necessary, change the way you work
- 2.5 ask for feedback on your progress from those in a position to give it, and use their feedback to improve your performance

Knowledge and understanding

You need to know and understand:

- 2.1 who can help you set goals, help you plan your learning, and give you feedback about your progress
- 2.2 how to identify the knowledge and skills you will need to achieve your goals
- 2.3 how reflecting on your past learning experiences can help you to plan your future learning, and techniques for doing so

- 2.4 how to work out how much time you need to devote to learning and how much time you can make available for learning
- 2.5 how often to check your progress and how to do this
- 2.6 how to adjust your plans as needed to help you meet your goals
- 2.7 why you should ask for feedback on your progress, how to do so, and how to respond positively

Learning outcome
3. Help others to learn in a retail environment
Performance indicator
<p>You need to:</p> <ul style="list-style-type: none"> 3.1 encourage colleagues to ask you for work-related information or advice that you are likely to be able to provide 3.2 notice when colleagues are having difficulty performing tasks at which you are competent, and tactfully offer advice 3.3 give clear, accurate and relevant information and advice relating to tasks and procedures 3.4 explain and demonstrate procedures clearly, accurately and in a logical sequence 3.5 encourage colleagues to ask questions if they don't understand the information and advice you give them 3.6 give colleagues opportunities to practise new skills, and give constructive feedback 3.7 check that health, safety and security are not compromised when you are helping others to learn 3.8 recognise when you are not the most appropriate person to advise colleagues in their learning and guide them to suitable sources of help
Knowledge and understanding
<p>You need to know and understand:</p> <ul style="list-style-type: none"> 3.1 your role in helping others to learn in the workplace 3.2 how to work out what skills and knowledge you can usefully share with others 3.3 how and when to offer help and advice to colleagues who are learning 3.4 methods of helping others to learn on the job, and how to choose suitable methods for different learning situations 3.5 health, safety and security risks that are likely to arise when people are learning on the job, and how to reduce these risks 3.6 sources of help within your organisation for people who are learning, and how to access them

Level:	6
Credit value:	11
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Specific evidence requirement:	Simulation is not allowed for any performance evidence within this unit.
Summary:	This unit is about managing a team when you are not a full time team leader. For example, you might lead a team responsible for a special event, sales preparation, stock-taking or emergency situations. You are expected to manage the smooth running of the team's work. You need to understand and act within the limits of your responsibility when acting as team leader, and to ask your manager for advice whenever you need it. The unit does not require you to take responsibility for formally developing or disciplining team members.

Learning outcome
1. Help to manage a retail team
Performance indicator
<p>You need to:</p> <ul style="list-style-type: none"> 1.1 set an example for the team by following company procedures and policies at all times 1.2 check that team members are following company procedures and policies 1.3 take prompt and suitable action when team members are not following company procedures and policies 1.4 give clear information and instructions to your team 1.5 use methods suited to individual team members' levels of motivation and expertise, when encouraging them to complete tasks 1.6 recognise when team members need support 1.7 choose and apply suitable methods for supporting team members 1.8 praise good performance promptly and tell your manager about it 1.9 manage your own time so that you carry out both your management duties and your other duties 1.10 recognise when you should treat information as confidential and release it only to those who have a right to it 1.11 share work and privileges fairly between team members 1.12 act within the limits of your responsibility and authority

1.13 promptly ask the right person for advice when problems are beyond your responsibility, authority or expertise to resolve

Knowledge and understanding

You need to know and understand:

- 1.1 company procedures and policies relating to the work of your team and the way your team's daily activities are managed, including:
 - health and safety
 - security
 - staffing levels
 - absence reporting
 - timekeeping
 - personal appearance
 - handling customer complaints
- 1.2 laws and regulations relating to the products your team sells
- 1.3 why you should set an example to team members by following the company's procedures and policies at all times
- 1.4 how to check that team members follow the company's procedures and policies
- 1.5 what you must do when team members are not following the company's procedures and policies
- 1.6 how clear communication helps teams to work effectively
- 1.7 how to give instructions so that team members will readily understand them and feel motivated to follow them
- 1.8 why you need to be approachable as a team leader
- 1.9 different ways of motivating and encouraging staff, and how to choose which method to use
- 1.10 the kinds of support team members are likely to need, what kinds of support you can provide and how to do so
- 1.11 how to plan, prioritise and delegate so that you can fulfil your management duties as well as your other duties
- 1.12 the types of confidential information to which team leaders have access, and the importance of respecting confidentiality
- 1.13 why you must treat all team members fairly
- 1.14 the challenges involved in managing people who also know you as a friend or fellow team member, and techniques for resisting pressure from team members to abuse your responsibilities
- 1.15 the limits of your responsibility and authority when managing the team
- 1.16 who can help to sort out problems that are beyond your responsibility, authority or expertise
- 1.17 the kinds of information your manager needs from you, when it is needed and in what format

Unit 322

Choose merchandise to feature in visual merchandising displays

Level:	6
Credit value:	6
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Specific evidence requirement:	Simulation is not allowed for any performance evidence within this Unit The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.
Unit assessment:	Specialist Unit: If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.
Summary:	This unit is for visual merchandising specialists and involves using design information to identify what you need for displays and choosing merchandise to feature in displays.

Learning outcome
1. Interpret requirements for retail displays
Performance indicator
You need to: 1.1 use design information to identify the purpose of the display, the merchandise you will use and how the merchandise will feature in the display 1.2 where there is scope for interpretation, interpret the requirements for the display in line with the company's design policy 1.3 check your interpretations with the right person before work starts on putting the display together
Knowledge and understanding
You need to know and understand: 1.1 how to identify the purpose of displays from design information 1.2 how to identify the merchandise you will use 1.3 how displays attract the interest of customers and persuade them to make buying decisions 1.4 the role of displays in marketing, promotional and sales campaigns and activities

1.5	good practice in creating displays that have the visual effect needed
1.6	company policy for merchandising and visual design
1.7	sources of information about the merchandise you will use
1.8	who to check your interpretations with

Learning outcome	
2.	Choose and agree retail merchandise to be featured in displays
Performance indicator	
You need to:	
2.1	evaluate the potential of merchandise to attract customers' attention and interest
2.2	choose merchandise that is the most likely to attract and interest customers, meets the requirements of the display and is consistent with the company's visual display policy
2.3	check the suitability and availability of merchandise with the relevant decision makers
2.4	reach agreement with decision-makers concerning realistic arrangements and timescales for supply
2.5	promptly make other arrangements to get hold of merchandise if it is not available within your timescales and cost limits
Knowledge and understanding	
You need to know and understand:	
2.1	how to compare selected merchandise with the display requirements
2.2	how to check whether merchandise is available
2.3	how to arrange for merchandise to be delivered
2.4	why displays are used to attract the interest of customers and persuade them to make buying decisions
2.5	how light, colour, texture, shape and dimension combine to achieve the visual effects you need
2.6	why you are expected to show creativity in selecting merchandise for displays and to be aware of trends
2.7	how displays can achieve add-on sales
2.8	different approaches to use for displaying different kinds of merchandise
2.9	the different purposes of displays and their use in visual merchandising
2.10	company policy for merchandising and visual design
2.11	the decision-makers who you need to agree your choices of merchandise with
2.12	the people who can supply the merchandise you need for the display

Unit 323

Plan, monitor and control how graphics are used in visual merchandising displays

Level:	6
Credit value:	8
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Specific evidence requirement:	Simulation is not allowed for any performance evidence within this unit. The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.
Unit assessment:	Specialist Unit: If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.
Summary:	This unit is for visual merchandising specialists and is all about ensuring that graphics are used effectively in displays. There are three aspects to this unit. Firstly, it is about choosing graphics, signs and tickets to make displays more attractive and informative to customers. Secondly, it involves organising the distribution of graphics, signs and tickets and their use in displays. Thirdly, you need to check that graphics, signs and tickets are being used consistently with the purpose of the display and any relevant company and legal requirements.

Learning outcome
1. Identify and get hold of graphic materials for retail displays
Performance indicator
You need to: 1.1 use the design brief and information about the layout to identify the graphic materials you need 1.2 identify the types and quantities of graphic materials you need to order and the associated costs, delivery dates and delivery addresses 1.3 confirm what you need with the relevant decision-makers 1.4 choose graphic materials that are consistent with legal requirements and the company's visual-design policy

1.5	use the accepted ways of describing the type and quantity of graphic materials needed
1.6	confirm that proposals for using graphic materials are consistent with design policy and aims and are acceptable to decision-makers
1.7	specify clearly to suppliers what graphic materials you need
Knowledge and understanding	
You need to know and understand:	
1.1	how to identify the need for graphic materials, and the factors affecting their use and style
1.2	how to check your interpretations of the graphic materials you need
1.3	how to choose graphic materials and say how they should be used
1.4	how to check that proposals for graphic materials are consistent with the company's design policy and aims
1.5	how to brief suppliers about requirements
1.6	the part graphic materials play in displays
1.7	the part graphic materials have in attracting customers and giving them information
1.8	approaches to using graphic materials for different types of merchandise
1.9	the company's visual-design policy
1.10	legal requirements relating to graphic materials
1.11	the accepted ways of describing types and quantities of graphic materials so that suppliers understand what you need
1.12	company procedures and requirements for ordering graphic materials
1.13	who the relevant decision-makers are
1.14	who can supply graphic materials

Learning outcome	
2. Co-ordinate how graphic materials are used in retail displays	
Performance indicator	
You need to:	
2.1	check that graphic materials meet specifications, legal requirements and company policy
2.2	distribute graphic materials to the right places by the agreed deadlines
2.3	promptly give colleagues clear, accurate and up-to-date instructions for installing graphic materials
2.4	check that graphic materials are correctly installed and maintained
Knowledge and understanding	
You need to know and understand:	
2.1	how to confirm whether graphic materials are available
2.2	how to check that graphic materials are suitable
2.3	how to produce instructions for installing graphic materials
2.4	how to check that installations are satisfactory
2.5	the part graphic materials play in displays
2.6	the part graphic materials have in attracting and informing customers

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|---|
| 2.7 different approaches to using graphic materials for different merchandise |
| 2.8 company and legal requirements for graphic materials |

Learning outcome

3. Check how graphic materials are used in retail displays
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Performance indicator

You need to:

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| 3.1 check displays yourself as far as possible and encourage colleagues to provide relevant information about using graphic materials |
| 3.2 collect enough relevant information about the way graphic materials are being used |
| 3.3 check whether graphic materials are being used suitably and effectively |
| 3.4 take prompt and suitable action when graphic materials are not being used or maintained in line with company policy or the design brief |
| 3.5 spot situations where the way graphic materials are used should change, promptly making any changes needed |

Knowledge and understanding

You need to know and understand:

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| 3.1 how to check how you should use graphic materials |
| 3.2 how to ask for and collect comments from colleagues about using graphic materials |
| 3.3 why it is important to check how graphic materials are used |
| 3.4 the action to take when graphic materials are not being used correctly |
| 3.5 the part graphic materials play in displays |
| 3.6 the part graphic materials have in attracting customers and giving them information |
| 3.7 different approaches to using graphic materials for different merchandise |
| 3.8 company procedures for dealing with cases where graphic materials are not being used in line with policy |

Unit 324

Monitor the effect of visual merchandising displays and layouts

Level:	6
Credit value:	10
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Specific evidence requirement:	Simulation is not allowed for any performance evidence within this unit. The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.
Unit assessment:	Specialist Unit: If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.
Summary:	This unit is for visual merchandising specialists and is all about finding out whether displays and layouts are having the desired effect on customers and encouraging them to purchase the items being promoted. This involves two activities. Firstly, you need to gather the right kinds of information about customers' responses to displays and layouts. Secondly, you need to assess the effect of displays and layouts on customer behaviour and business performance and report your findings to decision-makers.

Learning outcome
1. Gather information about retail customers' responses to displays and layouts
Performance indicator
You need to: 1.1 accurately recognise when you need information about customers' responses, why you need it, and what type of information would be most useful 1.2 gather information about customers' responses in ways that are suitable for your purposes, in line with the company's communications policy and likely to keep the goodwill and co operation of those providing the information

1.3	gather enough information to allow you to make judgements about customers' responses to displays and layouts
1.4	accurately interpret information about customers' responses
1.5	assess information fairly when reviewing the effect of displays and layouts
Knowledge and understanding	
You need to know and understand:	
1.1	how to organise the collecting of information about customers' responses, such as sales figures, footfall and customer flow
1.2	how to bring together, compare and interpret information about customers' responses to displays
1.3	how to choose the information that is most useful for judging the effect of displays
1.4	why you need information about customers' responses to displays and how to use it to decide what needs improving
1.5	how constantly improving the design of displays helps to attract and interest customers
1.6	how to recognise what different designs are meant to achieve and the types of customer they should attract
1.7	what customer-focused trading is
1.8	the meaning of 'validity' and 'reliability' in relation to customer responses
1.9	useful sources of information about customers' responses
1.10	company procedures and requirements for collecting information about customers' responses to displays

Learning outcome	
2. Assess and report the effect of retail displays and layouts	
Performance indicator	
You need to:	
2.1	agree suitable standards for assessing the effect of displays and layouts
2.2	judge fairly the evidence of the effect of displays and layouts against the agreed standards
2.3	draw conclusions that are reasonable in terms of the purpose of the display and customers' responses to it
2.4	clearly identify improvements you could make to the way visual merchandising is carried out in your store
2.5	report your findings and recommendations clearly to decision-makers
Knowledge and understanding	
You need to know and understand:	
2.1	how constantly improving the design of displays and layouts helps to attract and interest customers
2.2	the meaning of validity and reliability in relation to interpreting information about customers' responses to displays and layouts
2.3	the decisions that will be based on your findings and recommendations and the effect these decisions will have
2.4	how to judge fairly the evidence of customers' responses against the agreed standards for displays and layouts

- 2.5 how to draw reasonable conclusions about the effect of displays and layouts, bearing in mind the purpose of the display or layout and customers' responses to it
- 2.6 how to recognise improvements you could make to the way visual merchandising is carried out in your store
- 2.7 who can make decisions about the way visual merchandising is carried out in your store
- 2.8 how to present your findings and recommendations clearly to decision-makers

Unit 325

Allocate, monitor and control visual merchandising project resources against budgets

Level:	6
Credit value:	10
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Specific evidence requirement:	Simulation is not allowed for any performance evidence within this unit. The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.
Unit assessment:	Specialist Unit: If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.
Summary:	This unit is for visual merchandising specialists and is all about your responsibility for putting together project budgets and making sure project costs stay within budget as the project progresses. Putting a budget together involves estimating the likely costs of the project, working out ways of achieving best value for money, and justifying your recommendations to decision-makers. Keeping within budget involves recording and monitoring project spending, identifying any unacceptable spending and taking prompt action to sort it out.

Learning outcome
1. Negotiate and agree costs for visual merchandising projects
Performance indicator
You need to:
1.1 check that your estimates of the costs of proposed projects are reasonable
1.2 prepare business cases for spending proposals that show clearly how you can achieve value for money
1.3 ask colleagues to suggest ways you could strengthen your business case
1.4 present proposals clearly and persuasively to decision-makers
1.5 work out accurate costs and agree budgets with decision-makers in a way that keeps them committed to the project's aims
1.6 explain clearly to colleagues the cost limits they must work within

Knowledge and understanding

You need to know and understand:

- 1.1 how to make reasonable estimates of the costs of proposed projects
- 1.2 how to use estimated costs to support the business case for proposed projects
- 1.3 who to ask for comments to help you strengthen your business case for the spending you are recommending
- 1.4 the approved layout for budget proposals
- 1.5 who can approve budget proposals
- 1.6 how to present budget proposals clearly and persuasively to decision-makers
- 1.7 where you can find information about the costs of activities and resources
- 1.8 how to put together accurate budgets from agreed budget proposals
- 1.9 how to brief colleagues about the cost limits they must work within
- 1.10 how controlling spending and using resources efficiently help the company and the reputation of visual merchandising
- 1.11 the company's budgeting procedures and deadlines

Learning outcome

2. Control costs for visual merchandising projects

Performance indicator

You need to:

- 2.1 keep accurate, complete and up to date records of project spending
- 2.2 promptly identify unacceptable differences in project costs, sort them out promptly when you have the authority to do so, and report them promptly to the right person when you cannot sort them out yourself
- 2.3 recognise chances to improve value for money within budget limits and promptly act on these
- 2.4 keep the right people informed of project activities and costs

Knowledge and understanding

You need to know and understand:

- 2.1 what costs project budgets include and how these are set out
- 2.2 how to record project expenses
- 2.3 the financial information you need to refer to and when and how it is presented
- 2.4 how to interpret reports of actual spending against budgeted spending
- 2.5 how to recognise unacceptable differences between actual and budgeted spending
- 2.6 the company's procedures for reporting and acting on cost variations
- 2.7 what 'value for money' means, and why it does not simply mean paying the lowest prices
- 2.8 how to recognise and use chances to increase value for money within projects
- 2.9 how controlling spending and using resources efficiently help the company and the reputation of visual merchandising

Unit 326

Contribute to developing and putting into practice the company's visual merchandising policy

Level:	6
Credit value:	10
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Specific evidence requirement:	Simulation is not allowed for any performance evidence within this unit. The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.
Unit assessment:	Specialist Unit: If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.
Summary:	This standard is for visual merchandising specialists and is about your contribution to developing the company's visual merchandising policy and making sure that staff follow it. The unit involves making suggestions for improving your company's visual-design policy, including gathering information and analysing it to arrive at your recommendations. It also involves explaining the policy to staff and motivating them to follow it, as well as making checks to make sure the policy is followed. Your company's visual merchandising policy could be a written policy, but need not be.

Learning outcome
1. Contribute to developing the company's visual-design policy for its retail stores
Performance indicator
You need to:
1.1 gather accurate and up-to-date information about what internal and external customers want and expect from the visual design in the store
1.2 accurately analyse information to identify internal and external customers' wishes and expectations

- 1.3 accurately and fairly decide if current and recent designs follow accepted good practice in visual design
- 1.4 use available information to spot opportunities for improving visual-design policy and for introducing new design ideas
- 1.5 reach reasonable conclusions as to whether your new ideas and suggestions for improvement are relevant to the needs of the company and developing the visual-design policy
- 1.6 recommend clearly to decision-makers those improvements and new ideas that you decide are relevant and present these in the format needed and by the agreed deadlines

Knowledge and understanding

You need to know and understand:

- 1.1 the company's current visual-design policy
- 1.2 who your internal and external customers are
- 1.3 how to find out about and recognise what internal and external customers hope for and expect from the visual design in the store
- 1.4 accepted good practice in visual design
- 1.5 how to decide if current and recent designs follow accepted good practice in visual design
- 1.6 how to spot opportunities for new and better ways of using visual design
- 1.7 the format to use when making recommendations
- 1.8 how to put together and present recommendations for developing the visual-design policy
- 1.9 how visual design helps to promote and sell goods and services
- 1.10 what customer-focused design is
- 1.11 how merchandising helps the company to achieve its aims

Learning outcome

2. Support staff putting into practice the company's visual-design policy for its retail stores

Performance indicator

You need to:

- 2.1 present accurate and up to date information about the company's visual design policy
- 2.2 present information about the company's visual-design policy to staff in a way that is likely to encourage understanding and commitment
- 2.3 give staff the chance to ask questions about the visual-design policy
- 2.4 check that visual designs are consistent with the visual-design policy
- 2.5 promptly correct any designs that do not keep to the visual-design policy
- 2.6 give internal customers accurate information about the visual-design policy and how it affects visual merchandising in their areas
- 2.7 check displays to make sure they conform to the visual-design policy, are used correctly and kept in the condition needed for as long as they are in use
- 2.8 promptly report to your manager any problems with keeping displays in the condition needed

Knowledge and understanding

You need to know and understand:

- 2.1 what the company's visual-design policy is
- 2.2 the role of visual design in retail
- 2.3 good practice in creating visual effect by using displays
- 2.4 the different purposes of displays and their use in visual merchandising
- 2.5 why different kinds of merchandise need displaying in different ways
- 2.6 different approaches to using design for different types of merchandising
- 2.7 how designs achieve the visual effects required by displays
- 2.8 how to brief staff and internal customers about the visual-design policy
- 2.9 how to explain the visual-design policy so that staff and internal customers will understand it
- 2.10 how to motivate staff to follow the visual design policy
- 2.11 how to check that visual designs are consistent with the visual-design policy
- 2.12 how to check that displays keep to the visual-design policy

Unit 327

Create plans, elevations and drawings to realise visual merchandising ideas

Level:	6
Credit value:	10
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Specific evidence requirement:	Simulation is not allowed for any performance evidence within this unit. The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.
Unit assessment:	Specialist Unit: If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.
Summary:	This unit is for visual merchandising specialists and is all about designing layouts and producing diagrams and instructions that will enable staff to realise your designs. The unit is firstly about developing creative solutions for layout designs within the limits of time, budget and any guidelines you must follow. This involves testing that ideas are realistic, as well as asking for and using the suggestions of decision-makers. The second aspect of the unit is about producing guidance that will allow staff to put layouts together. This involves working out what is involved in putting layouts together and giving instructions using schematic drawings and detailed written specifications.

Learning outcome
1. Develop and test solutions for retail display layouts
Performance indicator
You need to:
1.1 work out what kind of layout is needed and check this with decision-makers
1.2 gather information from reliable sources about layout design and ideas for layout design
1.3 evaluate information and ideas about layout design to see how relevant they are for your needs

- 1.4 suggest a wide enough range of layout options so you can come up with a creative solution
- 1.5 evaluate layout options against the design requirements and choose those which offer the most creative solution possible within time and cost limits
- 1.6 continue improving the preferred layouts until you have a detailed layout that meets the design requirements and which can be achieved within the agreed time and cost limits
- 1.7 check carefully that there is enough space for the preferred layout in the sales areas
- 1.8 when there is not enough space available for the preferred layout, adapt the layout so that it will fit the space and can still be used as intended and have the desired effect
- 1.9 consult decision-makers fully throughout the design development process, clearly acknowledge changes they suggest, and use these when they improve the usefulness and creativity of the design

Knowledge and understanding

You need to know and understand:

- 1.1 how to gather and evaluate ideas and information about layout design
- 1.2 how to develop, evaluate and modify design options
- 1.3 how to work up designs in detail and maintain a creative approach while doing so
- 1.4 how to choose and combine scale, shape, colour, texture and focal points to produce creative design solutions
- 1.5 how to apply techniques of layout design, including drawing conventions and standards
- 1.6 how to test and judge whether designs are practical
- 1.7 who the relevant decision-makers are
- 1.8 how to consult with decision-makers throughout the design process
- 1.9 why you need to review layout designs and come up with solutions which are both creative and suitable
- 1.10 what layout design is and its part in effective visual merchandising
- 1.11 the nature and processes of creativity and layout design
- 1.12 the part played in creative design by dimension, shape, colour, texture and location
- 1.13 sources of information about the design requirements and possible layout solutions

Learning outcome

2.1 Produce guidance for putting retail display layouts together

Performance indicator

You need to:

- 2.1 draw layouts accurately
- 2.2 use accepted drawing techniques, graphic conventions and coding conventions to give information
- 2.3 specify accurately and clearly the dimensions and orientation of the layout and the standards of the finished work
- 2.4 estimate the quantities and costs of materials needed within cost limits and the design requirement

- 2.5 estimate costs of materials only if there are no existing stocks you can use
- 2.6 recognise when you need to use specialist services
- 2.7 identify the correct methods for putting layouts together and any risks to health and safety involved in putting layouts together and using them
- 2.8 provide enough information to allow people to put the layout together efficiently
- 2.9 tell people clearly and accurately what they must do to protect their own and others' health and safety while they are putting layouts together

Knowledge and understanding

You need to know and understand:

- 2.1 why specifications, drawings and supporting information are needed for putting layouts together
- 2.2 how to produce specifications and drawings to the technical standards needed
- 2.3 how to estimate quantities and costs
- 2.4 how to specify the standard of finished work
- 2.5 how to identify and specify the need for specialist services
- 2.6 how to describe methods for putting layouts together
- 2.7 how to recognise risks to health and safety arising from putting layouts together
- 2.8 how to draw the users' attention to health and safety risks and the preventive action they must take
- 2.9 how to identify and assess the conditions under which the layout will be put together
- 2.10 who puts together layouts in your company and who uses them
- 2.11 the drawing and coding conventions and standards to use
- 2.12 the supporting information needed by those who will put the layout together

Unit 328 Contribute to the continuous improvement of retail operations

Level:	6
Credit value:	10
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Specific evidence requirement:	Simulation is not allowed for any performance evidence within this unit. It is highly unlikely that this unit will be able to be observed therefore the evidence generated will come from professional discussion supported by oral reports of real achievements and testimony from an Expert Witness to confirm the candidate's competence
Summary:	This unit is about helping your store to improve the way it operates, so that you or they can achieve or improve on sales targets and standards of service. You will need to have a thorough knowledge of day-to-day operations in your area of responsibility and be able spot things that could be improved and suggest practical and cost effective ways of improving them. The unit is also about presenting your recommendations persuasively to management. Finally, you need to put improvements into practice. This involves working with other people and sometimes experiencing their resistance to new ways of doing things. As a result, you need to communicate your plans persuasively, support staff through the change and demonstrate your own commitment to the change.

Learning outcome
1. Identify opportunities for solving problems and improving retail operations
Performance indicator
You need to:
1.1 get accurate, up-to-date information from relevant sources about operations you are responsible for
1.2 accurately identify the causes of problems where operations are not meeting quality standards or sales targets
1.3 clearly and accurately identify the scope for further development where operations are achieving quality standards and sales targets

- 1.4 accurately assess possible improvements to see if they are practical, consistent with company policy and style, and easy to put into practice
- 1.5 identify the ideas that offer the greatest benefits for the organisation and its customers

Knowledge and understanding

You need to know and understand:

- 1.1 the company's standards for customer service
- 1.2 the sales targets your unit is expected to reach
- 1.3 company policies, procedures and computerised systems affecting your work
- 1.4 the main characteristics of the company's customer base and products or services
- 1.5 different sources of facts and opinions about operational performance and how useful each one is
- 1.6 common causes of failure to achieve quality standards and sales targets
- 1.7 how to identify aspects of customer service and sales that could be improved
- 1.8 how to generate ideas for improving customer service and sales
- 1.9 how to evaluate the benefits of potential improvements and how urgent they are
- 1.10 how to work out what resources you would need to put improvements into practice
- 1.11 how to weigh the costs of your improvements against the benefits

Learning outcome

2.1 Recommend ways of improving retail operations

Performance indicator

You need to:

- 2.1 offer recommendations to management that are clear, concise, in a suitable format and supported by relevant information
- 2.2 clearly and honestly acknowledge recommendations that are based on suggestions from other people
- 2.3 clearly explain the benefits the recommended improvements could bring and the resources needed to put them into practice
- 2.4 discuss recommendations with the relevant decision makers

Knowledge and understanding

You need to know and understand:

- 2.1 how to present your recommendations to management clearly, concisely and in a suitable format
- 2.2 the types of questions and concerns management are likely to have when considering your recommendations, and how to handle these
- 2.3 why it is important to encourage staff and colleagues to suggest ideas for improvement, and why it is important to make sure they get the credit if their ideas are put into practice

Learning outcome
3.1 Contribute to putting improvements in retail operations into practice
Performance indicator
<p>You need to:</p> <ul style="list-style-type: none"> 3.1 explain plans to staff in a way which encourages understanding and involvement 3.2 give appropriate support, encouragement, advice and training to members of staff for as long as they need it 3.3 promptly ask for appropriate advice and support when you have problems putting improvements into practice 3.4 consistently show staff by your behaviour that you are committed to achieving the benefits of the improvement
Knowledge and understanding
<p>You need to know and understand:</p> <ul style="list-style-type: none"> 3.1 why it is important for staff to understand the purpose and intended benefits of improvements 3.2 different ways of explaining plans to staff, and how to decide which one to use 3.3 how your manner and behaviour while explaining improvements can affect your staff's response to plans 3.4 why it is important to show enthusiasm and lead by example when putting improvements into practice 3.5 how and why different people will need different levels of support, encouragement, advice and training to put improvements into practice 3.6 how to identify problems with putting improvements into practice and who to ask for advice and support

Unit 401

Organise the receipt and storage of goods in a retail environment

Level:	7
Credit value:	11
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
Specific evidence requirement:	Simulation is not allowed for any performance evidence within this unit.
Summary:	This unit is firstly about organising staff to receive goods, for example when preparing for seasonal intake of stock. Secondly, the unit involves organising storage facilities and training and supervising staff in the use of the storage system.

Learning outcome
1. Organise staff to receive and check incoming deliveries in a retail environment
Performance indicator
You need to: 1.1 gather enough competent staff and brief them well enough before deliveries are received 1.2 make sure that the area for receiving goods is prepared and that you have enough storage space for the delivery 1.3 check that deliveries are unloaded safely and securely 1.4 make sure that goods are promptly checked against requirements 1.5 make sure that delivery records are complete and accurate and processed promptly 1.6 use delivery records to check that each supplier has met your company's service needs 1.7 spot problems with deliveries and sort them out properly
Knowledge and understanding
You need to know and understand: 1.1 how to prepare to receive and handle different types of goods 1.2 procedures for receiving goods, including dealing with incorrect, damaged and late deliveries 1.3 which staff are involved in or are affected by a delivery schedule and the information they need to receive goods efficiently 1.4 the company's standards for acceptable goods 1.5 why incoming goods must be checked against requirements straight after unloading

- | |
|---|
| 1.6 recording and control system including procedures for checking goods received |
| 1.7 safety and security procedures for receiving goods |

Learning outcome

2. Organise and maintain storage facilities in a retail environment

Performance indicator

You need to:

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| 2.1 organise storage facilities to take account of day-to-day work, safety requirements and the need to keep goods secure and in a saleable condition |
| 2.2 give staff accurate, up-to-date information and suitable training so they can use the storage system securely, safely and in line with relevant legal requirements |
| 2.3 give staff clear roles and responsibilities for storing and moving goods and check they understand these roles and responsibilities |
| 2.4 develop and update plans to cope with unforeseen storage problems |
| 2.5 check regularly that staff are storing and moving goods competently, safely, securely and in line with relevant legal requirements |
| 2.6 keep complete, accurate and up-to-date stock records that can be found easily by everyone who needs them |

Knowledge and understanding

You need to know and understand:

- | |
|--|
| 2.1 how effective storage systems contribute to reducing stock loss |
| 2.2 how to work out what storage facilities are needed for goods on order |
| 2.3 how to protect goods from various causes of deterioration and damage |
| 2.4 how to work out suitable storage layouts and solve storage problems efficiently, safely and securely |
| 2.5 how to run the stock recording and controlling systems efficiently and accurately, including using them to monitor and record stock loss |
| 2.6 the legal requirements for storing stock, including health and safety requirements |

Learning outcome
3. Check the storage and care of stock in a retail environment
Performance indicator
<p>You need to:</p> <p>3.1 keep up a routine for checking storage facilities and stock</p> <p>3.2 carry out spot checks of storage facilities and stock at suitable intervals</p> <p>3.3 make sure staff have the information and training they need to spot stock that is out of date or at risk of deteriorating, and to deal with it in line with legal and company requirements</p> <p>3.4 check the storage and movement of stock to make sure that stock is reaching the shop floor as it is needed</p> <p>3.5 evaluate the storage, care and movement of stock and find ways of running storage and movement systems more profitably</p>
Knowledge and understanding
<p>You need to know and understand:</p> <p>3.1 when and how to check stock and storage, including both routine and spot checks</p> <p>3.2 legal and company requirements for removing out-of-date stock</p> <p>3.3 the company's requirements for storing and moving stock, and how to check that these requirements are being met</p> <p>3.4 how to work out if ideas for improving the ways stock is stored and moved are likely to be profitable</p> <p>3.5 the causes of stock deterioration and damage and how these affect products</p> <p>3.6 the company's requirements and quality standards for storage</p> <p>3.7 the information colleagues need to be able to use the storage system effectively</p> <p>3.8 company policy and procedures for protecting goods that are at risk of damage or deterioration</p> <p>3.9 the company's systems and procedures for moving and storing stock</p>



Appendix 1 SVQ units and expert witness testimony

Following is a list of SVQ units for which expert witness testimony is required if the assessor is not an expert in the specialism covered by the unit:

City & Guilds ref	Unit ref	Unit title
104	B.20	Contribute to food safety in a retail environment
110	C.58	Provide a counter/takeaway service (People 1 st)
206	C.12	Promote loyalty schemes to customers in a retail environment
211	B.10	Process bake-off products for sale in a retail environment
213	B.12	Process greengrocery products for sale in a retail environment
214	B.13	Finish meat products by hand in a retail environment
216	B.31	Hand-process fish in a retail environment
217	B.32	Contribute to the control and efficiency of dough production in a retail environment
218	B.21	Maintain food safety while working with food in a retail environment
219	C.11	Assemble retail products in customer's home/workplace
220	C.17	Provide the lingerie fitting service in a retail environment
221	C.35	Promote beauty products to retail customers
222	C.37	Help customers to buy National Lottery products in a retail environment
225	C.18	Follow guidelines for planning and preparing visual merchandising displays
226	C.19	Follow guidelines for dressing visual merchandising displays
227	C.20	Order graphic materials for visual merchandising displays
228	C.21	Dismantle and store visual merchandising displays
229	C.22	Make props for visual merchandising displays
230	C.23	Put visual merchandising displays together
232	C.09	Process payments and credit applications for purchases in a retail environment
233	C.10	Process cash and credit transactions in a retail environment
236	B.33	Select, weigh and measure bakery ingredients (Improve)

City & Guilds ref	Unit ref	Unit title
237	B.34	Hand divide, mould and shape fermented doughs (Improve)
241	C.43	Maintain a display of cut flowers in a retail store
242	B.23	Receive driver-controlled deliveries of fuel on a petrol forecourt
243	B.24	Control deliveries of motor fuel on a forecourt
244	C.39	Process the self-service dispensing and purchase of motor fuel on a forecourt
245	C.40	Establish customer needs and provide advice regarding tiling products
246	C.41	Advise customers upon measuring and planning for the fixing of tiles
247	C.42	Advise customers upon the fixing of tiles
248	C.54	Help customers to choose delicatessen products in a retail outlet
249	C.55	Portion delicatessen products in a retail outlet to meet individual customers' requirements
258	C.47	Promote the store's credit card to customers
259	C.52	Help customers to apply for the store's credit card and associated insurance products
304	C.30	Develop individual retail service opportunities
305	C.31	Provide a personalised sales and after-sales service to your retail clients
308	B.22	Monitor and help improve food safety in a retail environment
309	C.38	Assist customers to obtain appropriate insurance (FSSC)
313	C.45	Help customers to choose alcoholic beverages in a retail store
314	C.15	Enable customers to apply for credit and hire purchase facilities
322	C.24	Choose merchandise to feature in visual merchandising displays
323	C.25	Plan, monitor and control how graphics are used in visual merchandising displays
324	C.26	Monitor the effect of visual merchandising displays and layouts
325	C.27	Allocate, monitor and control visual merchandising project resources against budgets
326	C.28	Contribute to developing and putting into practice the company's visual merchandising policy
327	C.29	Create plans, elevations and drawings to realise visual merchandising ideas
404	E.12	Plan, monitor and adjust staffing levels and schedules in a retail environment

Appendix 2 SVQ units and simulated activities

Following is a list of SVQ units for which simulated activities are allowed:

City & Guilds ref	Unit ref	Unit title
101	E.03	Work effectively in your retail team
102	B.01	Move goods and materials manually in a retail environment
105	B.02	Keep stock at required levels in a retail environment
106	C.01	Wrap and pack goods for customers in a retail environment
107	E.01	Help to keep the retail unit secure
108	E.02	Help to maintain health and safety in a retail environment
109	E.04	Keep the retail environment clean and hygienic (non-food)
239	E.06	Help to maintain health and safety in a retail environment
240	E.07	Help to keep the retail unit secure
242	B.23	Receive driver-controlled deliveries of fuel on a petrol forecourt
243	B.24	Control deliveries of motor fuel on a forecourt
244	C.39	Process the self-service dispensing and purchase of motor fuel on a forecourt
310	E.18	Monitor and maintain health and safety in a retail environment
321	E.11	Help to monitor and maintain the security of the retail unit



Appendix 3 Sources of general information

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

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

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

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

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

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

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

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

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

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www.cityandguilds.com

Useful contacts

UK learners

General qualification information

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E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: intcg@cityandguilds.com

Centres

Exam entries, Certificates,
Registrations/enrolment, Invoices,
Missing or late exam materials,
Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: centresupport@cityandguilds.com

Single subject qualifications

Exam entries, Results, Certification,
Missing or late exam materials,
Incorrect exam papers, Forms
request (BB, results entry), Exam
date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: singlesubjects@cityandguilds.com

International awards

Results, Entries, Enrolments,
Invoices, Missing or late exam
materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: intops@cityandguilds.com

Walled Garden

Re-issue of password or username,
Technical problems, Entries,
Results, e-assessment, Navigation,
User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: walledgarden@cityandguilds.com

Employer

Employer solutions, Mapping,
Accreditation, Development Skills,
Consultancy

T: +44 (0)121 503 8993

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Publications

Logbooks, Centre documents,
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City & Guilds Group

The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economical growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

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