

# Level 3 Certificate Diploma in Retail Skills (Sales Professional) (7384-31/34)

## Candidate logbook

600/3963/2

600/4063/4



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# Level 3 Certificate Diploma in Retail Skills (Sales Professional) (7384-31/34)

## Candidate logbook

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
1.1 Jan 2012	Additional Sections added	Candidate Record of Achievement & Expert/Witness Status list
2.0 May 2016	Additional units added 206, 261 and 334	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 3 Certificate Diploma in Retail Skills (Sales Professional) (7384-31/34)**. It contains forms you can use to record your evidence of what you have done.

There are 47 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 3 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.

Information about City & Guilds and our qualifications is available on our website **[www.cityandguilds.com](http://www.cityandguilds.com)**.

## 2 Units

To achieve the **Level 3 Certificate in Retail Skills (Sales Professional)**, learners must achieve a minimum of **31** credits overall. A minimum of **21** credits must be achieved at level 3, of which;

- **10** credits must come from the mandatory unit in group A
- A minimum of **11** credits must come from the level 3 optional units in group B
- A maximum of **10** credits can come from the level 2 unit and imported level 3 optional units in group C.

City & Guilds unit	Unit title	GLH	Credit value
	<b>Mandatory</b>		
316	Work effectively and support others in a retail organisation (E.08)	50	10
	<b>Optional</b>		
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
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
220	Demonstrate products to customers in a retail environment (C.06)	15	3
224	Provide a bra fitting service in a retail environment (C.17)	44	10
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
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
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	3
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
301	Audit stock levels and stock inventories in a retail environment (B.15)	28	6
302	Source required goods and services in a retail environment (B.16)	52	10
303	Monitor and help improve food safety in a retail environment (B.22)	50	11
304	Manage staff to receive goods in a retail environment (B.37)	24	5
305	Organise and monitor the storage of stock in a retail environment (B.38)	27	6
306	Maintain the availability of goods on display in a retail environment to promote sales (C.13)	30	6
307	Manage the payment transaction process in a retail environment (C.16)	43	9
314	Help customers to choose alcoholic beverages in a retail environment (C.45)	53	10
315	Help customers to choose specialist products in a retail environment (C.58)	34	8
317	Deputise for the leader of a retail team (E.09)	55	11
318	Contribute to the continuous improvement of retail operations within own area of responsibility (E.10)	47	10
319	Manage the prevention of wastage and loss in a retail environment (E.11)	50	11
320	Produce staffing schedules to help a retail team to achieve its targets (E.12)	22	5
322	Monitor and support secure payment point use during trading hours (E.21)	13	3
323	Improve the customer relationship (D.06)	47	7
327	Monitor and solve customer service problems (D.08)	40	6
328	Organise the delivery of reliable customer service (D.05)	40	6
330	Promote continuous improvement (D.09)	47	7
332	Work with others to improve customer service (D.07)	53	8

To achieve the **Level 3 Diploma in Retail Skills (Sales Professional)**, learners must achieve a minimum of **43** credits overall. A minimum of **33** credits must be achieved at level 3, of which;

- **10** credits must come from the mandatory unit in group A
- A minimum of **23** credits must come from the level 3 optional units in group B
- A maximum of **10** credits can come from the level 2 unit and imported level 3 optional units in group C.

<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>GLH</b>	<b>Credit value</b>
<b>Mandatory group</b>			
316	Work effectively and support others in a retail organisation (E.08)	50	10
<b>Optional</b>			
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
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
220	Demonstrate products to customers in a retail environment (C.06)	15	3
224	Provide a bra fitting service in a retail environment (C.17)	44	10
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
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
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

<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>GLH</b>	<b>Credit value</b>
244	Operate a customer record card system on a beauty counter in a retail environment (C.60)	8	2
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
301	Audit stock levels and stock inventories in a retail environment (B.15)	28	6
302	Source required goods and services in a retail environment (B.16)	52	10
303	Monitor and help improve food safety in a retail environment (B.22)	50	11
304	Manage staff to receive goods in a retail environment (B.37)	24	5
305	Organise and monitor the storage of stock in a retail environment (B.38)	27	6
306	Maintain the availability of goods on display in a retail environment to promote sales (C.13)	30	6
307	Manage the payment transaction process in a retail environment (C.16)	43	9
314	Help customers to choose alcoholic beverages in a retail environment (C.45)	53	10
315	Help customers to choose specialist products in a retail environment (C.58)	34	8
317	Deputise for the leader of a retail team (E.09)	55	11
318	Contribute to the continuous improvement of retail operations within own area of responsibility (E.10)	47	10
319	Manage the prevention of wastage and loss in a retail environment (E.11)	50	11
320	Produce staffing schedules to help a retail team to achieve its targets (E.12)	22	5
322	Monitor and support secure payment point use during trading hours (E.21)	13	3
323	Improve the customer relationship (D.06)	47	7
327	Monitor and solve customer service problems (D.08)	40	6
328	Organise the delivery of reliable customer service (D.05)	40	6
330	Promote continuous improvement (D.09)	47	7
332	Work with others to improve customer service (D.07)	53	8

334	Motivating colleagues to promote web-based retail facilities to customers (MCR17)	30	4
260	Using web-based facilities in-store to achieve retail sales (MCR15)	20	2
261	Advising and supporting customers on the use of in-store web-based retail facilities (MCR16)	24	3

### 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 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						

## 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 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					
<b>The learner can:</b>	<b>Portfolio reference</b>					
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**

<b>Assessment criteria (Performance)</b>	<b>Evidence date</b>					
<b>The learner can:</b>	<b>Portfolio reference</b>					
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

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
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

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
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					
<b>The learner can:</b>	<b>Portfolio reference</b>					
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					
<b>The learner can:</b>	<b>Portfolio reference</b>					
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					
<b>The learner can:</b>	<b>Portfolio reference</b>					
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:		
• maintaining adequate stock levels		
• customer satisfaction		
• sales		
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					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 check stock levels in line with:						
• instructions for where and when to count stock						
• organisational procedures for counting stock and recording stock levels						
• health and safety requirements to be observed when counting stock						
• the need to minimise inconvenience to other people in the retail environment when stock is being counted						
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						

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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					
The learner can:	Portfolio reference					
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 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 224

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

10 credits

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

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
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

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
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

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
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

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
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

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
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						

## Declaration

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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					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 ask customers questions to establish:						
• the nature of the surfaces to be tiled						
• how the tiled surfaces are to be used						
• whether there are any existing or planned fixtures, fittings, pipework or cabling						
• whether there is, or will be, underfloor heating, where a floor is to be tiled						
1.2 reach an agreement with customers concerning:						
• whether tiling is a practical solution for the surface and intended use						
• how the tiled surfaces are to be finished off						
• how best to accommodate any existing or planned fixtures, fittings, pipework or cabling						
• the need for a tanking system, where applicable						
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)

### Declaration

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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					
The learner can:	Portfolio reference					
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						

## Unit 235

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



### Declaration

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<b>Date:</b>	

## 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						

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**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**

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
1.1 explain how giving customers the opportunity to sample products can help to increase sales		
1.2 explain how to recognise opportunities to:		
• display samples		
• encourage individual customers to sample products		
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**

<b>Assessment criteria (Performance)</b>	<b>Evidence date</b>					
<b>The learner can:</b>	<b>Portfolio reference</b>					
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:						
• food safety requirements						
• organisational procedures for preparing and displaying samples						
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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**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)</b> <b>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)</b> <b>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:						

• that it is not within own authority to provide such advice						
• who the customer can contact for such advice						
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**

<b>Assessment criteria (Performance)</b>	<b>Evidence date</b>					
<b>The learner can:</b>	<b>Portfolio reference</b>					
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:						
• their credit limit						
• the Annual Percentage Rate (APR) that applies						
5.7 follow organisational procedures to enable customer accounts to be set up						
5.8 tell customers whose applications have not been accepted:						
• in line with organisational procedures						
• without speculating with the customer on the reasons for the refusal						
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						

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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 :						
• attempt to establish a rapport with them						
• find out what they are looking for						
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						

## Unit 240

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



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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						

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## 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

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
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

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
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						

## 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:						
<ul style="list-style-type: none"> <li>is completed in line with organisational procedures</li> </ul>						
<ul style="list-style-type: none"> <li>is an accurate record of the information provided by the customer</li> </ul>						
<ul style="list-style-type: none"> <li>includes details of any allergies to beauty products or ingredients, where the customer is willing and able to give this information</li> </ul>						
<ul style="list-style-type: none"> <li>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</li> </ul>						
<ul style="list-style-type: none"> <li>is stored and used in compliance with legal regulations relating to customer data</li> </ul>						
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 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) 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) 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**

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
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**

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
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**

<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 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						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Unit 256

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



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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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## 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						

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## 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					
The learner can:	Portfolio reference					
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						

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<b>Date:</b>	

## Unit 260

# Using web-based facilities in-store to achieve retail sales (MCR15)

2 credits

### Outcome 1 Be able to operate their own organisation's web-based in-store retail selling facilities in support of their customers' retail experience

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
1.1 operate all aspects of the organisation's relevant web-based facilities correctly and with confidence						
1.2 use web-based facilities for the benefit of customers, based upon identified customer needs						
1.3 be proactive in checking online the availability of stock sought by customers						
1.4 place orders online on behalf of customers, where relevant						
1.5 process customer payments using web-based facilities, where relevant, applying appropriate discounts, in line with organisational requirements						
1.6 explain their responsibilities for monitoring and maintaining good housekeeping in relation to the web-based retail facilities in-store						
1.7 make sure that the selling of products within their area of operations complies with relevant legislation and regulatory requirements						
1.8 make sure that web-based facilities in-store fulfil relevant housekeeping requirements						
1.9 report any faults with web-based facilities in-store promptly to the relevant person						
Type of evidence <input type="checkbox"/>						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 2 Be able to promote customers' use of web-based in-store retail selling facilities

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 explain the need to be sensitive to customers' attitudes to web-based technology, including how to respond to customers accordingly						
2.2 make customers aware of the availability and scope of their own organisation's web-based facilities						
2.3 communicate the features and benefits of web-based facilities enthusiastically and with confidence						
2.4 respond to customer needs from, and interest in, web-based facilities						
2.5 involve customers in the use of web-based processes where appropriate						
2.6 refer any problems whilst customers are using the web-based facilities in-store to the appropriate person, where necessary						
2.7 seek customer feedback regarding use of their own organisation's web-based facilities in-store						
Type of evidence <input type="checkbox"/>						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Unit 260

## Using web-based facilities in-store to achieve retail sales (MCR15)

### Declaration

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

## Unit 261

# Advising and supporting customers on the use of in-store web-based retail facilities (MCR16)

3 credits

### Outcome 1 Understand factors to consider when advising and supporting customers on the use of in-store web-based retail facilities

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 explain the importance of achieving a balance between demonstration, instruction and customers' own activity in operating the facilities, as appropriate to customers' levels of expertise, attitude and confidence in using web-based technology						
1.2 explain their own organisation's practices and requirements relating to advising and supporting customers on the use of the web-based facilities.						
Type of evidence <input type="checkbox"/>						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 2 Be able to address customers' requirements via in-store web-based retail selling facilities

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 operate all aspects of their own organisation's web-based facilities correctly and with confidence						
2.2 determine customers' requirements in accessing web-based facilities						
2.3 assess customers' levels of understanding regarding how to use the web-based facilities						
Type of evidence <input type="checkbox"/>						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 3 Be able to promote and support customers' use of in-store web-based retail selling facilities

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 promote use of the organisation's web-based facilities with enthusiasm, relating their features and benefits to the relevant needs of customers						
3.2 explain the use of the facilities:						
<ul style="list-style-type: none"> <li>clearly and correctly</li> </ul>						
<ul style="list-style-type: none"> <li>in a manner which promotes understanding</li> </ul>						
<ul style="list-style-type: none"> <li>in a manner which is appropriate to their customers' existing appreciation and attitude to the technology being demonstrated</li> </ul>						
3.3 provide opportunities for customers to ask questions, checking for understanding						
3.4 respond to customers' questions in ways that promote sales and goodwill						
3.5 support customers in operating in-store web-based facilities as appropriate to their customers' needs and levels of confidence in the use the web-based facilities						
Type of evidence <input type="checkbox"/>						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 4 Be able to seek and use feedback regarding their own organisation's in-store web-based retail selling facilities

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 seek feedback from customers upon the experience of using the organisation's web-based facilities						
4.2 respond to customer feedback in ways that promote goodwill						
4.3 report positive comments and any suggested improvements to the relevant person						
Type of evidence <input type="checkbox"/>						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Declaration

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

## Unit 301

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

6 credits

### Outcome 1 Be able to implement a stock audit in a retail environment

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
1.1 explain the importance of auditing levels of stock and stock inventories						
1.2 plan an audit of stock that:						
<ul style="list-style-type: none"> <li>will ensure accurate, complete and timely auditing</li> </ul>						
<ul style="list-style-type: none"> <li>will cause as little disruption as possible to normal work</li> </ul>						
<ul style="list-style-type: none"> <li>includes plans for dealing with contingencies</li> </ul>						
1.3 negotiate with colleagues to obtain staff who have the necessary skills to help with the audit						
1.4 allocate specific responsibilities to each member of the audit team						
1.5 explain to the audit team what they are expected to do						
1.6 diagnose and resolve problems that arise when implementing the audit						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 2 Be able to use the findings of an audit to identify and resolve problems with stock levels and stock inventories

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 analyse the findings of a stock audit to identify problems that need resolving						
2.2 prioritise problems according to their importance and urgency						
2.3 investigate and resolve problems:						
<ul style="list-style-type: none"> <li>methodically</li> </ul>						
<ul style="list-style-type: none"> <li>as far as possible within the scope of the audit and with the resources available</li> </ul>						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 3 Be able to communicate the results of an audit

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 clarify audit findings, including any unresolved problems, in a timely fashion for those who need the information						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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

## Unit 302

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

10 credits

### Outcome 1 Understand the role of suppliers when sourcing goods and services

Assessment criteria (Knowledge) The learner can:	Portfolio reference
1.1 explain how suppliers' terms and conditions can affect the profitability of a retail business	
1.2 explain the organisation's legal rights as a purchaser of goods and services, including rights relating to returns, replacements and refunds	
1.3 explain what constitutes a legally binding contract between retailer and supplier	
Type of evidence	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report	

### Outcome 2 Be able to source required goods and services

Assessment criteria (Performance)	Evidence date
<b>The learner can:</b>	<b>Portfolio reference</b>
2.1 interpret stock records to establish:	
<ul style="list-style-type: none"> <li>• which stock needs replenishing</li> <li>• the quantity of stock required</li> </ul>	
2.2 evaluate the service offered by suppliers, taking account of:	
<ul style="list-style-type: none"> <li>• the availability of the required goods and services</li> <li>• the terms and conditions offered by suppliers</li> </ul>	
Type of evidence	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report	

### Outcome 3 Be able to order goods and services

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 analyse purchase requisitions to identify items that can be ordered together						
3.2 order goods and services:						
<ul style="list-style-type: none"> <li>of the required type and quantity</li> </ul>						
<ul style="list-style-type: none"> <li>allowing sufficient time for delivery</li> </ul>						
3.3 develop procedures that will enable colleagues to give sufficient notice of any special orders for goods and services						
3.4 resolve overdue or incomplete orders with the supplier						
3.5 arrange returns, replacements and refunds when applicable						
3.6 explain the options available when orders cannot be fulfilled on time						
3.7 maintain purchasing records that are 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 evaluate the performance of suppliers of stock for retail sale

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 evaluate the quality, price and timeliness of deliveries against the organisation's requirements						
4.2 evaluate colleagues' feedback about suppliers' performance to determine if the standard of performance is acceptable						
4.3 provide feedback to suppliers on the level of service they provide						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 303

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

11 credits

### Outcome 1 Understand the principles of food safety management that apply to a retail environment

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 explain the following terms in relation to own organisation:		
• 'critical control points'		
• 'control points'		
• 'critical limits'		
• 'variance'		
1.2 explain the importance of monitoring critical control points and control points		
1.3 explain the impact of variance at critical control points and control points on food safety, public health and the organisation		
1.4 explain why traceability is important to food safety		
1.5 explain how traceability works		
1.6 explain the importance of having organisational food safety procedures in place		
	Type of evidence	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

### Outcome 2 Be able to monitor critical control points in a retail environment

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 select relevant food safety control measures when monitoring critical control points						
2.2 implement all specified organisational operational controls and checks of critical control points at the set time frequency						

2.3 maintain records of monitoring activities in line with organisational procedures						
2.4 obtain verification for completed checks, following organisational procedures						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### **Outcome 3 Be able to deal with problems identified when monitoring critical control points in a retail environment**

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 take corrective action when control measures fail, ensuring that such action is:						
• suited to the situation						
• carried out with a degree of urgency that matches the seriousness of the situation						
3.2 report to the designated person any procedures that are out of line with critical limits						
3.3 seek expert advice and support for problems identified when monitoring critical control points that are outside own level of authority or expertise to resolve						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### **Outcome 4 Be able to ensure that staff perform to the standard required for food safety in a retail environment**

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
4.1 allocate food safety responsibilities to staff						
4.2 supervise staff to ensure that allocated food safety responsibilities are met						
4.3 ensure that staff receive the training in food safety that they need						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

**Outcome 5 Be able to evaluate the nature and impact of factors or issues that may affect the safety of food a in a retail environment**

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
5.1 evaluate the nature and impact of factors or issues that may affect the safety of food, arising in:						
• own work activities						
• the working environment						
• supplies						
• products to be sold to customers						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

**Outcome 6 Be able to contribute to improving food safety in a retail environment**

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
6.1 explain the term 'continuous improvement' in relation to food safety						
6.2 explain the importance of contributing to the process of improving food safety						
6.3 present to decision-makers ideas for improving procedures or processes that affect food safety						
6.4 implement new or revised procedures to improve food safety, where authorised to do so						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 304

## Manage staff to receive goods in a retail environment (B.37)

5 credits

### Outcome 1 Be able to manage staff to receive and check incoming deliveries of goods in a retail environment

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 select sufficient staff to prepare for, receive and check expected incoming deliveries of goods						
1.2 explain to staff, in advance of deliveries of goods arriving:						
<ul style="list-style-type: none"> <li>what needs to be done to prepare the receiving area</li> </ul>						
<ul style="list-style-type: none"> <li>what needs to happen when the expected deliveries arrive</li> </ul>						
1.3 assess whether the area for receiving goods has been adequately prepared to ensure safe and secure unloading of goods						
1.4 assess whether there is enough storage space of the right type for the expected goods						
1.5 ensure that goods are unloaded safely and securely						
1.6 explain why incoming goods should be checked against requirements immediately after unloading						
1.7 ensure that incoming goods are checked against requirements immediately after unloading						
1.8 ensure that delivery records are completed in line with organisational procedures						
1.9 evaluate records of deliveries of goods to determine whether each supplier has met the organisation's service needs						
1.10 resolve problems with deliveries of goods in line with organisational procedures						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Unit 304

## Manage staff to receive goods in a retail environment (B.37)

### Declaration

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## Unit 305

# Organise and monitor the storage of stock in a retail environment (B.38)

6 credits

### Outcome 1 Understand the causes and prevention of stock loss within storage systems

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 explain the causes of stock deterioration, loss and damage		
1.2 explain how to reduce stock loss within storage systems		
Type of evidence		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

### Outcome 2 Understand the legal and organisational requirements for storing stock

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
2.1 explain the legal and organisational requirements for storing stock, including health and safety requirements and the removal of out-of-date stock		
Type of evidence		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

### Outcome 3 Be able to organise the use of storage facilities in a retail environment

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 organise storage facilities to take account of:						
• day-to-day work						
• safety requirements						
• the need to keep stock secure						
• the need to keep stock in a saleable condition						
3.2 train staff to use the storage system:						
• securely						
• safely						
• in line with relevant legal requirements						

3.3 assign staff clear roles and responsibilities for storing and moving stock						
3.4 develop plans to cope with unforeseen storage problems that take account of available resources						
3.5 review plans for coping with unforeseen storage problems						
3.6 revise plans to cope with unforeseen storage problems, taking account of any relevant factors						
3.7 monitor storage operations to ensure that staff are storing and moving stock:						
• securely						
• safely						
• in line with relevant legal requirements						
• 3.8 maintain stock records that are 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 monitor the storage and care of stock in a retail environment**

<b>Assessment criteria (Performance)</b>	<b>Evidence date</b>					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 maintain a routine that meets the organisation's requirements for checking the quality of storage facilities and stock						
4.2 perform spot checks of storage facilities and stock						
4.3 train staff to:						
• identify stock that is out of date or at risk of deteriorating						
• deal with stock that is out of date or at risk of deteriorating in line with legal requirements and organisational procedures						
4.4 monitor the storage and movement of stock to make sure that stock is reaching the shop floor as it is needed						
4.5 recommend to decision makers ways of running storage and stock movement systems more profitably						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 306

# Maintain the availability of goods on display in a retail environment to promote sales (C.13)

6 credits

### Outcome 1 Understand how the display of goods can promote sales

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
1.1 explain how different types of display help the store to reach its sales targets		
1.2 explain how the way that information is positioned within displays can help to promote sales		
1.3 explain how the layout of the selling area affects sales		
	Type of evidence	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Understand legal and organisational requirements for displaying goods

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
2.1 explain the organisational and legal requirements for displaying descriptions and prices of goods		
2.2 explain the organisation's standards for putting displays together, including standards for cleaning and preparation		
2.3 explain the security, health and safety requirements and procedures relating to displaying goods		
2.4 explain customers' legal rights in relation to the display of goods		
	Type of evidence	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 3 Be able to organise staff to display goods for retail sale

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 explain to staff the purpose of the display and the requirements and standards it must meet, including standards for health and safety and security						
3.2 ask staff questions to check their understanding of the requirements and standards for the display						
3.3 ensure that staff prepare the display area:						
• safely						
• with the minimum of inconvenience to customers						
3.4 ensure that staff put the display together:						
• safely						
• with the minimum of inconvenience to customers						
3.5 explain the importance of consulting an authorised decision-maker before modifying or changing the display						
3.6 ensure that the records kept of displays are 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 evaluate the effectiveness of displays

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 evaluate the effectiveness of displays in relation to:						
• their intended purpose						
• legal and organisational requirements and standards						
4.2 evaluate information within displays to ensure that its content and position are:						
• legally compliant						
• likely to promote sales						
4.3 ask staff for suggestions for making the display more appealing to customers						
4.4 explain the importance of dealing promptly with any risks to security or health and safety that arise when evaluating displays						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 5 Be able to maintain the required quantity and quality of goods on display

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
5.1 provide accurate, up-to-date pricing information to the staff who need it						
5.2 monitor price marking to ensure that it is correct						
5.3 resolve any pricing problems that arise						
5.4 develop stock replenishment plans to maintain the required quantity and quality of goods on display						
5.5 organise the removal of stock of unsaleable quality from display						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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

# Unit 307

# Manage the payment transaction process in a retail environment (C.16)

9 credits

## Outcome 1 Be able to monitor payment transaction processing in a retail environment

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
1.1 explain the aims that takings practices and procedures are designed to achieve						
1.2 monitor the way staff process payment transactions, ensuring they are processed:						
<ul style="list-style-type: none"> <li>in line with organisational processing requirements</li> </ul>						
<ul style="list-style-type: none"> <li>in ways that attempt to maintain goodwill</li> </ul>						
1.3 perform checks to ensure that equipment is providing information concerning payment transactions that is:						
<ul style="list-style-type: none"> <li>up to date</li> </ul>						
<ul style="list-style-type: none"> <li>accurate</li> </ul>						
1.4 follow organisational procedures to take action to resolve any instances of:						
<ul style="list-style-type: none"> <li>payment transaction processing not meeting organisational processing requirements</li> </ul>						
<ul style="list-style-type: none"> <li>payment transactions not being processed in ways that attempt to maintain goodwill</li> </ul>						
<ul style="list-style-type: none"> <li>out of date or inaccurate information</li> </ul>						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 2 Be able to manage the operation of payment points in a retail environment

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 performs checks to ensure that staff set up and operate payment points in line with organisational procedures						
2.2 resolve any operational problems with payment points when within own authority to do so						
2.3 monitor the way that payments are handled, ensuring that staff are following organisational procedures						
2.4 develop contingency plans to deal with unexpected problems at payment points						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report						

Declaration

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<b>Date:</b>	

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

## Unit 314

## Help customers to choose alcoholic beverages in a retail environment (C.45)

10 credits

### Outcome 1 Understand legislation relating to the sale of alcoholic beverages in a retail environment

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
1.1 explain relevant legislation and regulations relating to the sale of alcoholic beverages in a retail environment		
1.2 explain the personal consequences and the consequences for the organisation of not complying with legislation and regulations relating to the sale of alcoholic beverages		
1.3 explain how the organisation's policy relating to the sale of alcohol complies with legal requirements		
	Type of evidence	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Understand the characteristics of different alcoholic beverages

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
2.1 explain the characteristics of different alcoholic beverages in terms of their features and benefits		
2.2 explain where to find reliable information about the alcoholic content of the alcoholic beverages the organisation carries		
	Type of evidence	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

**Outcome 3 Be able to comply with legal requirements when helping customers choose alcoholic beverages in a retail environment**

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 comply with all relevant legal requirements and organisational policy when helping customers choose alcoholic beverages in a retail environment						
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 alcoholic beverages in a retail environment**

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 ask customers questions to establish the types of alcoholic beverage they are looking for						
4.2 provide customers with information about alcoholic beverages that is:						
• in line with organisational procedures						
• factually correct						
• legally compliant						
• relevant to the individual customer’s needs						
4.3 match the features and benefits of available alcoholic beverages as closely as possible to customer needs						
4.4 compare and contrast alcoholic beverages in ways that attempt to help customers to choose those products that best meet their needs						
4.5 respond to customer questions about alcoholic beverages in ways that attempt to encourage sales and promote goodwill						
4.6 recommend to customers related products that could enhance their experience of the alcoholic beverages they are interested in purchasing						
4.7 explain politely to customers why it is not possible to help them to purchase alcoholic beverages, when legal requirements or organisational policy prevent this						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Unit 314

## Help customers to choose alcoholic beverages in a retail environment (C.45)



### Declaration

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## Unit 315

## Help customers to choose specialist products in a retail environment (C.58)

8 credits

### Outcome 1 Understand commercial awareness in relation to the organisation, its target market and product offer

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
1.1 explain own organisation's brand values in relation to its product offer, pricing and service		
1.2 explain the customer profiles for own organisation		
1.3 explain how own organisation compares with its competitors on product offer, pricing and service		
1.4 explain the elements of a positive customer experience in relation to:		
• own organisation		
• specialist products within own area of responsibility		
	Type of evidence	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

## Outcome 2 Understand the specialist products within own area of responsibility

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
2.1 explain the meaning of specialist terminology that knowledgeable customers are likely to use in relation to the specialist products within own area of responsibility		
2.2 explain how the specialist products within own area of responsibility are produced or obtained		
2.3 explain how methods of producing or obtaining specialist products in own area affect the nature and quality of the products		
2.4 explain any legislation relating to the specialist products within own area of responsibility		
2.5 explain any health and safety considerations that customers must be warned about, or may ask about, in relation to the specialist products within own area of responsibility		
2.6 explain any ethical and environmental concerns that customers may have about the specialist products within own area of responsibility		
2.7 explain how to address ethical and environmental concerns customers may have about specialist products within own area of responsibility		
2.8 explain sources of after-sales advice and support that are available to customers in relation to the specialist products within own area of responsibility		
2.9 explain the customer's legal rights and the organisation's policy concerning returns in relation to the specialist products within own area of responsibility		
	Type of evidence	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

## Outcome 3 Be able to initiate and develop a rapport with customers

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 explain how to assess customers' body language to determine whether they are likely to respond positively to being approached						
3.2 adapt own speech and body language in ways that attempt to initiate and develop a rapport with individual customers						
3.3 interact with customers in ways that attempt to support the organisation's brand values						
	Type of evidence					
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 4 Be able to match specialist products to individual customer requirements

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 explore customers' individual requirements to establish what specialist products they are looking for						
4.2 provide customers with information about specialist products that is:						
• in line with organisational procedures						
• factually correct						
• legally compliant						
• relevant to the individual customer's needs						
4.3 match the features and benefits of available specialist products as closely as possible to customers' needs						
4.4 compare and contrast specialist products in ways that attempt to help customers to choose products that best meet their needs						
4.5 respond to customers' questions about specialist products in ways that attempt to encourage sales and promote goodwill						
4.6 recommend related products to customers that could enhance their experience of the specialist product they are purchasing						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 5 Be able to maintain own product knowledge and expertise in relation to specialist products

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
5.1 explain how in-depth product knowledge combined with genuine enthusiasm for the product affect own ability to sell specialist products						
5.2 investigate new products and product trends in own area of expertise						
5.3 devise ways of maintaining own enthusiasm for the products in own area of expertise						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 316

## Work effectively and support others in a retail organisation (E.08)

10 credits

### Outcome 1 Understand how own team contributes to the success of the wider organisation

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
1.1 explain own team's purpose, aims and targets in the context of the wider organisation		
1.2 explain the roles and responsibilities of colleagues in own team		
1.3 explain the importance of good working relations within own team		
	Type of evidence	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Understand own role within a team in a retail environment

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
2.1 explain own responsibility for contributing to own team's success, including helping colleagues to learn		
2.2 explain the importance of being a reliable team member		
2.3 explain the factors to take account of when making commitments, including:		
• existing workload		
• the degree to which interruptions and changes of plan are within own control		
2.4 explain the importance of implementing the organisation's policies and procedures for health and safety, including the importance of setting a good example to colleagues		
	Type of evidence	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 3 Understand what motivates self and colleagues in a retail environment

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
3.1 explain the factors that can affect own and colleagues' motivation to carry out work in a retail environment, including skills and existing workload		
3.2 explain potential circumstances that could affect morale in a retail environment		
Type of evidence		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 4 Be able to support effective working within a retail team

Assessment criteria (Performance) The learner can:	Evidence date					
	Portfolio reference					
4.1 allocate work in ways that take account of own and colleagues' preferences, skills and available time						
4.2 make and keep commitments to colleagues within:						
• own team						
• the wider organisation						
4.3 agree alternative actions when it is not possible to keep commitments made to colleagues						
4.4 interact with colleagues within own team and wider organisation in ways that attempt to maintain morale						
4.5 explain to team members why it is important to treat each other fairly, politely and with respect						
4.6 implement own organisation's health and safety procedures while working						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 5 Be able to improve own work performance in own retail team

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
5.1 identify knowledge and skills needed to improve own work performance						
5.2 reach agreement with own line manager concerning:						
• learning and development goals						
• action points and deadlines for own learning and development						
5.3 take measures to improve own performance						
5.4 review own progress against an agreed learning and development plan, including seeking feedback from those in a position to give it						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 6 Be able to help others to learn in a retail environment

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
6.1 communicate to colleagues own willingness and availability to provide work-related information and advice						
6.2 provide information and advice on request to colleagues where this is within own responsibility						
6.3 provide advice and support to colleagues to help them meet the organisation's standards						
6.4 communicate procedures to colleagues in a logical sequence to help them meet the organisation's standards						
6.5 provide colleagues with opportunities to practise new skills						
6.6 provide constructive feedback to colleagues on their progress in developing new skills						
6.7 ensure that health, safety and security are not compromised when helping others to learn						
6.8 refer colleagues to specialist advice as needed to support their learning						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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**Unit 317**  
11 credits

**Deputise for the leader of a retail team (E.09)**

**Outcome 1 Understand the standards of performance required of own retail team when deputising for a team leader**

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
1.1 explain team leader responsibilities in relation to:		
• health and safety		
• equality, diversity and inclusion		
• security		
• staffing levels		
• absence reporting		
• timekeeping		
• personal appearance		
• handling customer complaints		
1.2 explain relevant legislation and regulations relating to the products the team sells		
1.3 explain the importance of setting an example to team members by following organisational procedures and policies at all times		
	Type of evidence	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

**Outcome 2 Understand how to gain the co-operation of own retail team when deputising for team leader**

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
2.1 explain the challenges involved in temporarily managing peer colleagues		
2.2 explain how clear communication helps teams to work effectively		
2.3 explain why it is important for a team leader to be approachable and trustworthy, including the importance of maintaining confidentiality		
2.4 explain the importance of treating all team members fairly		
	Type of evidence	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

**Outcome 3 Be able to maintain the standards of performance of own retail team when deputising for a team leader**

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 communicate accurate information and instructions to the team						
3.2 set an example for own team by following organisational procedures and policies when deputising for a team leader						
3.3 perform checks to ensure that team members follow organisational procedures and policies						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

**Outcome 4 Be able to manage the morale of own retail team when deputising for a team leader**

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 allocate work tasks to team members in ways that attempt to maintain the morale of the team						
4.2 use methods to motivate own team that are suited to individual team members' existing levels of motivation and expertise						
4.3 praise good performance both to the individuals concerned and to management						
4.4 provide support to team members who are having difficulty coping with their work, in ways suited to the individual and the situation						
4.5 communicate potentially sensitive information only to those who have a right to receive it						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 5 Be able to manage own performance when deputising for a team leader

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
5.1 manage own time to carry out other work duties when deputising for a team leader						
5.2 follow organisational procedures when problems arise when deputising for a team leader						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 318

# Contribute to the continuous improvement of retail operations within own area of responsibility (E.10)

10 credits

### Outcome 1 Understand how own area of responsibility can contribute to the overall success of the retail organisation

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
1.1 explain characteristics of the organisation's brand image, customer base and desired market position		
1.2 explain the relationship between the agreed performance measures for own area of responsibility and the organisation's brand image and desired market position		
1.3 explain how systems and procedures in own area of responsibility are intended to support the achievement of organisational performance measures		
1.4 explain potential causes of failure to achieve organisational performance measures in the type of retail operations carried out in own area of responsibility		
	Type of evidence	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Understand how to motivate staff in own area of responsibility to support and contribute to the continuous improvement of retail operations

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
2.1 explain why it is important for staff to understand the purpose and intended benefits of improvements to retail operations		
2.2 explain how own manner when explaining improvements can affect staff's response to these		
2.3 explain the importance of encouraging staff to suggest ideas for improvement to retail operations		
2.4 explain the importance of ensuring that colleagues receive the credit if their ideas are implemented		
2.5 explain the importance of showing enthusiasm and leading by example when putting improvements into practice		
	Type of evidence	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

**Outcome 3 Be able to evaluate achievements of organisational performance measures for retail operations within own area of responsibility**

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 evaluate organisational performance within own area of responsibility using information that is :						
• relevant						
• reliable						
• 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 develop recommendations for improving the effectiveness of retail operations**

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 develop ideas to improve the effectiveness of operations in own area of responsibility						
4.2 evaluate which ideas for improvements to the effectiveness of operations in own area of responsibility should be put forward to decision makers, based on the extent to which the ideas are:						
• consistent with the organisation’s brand image						
• consistent with organisational policy						
• achievable, given the available resources						
• beneficial to the organisation and its customers						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 5 Be able to recommend ideas for improving the effectiveness of retail operations to decision makers

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
5.1 present ideas to decision makers for possible improvements, doing so:						
• with supporting facts						
• acknowledging any contributions made by other people						
5.2 explain to decision makers the benefits the recommended improvements could bring						
5.3 justify to decision makers the resources needed to put improvements into practice						
5.4 clarify any aspects of the recommended improvements decision makers wish to discuss further						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 6 Be able to contribute to the implementation of planned improvements to retail operations within own area of responsibility

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
6.1 explain planned improvements to staff in ways that attempt to:						
• make clear the benefits of the proposed changes						
• encourage involvement in implementing proposed changes						
6.2 ensure that staff have everything they need to implement proposed changes including additional training						
6.3 seek advice and support to resolve any problems with implementing proposed changes that are not within own authority to resolve						
6.4 demonstrate to staff own commitment to achieving the benefits of proposed changes through own behaviour						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Unit 318

## Contribute to the continuous improvement of retail operations within own area of responsibility (E.10)



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## Unit 319

## Manage the prevention of wastage and loss in a retail environment (E.11)

11 credits

### Outcome 1 Understand the purpose of loss-control and stock-taking systems

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 explain the purpose of loss-control and stock taking systems		
	Type of evidence	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Be able to monitor own work area security in a retail environment

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 monitor the work area to detect any problems with security						
2.2 implement security measures in line with:						
• legislation						
• organisational requirements						
	Type of evidence					
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 3 Be able to promote security consciousness to colleagues

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 provide information to colleagues on:						
<ul style="list-style-type: none"> <li>responsibilities for maintaining security</li> </ul>						
<ul style="list-style-type: none"> <li>maintenance of security in own work area when opening, operating and closing the retail unit</li> </ul>						
<ul style="list-style-type: none"> <li>those with authority to stop and search staff and customers</li> </ul>						
<ul style="list-style-type: none"> <li>the items most likely to be stolen from own work area</li> </ul>						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 4 Be able to investigate loss of stock, equipment, cash and cash equivalents

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 monitor levels of stock, equipment, cash and cash equivalents in line with organisational procedures to enable loss to be detected						
4.2 record losses in line with organisational procedures						
4.3 follow organisational procedures to investigate the cause of losses						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 5 Be able to take measures to prevent wastage and loss

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
5.1 provide information to colleagues on:						
• the nature and extent of wastage and loss						
• how wastage and loss can occur						
• the problems caused by wastage and loss						
• how they can help to prevent wastage and loss						
5.2 evaluate potential methods for preventing wastage and loss						
5.3 implement methods to prevent wastage and loss						
5.4 evaluate the effectiveness of wastage and loss prevention measures						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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## Unit 320

## Produce staffing schedules to help a retail team to achieve its targets (E.12)

5 credits

### Outcome 1 Understand the uses of and constraints upon the staffing schedules for a retail team

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
1.1 explain the relationship between staffing schedules and the achievement of work targets within a retail team		
1.2 explain the factors other than staffing that may affect progress towards work targets, and the effect these are likely to have		
1.3 explain what can happen if requirements are not complied with when drawing up staffing schedules including:		
• legal requirements		
• organisational requirements		
• contracts of employment		
	Type of evidence	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

## Outcome 2 Be able to produce staffing schedules for a retail team

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 produce staffing schedules that:						
<ul style="list-style-type: none"> <li>cover all the operational needs that the team is responsible for meeting</li> </ul>						
<ul style="list-style-type: none"> <li>take account of the operational constraints that apply</li> </ul>						
<ul style="list-style-type: none"> <li>take account of the existing skills of staff</li> </ul>						
<ul style="list-style-type: none"> <li>show how work will be allocated between available staff</li> </ul>						
<ul style="list-style-type: none"> <li>show the locations where individuals will work</li> </ul>						
<ul style="list-style-type: none"> <li>show the times when individuals will start and finish work</li> </ul>						
<ul style="list-style-type: none"> <li>comply with relevant laws, organisational policy relating to working hours and individual contracts of employment</li> </ul>						
<ul style="list-style-type: none"> <li>attempt to make it easy for team members to understand and use</li> </ul>						
<ul style="list-style-type: none"> <li>include contingency plans to cope with unusual situations</li> </ul>						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 3 Be able to adjust staffing schedules to take account of changing operational needs and constraints

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 monitor the progress of the team towards meeting operational needs						
3.2 adjust staffing schedules where necessary and possible to ensure that operational needs can be met						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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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 322

## Monitor and support secure payment point use during trading hours (E.21)

3 credits

### Outcome 1 Understand the data security risks associated with payment point use

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 explain who is authorised to remove cash or cash equivalents from payment points during trading hours		
1.2 explain the data security risks that can arise at a payment point		
Type of evidence		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Be able to monitor and support secure payment point use during trading hours

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 monitor the payment point during trading hours to ensure that staff are following organisational procedures for keeping customers' personal data confidential						
2.2 authorise payment point transactions and adjustments in line with organisational procedures for:						
• customer service						
• security						
• stock control						
2.3 replenish change in payment points in line with organisational procedures						
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.

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<b>Date:</b>	

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

## Unit 323

## Improve the customer relationship (D.06)

7 credits

### Outcome 1 improve communication with their customers

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 select and use the best method of communication to meet their customers' expectations						
1.2 take the initiative to contact their customers to update them when things are not going to plan or when they require further information						
1.3 adapt their communication to respond to individual customers' feelings						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 2 balance the needs of their customer and their organisation

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 meet their customers' expectations within their organisation's service offer						
2.2 explain the reasons to their customers sensitively and positively when customer expectations cannot be met						
2.3 identify alternative solutions for their customers either within or outside the organisation						
2.4 identify the costs and benefits of these solutions to their organisation and to their customers						
2.5 negotiate and agree solutions with their customers which satisfy them and are acceptable to their organisation						
2.6 take action to satisfy their customers with the agreed solution when balancing customer needs with those of their organisation						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 3 exceed customer expectations to develop the relationship

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 make extra efforts to improve their relationship with their customers						
3.2 recognise opportunities to exceed their customers' expectations						
3.3 take action to exceed their customers' expectations within the limits of their own authority						
3.4 gain the help and support of others to exceed their customers' expectations						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 4 understand how to improve the customer relationship

Assessment criteria (Knowledge)	Portfolio reference	
<b>The learner can:</b>		
4.1 describe how to make best use of the method of communication chosen for dealing with their customers		
4.2 explain how to negotiate effectively with their customers		
4.3 explain how to assess the costs and benefits to their customers and their organisation of any unusual agreement they make		
4.4 explain the importance of customer loyalty and/or improved internal customer relationships to their organisation		
Type of evidence		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

## Declaration

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

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

## Unit 327

## Monitor and solve customer service problems (D.08)

6 credits

### Outcome 1 solve immediate customer service problems

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 respond positively to customer service problems following organisational guidelines						
1.2 solve customer service problems when they have sufficient authority						
1.3 work with others to solve customer service problems						
1.4 keep customers informed of the actions being taken						
1.5 check with customers that they are comfortable with the actions being taken						
1.6 solve problems with service systems and procedures that might affect customers before customers become aware of them						
1.7 inform managers and colleagues of the steps taken to solve specific problems						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 2 identify repeated customer service problems and options for solving them

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 identify repeated customer service problems						
2.2 identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option						
2.3 work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of the organisation						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 3 take action to avoid the repetition of customer service problems

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated						
3.2 action their agreed solution						
3.3 keep their customers informed in a positive and clear manner of steps being taken to solve any service problems						
3.4 monitor the changes they have made and adjust them if appropriate						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 4 understand how to monitor and solve customer service problems

Assessment criteria (Knowledge)	Portfolio reference	
<b>The learner can:</b>		
4.1 describe organisational procedures and systems for dealing with customer service problems		
4.2 describe the organisational procedures and systems for identifying repeated customer service problems		
4.3 explain how the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with service partners or internal customers		
4.4 explain how to negotiate with and reassure customers while their problems are being solved		
Type of evidence		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

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

## Unit 328

## Organise the delivery of reliable customer service (D.05)

6 credits

### Outcome 1 plan and organise the delivery of reliable customer service

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
1.1 plan, prepare and organise everything they need to deliver services or products to different types of customers						
1.2 organise what they do to ensure that they are consistently able to give prompt attention to your customers						
1.3 reorganise their work to respond to unexpected additional workloads						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 2 review and maintain customer service delivery

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 maintain service delivery during very busy periods and unusually quiet periods						
2.2 maintain service delivery when systems, people or resources have let them down						
2.3 consistently meet their customers' expectations						
2.4 balance the time they take with their customers with the demands of other customers seeking their attention						
2.5 respond appropriately to their customers when customers make comments about the products or services they are offering						
2.6 alert others to repeated comments made by their customers						
2.7 take action to improve the reliability of their service based on customer comments						
2.8 monitor the action they have taken to identify improvements in the service they give to their customers						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 3 use recording systems to maintain reliable customer service

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 record and store customer service information accurately following organisational guidelines						
3.2 select and retrieve customer service information that is relevant, sufficient and in an appropriate format						
3.3 quickly locate information that will help solve a customer's query						
3.4 supply accurate customer service information to others using the most appropriate method of communication						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 4 understand how to organise the delivery of reliable customer service

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
4.1 describe organisational procedures for unexpected situations and their role within them		
4.2 describe resource implications in times of staff sickness and holiday periods and their responsibility at these times		
4.3 explain the importance of having reliable and fast information for their customers and their organisation		
4.4 evaluate the organisational procedures and systems for delivering customer service		
4.5 identify useful customer feedback and explain how to decide which feedback should be acted on		
4.6 describe how to communicate feedback from customers to others		
4.7 evaluate the organisational procedures and systems for recording, storing, retrieving and supplying customer service information		
4.8 explain the legal and regulatory requirements regarding the storage of data		
Type of evidence		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

Declaration

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<b>Date:</b>	

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

## Unit 330

## Promote continuous improvement (D.09)

7 credits

### Outcome 1 plan improvements in customer service based on customer feedback

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 gather feedback from customers that will help to identify opportunities for customer service improvement						
1.2 analyse and interpret feedback to identify opportunities for customer service improvements and propose changes						
1.3 discuss with others the potential effects of any proposed changes for their customers and their organisation						
1.4 negotiate changes in customer service systems and improvements with somebody with sufficient authority to approve trial or full implementation of the change						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 2 implement changes in customer service

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 organise the implementation of authorised changes						
2.2 implement the changes following organisational guidelines						
2.3 inform people inside and outside their organisation who need to know of the changes being made and the reasons for them						
2.4 monitor early reactions to changes and make appropriate fine-tuning adjustments						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 3 review changes to promote continuous improvement

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 collect and record feedback on the effects of changes						
3.2 analyse and interpret feedback and share their findings on the effects of changes with others						
3.3 summarise the advantages and disadvantages of the changes						
3.4 use their analysis and interpretation of changes to identify opportunities for further improvement						
3.5 present these opportunities to somebody with sufficient authority to make them happen						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 4 understand how to promote continuous improvement

Assessment criteria (Knowledge)	Portfolio reference	
<b>The learner can:</b>		
4.1 review how service improvements in their area affect the balance between overall customer satisfaction, the costs of providing service and regulatory requirements		
4.2 explain how customer experience is influenced by the way service is delivered		
4.3 explain how to collect, analyse and present customer feedback		
4.4 explain how to make a business case to others to bring about change in the products or services they offer		
Type of evidence		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

## Declaration

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<b>Date:</b>	

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

## Unit 332

## Work with others to improve customer service (D.07)

8 credits

### Outcome 1 improve customer service by working with others

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 contribute constructive ideas for improving customer service						
1.2 identify what they have to do to improve customer service and confirm this with others						
1.3 agree with others what they have to do to improve customer service						
1.4 co-operate with others to improve customer service						
1.5 keep their commitments made to others						
1.6 make others aware of anything that may affect plans to improve customer service						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 2 monitor their own performance when improving customer service

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 discuss with others how what they do affects customer service performance						
2.2 identify how the way they work with others contributes towards improving customer service						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 3 monitor team performance when improving customer service

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 discuss with others how teamwork affects customer service performance						
3.2 work with others to collect information on team customer service performance						
3.3 identify with others how customer service teamwork could be improved						
3.4 take action with others to improve customer service performance						
Type of evidence						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 4 understand how to work with others to improve customer service

Assessment criteria (Knowledge)	Portfolio reference	
<b>The learner can:</b>		
4.1 describe who else is involved either directly or indirectly in the delivery of customer service		
4.2 describe the roles and responsibilities of others in their organisation		
4.3 describe the roles of others outside their organisation who have an impact on their services or products		
4.4 evaluate what the goals or targets of their organisation are in relation to customer service and how these are set		
4.5 evaluate how their organisation identifies improvements in customer service		
Type of evidence		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

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<b>Date:</b>	

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

## Unit 334

# Motivating colleagues to promote web-based retail facilities to customers (MCR17)

4 credits

### Outcome 1 Understand the factors to consider when motivating colleagues to promote web-based retail facilities to customers

Assessment criteria (Knowledge)	Portfolio reference					
The learner can:						
1.1 explain the main reasons why some colleagues may be concerned about the development and availability of web-based facilities in-store						
1.2 describe how to address the concerns of colleagues in relation to web-based retail facilities						
1.3 explain with whom in their own organisation it is appropriate to discuss activities designed to overcome colleagues' concerns regarding the use of web-based activities in-store						
1.4 explain different learning styles and how these can impact on how colleagues learn and develop skills in using web-based technology						
1.5 explain the importance of demonstrating respect for colleagues when helping them to use web-based technology						
1.6 describe how respect for colleagues can be demonstrated when helping them in the use of web-based technology						
Type of evidence <input type="checkbox"/>						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 2 Be able to promote colleagues' use of in-store web-based retail selling facilities

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 Explain to colleagues the purpose of all aspects of their own organisation's relevant web-based facilities and the benefits for customers						
2.2 Describe to colleagues the value of the facilities to their own organisation, including the opportunities that they present for engaging with customers in-store						
2.3 Support colleagues in the use of the web-based facilities						

2.4 Communicate with colleagues in a manner which promotes understanding and which demonstrates respect						
2.5 Make sure that colleagues' achievements in the use of web-based facilities are recognised						
Type of evidence <input type="checkbox"/>						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 3 Be able to address barriers to their colleagues' use of in-store web-based retail selling facilities

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 Determine the learning needs of colleagues relating to the use of their own organisation's web-based retail facilities, in line with their level of responsibility and organisational procedures						
3.2 Address identified learning needs in line with organisational procedures						
3.3 Identify positive and negative attitudes, where relevant, amongst colleagues regarding the web-based facilities						
3.4 Identify any barriers and conflicts that may impact negatively upon colleagues' attitudes to the use of the web-based facilities						
3.5 Discuss the needs of colleagues relating to the use of the web-based facilities with relevant people in their own organisation, protecting individual confidentiality where necessary						
3.6 Recommend activities designed to promote positive attitudes towards and use of web-based facilities						
3.7 Make sure that they act within their own levels of authority and expertise						
Type of evidence <input type="checkbox"/>						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## 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
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				
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				
220	C.06	Demonstrate products to customers in a retail environment				
224	C.17	Provide a bra fitting service in a retail environment				
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				
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 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				
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				
301	B.15	Audit stock levels and stock inventories in a retail environment				
302	B.16	Source required goods and services in a retail environment				
303	B.22	Monitor and help improve food safety in a retail environment				
304	B.37	Manage staff to receive goods in a retail environment				
305	B.38	Organise and monitor the storage of stock in a retail environment				
306	C.13	Maintain the availability of goods on display in a retail environment to promote sales				
307	C.16	Manage the payment transaction process in a retail environment				
314	C.45	Help customers to choose alcoholic beverages in a retail environment				
315	C.58	Help customers to choose specialist products in a retail environment				
316	E.08	Work effectively and support others in a retail organisation				
317	E.09	Deputise for the leader of a retail team				
318	E.10	Contribute to the continuous improvement of retail operations within own area of responsibility				
319	E.11	Manage the prevention of wastage and loss in a retail environment				
320	E.12	Produce staffing schedules to help a retail team to achieve its targets				
322	E.21	Monitor and support secure payment point use during trading hours				
323	D.06	Improve the customer relationship				
327	D.08	Monitor and solve customer service problems				
328	D.05	Organise the delivery of reliable customer service				
330	D.09	Promote continuous improvement				
332	D.07	Work with others to improve customer service				

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.

## 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

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

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### Walled Garden

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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

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### Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

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

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### Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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

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