

# **SVQ 3 in Retail Skills (Management) at SCQF Level 6 (2008-32)**

December 2011 Version 1.0



## Qualification at a glance

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

<b>Title and level</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
SVQ 3 Retail (Management) at SCQF Level 6	2008-32	GE2R 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 in management 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 <b><a href="http://www.i-l-m.com">www.i-l-m.com</a></b>

## Structure

To achieve the **SVQ 3 in Retail (Management) at SCQF Level 6** learners must achieve a total of **6** units.

Unit options	City & Guilds unit number
1 mandatory	301
5 optional	5 units in the Management pathway 5 from 238, 260, 306-308, 310-311, 315, 317-321, 328-329, 401-405, 501, 601 Of which <b>at least two</b> must come from the following units 260, 328-329, 501, 601

### Note: Customer Service\*

Only **one** of the following units can count towards the qualification:

- Level 6 units 317-320
- Level 7 unit 405

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

### Optional units

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

A **minimum of two MUST** be chosen from the following SCQF units

City & Guilds unit	SSC ref	Unit title	SCQF level
		<b>Optional</b>	
260	E.16	Allocate and check work in your team	5
328	E.10	Contribute to the continuous improvement of retail operations	6
329	E.15	Develop productive working relationships with colleagues	6
501	E.14	Provide learning opportunities for colleagues	8
601	E.13	Recruit, select and keep colleagues	9

Any remaining units can be chosen from the following units:

		<b>Optional</b>	
		<b>Finance and administration</b>	
238	C.46	Cash up in a retail store	5
306	E.21	Monitor and support secure till use during trading hours	6
307	C.16	Evaluate the receipt of payments from customers	6
315	E.17	Monitor and evaluate the quality of service provided to your customers by external suppliers	6
		<b>Management and Leadership</b>	
260	E.16	Allocate and check work in your team	5
328	E.10	Contribute to the continuous improvement of retail operations	6
329	E.15	Develop productive working relationships with colleagues	6
404	E.12	Plan, monitor and adjust staffing levels and schedules in a retail environment	7
601	E.13	Recruit, select and keep colleagues	9
		<b>Food and drink (Product expertise)</b>	

308	B.22	Monitor and help improve food safety in a retail environment	6
		<b>Organisational effectiveness</b>	
310	E.18	Monitor and maintain health and safety in a retail environment	6
321	E.11	Help to monitor and maintain the security of the retail unit	6
		<b>Merchandising</b>	
311	C.13	Maintain the availability of goods for sale to customers in a retail environment	6
		Customer service*	
315	E.17	Monitor and evaluate the quality of service provided to your customers by external suppliers	6
317	D.13	Organise the delivery of reliable customer service	6
318	D.14	Improve the customer service relationship	6
319	D.15	Work with others to improve customer service	6
320	D.16	Monitor and solve customer service problems	6
405	D.17	Promote continuous improvement	7
		<b>Stock Management</b>	
401	B.14	Organise the receipt and storage of goods in a retail environment	7
402	B.15	Audit stock levels and stock inventories in a retail environment	7
		<b>Sourcing</b>	
403	B.16	Source required goods and services in a retail environment	7
		<b>Developing people</b>	
501	E.14	Provide learning opportunities for colleagues	8



## 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 3 in Retail (Management) at SCQF Level 6 (2008-32) 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](http://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](mailto: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](mailto: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](mailto: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](mailto: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](http://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.

<b>Term</b>	<b>Definition</b>
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.



<b>Level:</b>	<b>5</b>
<b>Credit value:</b>	2
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
<b>Specific evidence requirement:</b>	Simulation is not allowed for any performance evidence within this unit.
<b>Summary:</b>	This unit is about your responsibility for cashing up one or more tills. This includes identifying and dealing with overages and shortages. It is very important that you keep cash and cash equivalents secure when cashing up.

<b>Learning outcome</b>
1. Cash up in a retail store
<b>Performance indicator</b>
You need to:
1.1 cash up in line with company routines and procedures
1.2 identify till overages and shortages and deal with these in line with company procedures and within the limits of your authority
1.3 where you are not authorised to resolve problems with overages and shortages yourself, report these promptly to the right person
1.4 follow company procedures for keeping cash, cash equivalents and yourself secure throughout the cashing-up process
1.5 use cashing-up equipment safely, effectively and efficiently
<b>Knowledge and understanding</b>
You need to know and understand:
1.1 company routines and procedures for cashing up
1.2 how to check for any overages and shortages
1.3 the reasons why overages and shortages occur
1.4 the level of your authority to deal with overages and shortages
1.5 who to contact regarding those discrepancies you cannot deal with yourself
1.6 company procedures for keeping cash, cash equivalents and yourself secure throughout the cashing-up process
1.7 what equipment to use for cashing-up and how to use it safely, effectively and efficiently

## Unit 260

## Allocate and check work in your team

<b>Level:</b>	<b>5</b>
<b>Credit value:</b>	12
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by CfA, the Sector Skills Council for Business Skills.
<b>Specific evidence requirement:</b>	Simulation is not allowed for any performance evidence within this unit. See Supporting Information.
<b>Summary:</b>	<p>This unit is about ensuring that the work required of your team is effectively and fairly allocated amongst team members. It also involves checking on the progress and quality of the work of team members to ensure that the required level or standard of performance is being met.</p> <p>The NOS in this unit are from the Management and Leadership suite of NOS, overseen by CfA Business Skills @ Work.</p>

<b>Learning outcome</b>
1. Allocate and check work in your team
<b>Performance indicator</b>
You need to:
1.1 confirm the work required of the team with your manager and seek clarification, where necessary, on any outstanding points and issues
1.2 plan how the team will undertake its work, identifying any priorities or critical activities and making best use of the available resources
1.3 allocate work to team members on a fair basis taking account of their skills, knowledge and understanding, experience and workloads and the opportunity for development
1.4 brief team members on the work they have been allocated and the standard or level of expected performance
1.5 recognise and seek to find out about differences in expectations and working methods of any team members from a different country or culture and promote ways of working that take account of their expectations and maximise productivity
1.6 encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated
1.7 check the progress and quality of the work of team members on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback
1.8 support team members in identifying and dealing with problems

- and unforeseen events
- 1.9 motivate team members to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion
  - 1.10 monitor the team for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively
  - 1.11 identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance
  - 1.12 recognise successful completion of significant pieces of work or work activities by team members and the overall team and advise your manager
  - 1.13 use information collected on the performance of team members in any formal appraisal of performance

### **Knowledge and understanding**

You need to know and understand:

#### **General knowledge and understanding**

- 1.1 different ways of communicating effectively with members of a team
- 1.2 the importance of confirming/clarifying the work required of the team with your manager and how to do this effectively
- 1.3 how to plan the work of a team, including how to identify any priorities or critical activities and the available resources
- 1.4 how to identify sustainable resources and ensure their effective use when planning the work of a team
- 1.5 how to identify and take due account of health and safety issues in the planning, allocation and checking of work
- 1.6 why it is important to allocate work across the team on a fair basis and how to do so
- 1.7 why it is important to brief team members on the work they have been allocated and the standard or level of expected performance and how to do so
- 1.8 the values, ethics, beliefs, faith, cultural conventions, perceptions and expectations of any team members from a different country or culture and how your own values, ethics, beliefs, faith, cultural conventions, perceptions, expectations, use of language, tone of voice and body language may appear to them
- 1.9 ways of encouraging team members to ask questions and/or seek clarification and make suggestions in relation to the work which they have been allocated
- 1.10 effective ways of regularly and fairly checking the progress and quality of the work of team members
- 1.11 how to provide prompt and constructive feedback to team members
- 1.12 how to select and apply a limited range of different methods for motivating, supporting and encouraging team members to complete the work they have been allocated and improve their performance, and for recognising their achievements
- 1.13 the additional support and/or resources which team members might require to help them complete their work and how to assist in providing this
- 1.14 why it is important to monitor the team for conflict and how to identify the cause(s) of conflict when it occurs and deal with it promptly and effectively
- 1.15 how to take account of diversity and inclusion issues when

supporting and encouraging team members to complete the work they have been allocated

- 1.16 why it is important to identify unacceptable or poor performance by members of the team and how to discuss the cause(s) and agree ways of improving performance with team members
- 1.17 the type of problems and unforeseen events that may occur and how to support team members in dealing with them
- 1.18 how to log information on the ongoing performance of team members and use this information for performance appraisal purposes

**Industry/sector specific knowledge and understanding**

- 1.19 industry/sector specific legislation, regulations, guidelines, codes of practice relating to carrying out work
- 1.20 industry/sector requirements for the development or maintenance of knowledge, understanding and skills

**Context-specific knowledge and understanding**

- 1.21 the members, purpose and objectives of your team
- 1.22 the work required of your team
- 1.23 the available resources for undertaking the required work
- 1.24 the organisation's written health and safety policy statement and associated information and requirements
- 1.25 your team's plan for undertaking the required work
- 1.26 the skills, knowledge and understanding, experience and workloads of team members
- 1.27 your organisation's policy and procedures in terms of personal development
- 1.28 reporting lines in the organisation and the limits of your authority
- 1.29 organisational standards or levels of expected performance
- 1.30 organisational policies and procedures for deal with poor performance
- 1.31 organisational grievance and disciplinary policies and procedures
- 1.32 organisational performance appraisal systems

**Behaviours which underpin effective performance**

**Performance indicator**

You need to:

- 2.1 make time available to support others
- 2.2 clearly agree what is expected of others and hold them to account
- 2.3 prioritise objectives and plan work to make best use of time and resources
- 2.4 state your own position and views clearly and confidently in conflict situations
- 2.5 show integrity, fairness and consistency in decision-making
- 2.6 seek to understand people's needs and motivations
- 2.7 take pride in delivering high quality work
- 2.8 take personal responsibility for making things happen
- 2.9 encourage and support others to make the best use of their abilities
- 2.10 be vigilant for possible risks and hazards

## Unit 260            **Allocate and check work in your team**

### Supporting information

Possible sources of evidence for this unit are:

- (a)     Records of work allocation to your team and its members:
- notes of meetings with your manager, schedules and other documents recording the work required from your team, and any priorities detailed work Schedules, timetables and other plans for individual and team work activities, tasks, production targets or other ways of defining workloads
  - notes of team briefings to allocate individual and team work activities, tasks, targets, etc
  - personal statements (reflections on the process and reasoning behind work allocation, including work priorities, availability of resources, and the relative abilities and development needs of team members)
  - witness statements (comments on the process of work allocation and perceptions of its fairness, appropriateness and clarity)
- (b)     Records of the quality and quantity of the team's output:
- records of the monitoring of work output/production for quality, consistency with specifications, etc (e.g. quality control charts, etc) that you have collected
  - records of individual and team work output or production records, production/operational reports that you have prepared, etc
  - notes, reports, recommendations to managers or other records of problems or critical incidents and action you have taken in relation to supplied materials; equipment, vehicles or facilities; product/service quality; health, safety or security; customers; or team members' work performance (including issues requiring disciplinary action, and training or coaching activity you have undertaken)
  - notes, emails, memos or other records of formal or informal feedback or performance appraisal of team members
  - personal statement (reflections on your own role in dealing with problems or critical incidents affecting the team and its performance, and how you encourage the team and individual members to work to the best of their ability to achieve or exceed targets for quality and quantity of products or services)
  - witness statements (comments on your own role in dealing with problems or critical incidents affecting the team and its performance, and how you encourage the team and individual members to work to the best of their ability to achieve or exceed targets for quality and quantity of products or services).

## Unit 301

## Work effectively in your retail organisation

<b>Level:</b>	<b>6</b>
<b>Credit value:</b>	9
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
<b>Specific evidence requirement:</b>	Simulation is not allowed for any performance evidence within this unit. This unit can be achieved in isolation of other units. However evidence for this unit will be generated holistically whilst the candidate is working towards competence in their selected units for the qualification.
<b>Summary:</b>	<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>

<b>Learning outcome</b>
1. Support effective team working in a retail environment
<b>Performance indicator</b>
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
<b>Knowledge and understanding</b>	
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

<b>Learning outcome</b>	
2. Help to plan and organise your own learning in a retail environment	
<b>Performance indicator</b>	
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
<b>Knowledge and understanding</b>	
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**

You need to:

- 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**

You need to know and understand:

- 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



## Unit 306

## Monitor and support secure till use during trading hours

<b>Level:</b>	<b>6</b>
<b>Credit value:</b>	3
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
<b>Specific evidence requirement:</b>	Simulation is not allowed for any performance evidence within this unit.
<b>Summary:</b>	<p>This unit is about your responsibility for maintaining the secure use of the till during trading hours. The unit refers to a single till and service area, but you should take this to mean all the tills and service areas you are responsible for at any one time.</p> <p>You contribute to keeping cash, staff and data secure, both by monitoring the service area and carrying out transactions and adjustments within the limits of your authority. You do this during trading hours, so you need to ensure that customers are not kept waiting any longer than necessary and that you project a positive image of your company at all times.</p>

<b>Learning outcome</b>
1. Monitor and support secure till use during trading hours
<b>Performance indicator</b>
You need to: 1.1 during trading hours, check the till and service area often enough to ensure that personal data is kept confidential 1.2 authorise till transactions and adjustments within the limits of your authority and in line with company procedures for: <ul style="list-style-type: none"><li>• customer service</li><li>• security</li><li>• stock control</li></ul> 1.3 refer till transactions and adjustments promptly to the right person when you cannot authorise these yourself 1.4 top up the change in the till in a timely fashion and in line with company security procedures 1.5 check the authorisation of anyone who draws cash or cash equivalents from the till during trading hours 1.6 prioritise your tasks so as to minimise customer waiting times and queue size

### **Knowledge and understanding**

You need to know and understand:

- 1.1 the till and service area for which you are responsible
- 1.2 why it is important to keep personal data confidential
- 1.3 the data security risks which can arise at the till and how to minimise these
- 1.4 the types of till transactions and adjustments you are authorised to carry out
- 1.5 how to carry out the till transactions and adjustments for which you are responsible
- 1.6 who can authorise a transaction that is outside your level of authority, and how to contact that person
- 1.7 how to top up the change in the till, including company procedures for keeping cash and yourself secure in the process
- 1.8 how to monitor the till and service area whilst completing your other tasks
- 1.9 who is authorised to draw cash and cash equivalents from the till during trading hours

## Unit 307

## Evaluate the receipt of payments from customers

<b>Level:</b>	<b>6</b>
<b>Credit value:</b>	9
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
<b>Specific evidence requirement:</b>	Simulation is not allowed for any performance evidence within this unit.
<b>Summary:</b>	This unit is about evaluating the way payments are processed by staff at point of sale. Firstly, it involves spotting any problems with the way payments are processed and sorting these out promptly. Secondly, the unit involves monitoring that staff are following the company's takings practices and procedures.

<b>Learning outcome</b>
1. Evaluate takings practices and procedures in a retail environment
<b>Performance indicator</b>
You need to:
1.1 check that staff carry out takings practices and procedures in line with company requirements
1.2 spot and promptly sort out any problems with takings practices and procedures
1.3 check payment processes and transaction procedures to make sure they maintain and promote customer goodwill
1.4 check at suitable times that review and control systems are providing up-to-date and accurate information
1.5 promptly sort out any identified problems, or refer them promptly to the right person when problems are beyond your responsibility to sort out
<b>Knowledge and understanding</b>
You need to know and understand:
1.1 the aims that takings practices and procedures are designed to achieve
1.2 how the way that payment transaction procedures are carried out can affect customer goodwill
1.3 the company's takings procedures, including safety and security arrangements
1.4 the control systems available and the information they provide
1.5 how to collect and interpret information about takings
1.6 how to check takings practices and procedures

1.7 types of problems with takings you need to look for
1.8 how to sort out problems with takings
1.9 the limits of your authority for resolving problems with takings
1.10 how to report your findings on takings practices and procedures

<b>Learning outcome</b>
2. Monitor takings practices and processes at the cash point in a retail environment
<b>Performance indicator</b>
You need to:
2.1 check at suitable times that staff are setting up and operating cash points correctly
2.2 look into and promptly sort out any problems with routine cash point operations and transactions
2.3 check that staff are handling cash and cash equivalents efficiently and in line with approved procedures
2.4 authorise refunds and payments promptly and in line with company procedures
2.5 correctly follow cash point security procedures
2.6 develop effective plans to cope with unexpected problems at the cash point
<b>Knowledge and understanding</b>
You need to know and understand:
2.1 methods of payment that are accepted in your store
2.2 how to check that cash points are being correctly set up and operated
2.3 the problems that can arise in routine cash point operations and transactions, and how to sort them out
2.4 the company's approved procedures for handling cash and cash equivalents, and how to follow these efficiently
2.5 the types of refund and payment which need your authorisation, and the procedures for authorising these
2.6 the company's cash point security procedures
2.7 how to plan to cope with unexpected problems at the cash point

## Unit 308

## Monitor and help improve food safety in a retail environment

<b>Level:</b>	<b>6</b>
<b>Credit value:</b>	12
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
<b>Specific evidence requirement:</b>	Simulation is not allowed for any performance evidence within this unit. The candidate may have undertaken formal food safety training that may contribute to the evidence for this unit.
<b>Unit assessment:</b>	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.
<b>Summary:</b>	This unit is for you if you supervise staff who handle or prepare wrapped or unwrapped food, including food subject to temperature control. The unit is firstly about monitoring food safety in line with your company's food safety procedures. Secondly, the unit is about making a contribution to continuously improving food safety in your work area.

### Knowledge and understanding which relates to the whole of this unit

You need to know and understand:

- 1.1 what the relevant food safety management principles are and why it is important to follow them
- 1.2 what critical control points, control points, critical limits and relevant variance are
- 1.3 why it is important to monitor critical control points and control points, and how to do so
- 1.4 your responsibilities under your organisation's food safety procedures, including the critical control points relating to your work activity
- 1.5 how to communicate responsibilities for food safety procedures to staff and make sure they understand these
- 1.6 how to make sure staff receive appropriate training to meet their food safety responsibilities
- 1.7 the impact of variance at critical control points and control points on food safety, public health and your organisation

- 1.8 the type and frequency of checks that you should perform to control food safety within your work activities, and how to obtain verification of those checks
- 1.9 the reporting procedures when control measures fail
- 1.10 the records required for controlling food safety and how to maintain them
- 1.11 how traceability works and why it is important to food safety
- 1.12 types and methods of corrective action to reduce, control or eliminate food safety hazards
- 1.13 why it is important to have food safety procedures in place
- 1.14 what continuous improvement is and why it is important to contribute to the improvement process

<b>Learning outcome</b>
1. Monitor food safety at critical control points
<b>Performance indicator</b>
You need to:
1.1 identify and monitor critical control points, which means you: <ul style="list-style-type: none"> <li>• identify relevant food safety control measures</li> <li>• allocate and supervise food safety responsibilities</li> <li>• identify and meet staff training needs</li> <li>• complete all specified operational controls and checks at the set time frequency</li> <li>• keep accurate and complete records of checks</li> <li>• obtain verification for completed checks, following set procedures</li> </ul>
1.2 troubleshoot, which means you: <ul style="list-style-type: none"> <li>• take suitable corrective action with the appropriate degree of urgency when control measures fail</li> <li>• report to the appropriate person any procedures that are out of line with critical limits</li> <li>• seek expert advice and support for matters outside your own level of authority or expertise</li> </ul>

<b>Learning outcome</b>
2. Contribute to continuous improvement of food safety
<b>Performance indicator</b>
You need to:
2.1 highlight areas for improvement, which means you: <ul style="list-style-type: none"> <li>• identify and report any factors or issues that arise in your work activities which may affect the safety of food</li> <li>• identify and report any factors or issues within the environment, supplies or product which may affect the safety of food</li> </ul>
2.2 contribute to improving food safety, which means you: <ul style="list-style-type: none"> <li>• contribute to team meetings with ideas and suggestions to improve procedures or processes</li> <li>• contribute to introducing new procedures and/or reviewing existing ones in order to improve food safety</li> </ul>

2.3 interpret and use food safety management procedures, which means you:

- check that you understand and can use any new control measures that are introduced relating to food safety

## Unit 308

## Unit 308 Monitor and help improve food safety in a retail environment

### Supporting information

#### Glossary

The glossary contains definitions of the terms used in unit 308. These definitions do not constitute range.

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



## Unit 310

## Monitor and maintain health and safety in a retail environment

<b>Level:</b>	<b>6</b>
<b>Credit value:</b>	13
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
<b>Specific evidence requirement:</b>	<p>It is expected that simulation will be used to gather evidence for the demonstration of emergency procedures.</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>
<b>Summary:</b>	<p>This unit is about your responsibility for helping to monitor and safeguard health and safety in your store. Firstly, it involves carrying out day to-day monitoring, specific regular checks and planned assessments. You need to keep written records of the health and safety assessments you carry out. You also need to train staff to help protect health and safety.</p> <p>Secondly, the unit is about taking charge of accidents and emergencies. This includes contacting the emergency services, setting off alarms, beginning and supervising evacuation, and reducing further injury or damage as far as possible until specialist help arrives.</p>

<b>Learning outcome</b>
1. Assess and control risks to health and safety in a retail environment
<b>Performance indicator</b>
You need to:
1.1 monitor the working area continually to make sure it is clean and free from dangers
1.2 when you cannot control a danger, get advice immediately from the appropriate authority
1.3 give staff training, instructions and information to allow them to do their work safely
1.4 check accurately and often enough that staff are using protective equipment according to the instructions they have been given

- 1.5 regularly and accurately carry out health, safety and maintenance checks in line with legal and company requirements
- 1.6 carry out assessments which clearly and accurately identify significant dangers
- 1.7 where assessments identify risks, prioritise these in the order in which they should be dealt with
- 1.8 review and update assessment procedures to take account of changes in factors affecting health and safety
- 1.9 record assessments accurately and make the records available to those who need them

**Knowledge and understanding**

You need to know and understand:

- 1.1 your rights, duties and responsibilities under current legislation relating to:
  - health and safety at work
  - managing health and safety at work
  - reporting injuries, diseases and dangerous occurrences
  - substances that can endanger health
  - first aid
  - fire precautions
- 1.2 the company's procedures for managing health and safety incidents, including the type and frequency of safety checks to be carried out
- 1.3 where to get information and advice about health and safety laws, policy and procedures
- 1.4 who to report assessment results and risks to
- 1.5 what safety equipment and protective clothing is available and the instructions for using this
- 1.6 how to identify and control different dangers
- 1.7 why you need to assess risks and how to do this
- 1.8 how to communicate effectively to control risks

**Learning outcome**

2. Put accident and emergency procedures into practice in a retail environment

**Performance indicator**

You need to:

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

**Knowledge and understanding**

You need to know and understand:

- 2.1 how you are likely to react when accidents and emergencies happen, and how to stay calm in these situations
- 2.2 different methods of containing and controlling threatening and violent behaviour and how to decide which method to use
- 2.3 who is responsible for protecting your retail unit, controlling dangers and managing incidents, and how to contact them
- 2.4 how to set the alarm systems off
- 2.5 your responsibilities when the workplace needs to be evacuated
- 2.6 the escape routes from your retail unit and how to access them safely

## Unit 311

## Maintain the availability of goods for sale to customers in a retail environment

<b>Level:</b>	<b>6</b>
<b>Credit value:</b>	11
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
<b>Specific evidence requirement:</b>	Simulation is not allowed for any performance evidence within this unit.
<b>Summary:</b>	This unit is for team leaders responsible for organising and monitoring the display of goods. Firstly, the unit is about briefing colleagues about display requirements and supervising the assembly of displays. Secondly, the unit is about assessing the effectiveness of displays prepared by colleagues under your supervision. The third aspect of the unit is concerned with keeping stock replenished and accurately priced, and making suggestions for improving displays. You do not need specialist visual merchandising skills for this unit.

<b>Learning outcome</b>
1. Organise staff to display goods for retail sale
<b>Performance indicator</b>
You need to:
1.1 confirm the purpose of the display and any relevant requirements and standards and, where necessary, check them with the appropriate authority
1.2 clearly explain to staff the purpose of the display and any relevant requirements and standards
1.3 provide opportunities for staff to check they understand the requirements and standards of the display
1.4 check that staff prepare the display area and put the display together in a way that causes the least inconvenience to customers
1.5 provide constructive feedback to staff on their performance
1.6 check that the assembled display conforms to company requirements and standards
1.7 obtain permission from the appropriate authority to modify or change the display
1.8 monitor that information has been placed accurately and legally, and is chosen and positioned to promote sales effectively
1.9 keep complete, accurate and up to date records of displays

**Knowledge and understanding**

You need to know and understand:

- 1.1 how different types of display help the store to reach its sales targets
- 1.2 how you can position information so that it helps to promote sales
- 1.3 how the layout of the selling area affects sales
- 1.4 the legal requirements for pricing goods for sales
- 1.5 the company's standards for putting displays together, including standards for cleaning and preparation
- 1.6 how to work out what type and quantity of resources you need to set up displays
- 1.7 how to brief staff in a way that encourages their involvement
- 1.8 how to check the work of staff preparing and putting displays together and how to give feedback to staff on their performance
- 1.9 the security, health and safety requirements and procedures relating to displaying goods
- 1.10 the customer's legal rights and the company's legal duties and responsibilities in relation to the display of goods including descriptions of goods
- 1.11 how to check that the information in displays is accurate and legal
- 1.12 how to use different price marking methods and technologies

**Learning outcome**

2. Assess how effective displays are in a retail environment

**Performance indicator**

You need to:

- 2.1 identify what standards the display should meet
- 2.2 check displays against all the relevant standards to decide how effective they are
- 2.3 encourage staff to make helpful comments and identify changes that may make the display more appealing to customers
- 2.4 ask the right person for permission to make any changes that you cannot authorise yourself
- 2.5 give staff clear instructions and encouragement so that they can make any changes needed to the display
- 2.6 take prompt and suitable action to deal with any risks to security or health and safety that your assessment has revealed

**Knowledge and understanding**

You need to know and understand:

- 2.1 the standards you should apply when assessing how effective displays are
- 2.2 how to assess displays against the relevant standards
- 2.3 how to identify displays that are unsafe or not secure enough
- 2.4 how to correct displays that are unsafe or not secure enough
- 2.5 who can authorise changes in the display
- 2.6 how to involve staff in assessing and changing displays

<b>Learning outcome</b>
3. Keep products available and maintain their quality in a retail environment
<b>Performance indicator</b>
<p>You need to:</p> <ul style="list-style-type: none"> <li>3.1 collect and record accurate information on price changes</li> <li>3.2 give accurate, up-to-date price information to the staff who need it</li> <li>3.3 regularly check price marking and promptly sort out any pricing problems you spot</li> <li>3.4 make sure that stock replenishment plans are up-to-date and realistic</li> <li>3.5 deal with out-of-date or deteriorating stock in line with company policy and any relevant laws</li> <li>3.6 involve staff in spotting potential improvements to the way stock is organised and presented</li> <li>3.7 spot realistic and effective ways of improving how stock is organised and presented</li> <li>3.8 get permission from the right person, where necessary, to improve the way stock is organised and presented</li> <li>3.9 make sure that you maintain customer goodwill and staff morale while stock is being re-organised</li> </ul>
<b>Knowledge and understanding</b>
<p>You need to know and understand:</p> <ul style="list-style-type: none"> <li>3.1 how to collect and record information about prices</li> <li>3.2 how to check stock rotation and the quality of goods on display</li> <li>3.3 what can happen to stock that is not stored correctly or renewed as needed</li> <li>3.4 how to replenish and rotate stock and deal with sub-standard goods</li> <li>3.5 how to check pricing and price marking, correct mistakes and change prices</li> <li>3.6 why it is important to record price changes accurately</li> </ul>

## Unit 315

# Monitor and evaluate the quality of service provided to your customers by external suppliers

<b>Level:</b>	<b>6</b>
<b>Credit value:</b>	9
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
<b>Specific evidence requirement:</b>	Simulation is not allowed for any performance evidence within this unit. It is highly unlikely that this unit will be able to be observed therefore the evidence generated will come from professional discussion supported by significant activity and testimony from an Expert Witness to confirm the candidate's competence.
<b>Summary:</b>	This unit involves monitoring the service provided by external suppliers your store places customer orders with. This involves checking the progress of orders, keeping customers informed and getting customer feedback about the service provided. The unit is also about using customer feedback to decide how the service provided by external suppliers could be improved, and encouraging suppliers to make improvements.

<b>Learning outcome</b>
1. Monitor the quality of customer service provided by external suppliers to your retail customers
<b>Performance indicator</b>
You need to: 1.1 keep accurate and up-to-date records of the customer orders sent from your store to external suppliers 1.2 regularly check the progress of orders to identify any difficulties or delays in dealing with them 1.3 when service is delayed, get an explanation and tell your customer promptly and accurately what is happening 1.4 accurately identify whether your customer is satisfied with the ordering service provided 1.5 identify and accurately note any customer dissatisfaction with the ordering service and the causes of this 1.6 tactfully explain when the problem is your customer's responsibility

- 1.7 clearly and accurately explain your customer's rights when the cause of the problem lies with the external supplier
- 1.8 regularly collect and accurately report, to those who need to know, feedback on the quality of suppliers' service

**Knowledge and understanding**

You need to know and understand:

- 1.1 which services external suppliers are giving your customers
- 1.2 the records you need to keep, including those the company needs
- 1.3 how to get feedback from customers
- 1.4 how to find out what is making customers dissatisfied
- 1.5 how to deal with dissatisfied customers in ways that promote goodwill and future sales

**Learning outcome**

2. Evaluate and improve external suppliers' service to your retail customers

**Performance indicator**

You need to:

- 2.1 assess information fairly to identify external suppliers' overall quality of service to customers
- 2.2 make evaluations which are consistent with the weight of evidence you have
- 2.3 use evaluations to develop realistic and cost-effective improvements to customer service
- 2.4 present the results of evaluations and suggestions for improvement clearly to external suppliers
- 2.5 invite external suppliers to suggest improvements they can make
- 2.6 accurately note, and report to your manager, agreements to improve customer service
- 2.7 make an accurate report to your manager, together with your recommendations for action, if suppliers do not improve service

**Knowledge and understanding**

You need to know and understand:

- 2.1 what the level of customer satisfaction is with individual suppliers
- 2.2 how to evaluate the quality of service given to customers
- 2.3 typical problems with services provided by external suppliers
- 2.4 how to present evaluations and suggestions to suppliers
- 2.5 what you can do when suppliers refuse to improve the quality of service



## Unit 317

## Organise the delivery of reliable customer service

<b>Level:</b>	<b>6</b>
<b>Credit value:</b>	6
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by CfA, the Sector Skills Council for Business Skills.
<b>Specific evidence requirement:</b>	Simulation is not allowed for any performance evidence within this unit. See Supporting Information.
<b>Summary:</b>	This unit is about how you deliver and maintain excellent and reliable customer service. Your role may or may not involve supervisory or management responsibilities but you are expected to take some responsibility for the resources and systems you use which support the service that you give. In your job you must be alert to customer reactions and know how they can be used to improve the service that you give. In addition, customer service information must be recorded to support reliable service.

### Knowledge and understanding which relates to the whole of this unit

You need to know and understand:

- 1.1 organisational procedures for unexpected situations and your role within them
- 1.2 resource implications in times of staff sickness and holiday periods and your responsibility at these times
- 1.3 the importance of having reliable and fast information for your customers and your organisation
- 1.4 organisational procedures and systems for delivering customer service
- 1.5 how to identify useful customer feedback and how to decide which feedback should be acted on
- 1.6 how to communicate feedback from customers to others
- 1.7 organisational procedures and systems for recording, storing, retrieving and supplying customer service information
- 1.8 legal and regulatory requirements regarding the storage of data

<b>Learning outcome</b>
1. Plan and organise the delivery of reliable customer service
<b>Performance indicator</b>
You need to:
1.1 plan, prepare and organise everything you need to deliver services or products to different types of customers
1.2 organise what you do to ensure that you are consistently able to give prompt attention to your customers
1.3 reorganise your work to respond to unexpected additional workloads

<b>Learning outcome</b>
2. Review and maintain customer service delivery
<b>Performance indicator</b>
You need to:
2.1 maintain service delivery during very busy periods and unusually quiet periods
2.2 maintain service delivery when systems, people or resources have let you down
2.3 consistently meet your customers' expectations
2.4 balance the time you take with your customers with the demands of other customers seeking your attention
2.5 respond appropriately to your customers when they make comments about the products or services you are offering
2.6 alert others to repeated comments made by your customers
2.7 take action to improve the reliability of your service based on customer comments
2.8 monitor the action you have taken to identify improvements in the service you give to your customers

<b>Learning outcome</b>
3. Use recording systems to maintain reliable customer service
<b>Performance indicator</b>
You need to:
3.1 record and store customer service information accurately following organisational guidelines
3.2 select and retrieve customer service information that is relevant, sufficient and in an appropriate format
3.3 quickly locate information that will help solve a customer's query
3.4 supply accurate customer service information to others using the most appropriate method of communication

## **Unit 317                    Organise the delivery of reliable customer service**

### Supporting information

Evidence collected in a realistic working environment or a work placement is not permissible for this unit.

Evidence must be collected over a sufficient period of time with different customers on different occasions for the assessor to be confident that you are competent.

You need to include evidence that you have dealt with a variety of customers including:

- customers who are easy to deal with
- customers who are difficult to deal with
- existing customers
- new customers.

Your evidence must show that you have:

- taken responsibility for your own actions in the delivery of customer service
- used spontaneous customer feedback to improve customer service
- used customer feedback that you have requested to improve customer service.

The system you use for recording data can be manual or electronic.

## Unit 318

## Improve the customer relationship

<b>Level:</b>	<b>6</b>
<b>Credit value:</b>	7
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by CfA, the Sector Skills Council for Business Skills.
<b>Specific evidence requirement:</b>	Simulation is not allowed for any performance evidence within this unit. See Supporting Information.
<b>Summary:</b>	To improve relationships with your customers you need to deliver consistent and reliable customer service. In addition, customers need to feel that you genuinely want to give them high levels of service and that you make every possible effort to meet or exceed their expectations. This encourages loyalty from external customers or longer-term service partnerships with internal customers. You need to be proactive in your dealings with your customers and to respond professionally in all situations. You need to negotiate between your customers and your organisation or department in order to find some way of meeting your customers' expectations. In addition you need to make extra efforts to delight your customers by exceeding their customer service expectations.

### **Knowledge and understanding which relates to the whole of this unit**

You need to know and understand:

- 1.1 how to make best use of the method of communication chosen for dealing with your customers
- 1.2 how to negotiate effectively with your customers
- 1.3 how to assess the costs and benefits to your customer and your organisation of any unusual agreement you make
- 1.4 the importance of customer loyalty and/or improved internal customer relationships to your organisation

<b>Learning outcome</b>
1.1 Improve communication with your customers
<b>Performance indicator</b>
You need to:
1.1 select and use the best method of communication to meet your customers' expectations
1.2 take the initiative to contact your customers to update them when things are not going to plan or when you require further information
1.3 adapt your communication to respond to individual customers' feelings

<b>Learning outcome</b>
2.1 Balance the needs of your customer and your organisation
<b>Performance indicator</b>
You need to:
2.1 meet your customers' expectations within your organisation's service offer
2.2 explain the reasons to your customers sensitively and positively when their expectations cannot be met
2.3 identify alternative solutions for your customers either within or outside the organisation
2.4 identify the costs and benefits of these solutions to your organisation and to your customers
2.5 negotiate and agree solutions with your customers which satisfy them and are acceptable to your organisation
2.6 take action to satisfy your customers with the agreed solution when balancing their needs with those of your organisation

<b>Learning outcome</b>
3.1 Exceed customer expectations to develop the relationship
<b>Performance indicator</b>
You need to:
3.1 make extra efforts to improve your relationship with your customers
3.2 recognise opportunities to exceed your customers' expectations
3.3 take action to exceed your customers' expectations within the limits of your own authority
3.4 gain the help and support of others to exceed your customers' expectations

## **Unit 318            Improve the customer                                  relationship**

### Supporting information

Evidence collected in a realistic working environment or a work placement is not permissible for this unit.

Evidence must be collected over a sufficient period of time with different customers on different occasions for the assessor to be confident that you are competent.

Your evidence must include examples of using:

- organisational procedures
- exceptions to standard practice that are legal and benefit your organisation.

You need to provide evidence that you have dealt with customers who:

- have different needs and expectations
- appear angry or confused
- behave unusually.

## Unit 319

## Work with others to improve customer service

<b>Level:</b>	<b>6</b>
<b>Credit value:</b>	8
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by CfA, the Sector Skills Council for Business Skills.
<b>Specific evidence requirement:</b>	Simulation is not allowed for any performance evidence within this unit. See Supporting Information.
<b>Summary:</b>	Teamwork is a key component of delivering and improving excellent customer service. The people you work with to improve customer service may include one or more of the following: team members; colleagues; suppliers; service partners; supervisors; managers; team leaders. The delivery of excellent customer service depends on your skills and those of others. It involves communicating with each other and agreeing how you can work together to give a more effective service. You need to work together positively. You must also monitor your own and the team's performance and change the way you do things if that improves customer service. This unit is about how you develop a relationship with others to improve your customer service performance.

### Knowledge and understanding which relates to the whole of this unit

You need to know and understand:

- 1.1 who else is involved either directly or indirectly in the delivery of customer service
- 1.2 the roles and responsibilities of others in your organisation
- 1.3 the roles of others outside your organisation who have an impact on your services or products
- 1.4 what the goals or targets of your organisation are in relation to customer service and how these are set
- 1.5 how your organisation identifies improvements in customer service

<b>Learning outcome</b>
1. Improve customer service by working with others
<b>Performance indicator</b>
You need to:
1.1 contribute constructive ideas for improving customer service
1.2 identify what you have to do to improve customer service and confirm this with others
1.3 agree with others what they have to do to improve customer service
1.4 co-operate with others to improve customer service
1.5 keep your commitments made to others
1.6 make others aware of anything that may affect plans to improve customer service

<b>Learning outcome</b>
2. Monitor your own performance when improving customer service
<b>Performance indicator</b>
You need to:
2.1 discuss with others how what you do affects customer service performance
2.2 identify how the way you work with others contributes towards improving customer service

<b>Learning outcome</b>
3. Monitor team performance when improving customer service
<b>Performance indicator</b>
You need to:
3.1 discuss with others how teamwork affects customer service performance
3.2 work with others to collect information on team customer service performance
3.3 identify with others how customer service teamwork could be improved
3.4 take action with others to improve customer service performance



## **Unit 319**            **Work with others to improve customer service**

### Supporting information

Evidence collected in a realistic working environment or a work placement is not permissible for this unit.

Evidence must be collected over a sufficient period of time with different customers on different occasions for the assessor to be confident that you are competent.

Your evidence must include examples of agreeing customer service roles and responsibilities which are:

- part of your own role
- part of other people's roles

You must provide evidence that you have worked with two of these groups of people:

- team members or colleagues
- suppliers or service partners
- supervisors, team leaders or managers.

Your evidence must show that your work with others involves communication by two of these methods as expected within your job role:

- face to face
- in writing
- by telephone
- using text messages
- by e-mail
- using the internet (including social networking)
- using an intranet.

## Unit 320

## Monitor and solve customer service problems

<b>Level:</b>	<b>6</b>
<b>Credit value:</b>	6
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by CfA, the Sector Skills Council for Business Skills.
<b>Specific evidence requirement:</b>	Simulation is not allowed for any performance evidence within this unit. See Supporting Information.
<b>Summary:</b>	Your job involves delivering and organising excellent customer service. However good the service provided, some of your customers will experience problems and you will spot and solve other problems before your customers even know about them. This unit is about the part of your job that involves solving immediate customer service problems. It is also about changing systems to avoid repeated customer service problems. Remember that some customers judge the quality of your customer service by the way that you solve customer service problems. You can impress customers and build customer loyalty by sorting out those problems efficiently and effectively. Sometimes a customer service problem presents an opportunity to impress a customer in a way that would not have been possible if everything had gone smoothly.

### Knowledge and understanding which relates to the whole of this unit

You need to know and understand:

- 1.1 organisational procedures and systems for dealing with customer service problems
- 1.2 organisational procedures and systems for identifying repeated customer service problems
- 1.3 how the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with service partners or internal customers
- 1.4 how to negotiate with and reassure customers while their problems are being solved

<b>Learning outcome</b>
1. Solve immediate customer service problems
<b>Performance indicator</b>
<p>You need to:</p> <ul style="list-style-type: none"> <li>1.1 respond positively to customer service problems following organisational guidelines</li> <li>1.2 solve customer service problems when you have sufficient authority</li> <li>1.3 work with others to solve customer service problems</li> <li>1.4 keep customers informed of the actions being taken</li> <li>1.5 check with customers that they are comfortable with the actions being taken</li> <li>1.6 solve problems with service systems and procedures that might affect customers before they become aware of them</li> <li>1.7 inform managers and colleagues of the steps taken to solve specific problems</li> </ul>

<b>Learning outcome</b>
2.1 Identify repeated customer service problems and options for solving them
<b>Performance indicator</b>
<p>You need to:</p> <ul style="list-style-type: none"> <li>2.1 identify repeated customer service problems</li> <li>2.2 identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option</li> <li>2.3 work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of your organisation</li> </ul>

<b>Learning outcome</b>
3. Take action to avoid the repetition of customer service problems
<b>Performance indicator</b>
<p>You need to:</p> <ul style="list-style-type: none"> <li>3.1 obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated</li> <li>3.2 action your agreed solution</li> <li>3.3 keep your customers informed in a positive and clear manner of steps being taken to solve any service problems</li> <li>3.4 monitor the changes you have made and adjust them if appropriate</li> </ul>

## **Unit 320            Monitor and solve customer service problems**

### Supporting information

Evidence collected in a realistic working environment or a work placement is permissible for this unit.

Evidence must be collected over a sufficient period of time with different customers on different occasions for the assessor to be confident that you are competent.

Your evidence must include examples of problems which are:

- brought to your attention by customers
- are identified first by you and/or by a colleague.

The problems included in your evidence must include examples of a:

- difference between customer expectations and what is offered by your organisation
- problem resulting from a system or procedure failure
- problem resulting from a shortage of resources or human error.

You must show that you have considered the options of solving problems from the point of view of:

- your customer
- the potential benefits to your organisation
- the potential risks to your organisation.

You must provide evidence that you have made use of options that:

- follow organisational procedures or guidelines
- make agreed and authorised exceptions to usual practice.

## Unit 321

## Help to monitor and maintain the security of the retail unit

<b>Level:</b>	<b>6</b>
<b>Credit value:</b>	11
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
<b>Specific evidence requirement:</b>	<p>It is expected that simulation will be used to gather evidence for taking action to deal with or contain security risks, threats &amp; breaches and incidents of theft.</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. The evidence should take into account specialist training for evacuation.</p>
<b>Summary:</b>	<p>This unit is about two aspects of your responsibility for keeping the store secure. Firstly, it is about monitoring and maintaining the security of people, property, premises and cash as part of your daily routine. As well as personally checking the security of the work area and sorting out any problems you identify, you need to make sure that staff are clear about their own responsibilities for maintaining security and that they understand the security procedures they must follow.</p> <p>The second part of the unit is about your responsibility for monitoring levels of stock, equipment, cash and cash equivalents and identifying and investigating any losses. It also involves drawing conclusions about how wastage and losses can be prevented in future, taking preventive measures and training staff to help reduce wastage and losses as far as possible.</p>

<b>Learning outcome</b>
1. Put procedures into practice to maintain security in a retail environment
<b>Performance indicator</b>
You need to:
1.1 monitor the work area often enough to identify possible problems with security
1.2 identify problems with security and deal with them promptly, legally

and in line with company requirements
1.3 brief and update staff clearly and often enough about security procedures and their responsibilities for maintaining security
<b>Knowledge and understanding</b>
You need to know and understand:
1.1 the security procedures to put into practice when opening, operating and closing your retail unit
1.2 the security threats most likely to happen in a retail unit
1.3 the company's policies for responsibility for security
1.4 different methods of briefing staff about security arrangements, and when it is appropriate to use each method
1.5 who has authority to stop and search staff and customers and how to contact the relevant authorities

<b>Learning outcome</b>
2. Monitor and investigate losses in a retail environment
<b>Performance indicator</b>
You need to:
2.1 monitor levels of stock, equipment, cash and cash equivalents thoroughly and often enough, using methods that are consistent with security policy and procedures
2.2 identify losses, record them accurately and investigate their causes promptly
2.3 identify and investigate ways of preventing wastage and loss and put them into practice
2.4 evaluate loss control thoroughly and accurately, using valid and reliable information
2.5 explain clearly to staff the nature and extent of wastage and losses, the problems caused by wastage and losses and how staff can help to reduce wastage and losses
<b>Knowledge and understanding</b>
You need to know and understand:
2.1 the company's security policy and procedures
2.2 procedures for identifying and recording losses
2.3 the company's investigation procedures and its definition of unacceptable losses
2.4 how unacceptable losses are likely to happen in a retail unit
2.5 items most likely to be at risk in the retail unit
2.6 the purpose of loss-control and stock taking systems
2.7 different strategies for preventing wastage and loss and when to use each one
2.8 how to check loss evaluations

## Unit 328

## Contribute to the continuous improvement of retail operations

<b>Level:</b>	<b>6</b>
<b>Credit value:</b>	10
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
<b>Specific evidence requirement:</b>	<p>Simulation is not allowed for any performance evidence within this unit.</p> <p>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</p>
<b>Summary:</b>	<p>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.</p> <p>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.</p>

<b>Learning outcome</b>
1. Identify opportunities for solving problems and improving retail operations
<b>Performance indicator</b>
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

<p>where operations are achieving quality standards and sales targets</p> <p>1.4 accurately assess possible improvements to see if they are practical, consistent with company policy and style, and easy to put into practice</p> <p>1.5 identify the ideas that offer the greatest benefits for the organisation and its customers</p>
<p><b>Knowledge and understanding</b></p> <p>You need to know and understand:</p> <p>1.1 the company's standards for customer service</p> <p>1.2 the sales targets your unit is expected to reach</p> <p>1.3 company policies, procedures and computerised systems affecting your work</p> <p>1.4 the main characteristics of the company's customer base and products or services</p> <p>1.5 different sources of facts and opinions about operational performance and how useful each one is</p> <p>1.6 common causes of failure to achieve quality standards and sales targets</p> <p>1.7 how to identify aspects of customer service and sales that could be improved</p> <p>1.8 how to generate ideas for improving customer service and sales</p> <p>1.9 how to evaluate the benefits of potential improvements and how urgent they are</p> <p>1.10 how to work out what resources you would need to put improvements into practice</p> <p>1.11 how to weigh the costs of your improvements against the benefits</p>

<p><b>Learning outcome</b></p> <p>2.1 Recommend ways of improving retail operations</p>
<p><b>Performance indicator</b></p> <p>You need to:</p> <p>2.1 offer recommendations to management that are clear, concise, in a suitable format and supported by relevant information</p> <p>2.2 clearly and honestly acknowledge recommendations that are based on suggestions from other people</p> <p>2.3 clearly explain the benefits the recommended improvements could bring and the resources needed to put them into practice</p> <p>2.4 discuss recommendations with the relevant decision makers</p>
<p><b>Knowledge and understanding</b></p> <p>You need to know and understand:</p> <p>2.1 how to present your recommendations to management clearly, concisely and in a suitable format</p> <p>2.2 the types of questions and concerns management are likely to have when considering your recommendations, and how to handle these</p> <p>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</p>



<b>Learning outcome</b>
3.1 Contribute to putting improvements in retail operations into practice
<b>Performance indicator</b>
<p>You need to:</p> <p>3.1 explain plans to staff in a way which encourages understanding and involvement</p> <p>3.2 give appropriate support, encouragement, advice and training to members of staff for as long as they need it</p> <p>3.3 promptly ask for appropriate advice and support when you have problems putting improvements into practice</p> <p>3.4 consistently show staff by your behaviour that you are committed to achieving the benefits of the improvement</p>
<b>Knowledge and understanding</b>
<p>You need to know and understand:</p> <p>3.1 why it is important for staff to understand the purpose and intended benefits of improvements</p> <p>3.2 different ways of explaining plans to staff, and how to decide which one to use</p> <p>3.3 how your manner and behaviour while explaining improvements can affect your staff's response to plans</p> <p>3.4 why it is important to show enthusiasm and lead by example when putting improvements into practice</p> <p>3.5 how and why different people will need different levels of support, encouragement, advice and training to put improvements into practice</p> <p>3.6 how to identify problems with putting improvements into practice and who to ask for advice and support</p>

## Unit 329

## Develop productive working relationships with colleagues

<b>Level:</b>	<b>6</b>
<b>Credit value:</b>	9
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by CfA, the Sector Skills Council for Business Skills.
<b>Specific evidence requirement:</b>	Simulation is not allowed for any performance evidence within this unit. See Supporting Information.
<b>Summary:</b>	<p>This unit is about developing working relationships with colleagues, within your own organisation and within other organisations, that are productive in terms of supporting and delivering your work and that of the overall organisation.</p> <p>‘Colleagues’ are any people you are expected to work with, whether they are at a similar position or in other positions, including your manager.</p> <p>The NOS in this unit are from the Management and Leadership suite of NOS, overseen by CfA Business Skills @ Work.</p>

<b>Learning outcome</b>
1.1 Develop productive working relationships with colleagues
<b>Performance indicator</b>
You need to:
1.1 establish working relationships with all colleagues who are relevant to the work being carried out
1.2 recognise, agree and respect the roles and responsibilities of colleagues and, particularly in situations of matrix management, their managers’ requirements
1.3 understand and take account of the priorities, expectations, and authority of colleagues in decisions and actions
1.4 create an environment of trust and mutual respect where you have no authority, or shared authority, over those you are working with
1.5 understand difficult situations and issues from your colleague’s perspective and provide support, where necessary, to move things forward
1.6 fulfil agreements made with colleagues and let them know
1.7 advise colleagues promptly of any difficulties or where it will be impossible to fulfil agreements
1.8 identify and sort out conflicts of interest and disagreements with

- colleagues in ways that minimise damage to work being carried out
- 1.9 exchange information and resources with colleagues to make sure that all parties can work effectively
- 1.10 provide feedback to colleagues on their performance and seek feedback from colleagues on your own performance in order to identify areas for improvement

### **Knowledge and understanding**

You need to know and understand:

- 1.1 the benefits of developing productive working relationships with colleagues
- 1.2 the importance of creating an environment of trust and mutual respect where you have no authority, or shared authority, over those you are working with
- 1.3 the importance of understanding difficult situations and issues from your colleague's perspective and providing support, where necessary, to move things forward
- 1.4 principles of effective communication and how to apply them in order to communicate effectively with colleagues
- 1.5 how to identify disagreements with colleagues and the techniques for sorting them out
- 1.6 how to identify conflicts of interest with colleagues and the measures that can be used to manage or remove them
- 1.7 how to take account of diversity and inclusion issues when developing working relationships with colleagues
- 1.8 the importance of exchanging information and resources with colleagues
- 1.9 how to get and make use of feedback on your performance from colleagues
- 1.10 how to provide colleagues with useful feedback on their performance

### **Industry/sector specific knowledge and understanding**

- 1.11 regulations and codes of practice that apply in the industry or sector
- 1.12 standards of behaviour and performance in the industry or sector
- 1.13 working culture of the industry or sector

### **Context specific knowledge and understanding**

- 1.14 current and future work being carried out
- 1.15 colleagues who are relevant to the work being carried out, their work roles and responsibilities
- 1.16 processes within the organisation for making decisions
- 1.17 line management responsibilities and relationships within the organisation
- 1.18 the organisation's values and culture
- 1.19 power, influence and politics within the organisation
- 1.20 standards of behaviour and performance expected in the organisation
- 1.21 information and resources that different colleagues might need
- 1.22 agreements with colleagues

### **Behaviours which underpin effective performance**

You need to:

- 2.1 present information clearly, concisely, accurately and in ways that promote understanding
- 2.2 seek to understand people's needs and motivations
- 2.3 make time available to support others
- 2.4 clearly agree what is expected of others and hold them to account
- 2.5 work to develop an atmosphere of professionalism and mutual support
- 2.6 model behaviour that shows respect, helpfulness and co-operation
- 2.7 keep promises and honour commitments
- 2.8 consider the impact of your own actions on others
- 2.9 say 'no' to unreasonable requests
- 2.10 show respect for the views and actions of others

## **Unit 329                    Develop productive working relationships with colleagues**

### Supporting information

Possible sources of evidence for this unit are:

- (a) Records of activities and agreements with work colleagues that you have completed successfully:
- notes, minutes or other records of formal and informal meetings with colleagues relating to agreements for action by you and your performance in relation to these agreements
  - e-mails, memos and other correspondence with colleagues relating to actions you have agreed to undertake and your performance in relation to these agreements
  - personal statements (reflections on the nature and effectiveness of your relationships with work colleagues and your fulfilment of your commitments to them)
  - witness statements (comments by colleagues on the nature and effectiveness of your relationships with them and your fulfilment of your commitments to them).
- (b) Records of relationship difficulties or conflicts at work that you have successfully addressed and feedback you have given and received:
- notes, minutes or other records of formal and informal meetings with colleagues relating to relationship difficulties or conflicts
  - e-mails, memos and other correspondence with colleagues relating to relationship difficulties or conflicts
  - notes or other records of verbal feedback and copies of memos, e-mails and letters you have sent in which you have given feedback to colleagues notes or other records of verbal feedback and copies of memos
  - notes or other records of verbal feedback and copies of memos, e-mails and letters you have received in which colleagues have given feedback to you
  - personal statements (reflections on your ability to deal effectively with relationship difficulties or conflicts
  - witness statements (comments by colleagues on your ability to deal effectively with relationship difficulties or conflicts).

## Unit 401

# Organise the receipt and storage of goods in a retail environment

<b>Level:</b>	<b>7</b>
<b>Credit value:</b>	11
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
<b>Specific evidence requirement:</b>	Simulation is not allowed for any performance evidence within this unit.
<b>Summary:</b>	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.

<b>Learning outcome</b>
1. Organise staff to receive and check incoming deliveries in a retail environment
<b>Performance indicator</b>
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
<b>Knowledge and understanding</b>
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

<b>Learning outcome</b>
2. Organise and maintain storage facilities in a retail environment
<b>Performance indicator</b>
You need to:
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
<b>Knowledge and understanding</b>
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

<b>Learning outcome</b>
3. Check the storage and care of stock in a retail environment
<b>Performance indicator</b>
You need to:
3.1 keep up a routine for checking storage facilities and stock
3.2 carry out spot checks of storage facilities and stock at suitable intervals
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
3.4 check the storage and movement of stock to make sure that stock is reaching the shop floor as it is needed

3.5 evaluate the storage, care and movement of stock and find ways of running storage and movement systems more profitably

**Knowledge and understanding**

You need to know and understand:

- 3.1 when and how to check stock and storage, including both routine and spot checks
- 3.2 legal and company requirements for removing out-of-date stock
- 3.3 the company's requirements for storing and moving stock, and how to check that these requirements are being met
- 3.4 how to work out if ideas for improving the ways stock is stored and moved are likely to be profitable
- 3.5 the causes of stock deterioration and damage and how these affect products
- 3.6 the company's requirements and quality standards for storage
- 3.7 the information colleagues need to be able to use the storage system effectively
- 3.8 company policy and procedures for protecting goods that are at risk of damage or deterioration
- 3.9 the company's systems and procedures for moving and storing stock



## Unit 402

## Audit stock levels and stock inventories in a retail environment

<b>Level:</b>	<b>7</b>
<b>Credit value:</b>	6
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
<b>Specific evidence requirement:</b>	Simulation is not allowed for any performance evidence within this unit.
<b>Summary:</b>	This unit involves organising an audit, managing the audit team and preparing an audit report. The audit team may consist of people who don't normally work together, and you need not necessarily be a team leader in your day-to-day work.

<b>Learning outcome</b>
1. Put an audit programme into practice in a retail environment
<b>Performance indicator</b>
You need to: 1.1 find out and make sure you understand when to carry out an audit, why it is needed, what it should cover and who needs the audit report 1.2 find out how the report should be laid out and the level of detail needed 1.3 find out what resources are available to carry out the audit 1.4 spot any problems that are likely to prevent you from carrying out the audit effectively in the time available, and sort them out before you start the audit 1.5 choose staff to help with the audit, check their availability and give responsibilities to each of them 1.6 brief your audit team so that they know what their responsibilities are during the audit, and how to carry out those responsibilities 1.7 plan the work of the audit team so you make sure it is accurate and will cause as little disruption as possible to normal work 1.8 check on the audit team's progress at suitable intervals and help them to sort out any problems they may be having in completing the audit
<b>Knowledge and understanding</b>
You need to know and understand: 1.1 why it is important to audit levels of stock inventories 1.2 how often you need to carry out audits

1.3	the information held in the stock inventory and how to access it
1.4	how to interpret information and correct mistakes in the stock inventory
1.5	the types of situation that can make it difficult to carry out an effective audit in the time available, and how to prevent them
1.6	the resources you need to be able to carry out an audit
1.7	when and how to tell colleagues that an audit is to take place, and how it is likely to affect colleagues' work
1.8	how to choose people to help you with the audit and give them responsibilities
1.9	how to explain to your audit team what their responsibilities are during the audit and how you want these responsibilities to be carried out
1.10	how to check on the progress of the audit

<b>Learning outcome</b>	
2.	Report the findings of a retail stock audit
<b>Performance indicator</b>	
You need to:	
2.1	organise your findings so that you can easily spot any problems
2.2	spot problems and note them clearly for investigation
2.3	work out which problems are most important and should be investigated first
2.4	investigate problems methodically and sort them out as far as you can within the scope of the audit and with the resources available
2.5	prepare your final report in the layout needed and include comments on any problems which still exist
2.6	give or send your report to the people who need to see it, so that each person receives it on time
<b>Knowledge and understanding</b>	
You need to know and understand:	
2.1	how to organise audit findings so that problems can be easily identified
2.2	methods for spotting problems in audit findings
2.3	the types of problem that can happen and how to sort them out
2.4	the layout needed for the audit report
2.5	who needs to see the report
2.6	how to distribute the report so that each person receives it on time

## Unit 403

## Source required goods and services in a retail environment

<b>Level:</b>	<b>7</b>
<b>Credit value:</b>	10
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
<b>Specific evidence requirement:</b>	Simulation is not allowed for any performance evidence within this unit.
<b>Summary:</b>	This unit is suitable for you if you order stock for a small, independent store and you are responsible for choosing the store's suppliers as well as ordering stock directly from them. The unit involves working out what needs replenishing and choosing which suppliers to use. It also involves ordering stock, checking that the right stock is delivered on time, and evaluating supplier's performance.

<b>Learning outcome</b>
1. Choose suppliers and order stock for retail sale
<b>Performance indicator</b>
You need to:
1.1 check the stock records at suitable intervals and spot which stock needs replenishing
1.2 follow a suitable routine for asking colleagues if they expect to have any special orders
1.3 compare purchase requisitions to spot items you can order together
1.4 use the purchasing records to find out who the regular suppliers have been, if any
1.5 choose suitable suppliers to use, taking account of stock availability, prices, delivery times and the extent to which the supplier's practices are compatible with your company's sustainability policy
1.6 order items accurately, promptly and from suitable suppliers
1.7 accurately work out the total cost of an order
1.8 keep complete, accurate and up-to-date purchasing records
1.9 store purchasing records so that they can be easily found by the people who need them

**Knowledge and understanding**

You need to know and understand:

- 1.1 the types of goods the company normally needs
- 1.2 how to use the stock records to find out what needs to be ordered
- 1.3 the suppliers currently being used
- 1.4 the suppliers who have been used in the past and why they are no longer being used
- 1.5 how to find possible new suppliers and check whether they are suitable
- 1.6 company policy for choosing suppliers, including relevant aspects of your company's sustainability policy
- 1.7 what makes a legally binding contract
- 1.8 why you need to check suppliers' terms and conditions
- 1.9 company procedures for placing orders
- 1.10 company procedures for keeping records of orders

**Learning outcome**

2. Check and evaluate the performance of suppliers of stock for retail sale

**Performance indicator**

You need to:

- 2.1 promptly match deliveries with orders so you can spot overdue items
- 2.2 spot items which are overdue and promptly contact the supplier about them
- 2.3 tell colleagues promptly if their orders will not be fulfilled on time and tell them what choices they have
- 2.4 follow procedures for returning goods and getting them replaced
- 2.5 check the quality, price and times of deliveries against the company's requirements
- 2.6 ask colleagues for comments about the quality and delivery times of items received from suppliers
- 2.7 provide accurate comments to suppliers on the level of service they provide

**Knowledge and understanding**

You need to know and understand:

- 2.1 company systems and procedures for returning goods
- 2.2 the company's legal rights as a buyer
- 2.3 company policy for paying creditors, and who to consult in the accounts department if a supplier suspends the account
- 2.4 the records your company keeps about suppliers' performance and how to find and use them
- 2.5 who in your company can comment on the quality and delivery time of goods or services received, and when and how to ask for their comments
- 2.6 how to complain to suppliers
- 2.7 how to respond positively when colleagues complain to you about the speed or quality of suppliers' performance

## Unit 404

## Plan, monitor and adjust staffing levels and schedules in a retail environment

<b>Level:</b>	<b>7</b>
<b>Credit value:</b>	11
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
<b>Specific evidence requirement:</b>	Simulation is not allowed for any performance evidence within this unit.
<b>Unit assessment:</b>	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.
<b>Summary:</b>	<p>This unit is about working out how many staff need to be on duty in the store to maintain the levels of customer service and profitability needed.</p> <p>You need to produce plans and schedules that take account of all the relevant factors and that are easy to understand and use. You also need to collect, analyse and evaluate information about progress towards work targets, and make justifiable recommendations for changes in staffing.</p>

<b>Learning outcome</b>
1. Plan staffing levels and prepare work schedules for a retail team
<b>Performance indicator</b>
You need to:
1.1 produce staffing plans and schedules that cover all operational needs and take account of operational limits
1.2 produce staffing plans and schedules that include accurate numbers and realistic levels of skill, work allocation, places where people will work and start and finish times
1.3 schedule hours of work that keep to relevant laws, company policy and contracts of employment
1.4 produce plans that are easy for the relevant people to understand and use
1.5 include realistic emergency plans to cope with abnormal situations

**Knowledge and understanding**

You need to know and understand:

- 1.1 why staffing plans are needed
- 1.2 relevant laws, company policy and contract terms and conditions which affect the hours that staff must work
- 1.3 the relationship between staffing plans and work targets
- 1.4 how to work out staffing requirements
- 1.5 how to produce and present staffing plans in a form suitable for the needs of the relevant people
- 1.6 how to schedule work so that you meet operational needs and take account of operational limits

**Learning outcome**

2. Monitor staffing levels and schedules against the work targets of a retail team

**Performance indicator**

You need to:

- 2.1 collect and organise enough information about the staff available and the work they are doing
- 2.2 assess realistically whether you have enough staff for the targets you need to achieve
- 2.3 find out what progress is being made towards achieving your work targets
- 2.4 use the information about staffing and progress towards targets to make realistic and justifiable assessments of how effective staff are
- 2.5 adjust staffing levels and schedules so that you can meet targets
- 2.6 clearly and promptly recommend changes in staffing to your manager
- 2.7 promptly pass on the results of assessments to the people who need them
- 2.8 use the results of assessments to encourage staff to reach their targets

**Knowledge and understanding**

You need to know and understand:

- 2.1 how staffing levels and the way in which staff are used can affect the work that can be done
- 2.2 how to collect and evaluate information on staffing
- 2.3 how to adjust staffing levels and schedules
- 2.4 the factors, other than staffing, that may affect progress towards work targets, and the effect these are likely to have
- 2.5 how to justify assessments of effectiveness
- 2.6 how your manner and behaviour when presenting the results of assessments is likely to influence staff's response to them

## Unit 405

## Promote continuous improvement

<b>Level:</b>	<b>7</b>
<b>Credit value:</b>	7
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by CfA, the Sector Skills Council for Business Skills.
<b>Specific evidence requirement:</b>	Simulation is not allowed for any performance evidence within this unit. See Supporting Information.
<b>Summary:</b>	This unit covers the key competence of the customer service professional. You must be dedicated to the continuous improvement of customer service and this involves organising changes in the way customer service is delivered over and over again. You need to identify potential changes, think through their consequences and make them work. Above all, this unit covers the competence of organising and seeing through change that is sustainable and is in the spirit of continuous improvement in customer service.

<b>Knowledge and understanding which relates to the whole of this unit</b>
You need to know and understand: 1.1 how service improvements in your area affect the balance between overall customer satisfaction, the costs of providing service and regulatory requirements 1.2 how customer experience is influenced by the way service is delivered 1.3 how to collect, analyse and present customer feedback 1.4 how to make a business case to others to bring about change in the products or services you offer

<b>Learning outcome</b>
1. Plan improvements in customer service based on customer feedback
<b>Performance indicator</b>
You need to: 1.1 gather feedback from customers that will help to identify opportunities for customer service improvement 1.2 analyse and interpret feedback to identify opportunities for

customer service improvements and propose changes
1.3 discuss with others the potential effects of any proposed changes for your customers and your organisation
1.4 negotiate changes in customer service systems and improvements with somebody with sufficient authority to approve trial or full implementation of the change

<b>Learning outcome</b>
2. Implement changes in customer service
<b>Performance indicator</b>
You need to:
2.1 organise the implementation of authorised changes
2.2 implement the changes following organisational guidelines
2.3 inform people inside and outside your organisation who need to know of the changes being made and the reasons for them
2.4 monitor early reactions to changes and make appropriate fine-tuning adjustments

<b>Learning outcome</b>
3. Review changes to promote continuous improvement
<b>Performance indicator</b>
You need to:
3.1 collect and record feedback on the effects of changes
3.2 analyse and interpret feedback and share your findings on the effects of changes with others
3.3 summarise the advantages and disadvantages of the changes
3.4 use your analysis and interpretation of changes to identify opportunities for further improvement
3.5 present these opportunities to somebody with sufficient authority to make them happen



## **Unit 405            Promote continuous improvement**

### Supporting information

Evidence collected in a realistic working environment or a work placement is not permissible for this unit.

Evidence must be collected over a sufficient period of time with different customers on different occasions for the assessor to be confident that you are competent.

You must show that your proposals for improvements:

- are based on planned and analysed customer feedback
- take into account all relevant regulations
- take into account the costs and benefits to the organisation.

You may carry out this work alone or with colleagues. However, you must provide evidence that you have taken an active role in:

- collecting and analysing feedback
- proposing initiatives for change
- implementing the change
- evaluating and reviewing the change.

Your evidence must clearly show the part you have played in each step of the continuous improvement process.

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

## Unit 501

## Provide learning opportunities for colleagues

<b>Level:</b>	<b>8</b>
<b>Credit value:</b>	11
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by CfA, the Sector Skills Council for Business Skills.
<b>Specific evidence requirement:</b>	Simulation is not allowed for any performance evidence within this unit. See Supporting Information.
<b>Summary:</b>	<p>This unit is about supporting colleagues in identifying their learning needs and helping to provide opportunities to address these needs.</p> <p>Encouraging colleagues to take responsibility for their own learning is an aspect of this unit as is your role in providing an 'environment', for example, in your team or area of responsibility, in which learning is valued.</p> <p>For the purposes of this unit, 'colleagues' means those people for whom you have line management responsibility.</p> <p>The NOS in this unit are from the Management and Leadership suite of NOS, overseen by CfA Business Skills @ Work</p>

<b>Learning outcome</b>
1. Provide learning opportunities for colleagues
<b>Performance indicator</b>
You need to:
1.1 promote the benefits of learning to colleagues and make sure that their willingness and efforts to learn are recognised
1.2 give colleagues fair, regular and useful feedback on their work performance, discussing and agreeing how they can improve
1.3 work with colleagues to identify and prioritise learning needs based on any gaps between the requirements of their work roles and their current knowledge, understanding and skills
1.4 help colleagues to identify the learning style(s) or combination of styles which works best for them and ensure that these are taken into account in identifying and undertaking learning activities
1.5 work with colleagues to identify and obtain information on a range of possible learning activities to address identified learning need
1.6 recognise and seek to find out about differences in expectations and working methods of any team members from a different

- country or culture and promote ways of working that take account of their expectations and maximise productivity
- 1.7 discuss and agree, with each colleague, a development plan which includes learning activities to be undertaken, the learning objectives to be achieved, the required resources and timescales
  - 1.8 work with colleagues to recognise and make use of unplanned learning opportunities
  - 1.9 seek and make use of specialist expertise in relation to identifying and providing learning for colleagues
  - 1.10 support colleagues in undertaking learning activities, making sure any required resources are made available and making efforts to remove any obstacles to learning

### **Knowledge and understanding**

You need to know and understand:

#### **General Knowledge and understanding**

- 1.1 the benefits of learning for individuals and organisations and how to promote these to colleagues
- 1.2 ways in which you can develop an 'environment' in which learning is valued and willingness and efforts to learn are recognised
- 1.3 why it is important to encourage colleagues to take responsibility for their own learning
- 1.4 how to provide fair, regular and useful feedback to colleagues on their work performance
- 1.5 how to identify learning needs based on identified gaps between the requirements of colleagues' work roles and their current knowledge, understanding and skills
- 1.6 how the values, ethics, beliefs, faith, cultural conventions, perceptions and expectations of any people from other countries or cultures may impact on their personal development and learning
- 1.7 how to prioritise learning needs of colleagues, including taking account of organisational needs and priorities and the personal and career development needs of colleagues
- 1.8 the range of different learning styles and how to support colleagues in identifying the particular learning style(s) or combination of learning styles which works best for them
- 1.9 different types of learning activities, their advantages and disadvantages and the required resources (for example, time, fees, substitute staff)
- 1.10 how/where to identify and obtain information on different learning activities
- 1.11 why it is important for colleagues to have a written development plan and what it should contain (for example, identified learning needs, learning activities to be undertaken and the learning objectives to be achieved, timescales and required resources)
- 1.12 how to set learning objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-Bound)
- 1.13 sources of specialist expertise in relation to identifying and providing learning for colleagues
- 1.14 what type of support colleagues might need to undertake learning activities, the resources needed and the types of obstacles they may face and how they can be resolved
- 1.15 how to evaluate whether a learning activity has achieved the desired learning objectives
- 1.16 the importance of regularly reviewing and updating written

development plans in the light of performance, any learning activities undertaken and any wider changes

- 1.17 how to take account of equality legislation, any relevant codes of practice and general diversity and inclusion issues in providing learning opportunities for colleagues

**Industry/sector specific knowledge and understanding**

- 1.18 industry/sector requirements for the development or maintenance of knowledge, skills and understanding and professional development

- 1.19 learning issues and specific initiatives and arrangements that apply within the industry/sector

- 1.20 working culture and practices of the industry/sector

**Context specific knowledge and understanding**

- 1.21 relevant information on the purpose, objectives and plans of your team or area of responsibility or the wider organisation

- 1.22 the work roles of colleagues, including the limits of their responsibilities and their personal work objectives

- 1.23 the current knowledge, understanding and skills of colleagues

- 1.24 identified gaps in the knowledge, understanding and skills of colleagues

- 1.25 identified learning needs of colleagues

- 1.26 learning style(s) or combinations of styles preferred by colleagues

- 1.27 the written development plans of colleagues

- 1.28 sources of specialist expertise available in/to your organisation in relation to identifying and providing learning for colleagues

- 1.29 learning activities and resources available in/to your organisation

- 1.30 your organisation's policies in relation to equality and diversity

- 1.31 your organisation's policies and procedures in relation to learning

- 1.32 your organisation's performance appraisal systems

**2. Behaviours which underpin effective performance**

You need to:

- 2.1 recognise the opportunities presented by the diversity of people
- 2.2 find practical ways to overcome barriers
- 2.3 make time available to support others
- 2.4 seek to understand individuals' needs, feelings and motivations and take an active interest in their concerns
- 2.5 encourage and support others to make the best use of their abilities
- 2.6 recognise the achievements and the success of others
- 2.7 inspire others with the excitement of learning
- 2.8 confront performance issues and sort them out directly with the people involved
- 2.9 say 'no' to unreasonable requests
- 2.10 show integrity, fairness and consistency in decision making

# **Unit 501            Provide learning opportunities for colleagues**

## Supporting information

Possible sources of evidence for this unit are:

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

## Unit 601

## Recruit, select and keep colleagues

<b>Level:</b>	<b>9</b>
<b>Credit value:</b>	12
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by CfA, the Sector Skills Council for Business Skills.
<b>Specific evidence requirement:</b>	Simulation is not allowed for any performance evidence within this unit. See Supporting Information.
<b>Summary:</b>	<p>This unit is mainly about recruiting and selecting people to undertake identified activities or work roles within your area of responsibility. It involves taking a fair and objective approach to recruitment and selection to ensure that individuals with the required skills, knowledge and understanding, and who are likely to perform effectively, are appointed.</p> <p>As recruitment and selection can be expensive and time-consuming activities, the unit also involves taking action to understand why colleagues are leaving and taking action to keep colleagues. Whilst you would be expected to draw on the expertise of personnel specialists, you are not expected to be a personnel specialist yourself. For the purposes of this unit, 'colleagues' means those people for whom you have line management responsibility.</p> <p>The NOS in this unit are from the Management and Leadership suite of NOS, overseen by CfA Business Skills @ Work.</p>

<b>Learning outcome</b>
1. Recruit, select and keep colleagues
<b>Performance indicator</b>
You need to:
1.1 talk with colleagues who are leaving your area of responsibility to identify and discuss their reasons for leaving
1.2 identify ways of addressing staff turnover problems, implementing those which clearly fall within your authority and communicating others to the relevant people for consideration
1.3 review, on a regular basis, the work required in your area of responsibility, identifying any shortfall in the number of colleagues and/or the pool of skills, knowledge, understanding and experience
1.4 identify and review the options for addressing any identified

- shortfalls and decide on the best option(s) to follow
- 1.5 consult with others to produce or update job descriptions and person specifications where there is a clear need to recruit
  - 1.6 consult with others to discuss and agree stages in the recruitment and selection process for identified vacancies, the methods that will be used, the associated timings and who is going to be involved
  - 1.7 ensure that any information on vacancies is fair, clear and accurate before it goes to potential applicants
  - 1.8 seek and make use of specialist expertise in relation to recruiting, selecting and keeping colleagues
  - 1.9 ensure that the skills needed by applicants to succeed in the recruitment process are no more than are required to perform the job
  - 1.10 participate in the recruitment and selection process, as agreed, making sure that the process is fair, consistent and effective
  - 1.11 make sure that applicants who are offered positions are likely to be able to perform effectively and work with their new colleagues
  - 1.12 judge whether the recruitment and selection process has been successful in relation to recent appointments in your area and identify any areas for improvements

### **Knowledge and understanding**

You need to know and understand:

#### **General knowledge and understanding**

- 1.1 why it is important to identify and understand why colleagues are leaving and how to do so constructively and sensitively
- 1.2 the types of reasons colleagues might give for leaving
- 1.3 how to measure staff turnover
- 1.4 the causes and effects of high and low staff turnover
- 1.5 measures which can be undertaken to address staff turnover problems
- 1.6 how to review the workload in your area in order to identify shortfalls in the number of colleagues and/or the pool of skills, knowledge, understanding and experience
- 1.7 how to identify actual skills and avoid stereotyping with regard to skills levels and work ethics
- 1.8 different options for addressing identified shortfalls and their associated advantages and disadvantages
- 1.9 what job descriptions and person specifications should cover and why it is important to consult with others in producing or updating them
- 1.10 different stages in the recruitment and selection process and why it is important to consult with others on the stages, recruitment and selection methods to be used, associated timings and who is going to be involved
- 1.11 different recruitment and selection methods and their associated advantages and disadvantages
- 1.12 why it is important to give fair, clear and accurate information on vacancies to potential applicants
- 1.13 how cultural differences in language, body language, tone of voice and dress can differ from expectations
- 1.14 how to judge whether applicants meet the stated requirements of the vacancy
- 1.15 sources of specialist expertise in relation to recruitment, selection

and retention

- 1.16 how to take account of equality, diversity and inclusion issues, including legislation and any relevant codes of practice, when recruiting and selecting people and keeping colleagues
- 1.17 how to review the effectiveness of recruitment and selection in your area

**Industry/sector specific knowledge and understanding**

- 1.18 turnover rates within similar organisations in the industry/sector
- 1.19 recruitment, selection and retention issues and specific initiatives and arrangements within the industry/sector
- 1.20 working culture and practices of the industry/sector

**Context specific knowledge and understanding**

- 1.21 current people resources available to your area, including skills, knowledge, understanding and experience of colleagues
- 1.22 work requirements in your area
- 1.23 agreed operational plans and changes in your area
- 1.24 the staff turnover rate in your area
- 1.25 job descriptions and person specifications for confirmed vacancies
- 1.26 local employment market conditions
- 1.27 the organisation's structure, values and culture
- 1.28 employment policies and practices within the organisation - including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions
- 1.29 sources of specialist expertise in relation to recruitment, selection and retention used by your organisation

**2. Behaviours which underpin effective performance**

You need to:

- 2.1 recognise the opportunities presented by the diversity of people
- 2.2 work to turn unexpected events into opportunities rather than threats
- 2.3 try out new ways of working
- 2.4 identify people's information needs
- 2.5 seek to understand people's needs and motivations
- 2.6 comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 2.7 take and implement difficult and/or unpopular decisions, if necessary
- 2.8 act within the limits of your authority
- 2.9 show integrity, fairness and consistency in decision making



# Unit 601      **Recruit, select and keep colleagues**

## Supporting information

Possible sources of evidence for this unit are:

- (a) Data on staff turnover, records of exit interviews and strategies for retaining staff:
  - spreadsheets and other records of staff turnover you have compiled and analyses to identify patterns and trends
  - notes or records of formal staff exit interviews and informal feedback from staff leaving the organisation, and summaries or analyses of the information collected,
  - reports, proposals, action plans and other records of strategies you have developed for reducing staff turnover.
- (b) Reviews of the workforce in your area of responsibility that you have organised or prepared:
  - Analyses of business and/or operational plans to identify likely future employment requirements (numbers of people, skills levels, employment patterns, etc)
  - Reviews of current workforce profile (numbers, skill levels, age, etc) to identify any potential shortfalls in requirements
  - Notes, emails, memos or other records of discussions with colleagues to identify possible solutions to current or potential workforce requirements
  - Reports or proposals you have prepared for addressing current or potential workforce requirements (e.g. recruitment, transfer or promotion, training, redundancy, early retirement, etc)
  - Personal statement (reflection on your role in developing strategies to address current or potential workforce requirements).
- (c) Records of your role in the recruitment and selection of new staff:
  - notes of discussions about, and copies of, job descriptions and person specifications you have developed
  - notes, emails, memos or other records of discussions about the recruitment and selection process for new staff and your proposals for selection criteria
  - notes of interviews or records of other selection process you have engaged in
  - reports, emails, memos or other records of your evaluation of the recruitment and selection process
  - personal statement (reflection on your role in recruiting and selecting new staff).



## 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 <sup>st</sup> )
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)
237	B.34	Hand divide, mould and shape fermented doughs (Improve)
241	C.43	Maintain a display of cut flowers in a retail store

<b>City &amp; Guilds ref</b>	<b>Unit ref</b>	<b>Unit title</b>
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](http://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.

## Useful contacts

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### UK learners

General qualification information

T: +44 (0)844 543 0033

E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)

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### International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)

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### 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](mailto:centresupport@cityandguilds.com)

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### 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](mailto:singlesubjects@cityandguilds.com)

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### 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](mailto:intops@cityandguilds.com)

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### 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](mailto:walledgarden@cityandguilds.com)

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### Employer

Employer solutions, Mapping,  
Accreditation, Development Skills,  
Consultancy

T: +44 (0)121 503 8993

E: [business@cityandguilds.com](mailto:business@cityandguilds.com)

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### Publications

Logbooks, Centre documents,  
Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

## **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 economic 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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