

# Level 1 Award Certificate Diploma in Retail Skills (7384- 10/11/12)

## Candidate logbook

600/3947/4

600/3948/6

600/3949/8



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# Level 1 Award Certificate Diploma in Retail Skills (7384- 10/11/12)

## Candidate logbook

Version and date	Change detail	Section
1.1 Jan 2012	Additional Sections added	Candidate Record of Achievement & Expert/Witness Status list
1.2 March 2012	Amend credit value unit 108	Units

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# 1 About your candidate logbook

## 1.1 Contact details

<b>Candidate name</b>	
<b>Candidate enrolment no</b>	
<b>Centre name</b>	
<b>Centre number</b>	
<b>Programme start date</b>	
<b>Date of registration with City &amp; Guilds</b>	

Keep a record of relevant contact details in the space provided below. You may find it helpful to make a note of phone numbers and e-mail addresses here.

<b>Your Assessor(s)</b>	
<b>Your Internal Verifier</b>	
<b>Quality Assurance Contact</b>	

# 1 About your candidate logbook

## 1.2 Introduction to the logbook

This logbook will help you complete the units in City & Guilds' **Level 1 Award Certificate Diploma in Retail Skills (7384-10/11/12)**. It contains forms you can use to record your evidence of what you have done.

There are 67 units in total available in this qualification. You should discuss and agree with your assessor/tutor which of these units you are going to work towards. The units in this logbook are for the Level 1 qualification.

### **About City & Guilds**

City & Guilds is your awarding body for this qualification. City & Guilds is the UK's leading awarding body for vocational qualifications.

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## 2 Units

To achieve the Level 1 Award in Retail Skills, learners must achieve a minimum of **7** credits from the optional units available.

<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>GLH</b>	<b>Credit value</b>
	<b>Optional</b>		
101	Move goods and materials manually in a retail environment (B.01)	16	3
102	Keep stock at required levels in a retail environment (B.02)	16	3
103	Sort donated goods for resale or recycling in a retail environment (B.08)	6	3
104	Maintain food safety while working with food in a retail environment (B.20)	11	5
105	Load orders for despatch from a retail store to customers (B.29)	15	3
106	Wrap and pack goods for customers in a retail environment (C.01)	18	3
107	Contribute to monitoring and maintaining ease of shopping in a retail sales area (C.51)	8	2
108	Recognise and report security risks in a retail environment (E.01)	26	4
109	Comply with workplace health and safety requirements in a retail environment (E.02)	28	5
111	Keep the non-food retail environment clean and tidy (E.04)	16	3
112	Provide a counter and takeaway service (C.44)	30	3

To achieve the Level 1 Certificate in Retail Skills, learners must achieve a minimum of **19** credits.

- **7** credits must come from the mandatory unit 110
- A minimum of **5** credits must come from the optional level 1 units
- A maximum of **7** credits can come from the optional level 2 units
- Overall at least **12** credits must be achieved at level 1.

<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>GLH</b>	<b>Credit value</b>
<b>Mandatory group</b>			
110	Work effectively in a retail team (E.03)	7	35
<b>Optional</b>			
101	Move goods and materials manually in a retail environment (B.01)	3	16
102	Keep stock at required levels in a retail environment (B.02)	3	16
103	Sort donated goods for resale or recycling in a retail environment (B.08)	3	6
104	Maintain food safety while working with food in a retail environment (B.20)	5	11
105	Load orders for despatch from a retail store to customers (B.29)	3	15
106	Wrap and pack goods for customers in a retail environment (C.01)	3	18
107	Contribute to monitoring and maintaining ease of shopping in a retail sales area (C.51)	2	8
108	Recognise and report security risks in a retail environment (E.01)	4	26
109	Comply with workplace health and safety requirements in a retail environment (E.02)	5	28
111	Keep the non-food retail environment clean and tidy (E.04)	3	16
112	Provide a counter and takeaway service	3	30
201	Receive goods and materials into storage in a retail environment (B.03)	4	22
202	Place goods and materials into storage in a retail environment (B.04)	4	19
203	Keep stock on sale at required levels in a retail environment (B.05)	3	16
204	Process customer orders for goods in a retail environment (B.06)	3	19
205	Process returned goods in a retail environment (B.07)	3	18
206	Assemble products for display in a retail environment (B.09)	2	9
207	Hand-process fish in a retail environment (B.11)	6	21
208	Process greengrocery products for sale in a retail environment (B.12)	7	17
211	Maintain food safety while working with food in a retail environment (B.21)	6	13
212	Pick products in a retail environment to fulfil customer orders (B.28)	4	19

<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>GLH</b>	<b>Credit value</b>
213	Check stock levels and sort out problems with stock levels in a retail environment (B.30)	10	2
214	Finish bake-off food products in a retail environment (B.35)	15	3
215	Glaze, coat or decorate bake-off products for sale in a retail environment (B.36)	15	3
216	Display stock to promote sales to customers in a retail environment (C.02)	26	5
217	Help customers to choose products in a retail environment (C.03)	20	6
218	Carry out promotional campaigns in a retail environment (C.04)	18	4
219	Deal with customer queries and complaints in a retail environment (C.05)	24	4
220	Demonstrate products to customers in a retail environment (C.06)	15	3
221	Process payments for purchases in a retail environment (C.08)	17	4
222	Process applications for credit agreements offered in a retail environment (C.09)	25	5
223	Promote loyalty schemes to customers in a retail environment (C.12)	11	3
225	Follow guidelines for planning and preparing visual merchandising displays (C.18)	22	5
226	Dress visual merchandising displays to attract customers (C.19)	35	7
227	Order and position signage and graphics for visual merchandising displays (C.20)	15	3
228	Dismantle and store props and graphics from visual merchandising displays (C.21)	15	3
230	Assemble visual merchandising displays (C.23)	20	4
231	Follow point-of-sale procedures for age-restricted products in a retail environment (C.36)	11	2
232	Provide National Lottery products to customers (C.37)	25	4
233	Advise customers on the fixing and care of tiles (C.42)	35	6
234	Cash up in a retail environment (C.46)	9	2
235	Promote a retail store's credit card to customers in a retail environment (C.47)	12	3
236	Provide service to customers in a dressing room in a retail environment (C.48)	16	3
237	Promote food or drink products by offering samples to customers (C.49)	13	2
238	Deliver goods from a retail environment to the customer's delivery address (C.50)	17	3
239	Help customers to apply for a retail store's credit card and associated insurance products (C.52)	22	4
240	Help customers to choose delicatessen products in a retail environment (C.54)	15	3

<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>GLH</b>	<b>Credit value</b>
241	Portion delicatessen products to meet customer requirements in a retail environment (C.55)	9	2
243	Demonstrate make-up and skincare products to customers at a beauty counter in a retail environment (C.59)	15	4
244	Operate a customer record card system on a beauty counter in a retail environment (C.60)	8	2
245	Protect own and others' health and safety when working in a retail environment (E.06)	28	5
246	Reduce security risks in a retail environment (E.07)	25	5
248	Prepare newspapers and magazines for return to merchandisers (E.20)	10	2
249	Check the accuracy of records of hours worked in a retail environment (E.22)	17	4
250	Give customers a positive impression of yourself and your organisation (D.01)	33	5
253	Hand divide, mould and shape fermented dough (B.19)	21	4
254	Select, weigh and measure bakery ingredients (B.18)	16	3
255	Identify and report the presence of pests, diseases and disorders (B.34)	23	2
256	Maintain moisture levels for crops or plants (B.31)	15	2
257	Merchandise plants and other relevant products (C.56)	45	6
258	Provide nutrients to crops or plants (B.32)	15	2
259	Remove unwanted plant growth to maintain development (B.33)	38	5

To achieve the Level 1 Diploma in Retail Skills, learners must achieve a minimum of **37** credits.

- **7** credits must come from the mandatory unit 110
- A minimum of **15** credits must come from the optional level 1 units
- A maximum of **15** credits can come from the optional level 2 units
- Overall at least **22** credits must be achieved at level 1.

City & Guilds unit	Unit title	GLH	Credit value
<b>Mandatory group</b>			
110	Work effectively in a retail team (E.03)	35	7
<b>Optional</b>			
101	Move goods and materials manually in a retail environment (B.01)	16	3
102	Keep stock at required levels in a retail environment (B.02)	16	3
103	Sort donated goods for resale or recycling in a retail environment (B.08)	6	3
104	Maintain food safety while working with food in a retail environment (B.20)	11	5
105	Load orders for despatch from a retail store to customers (B.29)	15	3
106	Wrap and pack goods for customers in a retail environment (C.01)	18	3
107	Contribute to monitoring and maintaining ease of shopping in a retail sales area (C.51)	8	2
108	Recognise and report security risks in a retail environment (E.01)	26	4
109	Comply with workplace health and safety requirements in a retail environment (E.02)	28	5
111	Keep the non-food retail environment clean and tidy (E.04)	16	3
112	Provide a counter and takeaway service (C.44)	30	3
201	Receive goods and materials into storage in a retail environment (B.03)	22	4
202	Place goods and materials into storage in a retail environment (B.04)	19	4
203	Keep stock on sale at required levels in a retail environment (B.05)	16	3
204	Process customer orders for goods in a retail environment (B.06)	19	3
205	Process returned goods in a retail environment (B.07)	18	3
206	Assemble products for display in a retail environment (B.09)	9	2
207	Hand-process fish in a retail environment (B.11)	21	6
208	Process greengrocery products for sale in a retail environment (B.12)	17	7
209	Finish meat products by hand in a retail environment (B.13)	29	9
210	Organise own work to meet a dough production schedule in a retail environment (B.17)	48	10
211	Maintain food safety while working with food in a retail environment (B.21)	13	6
212	Pick products in a retail environment to fulfil customer orders (B.28)	19	4

<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>GLH</b>	<b>Credit value</b>
213	Check stock levels and sort out problems with stock levels in a retail environment (B.30)	10	2
214	Finish bake-off food products in a retail environment (B.35)	15	3
215	Glaze, coat or decorate bake-off products for sale in a retail environment (B.36)	15	3
216	Display stock to promote sales to customers in a retail environment (C.02)	26	5
217	Help customers to choose products in a retail environment (C.03)	20	6
218	Carry out promotional campaigns in a retail environment (C.04)	18	4
219	Deal with customer queries and complaints in a retail environment (C.05)	24	4
220	Demonstrate products to customers in a retail environment (C.06)	15	3
221	Process payments for purchases in a retail environment (C.08)	17	4
222	Process applications for credit agreements offered in a retail environment (C.09)	25	5
223	Promote loyalty schemes to customers in a retail environment (C.12)	11	3
224	Provide a bra fitting service in a retail environment (C.17)	44	10
225	Follow guidelines for planning and preparing visual merchandising displays (C.18)	22	5
226	Dress visual merchandising displays to attract customers (C.19)	35	7
227	Order and position signage and graphics for visual merchandising displays (C.20)	15	3
228	Dismantle and store props and graphics from visual merchandising displays (C.21)	15	3
229	Make props and decorate fixtures and panels for visual merchandising displays (C.22)	45	10
230	Assemble visual merchandising displays (C.23)	20	4
231	Follow point-of-sale procedures for age-restricted products in a retail environment (C.36)	11	2
232	Provide National Lottery products to customers (C.37)	25	4
233	Advise customers on the fixing and care of tiles (C.42)	35	6
234	Cash up in a retail environment (C.46)	9	2
235	Promote a retail store's credit card to customers in a retail environment (C.47)	12	3
236	Provide service to customers in a dressing room in a retail environment (C.48)	16	3
237	Promote food or drink products by offering samples to customers (C.49)	13	2
238	Deliver goods from a retail environment to the customer's delivery address (C.50)	17	3
239	Help customers to apply for a retail store's credit card and associated insurance products (C.52)	22	4

<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>GLH</b>	<b>Credit value</b>
240	Help customers to choose delicatessen products in a retail environment (C.54)	15	3
241	Portion delicatessen products to meet customer requirements in a retail environment (C.55)	9	2
243	Demonstrate make-up and skincare products to customers at a beauty counter in a retail environment (C.59)	15	4
244	Operate a customer record card system on a beauty counter in a retail environment (C.60)	8	2
245	Protect own and others' health and safety when working in a retail environment (E.06)	28	5
246	Reduce security risks in a retail environment (E.07)	25	5
248	Prepare newspapers and magazines for return to merchandisers (E.20)	10	2
249	Check the accuracy of records of hours worked in a retail environment (E.22)	17	4
250	Give customers a positive impression of yourself and your organisation (D.01)	33	5
253	Hand divide, mould and shape fermented dough (B.19)	21	4
254	Select, weigh and measure bakery ingredients (B.18)	16	3
255	Identify and report the presence of pests, diseases and disorders (B.34)	23	0
256	Maintain moisture levels for crops or plants (B.31)	15	2
257	Merchandise plants and other relevant products (C.56)	45	6
258	Provide nutrients to crops or plants (B.32)	15	2
259	Remove unwanted plant growth to maintain development (B.33)	38	5

### 3 The assessment process

Simulation is allowed in some of the units in this qualification. Where simulation is needed this must be agreed with your external verifier in advance to ensure validity. Candidates should be assessed under normal workplace conditions. However, there are situations where the actual workplace may not be appropriate, or where waiting for naturally occurring evidence is impractical. See Appendix for list of units where simulation is allowed.

The following people at your centre will explain the assessment process and help you achieve your unit(s).

#### **The assessor/tutor**

The assessor/tutor is the person you will have the most contact with as you work towards your unit(s). You may have more than one assessor/tutor depending on which unit(s) you take or you may be assessed by a person who is not your tutor.

#### **The internal verifier**

The internal verifier maintains the quality of assessment within the centre.

#### **The external verifier**

The external verifier works for City & Guilds and helps to ensure that your centre meets the required standards for quality and assessment.

## 4 Using your logbook

### **Recording forms**

This logbook contains all of the forms you and your assessor will need to plan, review and organise your evidence. Your assessor will be able to help you decide which forms you need to complete and help you fill them in.

**Please photocopy these forms as required.**





## Unit 101

## Move goods and materials manually in a retail environment (B.01)

3 credits

### Outcome 1 Be able to move goods and materials manually in a retail environment

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 perform checks to ensure that equipment needed to move goods and materials is available and in working order						
1.2 state what can go wrong with the equipment used for moving goods and materials						
1.3 move and handle goods and materials safely and in line with organisational procedures						
1.4 place goods and materials:						
• in the specified places						
• within the time allowed						
• in such a way that they can be easily identified and reached						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 2 Know the importance of rotating stock when putting new stock into storage

Assessment criteria (Knowledge)	Portfolio reference	
<b>The learner can:</b>		
2.1 state the importance of rotating stock when putting new stock into storage		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 3 Know what support is available to resolve problems with moving goods and materials manually

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
3.1 identify the person to whom to report faulty equipment		
3.2 identify the people who can help to move goods and materials when necessary		
3.3 identify the person who can be asked for advice about where to place goods and materials		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

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## Unit 102

## Keep stock at required levels in a retail environment (B.02)

3 credits

### Outcome 1 Know the importance of checking stock levels

<b>Assessment criteria (Knowledge) The learner can:</b>	<b>Portfolio reference</b>	
1.1 state the importance of accurate and up to date stock checks and records		
1.2 state the importance of following instructions and procedures for checking stock levels		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Know the importance of rotating stock when putting new stock on display

<b>Assessment criteria (Knowledge) The learner can:</b>	<b>Portfolio reference</b>	
2.1 outline the importance of rotating stock when putting new stock on display		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 3 Know the risks involved in handling stock

<b>Assessment criteria (Knowledge) The learner can:</b>	<b>Portfolio reference</b>	
3.1 outline potential safety risks involved in handling stock		
3.2 outline how stock, premises and equipment can be damaged by poor stock handling		
3.3 state why the work area needs to be cleaned and tidied promptly after replenishing stock levels		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

## Outcome 4 Be able to move goods and materials manually in a retail environment

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 perform checks on existing stock levels in such a way that:						
<ul style="list-style-type: none"> <li>an accurate count of stock is achieved</li> </ul>						
<ul style="list-style-type: none"> <li>instructions and organisational procedures are followed</li> </ul>						
<ul style="list-style-type: none"> <li>unsaleable stock is identified</li> </ul>						
<ul style="list-style-type: none"> <li>other people are not disturbed except when necessary</li> </ul>						
4.2 identify the person who can provide advice when instructions for checking stock are not clear						
4.3 identify the person who needs to be told about any unsaleable stock identified						
4.4 update stock records accurately and in line with organisational procedures						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 5 Be able to position stock in a retail environment

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
5.1 position stock in the right places according to instructions relating to:						
<ul style="list-style-type: none"> <li>stock rotation</li> </ul>						
<ul style="list-style-type: none"> <li>display requirements</li> </ul>						
5.2 identify the person who can provide advice when instructions for positioning stock are not clear						
5.3 handle stock in ways that:						
<ul style="list-style-type: none"> <li>protect own and other people's safety</li> </ul>						
<ul style="list-style-type: none"> <li>protect stock, equipment and premises from being damaged</li> </ul>						
<ul style="list-style-type: none"> <li>do not disturb other people except when necessary</li> </ul>						
5.4 clean and tidy the work area after replenishing stock levels in line with organisational procedures						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 103

## Sort donated goods for resale or recycling in a retail environment (B.08)

3 credits

### Outcome 1 Know how to sort donated goods safely

Assessment criteria (Knowledge) The learner can:	Portfolio reference
1.1 outline the organisational safety requirements that apply to sorting donated goods	
Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report	

### Outcome 2 Be able to sort donated goods for selling or recycling

Assessment criteria (Performance) The learner can:	Evidence date					
	Portfolio reference					
2.1 clean and tidy the work area before starting to sort goods						
2.2 sort donated goods by type and condition						
2.3 identify the person who can help with recognising and classifying unusual items						
2.4 place goods suitable for recycling in the designated containers						
2.5 follow organisational procedures for disposing of items that are not suitable for either selling or recycling						
2.6 place containers in the designated location ready for collection						
2.7 follow organisational requirements for protecting own health and safety when processing donated goods						
2.8 clean and tidy the work area after sorting goods						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Unit 103

## Sort donated goods for resale or recycling in a retail environment (B.08)



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## Unit 104

# Maintain food safety while working with food in a retail environment (B.20)

5 credits

### Outcome 1 Know how own personal hygiene and behaviour contribute to food safety in a retail environment

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
1.1 outline how clean hair, skin, nails and clothing contribute to food safety		
1.2 state how jewellery and other accessories can put food safety at risk		
1.3 state why unsafe behaviour must be avoided when working with or near food		
1.4 state why any open wounds, skin infections and infectious illnesses must be reported		
1.5 state the importance of ensuring that any open wounds and skin infections are treated and covered with a suitable dressing		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Know how to deal with indicators of potential food safety hazards in a retail environment

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
2.1 outline the types of indicators of potential food safety hazards to remain alert for in own workplace		
2.2 outline how to recognise indicators of potential food safety hazards in own workplace		
2.3 state which indicators of potential food safety hazards are within own authority to deal with, and which indicators must be reported		
2.4 outline the organisational procedures for dealing with indicators of potential food safety hazards that are within own authority		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 3 Be able to keep self and clothes clean while working with food in a retail environment

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 keep own hair, skin, nails and clothing in a suitable condition for working with food						
3.2 remove any jewellery and other accessories that could cause food safety hazards						
3.3 ensure that any protective clothing the organisation provides for own use is:						
• worn in line with organisational requirements						
• changed when the organisation says it should be						
3.4 wash own hands:						
• at the right times to keep them in a suitable condition for working with food						
• using effective methods						
3.5 demonstrate safe behaviour that helps prevent contamination to the food being worked with						
3.6 identify the person to whom to report any open wounds, skin infections and infectious illnesses						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 4 Be able to deal with indicators of potential food safety hazards in a retail environment

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 identify obvious indicators of potential food safety hazards in the workplace						
4.2 deal with potential food safety hazards by:						
• removing them when authorised to do so						
• reporting them to the right person when dealing with them is not within own authority						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 105

## Load orders for despatch from a retail store to customers (B.29)

3 credits

### Outcome 1 Know why it is important to work safely in the loading area

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
1.1 state the importance of keeping the loading area free of obstacles, litter and spillages		
1.2 state how regular equipment checks help to ensure safety in the loading area		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Know how own working practices contribute to an efficient delivery service

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
2.1 state the importance of checking the information on order labels		
2.2 state how the positioning of orders in the vehicle helps the delivery process to run smoothly and efficiently		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 3 Be able to keep loading facilities and equipment in a usable condition

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 perform checks on the loading area for obstacles, litter and spillages						
3.2 remove any obstacles, litter and spillages from the loading area						
3.3 perform checks to ensure that loading equipment is fit for use						
3.4 clean loading equipment in line with organisational procedures						
3.5 repair loading equipment in line with organisational procedures and when authorised to do so						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 4 Be able to ensure that orders are ready for loading

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 perform checks to ensure that orders are labelled with all the required information						
4.2 perform checks to ensure that orders are placed in the designated areas ready for loading						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 5 Be able to load orders into delivery vehicles

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
5.1 lift and move packed orders in ways that attempt to prevent:						
• injury to self and others						
• damage to goods and property						
5.2 position orders in a vehicle according to:						
• instructions for the required order of delivery						
• organisational procedures for keeping goods secure and protected from damage during transit						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 106

## Wrap and pack goods for customers in a retail environment (C.01)

3 credits

### Outcome 1 Know about the types of packaging that can be used in a retail environment

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
1.1 outline any legal requirements relating to the types of packaging provided to customers in own workplace		
1.2 outline the organisation's policy relating to the types of packaging provided to customers		
1.3 outline the ways in which goods can be damaged if protective packaging is not used		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Know the importance of minimising and disposing of waste in a retail environment

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
2.1 outline why wastage needs to be kept to a minimum		
2.2 state the importance of disposing of waste materials promptly		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 3 Be able to package goods for customers in a retail environment

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 choose packaging materials that:						
• meet legal requirements and organisational policy						
• are suitable for the goods						
3.2 package goods, ensuring that:						
• they are protected from damage during packaging						
• wastage is kept to a minimum						
• tools are used safely						
• packages are closed and sealed in line with organisational instructions						
3.3 identify the designated person to ask for advice if instructions are not clear						
3.4 store materials and tools in the designated places and in line with organisational procedures after use						
3.5 dispose of waste materials in the designated containers						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 107

## Contribute to monitoring and maintaining ease of shopping in a retail sales area (C.51)

2 credits

### Outcome 1 Know how the layout and appearance of the sales floor influences sales

Assessment criteria (Knowledge) The learner can:	Portfolio reference					
1.1 state how the layout and appearance of the sales floor influence sales						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 2 Be able to maintain own area of the sales floor during trading hours

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 keep own work area clean, tidy and free from obstructions						
2.2 ensure that merchandise meets organisational standards for positioning and presentation						
2.3 remove unsaleable merchandise from the sales floor						
2.4 ensure that information concerning prices, products and promotions is visible to customers						
2.5 ensure that own activities on the sales floor minimise disruption to customers						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 3 Be able to report problems that could have a negative effect on the customer experience

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 report to the designated person problems that could have a negative effect on the customer experience						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Unit 107

## Contribute to monitoring and maintaining ease of shopping in a retail sales area (C



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## Unit 108

## Recognise and report security risks in a retail environment (E.01)

4 credits

### Outcome 1 Know why it is important to keep own work area secure

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 outline what can happen, to people and to the organisation, if own work area is not kept secure		
1.2 state the importance of reporting security risks promptly		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Know security risks associated with a retail environment

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
2.1 outline security risks that can arise in a retail environment		
2.2 identify situations that can lead to reduced alertness for security risks		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 3 Be able to report security risks in a retail environment

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 identify potential security risks in own workplace						
3.2 report security risks to the designated person						
3.3 outline the importance of not exceeding own level of authority when faced with security risks						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 109

# Comply with workplace health and safety requirements in a retail environment (E.02)

5 credits

### Outcome 1 Know types and causes of accidents and emergencies in a retail environment

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 identify types of accidents and emergencies that can arise in a retail environment		
1.2 outline causes of accidents and emergencies that can arise in a retail environment		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Know how own behaviour contributes to health and safety in a retail environment

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
2.1 state the importance of acting within the limits of own responsibility and authority when accidents and emergencies arise, including reasons relating to personal safety and legal requirements		
2.2 state the importance of following health and safety procedures		
2.3 state the importance of planning the route before moving goods		
2.4 outline the importance of using safe techniques for lifting and handling in relation to:		
• own safety		
• the safety of others who are helping with lifting		
• the safety of others who are close by		
2.5 state when it is necessary to ask others for help with lifting		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 3 Be able to follow organisational procedures in the event of accidents and emergencies in a retail environment

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 identify potential situations that constitute accidents and emergencies						
3.2 seek immediate help from an appropriate source in the event of accidents and emergencies						
3.3 follow immediately instructions given by senior staff and/or the emergency services in relation to accidents and emergencies						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 4 Be able to work safely in own role within a retail environment

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 carry out own work duties in line with:						
<ul style="list-style-type: none"> <li>organisational procedures for reducing health and safety risks</li> </ul>						
<ul style="list-style-type: none"> <li>legal requirements for reducing health and safety risks</li> </ul>						
4.2 use safety equipment in line with the manufacturer's instructions						
4.3 identify the person who can provide advice about working safely						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 5 Be able to lift and handle goods safely in a retail environment

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
5.1 lift and handle goods:						
<ul style="list-style-type: none"> <li>• using organisational procedures for lifting and handling goods</li> </ul>						
<ul style="list-style-type: none"> <li>• using any lifting and handling equipment in line with the organisation's and/or manufacturer's guidelines</li> </ul>						
<ul style="list-style-type: none"> <li>• checking that any equipment to be used is in working order</li> </ul>						
<ul style="list-style-type: none"> <li>• asking others to help when necessary</li> </ul>						
Type of evidence →						
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# Unit 110

# Work effectively in a retail team (E.03)

7 credits

## Outcome 1 Know about discrimination, bullying and harassment in own work place

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 outline how own employer defines discrimination		
1.2 outline own employer's procedures for dealing with discrimination		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

## Outcome 2 Be able to work as part of a retail team

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 state the importance of asking for help and information from colleagues when needed						
2.2 ask colleagues politely for the help and information needed to do own work						
2.3 state the importance of responding positively whenever possible to colleagues' requests for help						
2.4 respond to colleagues' requests for help and information:						
• when own workload allows						
• within the limits of own responsibility						
• in ways that attempt to maintain working relationships						
2.5 identify the people who can provide advice if working with colleagues proves to be difficult						
2.6 state the importance of always following organisational instructions for safeguarding own and others' health and safety at work						
2.7 follow organisational instructions for safeguarding own and others' health and safety at work						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 3 Know how to follow plans and procedures for learning to do own job

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
3.1 state the importance of being an effective learner at work		
3.2 state the importance of planning own learning, including the use of action points and deadlines		
3.3 state the importance of requesting help to resolve problems with own training		
3.4 identify the learning activities to be undertaken, including the specific action points and deadlines in own training programme		
3.5 identify the people who can be approached for help with any problems relating to own training programme		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

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## Unit 111

## Keep the non-food retail environment clean and tidy (E.04)

3 credits

### Outcome 1 Know about health and safety aspects of cleaning and tidying work surfaces in a non-food retail environment

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 identify potential health and safety risks posed by:		
• cleaning equipment and materials, both in use and in storage		
• spillages		
• litter and waste		
1.2 outline the health and safety legislation relating to routine cleaning of a non-food retail environment, including dealing with spillages and disposing of waste and litter		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Know the importance of cleaning with consideration for others in a non-food retail environment

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
2.1 state the importance of minimising disturbance to other people when cleaning a non-food retail environment		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 3 Know the importance of personal hygiene and tidiness in a non-food retail environment

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
3.1 state the importance of maintaining personal hygiene in a non-food retail environment		
3.2 state how a clean and tidy appearance can help to give customers a positive impression of self and the organisation		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

## Outcome 4 Be able to clean and tidy work surfaces in a non-food retail environment

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 use equipment and materials to clean and tidy work surfaces in a non-food retail environment in line with organisational procedures						
4.2 follow organisational procedures for safe working practices while cleaning and tidying work surfaces in a non-food retail environment including:						
<ul style="list-style-type: none"> <li>positioning items so that they do not constitute a hazard</li> </ul>						
<ul style="list-style-type: none"> <li>keeping the risk of spillages to a minimum</li> </ul>						
<ul style="list-style-type: none"> <li>cleaning up any spillages</li> </ul>						
<ul style="list-style-type: none"> <li>disposing of rubbish and waste safely</li> </ul>						
4.3 clean work surfaces in ways that attempt to minimise disturbance to other people						
4.4 perform checks to ensure that work surfaces are thoroughly clean						
4.5 store cleaning equipment and materials in line with organisational procedures when cleaning is finished						
4.6 dispose of used cleaning products in line with organisational procedures						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 5 Be able to maintain own personal hygiene in a non-food retail environment

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
5.1 use protective clothing for performing own duties in line organisational procedures						
5.2 keep own hair, skin and nails clean for performing own duties						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

Declaration

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## Unit 112

## Provide a counter and takeaway service (C.44)

3 credits

### Outcome 1 Be able to serve customers at the counter

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 give customers information that meets their needs, and promotes organisations' products and service						
1.2 find out what customers require, and if necessary tell them about any waiting time						
1.3 process the order promptly						
1.4 serve food and drink items at the recommended temperature, using clean, hygienic and undamaged service equipment of the appropriate type						
1.5 make sure there are appropriate condiments and accompaniments available for customers						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 2 Know how to serve customers at the counter

Assessment criteria (Knowledge)	Portfolio reference	
<b>The learner can:</b>		
2.1 describe safe and hygienic working practices for serving customers and why these are important		
2.2 state why it is important to use separate serving equipment for each food item		
2.3 state why portions must be controlled when serving customers		
2.4 state why food and drink items must be served at the correct temperature		
2.5 state why information given to customers must be accurate		
2.6 outline the types of unexpected situations that may occur when serving customers and how to deal with them		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 3 Be able to maintain counter and service areas

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 keep work area tidy, hygienic and free from rubbish and food debris during service						
3.2 maintain enough stock of clean service items						
3.3 restock with food and drink items when necessary						
3.4 display and store food and drink items in line as required						
3.5 clear work area of used and non- required service items at the appropriate times						
3.6 dispose of rubbish, used disposable items and food waste as required						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 4 Know how to maintain counter and service areas

Assessment criteria (Knowledge)	Portfolio reference	
<b>The learner can:</b>		
4.1 describe safe and hygienic working practices for clearing and why these are important		
4.2 state why food which is prepared first should be served first		
4.3 state why counter preparation areas and dining areas must be kept tidy and free from rubbish and food debris throughout the service		
4.4 state why waste must be handled and disposed of correctly		
4.5 state why a constant stock of service items should be maintained		
4.6 state why maintaining food at the correct temperature is important and how this can be ensured		
4.7 outline the types of unexpected situations that may occur when clearing away and how to deal with them		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

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## Unit 201

## Receive goods and materials into storage in a retail environment (B.03)

4 credits

### Outcome 1 Understand the importance of preparing for expected deliveries

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
1.1 explain why it is necessary to prepare thoroughly to receive deliveries		
1.2 explain why any shortage of storage space needs to be reported promptly		
1.3 explain why accurate, complete and up-to-date records are needed for deliveries		
1.4 explain how adequate preparation helps to ensure that the health and safety requirements relating to deliveries are met		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Understand own responsibility for handling goods and materials

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
2.1 explain the importance of handling goods and materials safely, hygienically and in ways that protect them from damage		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 3 Be able to prepare to receive deliveries in a retail environment

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 identify:						
• the quantity of the items expected						
• the nature of the items expected						
• the storage space needed						
3.2 perform checks to ensure that enough storage space is available for expected deliveries						
3.3 identify the person to report any shortage of storage space to						
3.4 perform checks to ensure that the receiving area is clean, tidy and free from obstructions and hazards						
3.5 perform checks to ensure that the necessary handling equipment is available and is in good working order						
3.6 perform checks to ensure that the relevant records are complete, accurate and up to date						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 4 Be able to receive deliveries into storage in a retail environment

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 perform checks to ensure that the type, quantity and quality of items delivered are acceptable						
4.2 describe how to refuse faulty deliveries, including how to record these and who needs to know about them						
4.3 use methods that are safe, hygienic and protect the items from damage to check deliveries						
4.4 allow deliveries to be off-loaded only into the designated areas						
4.5 update stock control systems in line with organisational procedures						
4.6 follow legal and organisational requirements for maintaining security and safety while receiving deliveries						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 202

## Place goods and materials into storage in a retail environment (B.04)

4 credits

### Outcome 1 Understand the requirements for storing goods and materials in a retail environment

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
1.1 explain what might cause the goods and materials to deteriorate in storage		
1.2 describe the types of storage facilities and storage conditions that are needed for the goods and materials		
1.3 outline the legal and organisational requirements for storing goods and materials safely and securely		
1.4 explain why stock needs to be rotated in storage		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Know procedures for resolving problems with storage facilities and equipment

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
2.1 describe the procedures for reporting any lack of suitable storage facilities		
2.2 describe how to fix faulty equipment when this falls within own responsibility		
2.3 describe the procedures for reporting equipment faults that are not within own responsibility to fix		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 3 Be able to place goods and materials into storage in a retail environment

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 perform checks to ensure that adequate storage facilities are available						
3.2 perform checks to ensure that handling equipment is in working order						
3.3 place goods and materials:						
• safely and securely						
• in the designated storage facilities						
• within the time allowed						
• in ways that make efficient use of the available storage space						
• in ways that enable items to be reached easily when needed						
3.4 complete relevant records in line with organisational procedures						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 203

## Keep stock on sale at required levels in a retail environment (B.05)

3 credits

### Outcome 1 Understand the relationship between stock levels and demand for stock

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
1.1 explain the importance of having enough stock in the store to meet demand		
1.2 describe the factors that can affect demand for stock		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Understand the relationship between stock levels and the quality of stock on sale

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
2.1 explain how stock rotation reduces the risk that stock will become unsaleable		
2.2 describe the signs that stock is no longer saleable		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

**Outcome 3 Be able to check the level of stock on sale in a retail environment**  
**Be able to check the level of stock on sale in a retail environment**

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 calculate when to check stock levels, taking into account:						
• expected demand for stock						
• the time needed to order replacement stock						
3.2 use the organisation’s stock control system to assess:						
• current stock levels,						
• the stock levels needed						
• any shortfalls in stock						
3.3 describe the procedures for informing colleagues that stock needs replacing						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

**Outcome 4 Be able to replenish stock on sale in a retail environment**

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
4.1 order stock as needed to maintain required levels						
4.2 prepare stock for sale within the time allowed						
4.3 arrange for stock to be moved to the sales floor as needed						
4.4 rotate stock:						
• in accordance with organisational procedures						
• with the least possible disturbance to other people						
4.5 dispose of packaging waste in accordance with organisational procedures						
4.6 update the stock control system in line with organisational procedures to reflect:						
• stock movements						
• any disposal of unsalable stock						
4.7 calculate expected changes in demand and the corresponding changes that need to be made to stock levels						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 204

## Process customer orders for goods in a retail environment (B.06)

3 credits

### Outcome 1 Understand the importance of customer service in relation to processing customers' orders

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 explain the importance of giving customers clear, accurate and complete information about the terms of supply		
1.2 explain the importance of keeping customers informed of the progress of their orders		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Understand the correct use of customer information in relation to processing customers' orders

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
2.1 describe the information that must be obtained from customers when they place orders		
2.2 explain why information is needed from customers when they place orders, including any information that is required by law		
2.3 outline the legal and organisational requirements relating to customer confidentiality		
2.4 explain the consequences of not keeping customer information confidential		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 3 Be able to find out what customers want to order

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 ask questions to clarify customers' requirements						
3.2 use product information to help customers who are unsure which exact products will best meet their requirements						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 4 Be able to check the availability of the goods customers want to order

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 describe the available sources of supply						
4.2 check the availability of goods and the terms and conditions of supply						
4.3 offer alternative options to customers if the required goods are not currently in stock						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 5 Be able to process orders for customers

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
5.1 check customer identity and credit status in accordance with legal and organisational procedures						
5.2 prepare accurate and complete orders using the organisation's required format						
5.3 communicate orders to those responsible for fulfilling them in line with organisational procedures						
5.4 maintain the requisite level of confidentiality when storing, using and sharing customer information						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 205

## Process returned goods in a retail environment (B.07)

3 credits

### Outcome 1 Know about rights and responsibilities in relation to returned goods

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
1.1 describe reasons customers might have for returning goods		
1.2 describe customers' legal rights to replacements and refunds		
1.3 describe the organisation's policy concerning replacements and refunds, including proof of purchase and any charges that apply when the organisation is not at fault		
1.4 describe the options available to customers who need to return unwanted goods, including any action customers need to take in connection with each option		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Understand the importance of stock control systems sale

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
2.1 explain the importance of updating stock control systems when returns are made		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 3 Be able to help retail customers who need to return goods

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 ask customers politely why they want to return goods, when it is necessary to ascertain the reason						
3.2 apologise if the organisation appears to be at fault						
3.3 offer customers replacements and refunds in accordance with legal and organisational requirements						
3.4 describe politely to customers any action that will be taken concerning the goods they have returned, including any charges that apply						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 4 Be able to process returned goods

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 classify returned goods according to their type and condition						
4.2 separate unsaleable goods from stock that is to be returned to the sales floor						
4.3 label accurately any goods that are to be returned to the supplier or manufacturer						
4.4 move returned goods to the correct places ready for despatch, disposal or resale						
4.5 communicate accurate and complete information to those responsible for raising a credit note or refunding the payment						
4.6 update the stock control system in line with organisational procedures when goods are returned						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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<b>Date:</b>	

## Unit 206

## Assemble products for display in a retail environment (B.09)

2 credits

### Outcome 1 Be able to assemble products for display in a retail environment

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 perform checks to ensure that that all expected items and parts of the product are in the package, before starting to assemble them						
1.2 dispose of all waste safely, including unwanted packaging						
1.3 select tools that are suited to the task of assembling particular products						
1.4 assemble products:						
• in accordance with the manufacturer’s instructions						
• using safe working methods						
1.5 assess assembled products to ensure that:						
• they are in a safe condition						
• they match any illustrations or other specifications provided by the manufacturer						
1.6 identify the person who can provide advice if products are proving difficult to assemble						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 207

## Hand-process fish in a retail environment (B.11)

6 credits

### Outcome 1 Understand safe working practices in relation to hand-processing fish

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
1.1 explain the importance of hygiene in relation to hand		
1.2 describe the organisation's hygiene policy relating to hand		
1.3 describe safe working practices relating to hand		
1.4 explain the importance of following safe working practices when hand		
1.5 explain the dangers and disadvantages of using unsafe and blunt tools to hand		
1.6 describe possible types of accident and injury associated with hand		
1.7 describe organisational procedures for dealing with accidents and injuries that occur when hand		
1.8 explain the importance of following the organisation's cleaning schedule for the area where fish is hand		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Understand the relationship between the anatomy of fish and the way fish are hand-processed

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
2.1 explain how the arrangement of body parts of a flat fish differs from that of a round fish		
2.2 explain how the different arrangement of body parts affects the way that flat and round fish are hand-processed		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 3 Be able to hand-process fish

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 perform checks to ensure that the fish to be prepared is of saleable quality						
3.2 hand-process fish in ways that attempt to						
<ul style="list-style-type: none"> <li>• achieve organisational specifications for yield and quality</li> </ul>						
<ul style="list-style-type: none"> <li>• minimise waste</li> </ul>						
<ul style="list-style-type: none"> <li>• keep fish in a saleable condition throughout processing</li> </ul>						
<ul style="list-style-type: none"> <li>• maintain own and other people’s health and safety</li> </ul>						
3.3 place processed products that meet organisational specifications into containers that will keep them in a saleable condition						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 4 Be able to maintain own work area in a condition fit for hand-processing fish

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 organise own work area, equipment and tools to enable fish to be hand-processed safely, hygienically and efficiently						
4.2 maintain hygienic working conditions when handling fish						
4.3 dispose of waste from the hand-processing of fish in ways that meet legal and organisational requirements						
4.4 clean and tidy own work area, tools and equipment after hand-processing fish, in accordance with the organisation’s cleaning schedule						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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# Unit 208

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

7 credits

## Outcome 1 Be able to find out what customers want to order

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
1.1 explain the importance of keeping greengrocery products in a hygienic condition when preparing them for sale						
1.2 explain the importance of protecting greengrocery products from damage when preparing them for sale						
1.3 handle greengrocery products:						
• hygienically						
• in ways that protect them from damage						
1.4 remove unwanted packaging from greengrocery products						
1.5 remove unwanted parts of greengrocery products to make products as attractive as possible to customers						
1.6 deal with any greengrocery products that do not meet the organisation’s quality standards, in line with organisational procedures						
1.7 weigh greengrocery products accurately, when weighing is required						
1.8 sort greengrocery products according to type and quality						
1.9 package greengrocery products in line with organisational requirements for presentation						
1.10 place unwanted packaging and waste from greengrocery products in the designated places for recycling						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 2 Be able to replenish displays of greengrocery products

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 perform checks to ensure that the designated display areas for greengrocery products are clean before replenishing them with stock						
2.2 arrange greengrocery products:						
<ul style="list-style-type: none"> <li>• in the designated display area for each product</li> </ul>						
<ul style="list-style-type: none"> <li>• in ways that will attempt to attract customers to buy them</li> </ul>						
2.3 perform checks to ensure that the ticketing and coding of greengrocery products contain accurate information about products and prices						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 3 Be able to maintain the quality of greengrocery products on display

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 carry out regular checks of the quality and shelf life of greengrocery products on display						
3.2 place greengrocery products in the designated places for recycling when they have little or no shelf life or have deteriorated in quality						
3.3 rotate the stock of greengrocery items according to the shelf life of those items						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Declaration

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## Unit 209

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

9 credits

### Outcome 1 Be able to check the suitability of meat products for finishing in a retail environment

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 perform checks to ensure that the meat products to be processed meet the organisation's quality specifications						
1.2 state reasons for rejecting meat products at the checking stage						
1.3 deal with meat products rejected during the checking process:						
• safely						
• hygienically, including keeping them separate from other meat products						
1.4 keep meat products at the specified temperatures during handling, transfer and storage						
1.5 explain why meat should be held at the specified temperatures						
1.6 keep records of the checking process, in line with organisational procedures						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 2 Be able to organise own work area and equipment for finishing meat products in a retail environment

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 organise own work area to meet organisational requirements for:						
• health and safety						
• food safety						
• finishing meat products as instructed						
2.2 select hand tools that are suited to specific meat finishing tasks						
2.3 state potential dangers associated with particular tools and equipment						
2.4 prepare meat finishing tools and equipment in line with organisational safety and processing requirements						
2.5 deal with faulty meat finishing tools and equipment in line with organisational procedures						
2.6 clean meat finishing tools and equipment after use in line with organisational safety and processing requirements						
2.7 store meat finishing tools and equipment after cleaning in the designated places						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 3 Be able to achieve meat product yield and finish in a retail environment

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 organise own meat finishing work in line with organisational finishing instructions						
3.2 finish meat products:						
• within the time allowed						
• achieving the organisational specification for the finished product						
• achieving the product yield required						
3.3 deal with meat products rejected from the finishing process in line with organisational procedures						
3.4 store finished products in line with organisational procedures						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 210

# Organise own work to meet a dough production schedule in a retail environment (B.17)

3 credits

### Outcome 1 Understand the importance of maintaining health and safety and food safety during dough production

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 explain the importance of following organisational requirements that apply to own work within the dough production schedule for:		
• health and safety		
• food safety		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Understand why efficient and effective dough production is important to the organisation and its customers

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
2.1 explain why efficient and effective dough production is important to the organisation and its customers		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 3 Be able to organise own work to meet a dough production schedule in a retail environment

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 organise own work within the dough production schedule in ways that:						
<ul style="list-style-type: none"> <li>are within the limits of own authority and responsibility</li> </ul>						
<ul style="list-style-type: none"> <li>comply with relevant organisational health and safety and food safety requirements</li> </ul>						
<ul style="list-style-type: none"> <li>attempt to make efficient use of the available resources including own time</li> </ul>						
<ul style="list-style-type: none"> <li>meet changing dough production needs as they arise</li> </ul>						
<ul style="list-style-type: none"> <li>avoid delays that result in dough no longer being in the required condition</li> </ul>						
3.2 identify the designated people who can provide advice:						
<ul style="list-style-type: none"> <li>when the resources available for dough processing fall short of the quantity or quality required</li> </ul>						
<ul style="list-style-type: none"> <li>when the dough production schedule does not seem to be realistically achievable</li> </ul>						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 211

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

6 credits

### Outcome 1 Know how food in a retail environment can become unsafe for consumers

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
1.1 describe the types of infestation and how these can occur in a retail environment		
1.2 describe the types of food safety hazard and cross contamination and how these can occur in a retail environment		
1.3 describe the causes of food spoilage in a retail environment		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Know the routine working practices that contribute to food safety in a retail environment

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
2.1 describe how food handling practices affect food safety in the workplace		
2.2 describe why own immediate work area must be kept clean and tidy		
2.3 describe why the organisation's schedules and procedures for cleaning the workplace must be followed		
2.4 describe why certain foods must be kept at specified temperatures		
2.5 describe why the organisation's schedule and procedures for checking and reporting the condition of food and food storage areas must be followed		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 3 Be able to maintain own work area in a safe condition for working with food

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 keep own immediate work area clean and tidy when working						
3.2 clean own work area at the scheduled times and in line with organisational procedures						
3.3 maintain tools, utensils and equipment:						
• in good working order						
• in a hygienic condition						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 4 Be able to work with food in a way that keeps it safe for customers

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
4.1 dispose of food waste:						
• promptly						
• hygienically						
• in line with organisational procedures						
4.2 protect the food being worked with from food safety hazards and cross contamination						
4.3 deal with contaminated food in line with organisational procedures						
4.4 deal with items that may cause allergic reactions in line with organisational procedures						
4.5 label products clearly with the prescribed use-by dates						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 5 Be able to record the condition of food

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
5.1 perform checks on the condition of food and food storage areas in line with the organisation's schedules and procedures						
5.2 record checks on the condition of food and food storage areas in line with organisational procedures						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 212

## Pick products in a retail environment to fulfil customer orders (B.28)

4 credits

### Outcome 1 Be able to organise own work to pick orders within a retail environment

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 plan own route around the retail environment, ensuring this will enable orders to be picked in line with organisational procedures						
1.2 identify the person who can give advice if picking instructions are unclear						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 2 Be able to pick products in a retail environment to meet customer requirements

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 minimise the inconvenience caused to other people in the retail environment when picking products						
2.2 perform checks to ensure that the products being picked are of saleable quality						
2.3 protect products from damage and deterioration throughout the picking process						
2.4 follow organisational procedures for recording picked products and unavailable products						
2.5 choose alternatives as allowed when products requested by customers are not in stock						
2.6 use methods for separating products for different orders when picking for more than one customer						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

**Outcome 3 Be able to prepare picked orders for collection or despatch from a retail environment**

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 pack orders in ways that :						
• keep products in saleable condition during transit						
• avoid using excessive amounts of packaging						
3.2 place packed orders in the designated places ready for collection or despatch from the retail environment						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 213

## Check stock levels and sort out problems with stock levels in a retail environment (B.30)

2 credits

### Outcome 1 Understand the purpose of checking stock levels in a retail environment

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 explain how accurate stock counting contributes to:		
<ul style="list-style-type: none"> <li>maintaining adequate stock levels</li> </ul>		
<ul style="list-style-type: none"> <li>customer satisfaction</li> </ul>		
<ul style="list-style-type: none"> <li>sales</li> </ul>		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Be able to check stock levels in a retail environment as instructed

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 check stock levels in line with:						
<ul style="list-style-type: none"> <li>instructions for where and when to count stock</li> </ul>						
<ul style="list-style-type: none"> <li>organisational procedures for counting stock and recording stock levels</li> </ul>						
<ul style="list-style-type: none"> <li>health and safety requirements to be observed when counting stock</li> </ul>						
<ul style="list-style-type: none"> <li>the need to minimise inconvenience to other people in the retail environment when stock is being counted</li> </ul>						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

**Outcome 3 Be able to deal with or report stock-related problems that arise when checking stock levels in a retail environment**

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 record problems with stock and stock levels as these arise						
3.2 resolve problems with stock and stock levels that are within own authority to deal with in line with organisational procedures						
3.3 identify the person who must be told if any problems arise with stock and stock levels that are not within own authority to deal with						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Unit 213

## Check stock levels and sort out problems with stock levels in a retail environment (B.30)



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## Unit 214

## Finish bake-off food products in a retail environment (B.35)

3 credits

### Outcome 1 Understand the baking and cooling processes that apply to bake-off food products

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
1.1 explain the factors that affect the baking of bake		
1.2 explain what happens to the ingredients of bake		
1.3 explain the conditions required for cooling bake		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Know the legal and organisational requirements that apply to bake-off products

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
2.1 describe the legal and organisational requirements that apply to bake-off products		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 3 Be able to finish the baking process of bake-off products in a retail environment

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 apply methods to finish baking bake-off products in line with organisational procedures						
3.2 assess the quantity and quality of baked products using organisational procedures						
3.3 apply organisational procedures for dealing with bake-off products that are not fit for sale						
3.4 store bake-off products at a temperature that will keep them in the condition required for the next stage in the bakery process						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 215

## Glaze, coat or decorate bake-off products for sale in a retail environment (B.36)

3 credits

### Outcome 1 Know the legal and organisational requirements that apply when glazing, coating and decorating bake-off products in a retail environment

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 describe the legal and organisational requirements that apply when glazing, coating or decorating bake-off products in a retail environment		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

### Outcome 2 Be able to glaze, coat and decorate bake off products in a retail environment

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 assess whether bake-off products and finishing materials are in the right condition for glazing, coating or decorating						
2.2 apply glazes, coating, or decorative materials to bake-off products using organisational procedures						
2.3 assess whether glazed, coated or decorated bake-off products:						
<ul style="list-style-type: none"> <li>meet the organisation's specification</li> </ul>						
<ul style="list-style-type: none"> <li>are correctly positioned for the next stage in the bakery process</li> </ul>						
2.4 apply organisational procedures for dealing with finished bake-off products that fail to meet the product specification						

2.5 produce glazed, coated or decorated bake-off products:						
• to the amount required						
• within an allocated time						
• with a minimum of waste						
2.6 apply organisational procedures for saving or disposing of waste materials resulting from working with bake-off products						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 216

## Display stock to promote sales to customers in a retail environment (C.02)

5 credits

### Outcome 1 Understand the importance of checking for potential health and safety issues before setting up and dismantling displays

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 explain the importance of checking for potential health and safety issues before setting up and dismantling displays		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Understand how displays help to promote sales

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
2.1 explain how sales can be promoted by:		
• the effective use of space in a display		
• the positioning of products within a display		
• the use of labelling in a display		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 3 Know about legal requirements for labelling products in a display

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
3.1 describe the legal requirements for labelling products in a display		
3.2 state what can happen if legal requirements for labelling products in a display are not met		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

## Outcome 4 Be able to establish the availability of space and other resources needed for a display

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 identify the person or people who can provide advice if any problems arise with the space or other resources needed to prepare a display as instructed						
4.2 perform checks on the space available for a display to ensure that:						
• there is enough space for the display						
• the display will not cause an obstruction						
4.3 perform checks to ensure that the materials, equipment and stock needed for the display are:						
• available						
• in working order						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 5 Be able to prepare a display area for use in a retail environment

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
5.1 prepare a display area for use, ensuring that the area is:						
• clear of any items not wanted for the display						
• clean						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 6 Be able to set up a display in a retail environment

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
6.1 set up a display:						
• using safe working practices						
• in line with plans						
• within the time allowed						
• minimising the inconvenience caused to other people nearby						
6.2 check that the finished display:						
• has the levels of stock needed						
• is clean and tidy safe for use						
6.3 clear the area where the display has been set up of any equipment, excess materials and waste in line with organisational procedures						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 7 Be able to label a display of stock in a retail environment

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
7.1 perform checks to ensure that the information on labels meets legal and organisational requirements before including labels in a display						
7.2 identify the person who should be told about any information on labels that needs changing						
7.3 position labels in line with organisational requirements						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 8 Be able to dismantle a display in a retail environment

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
8.1 dismantle the display:						
<ul style="list-style-type: none"> <li>• using safe working practices</li> </ul>						
<ul style="list-style-type: none"> <li>• within the time allowed</li> </ul>						
<ul style="list-style-type: none"> <li>• minimising the inconvenience caused to other people nearby</li> </ul>						
8.2 clear the area where the display has been dismantled of any equipment or excess materials:						
<ul style="list-style-type: none"> <li>• safely</li> </ul>						
<ul style="list-style-type: none"> <li>• using the designated storage or disposal facilities</li> </ul>						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 217

## Help customers to choose products in a retail environment (C.03)

6 credits

### Outcome 1 Understand the importance of focusing on the individual customer's requirements

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 explain the importance of customer confidence and loyalty to the business		
1.2 explain the importance of focusing on the product features and benefits that interest the individual customer		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

### Outcome 2 Know how sales are confirmed with the customer and closed

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
2.1 describe how to recognise buying signals		
2.2 describe techniques for closing the sale		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

### Outcome 3 Be able to find out what products customers may be interested in buying

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 ask customers questions to find out:						
• what they are looking for						
• which product features and benefits interest them						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report						

## Outcome 4 Be able to help customers to choose the products that best meet their needs

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
4.1 describe relevant product features and benefits accurately in ways that attempt to help customers to differentiate between products						
4.2 give customers the opportunity to evaluate products and ask questions						
4.3 respond to customers' questions in ways that attempt to encourage sales and promote goodwill						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 5 Be able to close sales

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
5.1 confirm customers' buying decisions						
5.2 use questioning techniques to ascertain whether customers need any associated or additional products						
5.3 explain to customers any customer rights that apply to their purchases						
5.4 ensure that customers know where to pay for their purchases						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Declaration

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## Unit 218

## Carry out promotional campaigns in a retail environment (C.04)

4 credits

### Outcome 1 Understand opportunities to promote particular products

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 explain how seasonal trends affect opportunities for sales of the products within own area of responsibility		
1.2 explain how to recognise potential opportunities for increasing sales of particular products		
1.3 evaluate the potential of different promotional opportunities to increase sales		
1.4 explain how promotional sales can lead to future sales		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Be able to promote products to customers as part of a promotional campaign

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 promote offers to encourage sales when interacting with customers						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 3 Be able to contribute to the evaluation of a promotional campaign

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 record information about the effectiveness of a promotional campaign, ensuring the information is:						
• relevant to the campaign						
• accurate						
3.2 communicate the recorded information of a promotional campaign:						
• accurately						
• to the person or people who need this information						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 219

## Deal with customer queries and complaints in a retail environment (C.05)

4 credits

### Outcome 1 Understand how resolving customer queries and complaints contributes to customer loyalty and confidence

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 explain how resolving customer queries can increase customer loyalty and confidence		
1.2 explain how resolving customer complaints can increase customer loyalty and confidence		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Understand how to manage angry customers when dealing with customer queries and complaints in a retail environment

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
2.1 explain how to manage angry customers when dealing with customer queries and complaints		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 3 Be able to deal with customers' queries in a retail environment

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 acknowledge customers' requests for information and advice politely						
3.2 ask questions as needed to discover customers' needs for information and advice						
3.3 provide information and advice to customers that is:						
• relevant to their query						
• accurate						
• up to date						

3.4 ask customers questions to ensure that the information and advice provided has met their needs						
3.5 provide alternative solutions to help customers when information and advice given is not satisfactory						
3.6 refer requests for information or advice to the designated person when helping the customer is not within own authority						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 4 Be able to deal with customers' complaints in a retail environment

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
4.1 confirm the nature of the complaint with the customer, using information they have provided						
4.2 apologise to the customer when the organisation is, or appears to be, responsible for the situation that has caused the customer to complain						
4.3 take action to resolve complaints in line with:						
• legal requirements and						
• organisational policy						
4.4 refer complaints that are not within own authority to resolve, ensuring that:						
• the complaint is referred in line with organisational procedures						
• the organisation's referral procedure is explained to the customer						
4.5 provide the opportunity for customers to ask questions about the organisation's referral procedure						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 220

## Demonstrate products to customers in a retail environment (C.06)

3 credits

### Outcome 1 Understand how product demonstrations can help to increase sales

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 explain the importance of knowing the difference between the 'features' and 'benefits' of products when demonstrating them		
1.2 explain how demonstrating the features and benefits of products can help to promote and sell them		
1.3 explain the importance of organising product demonstrations into logical steps and stages		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Be able to make the preparations needed to ensure a safe and efficient product demonstration

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 take the necessary safety precautions before, during and immediately after demonstrating products						
2.2 perform checks to ensure that all the equipment and products needed for the product demonstration are to hand before starting the demonstration						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 3 Be able to communicate to customers the features and benefits of the products being demonstrated

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 demonstrate products:						
<ul style="list-style-type: none"> <li>in a logical sequence of steps and stages</li> </ul>						
<ul style="list-style-type: none"> <li>ensuring that all the product features and benefits the demonstration is intending to highlight are covered</li> </ul>						
3.2 provide accurate supporting commentary as needed that explains to customers the features and benefits of the product being demonstrated						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 4 Be able to tidy the demonstration area when a product demonstration is finished

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 explain the importance of tidying the demonstration area when the product demonstration is finished						
4.2 clear equipment and products away after the product demonstration is finished in line with organisational procedures						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 221

## Process payments for purchases in a retail environment (C.08)

4 credits

### Outcome 1 Understand legal and organisational requirements for processing payments in a retail environment

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 explain the customer's rights and the organisation's duties and responsibilities in relation to the pricing of goods		
1.2 explain how own organisation deals with suspected fraud		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Be able to process payments for purchases in a retail environment

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 resolve pricing problems by:						
<ul style="list-style-type: none"> <li>referring to reliable pricing information</li> </ul>						
<ul style="list-style-type: none"> <li>seeking advice from the person who can provide clarification when pricing information is unclear or unavailable</li> </ul>						
2.2 tell customers the correct amount to pay, taking account of any special offers or discounts that apply						
2.3 process payments in line with organisational procedures, where the payment is acceptable						
2.4 explain how to tell customers tactfully that payment cannot be approved						
2.5 offer any additional services to the customers						
2.6 treat customers politely throughout the payment process						
2.7 acknowledge other customers who are waiting to pay or to be helped in some other way						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 222

## Process applications for credit agreements offered in a retail environment (C.09)

5 credits

### Outcome 1 Understand the legal aspects of offering credit agreements

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
1.1 explain the legal requirements for giving information to customers when offering credit agreements		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Understand legal aspects of processing credit agreement applications

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
2.1 explain the legal requirements relating to credit checks and authorisation		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 3 Be able to process applications for credit agreements offered in a retail environment

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 explain clearly to the customer the features and conditions of the available credit agreements						
3.2 allow sufficient time and opportunities for the customer to ask questions						
3.3 ask the customer questions to confirm their credit agreement requirements						
3.4 complete required documentation accurately						
3.5 carry out credit checks and authorisation procedures required by law and organisational policy						
3.6 explain the organisational procedures to follow when dealing with difficulties in processing credit agreement applications						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 223

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

3 credits

### Outcome 1 Understand the benefits to the organisation of signing customers up to the organisation's loyalty scheme

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 explain the benefits to the organisation of signing customers up to the loyalty scheme		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

### Outcome 2 Understand the importance of giving customers a good impression when promoting the organisation's loyalty scheme

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
2.1 explain the importance of treating customers politely and in a way that promotes goodwill, when promoting the loyalty scheme to them		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

### Outcome 3 Be able to communicate to customers the features and benefits of the organisation’s loyalty scheme

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 ask customers questions to determine:						
<ul style="list-style-type: none"> <li>if they are members of the organisation’s loyalty scheme</li> </ul>						
<ul style="list-style-type: none"> <li>if they are interested in joining the organisation’s loyalty scheme</li> </ul>						
3.2 describe to customers the benefits to them of joining the loyalty scheme, including any current special offers relating to the scheme						
3.3 respond to any customer queries concerning the loyalty scheme while highlighting the benefits of joining it						
3.4 provide customers with any information they need about the scheme to help them to decide whether to join it						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 4 Be able to gain customers’ commitment to the organisation’s loyalty scheme

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
4.1 ask customers who are showing signs of interest to sign up for the loyalty scheme						
4.2 provide the loyalty scheme membership application to customers						
4.3 provide customers with information on how to complete their application for the loyalty scheme						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 224

## Provide a bra fitting service in a retail environment (C.17)

10 credits

### Outcome 1 Understand what a bra fitting session involves

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
1.1 explain the stages of a bra fitting session and the overall time a session is likely to take		
1.2 explain how to build trust with customers before and during a bra fitting session		
1.3 explain how to help customers to relax before and during a bra fitting session		
1.4 explain how to communicate with different types of customer and help them understand the information provided during a bra fitting session		
1.5 explain how to deal with challenging situations, including:		
• unusual body shape		
• body odour		
• disability		
• mastectomy		
• maternity		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Know the features and benefits of different types of bra

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
2.1 describe the basic styles, shapes and sizes of bra		
2.2 describe the different parts of bras, using the technical names for these		
2.3 describe the brands, colours, fabrics, trims and price range of bras available in own sales area		
2.4 describe the size range and fit of the bras in stock		
2.5 describe the features and benefits of different types of bra		
2.6 describe the types of clothing that different types of bra are designed to be worn with		
2.7 describe accessories such as enhancers and co ordinating garments		
2.8 describe trends in bra design, technological solutions and fabrics		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 3 Understand how to prolong the life of a bra

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
3.1 explain the importance of following manufacturers' guidance on washing and caring for bras		
3.2 explain how bras can be adjusted to prolong their life		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 4 Know the arrangements for obtaining bras both in and out of stock

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
4.1 describe where different types of bra are to be found within own sales area		
4.2 state the scheduled delivery dates for new products for own sales area		
4.3 describe the available systems for ordering lines either not in stock or not carried by the organisation		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 5 Know how to fit customers for bras

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
5.1 describe how to assess the customer's body size, shape and age		
5.2 describe the equipment and layout needed for the bra fitting room		
5.3 describe how and where to measure for the customer's band size using a tape measure		
5.4 describe how to estimate the cup size needed		
5.5 describe how to choose the correct bras for the fitting		
5.6 describe how to adjust and fit bras		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

## Outcome 6 Be able to find potential customers for the bra fitting service

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
6.1 ask questions to clarify and agree customers' need for the bra fitting service						
6.2 describe to customers the process and benefits of the bra fitting service						
6.3 book bra fitting appointments taking into account the time needed for the bra fitting service						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 7 Be able to fit customer for bras

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
7.1 assess customers' fitting needs in ways that attempt to create a rapport with them						
7.2 explain politely to customers that an accurate fit cannot be guaranteed if measurements are taken on top of their clothing						
7.3 measure customer chest sizes accurately						
7.4 choose a range of products to offer customers that:						
• are the correct size						
• meet customer needs						
7.5 adjust products to provide customer comfort and prolong the life of products						
7.6 advise customers on how to care for and prolong the life of products						
7.7 meet customer needs for privacy and help throughout the bra fitting process						
7.8 provide opportunities for customers to ask questions about the products and/or bra fitting service						
7.9 ask customers questions to establish whether they are satisfied with the product						
7.10 explain other possible courses of action to customers if it is not possible to find a bra to fit them						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 225

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

5 credits

### Outcome 1 Understand the importance of visual merchandising displays and design briefs

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
1.1 explain the role of visual merchandising displays in marketing, promotional and sales campaigns and activities		
1.2 explain the importance of the design brief in creating visual merchandising displays		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Understand the selection of approaches and effects in visual merchandising displays

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
2.1 explain why different approaches are needed for displays of different types of merchandise		
2.2 explain how light, colour, texture, shape and dimension combine to achieve different effects		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 3 Understand the sourcing of merchandise and props to be featured in visual merchandising displays

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
3.1 explain how to use a design brief to identify the items needed for a display		
3.2 explain how different types of merchandise and props can attract customers' attention		
3.3 explain the importance of updating stock records to account for merchandise on display		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

## Outcome 4 Be able to plan visual merchandising displays to fulfil a design brief

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 select display locations that enable the design brief to be fulfilled						
4.2 create ideas for improving the visual effect of displays, ensuring such ideas:						
<ul style="list-style-type: none"> <li>• create the required effect</li> </ul>						
<ul style="list-style-type: none"> <li>• are within the limits of the design brief</li> </ul>						
are within the limits of the organisation's visual design policies						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 5 Be able to source merchandise and props to be featured in visual merchandising displays

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
5.1 agree alternative selections of merchandise and props with the designated person, when those originally specified are unavailable or unsuitable						
5.2 agree arrangements with suppliers for delivery of merchandise and props						
5.3 plan enough time for deliveries of merchandise and props to arrive before the display must be installed						
5.4 check the progress of deliveries of merchandise and props						
5.5 take action to resolve the situation when delays to deliveries of merchandise and props seem likely						
5.6 update stock records to account for merchandise on display						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 226

## Dress visual merchandising displays to attract customers (C.19)

7 credits

### Outcome 1 Understand the purpose of visual merchandising displays

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
1.1 explain the different purposes of visual merchandising displays		
1.2 explain how visual merchandising displays can achieve add-on sales		
1.3 explain why add-on sales are important to the organisation		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Understand how visual merchandising displays achieve their intended purposes

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
2.1 explain the importance of visual merchandising displays in retail environments		
2.2 explain the importance of being aware of trends relating to visual merchandising		
2.3 explain how props, prototypes, dressings and fixtures create visual effects within displays		
2.4 explain why different kinds of merchandise need different approaches to display		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 3 Be able to dress in-store displays and window displays

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 position merchandise, signage and graphics within displays:						
<ul style="list-style-type: none"> <li>in ways that attract the attention and interest of target customers</li> </ul>						
<ul style="list-style-type: none"> <li>to provide the information that customers need</li> </ul>						
<ul style="list-style-type: none"> <li>in line with organisational visual merchandising guidelines</li> </ul>						
3.2 group merchandise within displays in ways that suit:						
<ul style="list-style-type: none"> <li>the purpose of the display</li> </ul>						
<ul style="list-style-type: none"> <li>the style of the display</li> </ul>						
<ul style="list-style-type: none"> <li>the intended focal points of the display</li> </ul>						
<ul style="list-style-type: none"> <li>the angles from which customers will view the display</li> </ul>						
<ul style="list-style-type: none"> <li>the selling features of the merchandise</li> </ul>						
<ul style="list-style-type: none"> <li>the visual effect specified by the design brief</li> </ul>						
3.3 assess whether the display's lighting meets the design brief in achieving the required visual effects and atmosphere						
3.4 check that the finished display meets organisational requirements for:						
<ul style="list-style-type: none"> <li>health and safety</li> </ul>						
<ul style="list-style-type: none"> <li>security</li> </ul>						
<ul style="list-style-type: none"> <li>easy access</li> </ul>						
3.5 seek permission from the designated person to change displays when this is not within own authority						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Declaration

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## Unit 227

## Order and position signage and graphics for visual merchandising displays (C.20)

3 credits

### Outcome 1 Understand the role of signage and graphics within visual merchandising

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 explain the purpose of signage in visual merchandising		
1.2 explain how signage can contribute to the effectiveness of visual merchandising		
1.3 explain the purpose of graphics in visual merchandising		
1.4 explain how graphics can contribute to the effectiveness of visual merchandising		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Be able to promote products to customers as part of a promotional campaign

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 describe to suppliers the signage and graphics required by the design brief						
2.2 order signage and graphics:						
• within the required timescales						
• within the available budget						
• from suppliers who have confirmed they can meet the specified requirements						
2.3 monitor the progress of orders for signage and graphics						
2.4 assess signage and graphics when these are delivered, to ensure they meet the agreed requirements						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 3 Be able to position signage and graphics to support visual merchandising

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 position signage and graphics in accordance with:						
• the design brief						
• any house styles that apply						
• any branding requirements that apply						
• organisational policy on signage						
• legal requirements						
• the display's intended visual effect and message						
• organisational safety requirements						
3.2 the need for signage and graphics to remain securely attached						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 228

## Dismantle and store props and graphics from visual merchandising displays (C.21)

3 credits

### Outcome 1 Understand the importance of storing props and graphics for future use in visual merchandising displays

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 explain the importance of labelling props and graphics before leaving them in storage		
1.2 explain why records must be kept of props and graphics in storage		
1.3 explain why props and graphics must be stored securely		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Be able to dismantle visual merchandising displays

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 dismantle displays using working practices that:						
<ul style="list-style-type: none"> <li>comply with organisational health and safety requirements</li> </ul>						
<ul style="list-style-type: none"> <li>attempt to protect the components of the display from being damaged</li> </ul>						
2.2 return merchandise to the designated places in line with organisational procedures						
2.3 dispose of unwanted items from the dismantled display in line with organisational procedures						
2.4 keep records of the movement and disposal of items from dismantled displays in line with organisational procedures						
2.5 clean display sites and components:						
<ul style="list-style-type: none"> <li>in line with organisational procedures</li> </ul>						
<ul style="list-style-type: none"> <li>using equipment and materials suited to the task</li> </ul>						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 3 Be able to store props and graphics from dismantled visual merchandising displays

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 assess the space required for props and graphics that are to be put into storage						
3.2 store props and graphics:						
<ul style="list-style-type: none"> <li>• in line organisational procedures</li> </ul>						
<ul style="list-style-type: none"> <li>• in secure but accessible places</li> </ul>						
<ul style="list-style-type: none"> <li>• in ways that do not pose a health and safety risk</li> </ul>						
3.3 keep up-to-date storage records in line with organisational procedures						
3.4 report any damaged and/or missing props and graphics in line with organisational procedures						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 229

# Make props and decorate fixtures and panels for visual merchandising displays (C.22)

10 credits

### Outcome 1 Understand the purpose of props within visual merchandising displays

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 explain the visual effects that can be achieved with life size and scale models		
1.2 explain why it is necessary to decorate panels and fixtures in creative ways		
1.3 explain how decorated panels and fixtures contribute to visual effects		
1.4 explain why different kinds of merchandise need different approaches to decoration		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Be able to specify requirements for visual merchandising props

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 produce specifications for visual merchandising props that:						
<ul style="list-style-type: none"> <li>meet the design brief</li> </ul>						
<ul style="list-style-type: none"> <li>are achievable within budget and timescales</li> </ul>						
<ul style="list-style-type: none"> <li>specify the type, size and function of the props needed</li> </ul>						
<ul style="list-style-type: none"> <li>specify whether props can be obtained ready made or need to be made to order</li> </ul>						
<ul style="list-style-type: none"> <li>include plans for obtaining the props</li> </ul>						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 3 Be able to make props for use in visual merchandising displays

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 select techniques, materials, tools and equipment that are suited to making the props specified in the design brief						
3.2 produce final versions of props, ensuring they:						
<ul style="list-style-type: none"> <li>follow the requirements of the design brief</li> </ul>						
<ul style="list-style-type: none"> <li>follow organisational health and safety requirements</li> </ul>						
<ul style="list-style-type: none"> <li>are finished within the required timescales</li> </ul>						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 4 Be able to decorate fixtures and panels for visual merchandising displays

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 select decorative techniques and materials that:						
<ul style="list-style-type: none"> <li>attempt to create the visual effect required by the design brief</li> </ul>						
<ul style="list-style-type: none"> <li>are within cost limits</li> </ul>						
4.2 use tools, equipment and materials for decorative work in line with organisational procedures						
4.3 produce finished decorative work that:						
<ul style="list-style-type: none"> <li>is free from faults</li> </ul>						
<ul style="list-style-type: none"> <li>has the visual impact required by the design brief</li> </ul>						
<ul style="list-style-type: none"> <li>is consistent with the design brief</li> </ul>						
<ul style="list-style-type: none"> <li>is completed within required timescales</li> </ul>						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 230

## Assemble visual merchandising displays (C.23)

4 credits

### Outcome 1 Understand the purpose of layout design

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
1.1 explain what layout design is		
1.2 explain the role of layout design in effective visual design practice		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

### Outcome 2 Know how to interpret instructions for assembling visual merchandising displays

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
2.1 describe the essential features and detailed requirements of display layouts as specified in plans		
2.2 describe organisational health and safety and security arrangements needed for displays as specified in plans		
2.3 describe potential problems with assembling displays		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

### Outcome 3 Be able to assemble visual merchandising displays

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 plan the activities and resources needed to assemble displays as specified in plans, elevations and drawings						
3.2 assemble displays in line with:						
<ul style="list-style-type: none"> <li>organisational guidelines provided</li> </ul>						
<ul style="list-style-type: none"> <li>agreed deadlines</li> </ul>						
<ul style="list-style-type: none"> <li>organisational health and safety requirements</li> </ul>						
3.3 make adjustments to assembled displays to achieve creative effects within limits of own authority and the guidelines provided						
3.4 take actions to resolve problems that arise when assembling displays, within the guidelines provided						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 231

# Follow point-of-sale procedures for age-restricted products in a retail environment (C.36)

2 credits

### Outcome 1 Know about legislation relating to the retail sale of age-restricted products

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 describe own level of authorisation to sell age restricted products		
1.2 state the age restrictions on the products that fall within own responsibility		
1.3 describe what can happen if legal age restrictions are not complied with		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Understand the importance of maintaining customer goodwill when requesting proof of age

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
2.1 explain the importance of maintaining customer goodwill when requesting proof of age		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 3 Be able to follow point-of-sale procedures for age-restricted products in a retail environment

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 ask customers politely for proof of age when this is required by law or organisational policy						
3.2 explain to customers, when necessary, the types of proof of age that can be accepted						
3.3 refuse politely and firmly to accept payment for age-restricted products whenever doing so would be in breach of legislation or organisational policy						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Unit 231

## Follow point-of-sale procedures for age-restricted products in a retail environment (C.36)



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## Unit 232

## Provide National Lottery products to customers (C.37)

4 credits

### Outcome 1 Understand how the National Lottery operates

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 explain the role of the operator in promoting the national lottery		
1.2 explain the role of the national lottery commission in monitoring how the national lottery works		
1.3 explain the potential risks of vulnerable players buying national lottery products		
1.4 describe relevant legal requirements relating to the national lottery		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Be able to use the service terminal

Assessment criteria (Performance) The learner can:	Evidence date					
	Portfolio reference					
2.1 describe the purpose of the service terminal						
2.2 use the service terminal in line with the national lottery operator's policies and procedures						
2.3 identify the designated person to ask for help when the service terminal is not working properly						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 3 Be able to communicate with customers concerning National Lottery products

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 explain to customers, when necessary:						
• the rules of National Lottery products						
• how to play National Lottery games						
3.2 explain to customers, when necessary, the differences between national lottery products in terms of:						
• price						
• method of play						
• odds of winning						
3.3 explain to underage and vulnerable players why you cannot sell national lottery products to them						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 4 Be able to process National Lottery prize payouts

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 process prize payouts in line with the national lottery operator's requirements						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 233

## Advise customers on the fixing and care of tiles (C.42)

6 credits

### Outcome 1 Be able to establish customer requirements for fixing tiles

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
1.1 ask customers questions to establish:						
<ul style="list-style-type: none"> <li>the nature of the surfaces to be tiled</li> </ul>						
<ul style="list-style-type: none"> <li>how the tiled surfaces are to be used</li> </ul>						
<ul style="list-style-type: none"> <li>whether there are any existing or planned fixtures, fittings, pipework or cabling</li> </ul>						
<ul style="list-style-type: none"> <li>whether there is, or will be, underfloor heating, where a floor is to be tiled</li> </ul>						
1.2 reach an agreement with customers concerning:						
<ul style="list-style-type: none"> <li>whether tiling is a practical solution for the surface and intended use</li> </ul>						
<ul style="list-style-type: none"> <li>how the tiled surfaces are to be finished off</li> </ul>						
<ul style="list-style-type: none"> <li>how best to accommodate any existing or planned fixtures, fittings, pipework or cabling</li> </ul>						
<ul style="list-style-type: none"> <li>the need for a tanking system, where applicable</li> </ul>						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 2 Be able to explain to customers how to fix tiles

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 explain to customers how to fix tiles, including:						
• how to prepare the surface to be tiled						
• how to fix and use battens, where applicable						
• how to waterproof walls before tiling, where applicable						
• how to site movement joints, where applicable						
• what types of adhesive and grout are needed and how to apply these, including the curing and drying times involved						
• how and in what order to apply products						
• what tools to use for cutting and drilling tiles, and how to use these safely and effectively						
• which tiles cannot be cut or drilled and why, where applicable						
• the methods and materials for fitting, fixing and sealing electrical underfloor heating systems, where applicable						
• safe working and best practice techniques, including the importance of following manufacturers' instructions						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 3 Be able to recommend additional products to customers

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 explain to customers how to take care of the tiled surfaces they intend to fix						
3.2 recommend suitable cleaning and maintenance products to customers						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 234

## Cash up in a retail environment (C.46)

2 credits

### Outcome 1 Be able to cash up accurately in a retail environment

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
1.1 cash up in line with:						
• the organisation's schedule for cashing up						
• organisational procedures for cashing up						
1.2 follow organisational procedures for maintaining security when cashing up, including the security of:						
• self						
• cash						
• cash equivalents						
1.3 use cashing up equipment to reconcile takings in line with organisational and/or manufacturer's instructions						
1.4 explain how to recognise till overages and shortages						
1.5 deal with till overages and shortages:						
• in line with organisational procedures						
• within the limits of own authority						
1.6 report till overages and shortages to the designated person when these are not within own authority to resolve						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Unit 234

## Cash up in a retail environment (C.46)

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## Unit 235

## Promote a retail store's credit card to customers in a retail environment (C.47)

3 credits

### Outcome 1 Understand the importance of promoting a retail store's credit card to both potential and existing holders of the card

Assessment criteria (Knowledge) The learner can:	Portfolio reference
1.1 explain how the store can benefit from having customers who hold the store's credit card	
1.2 explain how the store can benefit from enhancing the retail experience of existing holders of the store's credit card	
Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report	

### Outcome 2 Be able to promote a retail store's credit card to customers in a retail environment

Assessment criteria (Performance)	Evidence date
<b>The learner can:</b>	<b>Portfolio reference</b>
2.1 ask potentially eligible customers if they have a credit card with the store	
2.2 promote the benefits of the retail store's credit card to:	
<ul style="list-style-type: none"> <li>potential new customers</li> </ul>	
<ul style="list-style-type: none"> <li>existing card holders</li> </ul>	
2.3 comply with legal requirements to disclose to customers who express an interest in having the retail store's credit card:	
<ul style="list-style-type: none"> <li>the costs involved</li> </ul>	
<ul style="list-style-type: none"> <li>the repayment terms</li> </ul>	
<ul style="list-style-type: none"> <li>the customer's right to cancel the card</li> </ul>	
2.4 address concerns customers may have about the retail store's credit card, ensuring that:	
<ul style="list-style-type: none"> <li>any information provided is legally compliant</li> </ul>	
<ul style="list-style-type: none"> <li>benefits of the retail store's credit card are reinforced</li> </ul>	
Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report	

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## Unit 236

## Provide service to customers in a dressing room in a retail environment (C.48)

3 credits

### Outcome 1 Be able to use the dressing room facilities in a retail environment to create sales opportunities

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 explain how to recognise customers on the sales floor who may be interested in trying on clothes						
1.2 welcome customers politely when they approach the dressing room						
1.3 tell customers how to get further help before leaving them to try on clothes						
1.4 monitor the dressing room to ensure that customers are not kept waiting unduly to try on clothes						
1.5 suggest to dressing room customers any matching items, accessories or promotional offers that may be of interest to them						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 2 Be able to take measures to minimise stock loss while serving customers in a dressing room in a retail environment

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 perform checks to ensure that the number of items of stock each customer takes into the dressing room does not exceed the organisation's allowance						
2.2 control the number of items of stock taken into the dressing room in ways that attempt to maintain goodwill						
2.3 perform checks to ensure that customers bring out of the dressing room all the items that were taken in						
2.4 follow organisational procedures for reporting suspected or actual loss of stock from the dressing room						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 3 Be able to keep dressing room facilities in a retail environment ready for customer use

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 perform checks before opening the dressing room for use to ensure that it :						
• meets organisational requirements						
• is free from obstructions						
3.2 maintain the dressing room in a state that meets organisational requirements when the dressing room is open for use						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 4 Be able to process unsold merchandise in a dressing room in a retail environment

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 place merchandise in the designated area in the dressing room when it cannot be immediately returned to the shop floor						
4.2 make adjustments where necessary to ensure merchandise is in the required condition for display before it is returned to the shop floor						
4.3 dispose of merchandise that is no longer of saleable quality in line with organisational procedures						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Declaration

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<b>IV Name:</b>	
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<b>Date:</b>	

## Unit 237

## Promote food or drink products by offering samples to customers (C.49)

2 credits

### Outcome 1 Understand the business reasons for offering samples of food or drink to customers

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 explain how giving customers the opportunity to sample products can help to increase sales		
1.2 explain how to recognise opportunities to:		
<ul style="list-style-type: none"> <li>display samples</li> </ul>		
<ul style="list-style-type: none"> <li>encourage individual customers to sample products</li> </ul>		
1.3 explain the criteria to be applied when selecting products for sampling, including product type and sell-by date		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Be able to set up attractive and hygienic displays of food or drink samples

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 describe the required temperatures for safely storing and serving samples of food or drink						
2.2 prepare samples of food or drink in line with:						
<ul style="list-style-type: none"> <li>food safety requirements</li> </ul>						
<ul style="list-style-type: none"> <li>organisational procedures for preparing and displaying samples</li> </ul>						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 3 Be able to interact with customers at a display of food or drink samples

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 provide customers with information about any potentially allergenic ingredients in the food or drink samples being offered						
3.2 use words and body language in ways that attempt to encourage customers to sample and purchase food or drink products being offered						
3.3 describe to customers where in the store the sampled products can be purchased						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 4 Be able to dispose of food or drink samples in line with organisational procedures

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 monitor the freshness of food or drink samples on display						
4.2 remove samples from display when they no longer meet organisational requirements for freshness						
4.3 dispose of waste products in line with:						
• organisational procedures						
• organisational recycling requirements						
• food safety requirements						
4.4 record food disposals in line with legal and organisational requirements						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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<b>Date:</b>	

## Unit 238

## Deliver goods from a retail environment to the customer's delivery address (C.50)

3 credits

### Outcome 1 Understand the role of the delivery person in promoting a positive impression of the retail organisation

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 explain the importance of delivering products at the times agreed with customers whenever possible		
1.2 explain the importance of keeping customers informed when the agreed delivery time cannot be achieved		
1.3 explain the importance of giving customers, and others, a positive impression of the organisation when making deliveries		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Be able to prepare to deliver goods from a retail environment to customers' delivery addresses

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 explain the benefits to the business and to the environment of planning an efficient delivery schedule						
2.2 schedule deliveries in line with organisational procedures						
2.3 perform checks to ensure that everything needed for the delivery schedule is available						
2.4 perform checks to find out if there is enough fuel in the vehicle for the planned delivery schedule						
2.5 obtain fuel for the delivery vehicle in line with organisational procedures						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 3 Be able to convey goods from a retail environment to customers' delivery addresses

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 drive from a retail environment to customers' delivery addresses:						
• without injury to self and others						
• without damage to the goods and property						
• arriving at the times agreed with customers						
3.2 contact customers to make alternative arrangements when deliveries cannot be made at the times agreed with customers						
3.3 unload goods at customers' delivery addresses:						
• in line with organisational procedures						
• without injury to self and others						
• without damage to the goods and property						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 4 Be able to complete deliveries of goods at customers' delivery addresses

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 deliver goods to customers in a polite manner						
4.2 leave deliveries only with individuals who can legally receive them						
4.3 follow organisational procedures for dealing with goods that cannot be delivered						
4.4 update records of delivery and non-delivery in line with organisational procedures						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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**Unit 239****Help customers to apply for a retail store's credit card and associated insurance products (C.52)**

4 credits

**Outcome 1 Understand the legal requirements relating to informing customers about insurance products associated with a retail store's credit card**

<b>Assessment criteria (Knowledge) The learner can:</b>	<b>Portfolio reference</b>	
1.1 explain the difference between informing and advising customers about insurance products		
1.2 explain why it is not within own limits of authority to provide advice to customers about insurance products		
1.3 explain the legal requirement for offering customers the opportunity to read the insurance policy summary		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

**Outcome 2 Understand the importance of helping customers to understand the implications of applying for a retail store's credit card and associated insurance products**

<b>Assessment criteria (Knowledge) The learner can:</b>	<b>Portfolio reference</b>	
2.1 explain how customers can benefit from reading the policy summary for an insurance product associated with the retail store's credit card		
2.2 explain why customers may take credit card and insurance application forms away to study in detail		
2.3 explain why blank application forms must be voided before being given to the customer to take away		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 3 Understand the legal requirements relating to helping customers to apply for the store's credit card and associated insurance products

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
3.1 explain the legal requirements for giving customers information about the process of applying for the store's credit card and associated insurance products		
3.2 explain why customers must provide proof of identity when applying for the store's credit card and associated insurance products		
3.3 explain why customers' personal data must be kept secure during the process of applying for the store's credit card and associated insurance products		
3.4 explain the importance of not speculating with customers on possible reasons why their application for the retail store's credit card have been declined		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 4 Be able to offer customers insurance products associated with the store's credit card

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
4.1 tell customers about the features of the insurance being applied for in ways that:						
• use legally compliant wording						
• are factually correct						
• are unbiased						
4.2 tell customers:						
• whether the insurance is optional						
• the cost of the insurance						
• the type and extent of the cover available						
• any significant and unusual exclusions						
• their right to cancel the insurance						
4.3 tell customers about the benefits of reading the insurance policy summary						
4.4 allow sufficient time for customers to read the insurance policy summary should they wish to do so						
4.5 perform checks to ensure that customers are eligible for the insurance they wish to apply for						

4.6 inform customers who ask for advice about an insurance product:						
<ul style="list-style-type: none"> <li>that it is not within own authority to provide such advice</li> </ul>						
<ul style="list-style-type: none"> <li>who the customer can contact for such advice</li> </ul>						
4.7 ask customers questions to ensure that they understand information about the insurance product they have applied for						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 5 Be able to help customers to apply for a retail store's credit card and associated insurance products

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
5.1 comply with relevant legal requirements when giving customers information about the process of applying for the retail store's credit card and associated insurance products						
5.2 provide customers with voided blank application forms on request to take away to consider, ensuring that customers are told that they are welcome to do this						
5.3 perform checks to ensure that the customer's identity has been proved						
5.4 follow organisational requirements to keep customer's personal data secure throughout the application process						
5.5 process applications in line with the procedures agreed between the store and the insurer						
5.6 tell customers whose applications have been accepted:						
<ul style="list-style-type: none"> <li>their credit limit</li> </ul>						
<ul style="list-style-type: none"> <li>the Annual Percentage Rate (APR) that applies</li> </ul>						
5.7 follow organisational procedures to enable customer accounts to be set up						
5.8 tell customers whose applications have not been accepted:						
<ul style="list-style-type: none"> <li>in line with organisational procedures</li> </ul>						
<ul style="list-style-type: none"> <li>without speculating with the customer on the reasons for the refusal</li> </ul>						
5.9 follow organisational procedures when technical problems arise with the application system or equipment						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Unit 239

## Help customers to apply for a retail store credit card and associated insurance products (C.52)



### Declaration

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## Unit 240

## Help customers to choose delicatessen products in a retail environment (C.54)

3 credits

### Outcome 1 Be able to find out what customers are looking for at the delicatessen counter

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 communicate with customers at the delicatessen counter in ways that :						
<ul style="list-style-type: none"> <li>• attempt to establish a rapport with them</li> </ul>						
<ul style="list-style-type: none"> <li>• find out what they are looking for</li> </ul>						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 2 Be able to suggest delicatessen products that meet customer needs

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 match delicatessen products as closely as possible to customers' stated requirements, from the products available						
2.2 suggest, politely, possible alternative portion sizes or products when customer requests for delicatessen products are impractical						
2.3 provide customers with information about delicatessen products that is factually correct						
2.4 explain the differences between delicatessen products in ways that attempt to help customers to choose the products that best meet their requirements						
2.5 recommend associated or additional products to the customer at the delicatessen counter						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 241

# Portion delicatessen products to meet customer requirements in a retail environment (C.55)

2 credits

### Outcome 1 Be able to cut and weigh delicatessen products to meet customer requirements

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 explain the importance of using tools and utensils suited to the delicatessen products						
1.2 cut delicatessen products in ways that:						
<ul style="list-style-type: none"> <li>produce the required portion size and shape</li> </ul>						
<ul style="list-style-type: none"> <li>attempt to maintain the attractiveness of the remaining product where possible</li> </ul>						
<ul style="list-style-type: none"> <li>minimise waste</li> </ul>						
<ul style="list-style-type: none"> <li>comply with relevant health and safety requirements</li> </ul>						
<ul style="list-style-type: none"> <li>comply with relevant food safety requirements</li> </ul>						
1.3 weigh delicatessen products accurately, taking into account the weight of any additional items on the scales such as containers						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 2 Be able to wrap or package portioned delicatessen products for customers

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 ask customers if they are satisfied with portioned products before wrapping or packaging them						
2.2 wrap or package portioned products using materials or containers suited to the product						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 3 Be able to maintain the display of a delicatessen counter

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 restore products from which portions have been taken to a presentable condition						
3.2 remove from display products from which portions have been taken when the product is no longer saleable						
3.3 replenish the delicatessen display with replacement products, when these are both required and available						
3.4 dispose of any unsaleable products in line with relevant:						
<ul style="list-style-type: none"> <li>health and safety requirements</li> </ul>						
<ul style="list-style-type: none"> <li>food safety requirements</li> </ul>						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Unit 241

## Portion delicatessen products to meet customer requirements in a retail environment (C.55)



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<b>Date:</b>	

## Unit 243

# Demonstrate make-up and skincare products to customers at a beauty counter in a retail environment (C.59)

4 credits

### Outcome 1 Understand the commercial value of demonstrating make-up and skincare products

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 explain the purpose and value of demonstrations in promoting and selling make-up and skincare products		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Understand the elements of a demonstration of make-up and skincare products

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
2.1 explain how own personal hygiene and grooming contribute to making the demonstration a pleasant experience for customers		
2.2 explain the importance of gaining the customer's permission for a demonstration		
2.3 explain the difference between 'features' and 'benefits' of products		
2.4 explain the importance of communicating features and benefits to the customer when demonstrating and applying make-up and skincare products		
2.5 explain the importance of organising demonstrations of make-up and skincare products into a series of logical steps		
2.6 explain the importance of clearing away products and equipment after demonstrating make-up and skincare products		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

**Outcome 3 Be able to prepare to demonstrate make up and skin care products to customers at a beauty counter in a retail environment**

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 ask customers' permission to carry out a demonstration						
3.2 ask customers if they have enough time for a demonstration						
3.3 tell customers which products are going to be applied and why						
3.4 ask customers if they are allergic to any products or ingredients						
3.5 perform checks to ensure that all the necessary products, tools and materials and are to hand						
3.6 perform checks to ensure that any products, tools or materials being used do not include anything to which the customer is allergic						
3.7 protect customers' hair and clothing from coming into contact with the products that will be demonstrated						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

**Outcome 4 Be able to apply make-up or skin care products to customers as part of a demonstration**

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 apply make-up or skincare products to customers:						
• in a logical sequence						
• using tools and materials that are suited to the task						
• following organisational procedures for hygienic application						
• within the time agreed with the customer						
4.2 describe to customers the make-up or skincare products being demonstrated, focusing on the product features and benefits						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 5 Be able to conclude a demonstration of make up or skin care products

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
5.1 ask customers questions to determine whether they are satisfied with the results of the make-up or skincare demonstration by:						
<ul style="list-style-type: none"> <li>providing opportunities for customers to look in a mirror at the end of the demonstration, taking into consideration the lighting and angle of the mirror</li> </ul>						
<ul style="list-style-type: none"> <li>asking customers whether they want any adjustments to be made to the products that have been applied</li> </ul>						
5.2 clear away equipment and products at the end of the make-up or skincare demonstration in line with organisational procedures without keeping customers waiting unduly						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Unit 243

## Demonstrate make-up and skincare products to customers at a beauty counter in a retail environment (C.59)



### Declaration

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## Unit 244

# Operate a customer record card system on a beauty counter in a retail environment (C.60)

2 credits

### Outcome 1 Understand how to maintain the customer record card system in a retail environment

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 explain how using a customer record card system can help to meet own sales targets		
1.2 explain the benefits to the customer of the record card system		
1.3 explain the importance of updating the record card system regularly		
1.4 explain how to find time in own working day to update the record card system		
1.5 explain the relevant aspects of current data protection legislation when maintaining a customer record card system		
1.6 explain the implications of complying with data protection legislation when maintaining a customer record card system		
1.7 explain the importance of asking customers about any allergies to products and ingredients so that these can be noted on the record card		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Be able to set up record cards for customers at a beauty counter in a retail environment

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 ask customers whether a record card may be set up for them at the beauty counter						
2.2 describe to customers the benefits of being on file at the beauty counter						
2.3 offer customers the opportunity to make an appointment for a return visit to the beauty counter, when setting up a record card						

2.4 complete record cards with customer details, ensuring that the information:						
• is completed in line with organisational procedures						
• is an accurate record of the information provided by the customer						
• includes details of any allergies to beauty products or ingredients, where the customer is willing and able to give this information						
• includes a note of any products in the current range that are unsuitable for the customer, as far as can be determined from the information provided by the customer						
• is stored and used in compliance with legal regulations relating to customer data						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

**Outcome 3 Be able to use the record card system to recognise opportunities for increasing sales at a beauty counter in a retail environment**

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 update the information in the record card system regularly enough to maintain the system's usefulness as a sales tool						
3.2 identify the counter's highest spending customers, from the record card system, to receive priority information about special offers and promotions						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 245

## Protect own and others' health and safety when working in a retail environment (E.06)

5 credits

### Outcome 1 Understand how to promote health and safety in own workplace

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
1.1 explain how setting a good example to others can contribute to health and safety in the workplace		
1.2 explain how communicating and behaving in a calm way can help to promote safety during emergency situations		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Understand own role in protecting own and others' health and safety

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
2.1 explain how reporting accidents and emergencies promptly can help promote health and safety		
2.2 explain the importance of not exceeding the limits of own responsibility and authority when dealing with health and safety risks		
2.3 explain the importance of using equipment and materials in line with the manufacturer's instructions		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 3 Be able to deal with accidents and emergencies in a retail environment

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 respond to accidents and emergencies:						
• in line with organisational procedures						
• in line with legal requirements						
• in a calm manner						
3.2 seek immediate help from an appropriate source in the event of accidents and emergencies						
3.3 follow organisational procedures for evacuation when an alarm is raised						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 4 Be able to protect own and others' health and safety during day-to-day work activities

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
4.1 follow organisational health and safety requirements when carrying out own work duties						
4.2 deal with health and safety risks within the limits of own authority						
4.3 report immediately to the designated person any health and safety risks that are beyond the limits of own authority to deal with						
4.4 use equipment and materials needed for own work in line with the organisation's and/or manufacturer's instructions						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Declaration

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## Unit 246

## Reduce security risks in a retail environment (E.07)

5 credits

### Outcome 1 Know about security risks that can arise in a retail environment

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 identify potential security risks that can arise in a retail environment		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Be able to reduce security risks in a retail environment

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 describe own level of responsibility for dealing with security risks, including the relevant legal rights and duties						
2.2 take action to reduce security risks within the limits of:						
• relevant legislation						
• organisational policy						
• own level of authority						
2.3 report security risks that are beyond own level of authority to the designated person						
2.4 use organisational procedures for protecting own personal safety when security risks arise						
2.5 ensure that own work area is secure before leaving it						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 248

## Prepare newspapers and magazines for return to merchandisers (E.20)

2 credits

### Outcome 1 Be able to plan own work to prepare newspapers and magazines for return to merchandisers

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 plan sufficient time to prepare returns of newspapers and magazines by the agreed collection time						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 2 Be able to gather together newspapers and magazines for return to merchandisers

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 identify newspapers and magazines that need returning to merchandisers						
2.2 stack returns in line with organisational procedures						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 3 Be able to prepare batches of newspapers and magazines for return to merchandisers

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 wrap returns in line with organisational procedures						
3.2 label returns in line with organisational procedures						
3.3 place returns:						
<ul style="list-style-type: none"> <li>in the designated location ready for collection</li> </ul>						
<ul style="list-style-type: none"> <li>in line with organisational safety procedures for lifting and moving</li> </ul>						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 4 Be able to complete the administration associated with magazine and newspaper returns

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 complete returns records accurately and in line with organisational procedures						
4.2 file returns in accordance with the filing system provided by the organisation						
4.3 follow organisational procedures for dealing with missed and uncollected returns						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 249

## Check the accuracy of records of hours worked in a retail environment (E.22)

4 credits

### Outcome 1 Understand the importance of maintaining accurate records of the hours worked by staff in a retail environment

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 explain the importance of keeping accurate records of the number of hours worked by staff in a retail environment		
1.2 explain types of discrepancies that can arise in the records of hours worked by staff		
1.3 explain possible consequences of not identifying discrepancies in the records of hours by staff		
1.4 explain the importance of identifying and reporting recurring inaccuracies in information about the number of hours worked by staff		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Understand the level of service that needs to be provided to colleagues in relation to records of the number of hours they have worked

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
2.1 explain what it means to treat colleagues as 'internal customers'		
2.2 explain the importance of treating colleagues as internal customers		
2.3 explain what is meant by 'personal data' in relation to records of the number of hours worked by staff		
2.4 explain the importance of keeping personal data confidential in relation to records of the number of hours worked by staff		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 3 Be able to check the accuracy of records of hours worked by staff in a retail environment

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 perform checks to ensure that all the information needed to confirm the number of hours worked by staff has been provided						
3.2 identify actual and/or potential discrepancies in information about the number of hours worked by staff						
3.3 follow organisational procedures to query actual and/or potential discrepancies in information about the number of hours worked by staff						
3.4 follow organisational procedures to report recurring inaccuracies in information about the number of hours worked by staff						
3.5 calculate accurately the total hours worked by staff						
3.6 use data processing equipment and materials in line with organisational procedures						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 4 Be able to provide information about the number of hours worked by staff in a retail environment

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 produce information and reports on the number of hours worked by staff in line with organisational procedures						
4.2 provide information and advice in response to queries from colleagues about their own recorded hours of work, doing so:						
• accurately						
• politely						
4.3 refer queries from colleagues to the designated person, where these are not within own authority to resolve						
4.4 disclose personal data about colleagues only to those who have a right to see it						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 250

## Give customers a positive impression of yourself and your organisation (D.01)

5 credits

### Outcome 1 establish rapport with customers

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
1.1 meet their organisation's standards of appearance and behaviour		
1.2 greet their customer respectfully and in a friendly manner		
1.3 communicate with their customer in a way that makes them feel valued and respected		
1.4 identify and confirm their customer's expectations		
1.5 treat their customer courteously and helpfully at all times		
1.6 keep their customer informed and reassured		
1.7 adapt their behaviour to respond to different customer behaviour		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 respond appropriately to customers

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
2.1 respond promptly to a customer seeking help		
2.2 choose the most appropriate way to communicate with their customer		
2.3 check with their customer that they have fully understood their expectations		
2.4 respond promptly and positively to their customer's questions and comments		
2.5 allow their customer time to consider their response and give further explanation when appropriate		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 3 communicate information to customers

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
3.1 quickly find information that will help their customer		
3.2 give their customer information they need about the services or products offered by their organisation		
3.3 recognise information that their customer might find complicated and check whether they fully understand		
3.4 explain clearly to their customers any reasons why their expectations cannot be met		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 4 understand how to give customers a positive impression of themselves and the organisation

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
4.1 describe their organisation's standards for appearance and behaviour		
4.2 explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately		
4.3 identify their organisation's rules and procedures regarding the methods of communication they use		
4.4 explain how to recognise when a customer is angry or confused		
4.5 identify their organisation's standards for timeliness in responding to customer questions and requests for information		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

## Unit 250

## Give customers a positive impression of yourself and your organisation (D.01)



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## Unit 253

## Hand divide, mould and shape fermented dough (B.19)

4 credits

### Outcome 1 Hand-divide fermented dough to specifications and instructions

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
1.1 check the dough meets the specification and instructions		
1.2 take action on discovering any discrepancy between dough and the specification		
1.3 check the condition of dividing tools and the accuracy of equipment		
1.4 hand-divide dough		
1.5 minimise waste and deal with scrap material		
1.6 position divided dough portions for further processing		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Hand-mould and shape fermented dough

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
2.1 check the portioned dough meets instructions and the specification		
2.2 take action on discovering any discrepancy between portioned dough and the specification		
2.3 prepare and maintain table surface for moulding and shaping		
2.4 hand-mould and shape portioned dough		
2.5 wash and dress shaped dough surfaces according to specification		
2.6 minimise waste and deal with scrap material		
2.7 place dough in the specified condition and location for further processing		
2.8 operate within the limits of own authority and capabilities		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

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## Unit 254

## Select, weigh and measure bakery ingredients (B.18)

3 credits

### Outcome 1 Check quantities of ingredients

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
1.1 identify the specified ingredients		
1.2 check quantities against instructions and specifications		
1.3 calculate quantities of ingredients required for production		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Select ingredients

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
2.1 select ingredients to meet production needs		
2.2 check condition, quantity and quality of ingredients		
2.3 isolate sub-standard ingredients		
2.4 report sub-standard ingredients to the relevant people:		
2.5 take action to source and identify alternatives, if ingredients are not available		
2.6 store ingredients according to specified procedures ready for further processing		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 3 Weigh and measure ingredients

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
3.1 check ingredients against instructions and specifications		
3.2 check accuracy of bakery weighing and measuring equipment		
3.3 weigh and measure ingredients, avoiding contamination		
3.4 store weighed and measured ingredients in the specified conditions, ready for further processing		
3.5 label storage containers or mixing bowls, ready for further processing		
3.6 operate within the limits of own authority and capabilities		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

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## Unit 255

## Identify and report the presence of pests, diseases and disorders (B.34)

3 credits

### Outcome 1 Identify and report the presence of pests, diseases and disorders

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 monitor the crop(s) in accordance with production requirements						
1.2 correctly identify the presence of pests, diseases and disorders						
1.3 correctly identify the presence of any biological controls in use and beneficial insects						
1.4 establish the extent of the pest population, disease and any disorders						
1.5 promptly report the presence to the appropriate person						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 2 Be able to work safely and minimise environmental damage

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements						
2.2 carry out work in a manner which minimises environmental damage						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 3 Know how to identify and report the presence of pests, diseases and disorders

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
3.1 describe reasons for monitoring the crop		
3.2 describe when to carry out crop monitoring		
3.3 describe common types of pests, diseases and disorders and the problems caused		
3.4 describe biological controls and beneficial insects that can be used		
3.5 identify to whom you should report the presence and extent of pests, diseases, disorders and biological control/beneficial insects		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 4 Know relevant health and safety legislation and environmental good practice

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
4.1 outline the current health and safety legislation, codes of practice and any additional requirements		
4.2 describe how environmental damage can be minimised		
4.3 describe the correct methods for disposing of waste.		
4.4 describe the health and safety risks in monitoring pests, diseases and disorders		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

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## Unit 256

## Maintain moisture levels for crops or plants (B.31)

2 credits

### Outcome 1 Know why it is important to maintain moisture for crops and plants

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 describe how moisture requirements vary according to the crop or plants and stage of development		
1.2 describe the methods and systems for maintaining moisture levels		
1.3 describe the impact of prevailing weather conditions on the crop or plants water requirements		
1.4 identify the types of records required and the importance of accurate record keeping		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Know the types of equipment required and how to maintain them

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
2.1 describe the equipment which will be necessary for maintaining moisture levels to crops or plants		
2.2 describe methods of maintaining the equipment ready for use		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 3 Know the current health and safety legislation and environmental good practice

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
3.1 outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work.		
3.2 describe how environmental damage can be minimised		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 4 Be able to select, use and maintain equipment

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 select appropriate equipment for this area of work						
4.2 use equipment according to manufacturer's instructions and legal requirements						
4.3 prepare, maintain and store equipment in a safe and effective working condition						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 5 Be able to maintain moisture levels for crops and plants

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
5.1 identify correctly the condition of the crop or plant						
5.2 maintain moisture levels in accordance with the crop or plant requirements						
5.3 provide clear and accurate information for recording purposes						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 6 Be able to work safely and minimise environmental damage

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
6.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements						
6.2 carry out work in a manner which minimises environmental damage						
Type of evidence →						
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## Unit 257

## Merchandise plants and other relevant products (C.56)

6 credits

### Outcome 1 Know how to merchandise plants and other products

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 outline how to present plants and relevant products (e.g. growing media, containers, plant feed etc) for best effect		
1.2 explain the importance of location and hot and cold spots		
1.3 describe the different ways plants are sold e.g. root wrap and containers		
1.4 outline the merchandising systems of display		
1.5 describe how other sales can be linked to plant purchases		
1.6 outline the principles of stock rotation		
1.7 outline the value of point of sale material and the range available		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Be able to merchandise plants and other products

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 display plants and relevant products (e.g. growing media, containers, plant feed etc) effectively to maximise sales						
2.2 use point of sale materials and labels effectively						
2.3 promote linked sales						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 3 Know how to maintain the condition of plants for sale

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
3.1 explain how to check and maintain the condition of plants and products covering the following types of plants:		
• trees and shrubs		
• bedding plants		
• herbaceous perennials		
• bulbs		
3.2 describe the appropriate method of reporting signs of pests, diseases or other disorders and who to		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 4 Be able to maintain plants ready for sale

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
4.1 maintain optimum conditions for the plants as far as possible within the available facilities						
4.2 provide any necessary supplies of food and water to maintain the condition of the plants and remove weeds and suckers						
4.3 check the condition of plants and relevant products to maintain their saleable value						
4.4 identify any plants or products that should be removed and take the appropriate action						
4.5 report signs of pests, disease or other disorders to the appropriate person						
4.6 care for incoming plants and implement an appropriate stock rotation plan						
4.7 monitor the development of new plants against the stock rotation plan and take the appropriate action if there are any problems						
	Type of evidence →					
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

## Unit 258

## Provide nutrients to crops or plants (B.32)

2 credits

### Outcome 1 Know how nutrient requirements vary and their method of application

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
1.1 describe how nutrient requirements vary according to the crop or plant grown and stage of development		
1.2 describe the range of conditions in which nutrient stress can occur		
1.3 describe the nutrients which are commonly used in the cultivation of crops or plants		
1.4 describe methods of providing nutrients to crops or plants		
1.5 describe the types of records required and the importance of accurate record keeping		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Know the types of equipment required and how to maintain them

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
2.1 describe the equipment and methods of maintaining used to provide nutrients to crops or plants		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 3 Know the current health and safety legislation and environmental good practice

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
3.1 outline the current health and safety legislation, codes of pro-active and any additional requirements which apply to this area of work		
3.2 describe how environmental damage can be minimised		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 4 Be able to provide nutrients to plants or crops

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 identify the condition of plants or crops in relation to nutrient requirements						
4.2 apply nutrients correctly to maintain crop or plant growth and development as required						
4.3 provide clear and accurate information for recording purposes						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 5 Be able to work safely and minimise environmental damage

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
5.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements						
5.2 carry out work in a manner which minimises environmental damage						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 6 Be able to select use and maintain equipment

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
6.1 select and use appropriate equipment according to manufacturer's instructions and legal requirements						
6.2 prepare, maintain and store equipment in a safe and effective working condition						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out during my normal work duties.

The answers in the question bank are my own work and discussed with my assessor on completion. I have been observed in my workplace by my assessor on several occasions.

<b>Candidate Name:</b>	
<b>Candidate Signature:</b>	
<b>Date:</b>	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

<b>Assessor Name:</b>	
<b>Assessor Signature:</b>	
<b>Date:</b>	

<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

## Unit 259

## Remove unwanted plant growth to maintain development (B.33)

5 credits

### Outcome 1 Know the different types of unwanted plant growth

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
1.1 identify different types of plant material and explain why it must be removed covering:		
• damaged plants		
• diseased material		
• weeds		
• plant debris		
• non typical		
• dead		
• excessive growth		
• badly positioned		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Know how to maintain plant development

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
2.1 describe how all the following methods can be used to maintain/control plant development:		
• trimming		
• supporting		
• thinning		
• spacing		
• irrigation		
• growth regulators		
• lighting and shading		
• protection		
• pruning		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 3 Know the types of equipment required and how to maintain them

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
3.1 describe the equipment which will be necessary for maintaining plant development		
3.2 describe methods of maintaining the equipment ready for use		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 4 Know the current health and safety legislation and environmental good practice

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
4.1 outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work.		
4.2 describe how environmental damage can be minimised		
4.3 describe the correct methods for disposing of organic and inorganic waste.		
4.4 describe why it is important to maintain hygiene and how this is achieved		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 5 Be able to select, use and maintain equipment

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
5.1 select appropriate equipment for this area of work						
5.2 use equipment according to manufacturer's instructions and legal requirements						
5.3 prepare, maintain and store equipment in a safe and effective working condition						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 6 Be able to identify unwanted plant growth

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
6.1 recognise unwanted plant material as appropriate						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 7 Be able to remove unwanted plant growth

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
7.1 remove unwanted plant material using appropriate techniques according to the species, time of year, stage of development						
7.2 maintain the growing environment in a hygienic condition						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 8 Be able to work safely and minimise environmental damage

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
8.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements						
8.2 carry out work in a manner which minimises environmental damage						
8.3 dispose of waste safely and correctly						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out during my normal work duties.

The answers in the question bank are my own work and discussed with my assessor on completion. I have been observed in my workplace by my assessor on several occasions.

<b>Candidate Name:</b>	
<b>Candidate Signature:</b>	
<b>Date:</b>	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

<b>Assessor Name:</b>	
<b>Assessor Signature:</b>	
<b>Date:</b>	

<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

## Appendix 1 Units for which simulated activities are allowed

This list includes only Skillsmart Retail's units. For guidance on assessing imported units, please refer to the relevant sector's own assessment principles.

<b>Unit number</b>	<b>Unit title</b>	<b>UAN</b>
101	Move goods and materials manually in a retail environment (B.01)	F/503/5656
102	Keep stock at required levels in a retail environment (B.02)	J/503/5657
106	Wrap and pack goods for customers in a retail environment (C.01)	K/503/5683
108	Recognise and report security risks in a retail environment (E.01)	F/503/5723
109	Comply with workplace health and safety requirements in a retail environment (E.02)	J/503/5724
110	Work effectively in a retail team (E.03)	L/503/5725
111	Keep the non-food retail environment clean and tidy (E.04)	R/503/5726
210	Organise own work to meet a dough production schedule in a retail environment (B.17)	A/503/5672
245	Protect own and others' health and safety when working in a retail environment (E.06)	Y/503/5727
246	Reduce security risks in a retail environment (E.07)	D/503/5728
319	Manage the prevention of wastage and loss in a retail environment (E.11)	H/503/5732
321	Monitor and maintain health and safety in a retail environment (E.18)	M/503/5734

## Appendix 2 Units from which expert witness testimony is allowed if the assessor is not expert

Retail Skills units for which expert witness testimony is allowed if the assessor is not expert in the specialism covered by the unit. This list includes only Skillsmart Retail's units. For guidance on assessing imported units, please refer to the relevant sector's own assessment principles.

Unit number	Unit title	UAN
104	Maintain food safety while working with food in a retail environment (B.20)	F/503/5673
207	Hand-process fish in a retail environment (B.11)	K/503/5666
208	Process greengrocery products for sale in a retail environment (B.12)	M/503/5667
209	Finish meat products by hand in a retail environment (B.13)	T/503/5668
210	Organise own work to meet a dough production schedule in a retail environment (B.17)	A/503/5672
211	Maintain food safety while working with food in a retail environment (B.21)	J/503/5674
214	Finish bake-off food products in a retail environment (B.35)	H/503/5679
215	Glaze, coat or decorate bake-off products for sale in a retail environment (B.36)	Y/503/5680
222	Process applications for credit agreements offered in a retail environment (C.09)	F/503/5690
223	Promote loyalty schemes to customers in a retail environment (C.12)	J/503/5691
224	Provide a bra fitting service in a retail environment (C.17)	Y/503/5694
225	Follow guidelines for planning and preparing visual merchandising displays (C.18)	D/503/5695
226	Dress visual merchandising displays to attract customers (C.19)	H/503/5696
227	Order and position signage and graphics for visual merchandising displays (C.20)	K/503/5697
228	Dismantle and store props and graphics from visual merchandising displays (C.21)	M/503/5698
229	Make props and decorate fixtures and panels for visual merchandising displays (C.22)	T/503/5699
230	Assemble visual merchandising displays (C.23)	D/503/5700
232	Provide National Lottery products to customers (C.37)	L/503/5708
233	Advise customers on the fixing and care of tiles (C.42)	R/503/5709

<b>Unit number</b>	<b>Unit title</b>	<b>UAN</b>
235	Promote a retail store's credit card to customers in a retail environment (C.47)	R/503/5712
239	Help customers to apply for a retail store's credit card and associated insurance products (C.52)	M/503/5717
240	Help customers to choose delicatessen products in a retail environment (C.54)	T/503/5718
241	Portion delicatessen products to meet customer requirements in a retail environment (C.55)	A/503/5719
243	Demonstrate make-up and skincare products to customers at a beauty counter in a retail environment (C.59)	T/503/5721
244	Operate a customer record card system on a beauty counter in a retail environment (C.60)	A/503/5722
303	Monitor and help improve food safety in a retail environment (B.22)	L/503/5675
308	Choose merchandise to feature in visual merchandising displays (C.24)	H/503/5701
309	Manage the use of signage and graphics in visual merchandising displays (C.25)	K/503/5702
310	Evaluate the effectiveness of visual merchandising displays (C.26)	M/503/5703
311	Manage budgets for visual merchandising projects (C.27)	T/503/5704
312	Contribute to improving a retail organisation's visual merchandising policy (C.28)	A/503/5705
313	Design visual merchandising display layouts (C.29)	F/503/5706
314	Help customers to choose alcoholic beverages in a retail environment (C.45)	J/503/5710
320	Produce staffing schedules to help a retail team to achieve its targets (E.12)	K/503/5733

## Appendix 3 Skillscan

		Activities undertaken – do you	often	Sometimes	Never	Comments/Action
101	B.01	Move goods and materials manually in a retail environment				
102	B.02	Keep stock at required levels in a retail environment				
103	B.08	Sort donated goods for resale or recycling in a retail environment				
104	B.20	Maintain food safety while working with food in a retail environment				
105	B.29	Load orders for despatch from a retail store to customers				
106	C.01	Wrap and pack goods for customers in a retail environment				
107	C.51	Contribute to monitoring and maintaining ease of shopping in a retail sales area				
108	E.01	Recognise and report security risks in a retail environment				
109	E.02	Comply with workplace health and safety requirements in a retail environment				
110	E.03	Work effectively in a retail team				
111	E.04	Keep the non-food retail environment clean and tidy				
112	C.44	Provide a counter and takeaway service				
201	B.03	Receive goods and materials into storage in a retail environment				
202	B.04	Place goods and materials into storage in a retail environment				
203	B.05	Keep stock on sale at required levels in a retail environment				
204	B.06	Process customer orders for goods in a retail environment				
205	B.07	Process returned goods in a retail environment				
206	B.09	Assemble products for display in a retail environment				
207	B.11	Hand-process fish in a retail environment				
208	B.12	Process greengrocery products for sale in a retail environment				
209	B.13	Finish meat products by hand in a retail environment				
210	B.17	Organise own work to meet a dough production schedule in a retail environment				
211	B.21	Maintain food safety while working with food in a retail environment				
212	B.28	Pick products in a retail environment to fulfil customer orders				
213	B.30	Check stock levels and sort out problems with stock levels in a retail environment				

		Activities undertaken – do you	often	Sometimes	Never	Comments/Action
214	B.35	Finish bake-off food products in a retail environment				
215	B.36	Glaze, coat or decorate bake-off products for sale in a retail environment				
216	C.02	Display stock to promote sales to customers in a retail environment				
217	C.03	Help customers to choose products in a retail environment				
218	C.04	Carry out promotional campaigns in a retail environment				
219	C.05	Deal with customer queries and complaints in a retail environment				
220	C.06	Demonstrate products to customers in a retail environment				
221	C.08	Process payments for purchases in a retail environment				
222	C.09	Process applications for credit agreements offered in a retail environment				
223	C.12	Promote loyalty schemes to customers in a retail environment				
224	C.17	Provide a bra fitting service in a retail environment				
225	C.18	Follow guidelines for planning and preparing visual merchandising displays				
226	C.19	Dress visual merchandising displays to attract customers				
227	C.20	Order and position signage and graphics of visual merchandising displays				
228	C.21	Dismantle and store props and graphics from visual merchandising displays				
229	C.22	Make props and decorate fixtures and panels for visual merchandising displays				
230	C.23	Assemble visual merchandising displays				
231	C.36	Follow point-of-sale procedures for age-restricted products in a retail environment				
232	C.37	Provide National Lottery products to customers				
233	C.42	Advise customers on the fixing and care of tiles				
234	C.46	Cash up in a retail environment				
235	C.47	Promote a retail store's credit card to customers in a retail environment				
236	C.48	Provide service to customers in a dressing room in a retail environment				
237	C.49	Promote food or drink products by offering samples to customers				
238	C.50	Deliver goods from a retail environment to the customer's delivery address				
239	C.52	Help customers to apply for a retail store's credit card and associated insurance products				
240	C.54	Help customers to choose delicatessen products in a retail environment				
241	C.55	Portion delicatessen products to meet customer requirements in a retail environment				
243	C.59	Demonstrate make-up and skincare products				

		<b>Activities undertaken – do you</b>	often	Sometimes	Never	Comments/Action
		to customers at a beauty counter in a retail environment				
244	C.60	Operate a customer record card system on a beauty counter in a retail environment				
245	E.06	Protect own and others' health and safety when working in a retail environment				
246	E.07	Reduce security risks in a retail environment				
248	E.20	Prepare newspapers and magazines for return to merchandisers				
249	E.22	Check the accuracy of records of hours worked in a retail environment				
250	D.01	Give customers a positive impression of yourself and your organisation				
253	B.19	Hand divide, mould and shape fermented dough				
254	B.18	Select, weigh and measure bakery ingredients				
255	B.34	Identify and report the presence of pests, diseases and disorders				
256	B.31	Maintain moisture levels for crops or plants				
257	C.56	Merchandise plants and other relevant products				
258	B.32	Provide nutrients to crops or plants				
259	B.33	Remove unwanted plant growth to maintain development				

Assessment Site .....

Candidate Signature ..... Candidate Name (Print) .....

Assessor Signature ..... Date .....

## Appendix 4 Summary of City & Guilds assessment policies

### Health and Safety

All centres have to make sure that they provide a safe and healthy environment for learning, including induction and assessment. City & Guilds external verifiers check this when they visit assessment centres.

### Equal Opportunities

Your centre will have an equal opportunities policy. Your centre will explain this to you during your induction, and may give you a copy of the policy.

City & Guilds equal opportunities policy is available from our website [www.cityandguilds.com](http://www.cityandguilds.com), City & Guilds Customer Relations Team or your centre.

### Access to assessment

City & Guilds qualifications are open to all candidates, whatever their gender, race, creed, age or special needs. Some candidates may need extra help with their assessment, for example, a person with a visual impairment may need a reader.

If you think you will need alternative assessment arrangements because you have special needs, you should discuss this with your centre during your induction, and record this on your assessment plan. City & Guilds will allow centres to make alternative arrangements for you if you are eligible and if the qualification allows for this. This must be agreed before you start your qualification.

City & Guilds guidance and regulations document *Access to assessment and qualifications* is available on the City & Guilds website [www.cityandguilds.com](http://www.cityandguilds.com), from the City & Guilds Customer Relations Team or your centre.

### Complaints and appeals

Centres must have a policy and procedure to deal with any complaints you may have. You may feel you have not been assessed fairly, or may want to appeal against an assessment decision if you do not agree with your assessor.

These procedures will be explained during induction and you will be provided with information about the Quality Assurance Co-ordinator within your centre who is responsible for this.

Most complaints and appeals can be resolved within the centre, but if you follow the centre procedure and are still not satisfied you can complain to City & Guilds.

Our complaints policy is on our website [www.cityandguilds.com](http://www.cityandguilds.com) or is available from the City & Guilds Customer Relations Team or your centre.

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## Useful contacts

### 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

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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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