

# Sector guidance for centres

Competence based qualification

Edexcel Level 3 Certificate and Diploma in Retail  
(Sales Professional) (QCF)

Edexcel Level 3 Certificate and Diploma in Retail  
(Visual Merchandising) (QCF)

Edexcel Level 3 Certificate and Diploma in Retail  
(Management) (QCF)

April 2010

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# Section 1: Edexcel Level 3 Certificate and Diploma in Retail (Sales Professional), Edexcel Level 3 Certificate and Diploma in Retail (Management) and Edexcel Level 3 Certificate and Diploma in Retail (Visual Merchandising) (QCF)

## Introduction

This document contains information that is specific to the Edexcel Level 3 Certificate and Diploma in Retail (Sales Professional), Edexcel Level 3 Certificate and Diploma in Retail (Management) and Edexcel Level 3 Certificate and Diploma in Retail (Visual Merchandising) (QCF). It should be read in conjunction with the *Edexcel QCF NVQ and Competence based qualifications general guidance for centres*, *Edexcel QCF NVQ Competence based qualifications guidance for learners* and the relevant learner logbooks (see *Section 5: Further information*).

## National Occupational Standards and Retail competence based qualifications

The standards, assessment strategy and qualification structures for retail are owned by Skillsmart Retail who developed these National Occupational Standards. The competency based qualifications have been developed from the National Occupational Standards.

The Edexcel Level 3 Certificates and Diplomas in Retail (QCF) give recognition of learners' skills, knowledge and understanding. They allow learners to gain a qualification in the workplace that relates to their job and promotes good working practice.

You can contact the Sector Skills Council (SSC) at:

4th Floor  
93 Newman Street  
London W1T 3EZ

Telephone: 020 7462 5060  
Website: [www.skillsmartretail.com](http://www.skillsmartretail.com)



## Section 2: About these competence based qualifications in retail

The Edexcel Level 3 Certificates and Diplomas in Retail (QCF) are designed to be assessed in the workplace, or in conditions resembling the workplace, for example:

- retail departments
- stores
- supermarkets
- retail outlets.

In a further education or training situation, assessment is occasionally achieved through simulation. Simulation must be carried out in conditions resembling the workplace. These conditions are described as being a 'realistic working environment' (RWE). For guidance on the use of simulation, see *Section 3*.

### Which Edexcel competence based qualifications in Retail (QCF) are available?

Edexcel NVQs in Retail (QCF) are available as follows:

- Edexcel Level 2 Award, Certificate and Diploma in Retail Skills (QCF)
- Edexcel Level 3 Certificate and Diploma in Retail (Sales Professional) (QCF)
- Edexcel Level 3 Certificate and Diploma in Retail (Visual Merchandising) (QCF)
- Edexcel Level 3 Certificate and Diploma in Retail (Management) (QCF).

It is important that the most appropriate level and route is selected for each learner.

### Who are the Edexcel Level 3 Certificates and Diplomas for?

These Edexcel competence based qualifications are designed for people who are working, or wish to work, within the retail sector in roles such as supervisor, first line manager, department manager, owner/manager.

### What progression opportunities do the Edexcel Level 3 Certificates and Diplomas (QCF) offer?

These Edexcel Level 3 competence based qualifications in Retail (QCF) will allow learners to progress within employment and to other competence based qualifications and vocationally-related qualifications at Levels 2 and 3 such as:

- Edexcel Level 2 BTEC First Certificate in Retail
- Edexcel Level 2 BTEC First Diploma in Retail
- Edexcel Level 2 BTEC Certificate in Retail Beauty Consultancy
- Edexcel Level 2 BTEC Diploma in Retail Beauty Consultancy
- Edexcel Level 3 BTEC National Award in Retail
- Edexcel Level 3 BTEC National Certificate in Retail
- Edexcel Level 3 BTEC National Diploma in Retail
- Edexcel Level 3 Certificate and Diploma in Retail (Sales Professional) (QCF)
- Edexcel Level 3 Certificate and Diploma in Retail (Visual Merchandising) (QCF)
- Edexcel Level 3 Certificate and Diploma in Retail (Management) (QCF)
- Edexcel Level 3 BTEC Certificate and Diploma in Retail Knowledge.

## Rules of combination for the Edexcel Level 3 Certificates and Diplomas in Retail (QCF)

The rules of combination specify the:

- total credit value of the qualification
- minimum credit to be achieved at, or above, the level of the qualification
- mandatory unit credit
- optional unit credit.

When combining units for an Edexcel Certificate or Diploma in Retail (QCF), it is the centre's responsibility to ensure that the specified rules of combination are adhered to.

There are 13 groups of units within the suite of Retail Skills qualifications. These groups consist of Level 1, 2 and 3 units. All of the Retail L3 qualifications include the mandatory unit E08 'Work effectively in your retail organisation', as part of the rule of combination, plus:

- Groups: 6, 12 and 13 form part of the rule of combination for the Edexcel Level 3 in Retail (Sales Professional)
- Groups: 6, 7, 8, and 9 form part of the rule of combination for the Edexcel Level 3 Retail (Management)
- Groups: 10 and 11 form part of the rule of combination for the Edexcel Level 3 Retail (Visual Merchandising).

To view the groups of units within other retail qualifications please go to the Edexcel website [www.edexcel.com](http://www.edexcel.com)

## Edexcel Level 3 Certificate in Retail (Sales Professional) (QCF)

### Rules of combination

- 1 Qualification credit value: 31
- 2 Minimum credit to be achieved at Level 3: 19
- 3 Mandatory unit credit: 9
- 4 Optional unit credit: 22

### Structure

To achieve the whole qualification at Level 3, a learner must achieve a minimum of 31 credits. This **must** include:

- the mandatory unit E08 (9 credits).

Only **one** unit can come from Group 6 and only **one** unit can come from Group 13.

The remaining credit up to the required total of 31 will be completed from the units listed in Group 12.

### Mandatory unit

Unit number	Title	Credit	Level	GLH
E08	Work effectively in your retail organisation	9	3	49

### Option units

**Group 6: Only ONE unit from the group below must be achieved**

Unit number	Title	Credit	Level	GLH
D5	Organise the delivery of reliable customer service	9	3	36
D6	Improve the customer relationship	8	3	35
D7	Work with others to improve customer service	7	3	22
D8	Monitor and solve customer service problems	7	3	28
D9	Promote continuous improvement in customer service	10	3	1

**Group 12: The remaining credit up to the required total of 31 will be completed from the units listed below**

Unit number	Title	Credit	Level	GLH
B14	Organise the receipt and storage of goods in a retail environment	11	3	59
B15	Audit stock levels and stock inventories in a retail environment	6	3	29
B16	Source required goods and services in a retail environment	10	3	21
B22	Monitor and help improve food safety in a retail environment	12	3	67
C07	Process part exchange sales transactions in a retail environment	12	3	62
C13	Maintain the availability of goods for sale to customers in a retail environment	11	3	55
C14	Provide specialist support in helping customers to make purchases in a retail environment	8	3	56
C15	Enable customers to apply for credit and hire purchase facilities	12	3	56
C30	Develop individual retail service opportunities	6	3	41
C31	Provide a personalised sales and after-sales service to your retail clients	8	3	46
C38	Assist customers to obtain appropriate insurance	12	3	70
C45	Help customers to choose alcoholic beverages in a retail store	6	3	29
E09	Help to manage a retail team	11	3	52
E10	Contribute to the continuous improvement of retail operations	10	3	56
E11	Help to monitor and maintain the security of the retail unit	11	3	70
E12	Plan, monitor and adjust staffing levels and schedules in a retail environment	11	3	63
E17	Monitor and evaluate the quality of service provided to your customers by external suppliers	9	3	56
E21	Monitor and support secure till use during trading hours	3	3	17

**Group 13: Only ONE unit from the group below must be achieved**

Unit number	Title	Credit	Level	GLH
B10	Process bake-off products for sale in a retail environment	6	2	28
B11	Process fish and shellfish for sale in a retail environment	12	2	60
B12	Process greengrocery products for sale in a retail environment	9	2	49
B13	Finish meat products by hand in a retail environment	9	2	46
B17	Contribute to dough production control and efficiency	11	2	53
B18	Select, weigh and measure dough ingredients	11	2	54
B19	Hand divide, mould and shape fermented doughs	10	2	48
C17	Provide the lingerie fitting service in a retail environment	8	2	48
C35	Promote beauty products to retail customers	10	2	53
C40	Establish customer needs and provide advice regarding tiling products	6	2	29
C41	Advise customers upon measuring and planning for the fixing of tiles	6	2	39
C42	Advise customers upon the fixing of tiles	6	2	39
C46	Cash up in a retail store	2	2	11
C47	Promote the store's credit card to customers	3	2	12
C48	Provide service to customers in the dressing room of a retail store	1	2	9
C49	Promote sales of food or drink products by offering samples to customers	2	2	16
C52	Help customers to apply for the store's credit card and associated insurance products	4	2	24
E15	Develop productive working relationships with colleagues	9	2	27

## Edexcel Level 3 Diploma in Retail (Sales Professional) (QCF)

### Rules of combination

- 1 Qualification credit value: 40
- 2 Minimum credit to be achieved at Level 3: 24
- 3 Mandatory unit credit: 9
- 4 Optional unit credit: 31

### Structure

To achieve the whole qualification at Level 3, a learner must achieve a minimum of 31 credits. This **must** include:

- the mandatory unit E08 (9 credits).

Only **one** unit can come from Group 6 and only **one** unit can come from Group 13.

The remaining credit up to the required total of 40 will be completed from the units listed in Group 12.

### Mandatory unit

Unit number	Title	Credit	Level	GLH
E08	Work effectively in your retail organisation	9	3	49

### Option units

**Group 6: Only ONE unit from the group below must be achieved**

Unit number	Title	Credit	Level	GLH
D5	Organise the delivery of reliable customer service	9	3	36
D6	Improve the customer relationship	8	3	35
D7	Work with others to improve customer service	7	3	22
D8	Monitor and solve customer service problems	7	3	28
D9	Promote continuous improvement in customer service	10	3	1

**Group 12: The remaining credit up to the required total of 40 will be completed from the units listed below**

Unit number	Title	Credit	Level	GLH
B14	Organise the receipt and storage of goods in a retail environment	11	3	59
B15	Audit stock levels and stock inventories in a retail environment	6	3	29
B16	Source required goods and services in a retail environment	10	3	21
B22	Monitor and help improve food safety in a retail environment	12	3	67
C07	Process part exchange sales transactions in a retail environment	12	3	62
C13	Maintain the availability of goods for sale to customers in a retail environment	11	3	55
C14	Provide specialist support in helping customers to make purchases in a retail environment	8	3	56
C15	Enable customers to apply for credit and hire purchase facilities	12	3	56
C30	Develop individual retail service opportunities	6	3	41
C31	Provide a personalised sales and after-sales service to your retail clients	8	3	46
C38	Assist customers to obtain appropriate insurance	12	3	70
C45	Help customers to choose alcoholic beverages in a retail store	6	3	29
E09	Help to manage a retail team	11	3	52
E10	Contribute to the continuous improvement of retail operations	10	3	56
E11	Help to monitor and maintain the security of the retail unit	11	3	70
E12	Plan, monitor and adjust staffing levels and schedules in a retail environment	11	3	63
E17	Monitor and evaluate the quality of service provided to your customers by external suppliers	9	3	56
E21	Monitor and support secure till use during trading hours	3	3	17

**Group 13: Only ONE unit from the group below must be achieved**

Unit number	Title	Credit	Level	GLH
B10	Process bake-off products for sale in a retail environment	6	2	28
B11	Process fish and shellfish for sale in a retail environment	12	2	60
B12	Process greengrocery products for sale in a retail environment	9	2	49
B13	Finish meat products by hand in a retail environment	9	2	46
B17	Contribute to dough production control and efficiency	11	2	53
B18	Select, weigh and measure dough ingredients	11	2	54
B19	Hand divide, mould and shape fermented doughs	10	2	48
C17	Provide the lingerie fitting service in a retail environment	8	2	48
C35	Promote beauty products to retail customers	10	2	53
C40	Establish customer needs and provide advice regarding tiling products	6	2	29
C41	Advise customers upon measuring and planning for the fixing of tiles	6	2	39
C42	Advise customers upon the fixing of tiles	6	2	39
C46	Cash up in a retail store	2	2	11
C47	Promote the store's credit card to customers	3	2	12
C48	Provide service to customers in the dressing room of a retail store	1	2	9
C49	Promote sales of food or drink products by offering samples to customers	2	2	16
C52	Help customers to apply for the store's credit card and associated insurance products	4	2	24
E15	Develop productive working relationships with colleagues	9	2	27

## Edexcel Level 3 Certificate in Retail (Visual Merchandising) (QCF)

### Rules of combination

- 1 Qualification credit value: 31
- 2 Minimum credit to be achieved at Level 3: 19
- 3 Mandatory unit credit: 9
- 4 Optional unit credit: 22

### Structure

To achieve the whole qualification at Level 3, a learner must achieve a minimum of 31 credits.

This must include:

- the mandatory unit E08 (9 credits)
- a minimum of 10 credits from Group 10
- a maximum of ONE unit from Group 11.

### Mandatory unit

Unit number	Title	Credit	Level	GLH
E08	Work effectively in your retail organisation	9	3	49

### Option units

#### Group 10: A minimum of 10 credits from this group

Unit number	Title	Credit	Level	GLH
B14	Organise the receipt and storage of goods in a retail environment	11	3	59
C24	Choose merchandise to feature in visual merchandising displays	6	3	42
C25	Plan, monitor and control how graphics are used in visual merchandising displays	8	3	49
C26	Monitor the effect of visual merchandising displays and layouts	10	3	56
C27	Allocate, monitor and control visual merchandising project resources against budgets	10	3	56
C28	Contribute to developing and putting into practice the company's visual merchandising policy	10	3	42
C29	Create plans, elevations and drawings to realise visual merchandising ideas	10	3	62

Unit number	Title	Credit	Level	GLH
E09	Help to manage a retail team	11	3	52
E10	Contribute to the continuous improvement of retail operations	10	3	56

**Group 11: A maximum of ONE unit from this group**

Unit number	Title	Credit	Level	GLH
C18	Follow guidelines for planning and preparing visual merchandising displays	7	2	38
C19	Follow guidelines for dressing visual merchandising displays	8	2	48
C20	Order graphic materials for visual merchandising displays	3	2	18
C21	Dismantle and store visual merchandising displays	13	2	70
C22	Make props for visual merchandising displays	10	2	56
C23	Put visual merchandising displays together	8	2	49

## Edexcel Level 3 Diploma in Retail (Visual Merchandising) (QCF)

### Rules of combination

- 1 Qualification credit value: 53
- 2 Minimum credit to be achieved at Level 3: 32
- 3 Mandatory unit credit: 9
- 4 Optional unit credit: 44

### Structure

To achieve the whole qualification at Level 3, a learner must achieve a minimum of 53 credits.

- The mandatory unit E08 (9 credits).
- A minimum of 23 credits from Group 10.
- A maximum of **one** unit from Group 11.

### Mandatory unit

Unit number	Title	Credit	Level	GLH
E08	Work effectively in your retail organisation	9	3	49

### Option units

#### Group 10: A minimum of 23 credits from this group

Unit number	Title	Credit	Level	GLH
B14	Organise the receipt and storage of goods in a retail environment	11	3	59
C24	Choose merchandise to feature in visual merchandising displays	6	3	42
C25	Plan, monitor and control how graphics are used in visual merchandising displays	8	3	49
C26	Monitor the effect of visual merchandising displays and layouts	10	3	56
C27	Allocate, monitor and control visual merchandising project resources against budgets	10	3	56
C28	Contribute to developing and putting into practice the company's visual merchandising policy	10	3	42
C29	Create plans, elevations and drawings to realise visual merchandising ideas	10	3	62
E09	Help to manage a retail team	11	3	52
E10	Contribute to the continuous improvement of retail operations	10	3	56

**Group 11: A maximum of ONE unit from this group**

Unit number	Title	Credit	Level	GLH
C18	Follow guidelines for planning and preparing visual merchandising displays	7	2	38
C19	Follow guidelines for dressing visual merchandising displays	8	2	48
C20	Order graphic materials for visual merchandising displays	3	2	18
C21	Dismantle and store visual merchandising displays	13	2	70
C22	Make props for visual merchandising displays	10	2	56
C23	Put visual merchandising displays together	8	2	49

## Edexcel Level 3 Certificate in Retail (Management) (QCF)

### Rules of combination

- 1 Qualification credit value: 31
- 2 Minimum credit to be achieved at Level 3: 19
- 3 Mandatory unit credit: 9
- 4 Optional unit credit: 22

### Structure

To achieve the whole qualification at Level 3, a learner must achieve a minimum of 31 credits.

- The mandatory unit E08 (9 credits).
- Only **one** unit from Group 6 and only **one** unit from Group 9.
- The remaining credit up to the required total of 31 will be completed from the units listed in Group 7.

### Mandatory unit

Unit number	Title	Credit	Level	GLH
E08	Work effectively in your retail organisation	9	3	49

### Group 6: Only ONE unit from the group below must be achieved

Unit number	Title	Credit	Level	GLH
D5	Organise the delivery of reliable customer service	9	3	36
D6	Improve the customer relationship	8	3	35
D7	Work with others to improve customer service	7	3	22
D8	Monitor and solve customer service problems	7	3	28
D9	Promote continuous improvement in customer service	10	3	1

**Group 7: The remaining credit up to the required total of 31 will be completed from the units listed below**

Unit number	Title	Credit	Level	GLH
B14	Organise the receipt and storage of goods in a retail environment	11	3	59
B15	Audit stock levels and stock inventories in a retail environment	6	3	29
B16	Source required goods and services in a retail environment	10	3	21
B22	Monitor and help improve food safety in a retail environment	12	3	67
C13	Maintain the availability of goods for sale to customers in a retail environment	11	3	55
C16	Evaluate the receipt of payments from customers	9	3	35
E11	Help to monitor and maintain the security of the retail unit	11	3	70
E12	Plan, monitor and adjust staffing levels and schedules in a retail environment	11	3	63
E17	Monitor and evaluate the quality of service provided to your customers by external suppliers	9	3	56
E18	Monitor and maintain health and safety in a retail environment	13	3	63
E21	Monitor and support secure till use during trading hours	3	3	17

**Group 8: At least ONE unit from the group below must be achieved**

Unit number	Title	Credit	Level	GLH
E10	Contribute to the continuous improvement of retail operations	10	3	56
E13	Recruit, select and keep colleagues	13	3	29
E14	Provide learning opportunities for colleagues	11	3	33

**Group 9: Only ONE unit from the group below must be achieved**

Unit number	Title	Credit	Level	GLH
E15	Develop productive working relationships with colleagues	9	2	27
E16	Allocate and check work in your team	10	2	36

## Edexcel Level 3 Diploma in Retail (Management) (QCF)

### Rules of combination

- 1 Qualification credit value: 43
- 2 Minimum credit to be achieved at Level 3: 26
- 3 Mandatory unit credit: 9
- 4 Optional unit credit: 34

### Structure

To achieve the whole qualification at Level 3, a learner must achieve a minimum of 31 credits.

- The mandatory unit E08 (9 credits).
- Only **one** unit from Group 6 and only **one** unit from Group 9.
- The remaining credit up to the required total of 43 will be completed from the units listed in Group 7.

### Mandatory unit

Unit number	Title	Credit	Level	GLH
E08	Work effectively in your retail organisation	9	3	49

### Group 6: Only ONE unit from the group below may be achieved

Unit number	Title	Credit	Level	GLH
D5	Organise the delivery of reliable customer service	9	3	36
D6	Improve the customer relationship	8	3	35
D7	Work with others to improve customer service	7	3	22
D8	Monitor and solve customer service problems	7	3	28
D9	Promote continuous improvement in customer service	10	3	1

**Group 7: The remaining credit up to the required total of 43 will be completed from the units listed below**

Unit number	Title	Credit	Level	GLH
B14	Organise the receipt and storage of goods in a retail environment	11	3	59
B15	Audit stock levels and stock inventories in a retail environment	6	3	29
B16	Source required goods and services in a retail environment	10	3	21
B22	Monitor and help improve food safety in a retail environment	12	3	67
C13	Maintain the availability of goods for sale to customers in a retail environment	11	3	55
C16	Evaluate the receipt of payments from customers	9	3	35
E11	Help to monitor and maintain the security of the retail unit	11	3	70
E12	Plan, monitor and adjust staffing levels and schedules in a retail environment	11	3	63
E17	Monitor and evaluate the quality of service provided to your customers by external suppliers	9	3	56
E18	Monitor and maintain health and safety in a retail environment	13	3	63
E21	Monitor and support secure till use during trading hours	3	3	17

**Group 8: At least TWO units from the two following groups below must be achieved**

Unit number	Title	Credit	Level	GLH
E10	Contribute to the continuous improvement of retail operations	10	3	56
E13	Recruit, select and keep colleagues	13	3	29
E14	Provide learning opportunities for colleagues	11	3	33

**Group 9: Only ONE unit from the group below must be achieved**

Unit number	Title	Credit	Level	GLH
E15	Develop productive working relationships with colleagues	9	2	27
E16	Allocate and check work in your team	10	2	36

## Section 3: Assessment strategy

### Introduction

The Assessment Strategy for these Competence based retail qualifications has been established by Skillsmart Retail in agreement with awarding bodies.

- The Assessment Strategy sets out recommendations and specifications for the assessment and quality control of the retail suite of National Occupational Standards (NOS) across the UK. This strategy should be read in conjunction with the *Edexcel NVQ general guidance for centres* and the *Edexcel Level 3 NVQ Certificates and Diplomas in Retail (QCF) – Logbooks for learners*.

The NOS referred to underpin the National Vocational Qualifications (NVQs) at Levels 2 and 3. This includes the following NVQs:

- Edexcel Level 2 Award, Certificate and Diploma in Retail Skills (QCF)
- Edexcel Level 3 Certificate and Diploma in Retail (Sales Professional) (QCF)
- Edexcel Level 3 Certificate and Diploma in Retail (Visual Merchandising) (QCF)
- Edexcel Level 3 in Certificate and Diploma in Retail (Management) (QCF).

The following sections outline the principles that underpin the assessment of the above standards and qualifications with regard to:

- the use and application of simulation
- providing realistic working environments
- the role and competence of assessors, expert witnesses and verifiers
- external quality control of assessment – risk identification and management.

These principles are in addition to the generic criteria that awarding bodies must meet for the delivery of these competence based retail qualifications, as required by the Qualifications and Curriculum Development Agency (QDCA) current guidance and requirements.

# Assessment Strategies for QCF Qualifications in the Retail Sector

## Section 1: Introduction

The qualifications currently covered by this Assessment Strategy are listed in Appendix 1.

### Knowledge-based qualifications

During 2008/09 Skillsmart Retail, together with a number of awarding organisations, have developed new qualifications which deliver the underpinning technical knowledge required to work in the retail sector. These qualifications called Retail Knowledge have been drawn from the retail occupational standards, the pre-existing QCA guidance for the development of Technical Certificates and the existing NQF qualifications for their content.

Assessment methodologies for the knowledge-based qualifications will be developed by awarding organisations which are proportionate to level and breadth of knowledge being assessed, and which additionally look to use resources effectively and take account of 'business as usual' practices found in retail businesses (see Key Principles 3 and 4) These principles can be adapted for the knowledge-based qualifications for learners not already in work which may include the use of simulation where necessary.

### Competence based qualifications

The strategies relating to competence based qualifications in this document were originally produced as an output of the assessment strategy project undertaken by the Distributive National Training Organisation in 2000/01<sup>1</sup> which was developed for the competence based qualifications as a requirement of the NVQ Code of Practice. Nothing has changed in the retail industry that impacts on these original findings, however these strategies have been further informed by the work of Skillsmart Retail and awarding organisations to provide flexible delivery methods. The formal introduction of these flexible arrangements by awarding organisations in 2005, as described in the fourth Key Principle, for larger retailers has been particularly successful and a number of retailers have since re-engaged with qualifications.

In 2008 Skillsmart Retail published the Retail Sector Qualifications Strategy (SQS), which was developed in partnership with the awarding organisations, employers and regulators. To support full implementation of the SQS, the Assessment Strategy for NVQs and SVQs was amended so as to relax slightly the restrictions on the use of simulation as an assessment method. The Assessment Strategy now allows for simulation to be used to assess performance in a limited selection of basic functions which do not involve interaction with customers. However, it is still a key principle of the Assessment Strategy that assessment should be based on workplace activity and in those limited circumstances where simulation is allowed it is still a strict requirement that the key characteristics of the working environment should be realistically simulated in relation to the function being assessed.

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<sup>1</sup> The broad findings and recommendations of the assessment strategy project are contained in the document titled 'Assessment strategy project findings and recommendations – incorporating the DNTO Assessment Strategy' and a full text of the findings and recommendations of the project titled 'Skills formation and recognition of employees in the Distributive sector – findings and recommendations of the DNTO assessment strategy project'.

## Key principles

A set of key principles has been firmly established since 2002 which informs the assessment strategies and which should be used in interpreting their application. These principles are that:

<b>Evidence of competence is based on workplace activity</b>	Competence based qualifications recognise competence in the workplace; as such evidence should reflect workplace activity and aim to reflect attainment within an organisational context.
<b>Assessing competence based qualifications and related QCF qualifications</b>	Assessment should assess the achievement of learning outcomes and performance criteria but must also ensure that the methods employed are those that are most relevant for the level being assessed and sector expectations of candidates at that level. For example, this means that for competence based qualifications, whilst observation should be the principal method to assess individuals at Level 2, other methods such as professional discussion and assignments might well be employed to assess individuals at Level 3 and above.
<b>Developing a skilled workforce</b>	Assessment practice should contribute to the development of a skilled workforce and the choice and application of assessment methods must reflect this ideal.
<b>Integrating systems for capturing evidence of competence</b>	Skills formation in the retail sector, delivered through staff induction and ongoing training and development programmes, is required by organisations to capture the unique character and culture that the organisation wishes to project. To this end the assessment system for competence based and the knowledge-based QCF qualifications should, where possible, be integrated with organisations' training and HR models for developing and recognising the knowledge and competence of their workforce.

## Section 2: Specific Assessment Strategy for the Competence based Qualifications

### 1 The use and application of simulation

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

- some aspects of health and safety and security
- some basic functions which do not involve interaction with customers.

Skillsmart Retail requires that awarding organisations:

- a discourage the inappropriate use of competence based QCF qualifications by organisations that do not assess candidates in a working environment. Competence based QCF qualifications are only suitable for individuals who are in some form of working capacity in the sector, or, in a limited set of contexts, are being prepared for work and will be assessed in a realistic working environment (see *Section 3.1.1* below for definition)
- b establish criteria to ensure that simulation is not used as the sole form of evidence for any unit of a competence based QCF qualification, except where allowed for specific units in Section 3.2 of this Assessment Strategy. This should be expressed in guidance for qualifications operating in the sector
- c provide clear guidance to centres to indicate that evidence towards a competence based QCF qualification should come from the workplace except where simulation is expressly allowed in the evidence requirements for a particular unit. Workplace evidence may be gathered in the context of full, part-time, casual or voluntary employment. Assessment may be undertaken in a 'work placement' (ie full-time students placed into a working environment for a day per week) although supporting evidence from a supervisor or manager, associated with some form of work activity must supplement the assessment process.

#### 1.1 Providing Realistic Working Environments (RWE)

Where simulation is used the sector requires that:

- a simulation must be undertaken in a Realistic Working Environment
- b awarding bodies provide guidance for centres, which requires that realistic working environments:

'provide an environment which replicates the key characteristics of the workplace in which the skill to be assessed is normally employed'.

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

#### 1.2 Standards which are required to be assessed through performance

Assessment for the competence based QCF qualification must always be carried out in a retail environment except where a realistic working environment is permitted for simulation.

The use of simulated activities is allowed for:

- the demonstration of emergency procedures contained within the Health and Safety Units (E2, E6, E18)
- taking action to deal with or contain security risks, threats and breaches and incidents of theft within the Security Units (E1, E7, E11)
- units covering a limited selection of basic functions which need not involve interacting with customers (B1, B2, C1, E1, E2, E3, E4).

Additionally Improve SSC allow for the use of simulation as a **supplementary form of evidence** for Units B17, B18 and B19 when the candidate's assessment environment does not allow for assessment across the full range of contexts, equipment or products specified.

Evidence generated from simulated activities will not be acceptable for any other unit. In particular, it must be emphasised that **simulation is not permitted** for any of the units originally derived by the:

- Institute of Customer Service (ICS)
- Management Standards Centre (MSC)
- Financial Services Skills Council (FSSC).

## **2 The role and competence of assessors, expert witnesses and verifiers**

A wide variety of issues impact upon the participation of organisations, and take-up by individuals, of competence based QCF qualifications. These issues relate to other matters as well as the quality of an assessment process, however, they are central to the way assessment is managed.

To this end, Skillsmart Retail requires that the following conditions be fulfilled.

### **2.1 The role of supervisors and managers in the assessment process**

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

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

- a achieving the appropriate regulatory body approved unit qualifications for assessment and internal verification

**OR**

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

The alternative option described in (b) above, which waives the need for the regulatory approved units in the retail Sector, must be confined in application to an 'organisation by organisation' and 'qualification by qualification' basis. **Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the standards in association with the prospective awarding body who will be offering the qualification.**

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

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

The services offered by the peripatetic assessor must complement the activity of a line manager or owner/manager and the competence of a candidate employed in the Retail sector may not be confirmed without the participation of a line manager or owner/manager in the process. It is also requested that specific reference be made to auditing this provision, within external verification processes.

## **2.3 The role of expert witnesses in the assessment process**

There are a number of different sub sectors in retail selling a huge range of products. Consequently there are occupations within the retail store which are undertaken by specialists, for example beauty consultants, bakers and visual merchandisers. These specialist occupations are reflected in the retail National Occupational Standards which means that in many cases assessors will not be competent in performing the occupational requirements of the standards.

In these instances the assessor **must use** an expert witness<sup>2</sup> to provide evidence in confirming to the candidate's competence. The assessor will make the final judgement.

## **2.4 Occupational competence of expert witnesses**

Expert witnesses can be drawn from a wide range of people who can attest to performance in the workplace, including line managers and experienced colleagues from inside the candidate's organisation.

Skillsmart Retail requires that:

**'Expert witnesses must be able to demonstrate practical experience and knowledge in the unit being assessed.'**

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

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<sup>2</sup> An expert witness is an experienced peer of the candidate, or the candidate's line manager. The expert witness is not consulted as a professional assessor, but as someone who is expert in the occupation to be assessed.

## 2.5 Occupational competence of assessors

Skillsmart Retail requires that:

**‘Assessors** are required to be competent in performing the occupational requirements of the retail generic standards, in terms of performance and knowledge, and also demonstrate an in-depth knowledge of both the generic and specialist standards they are assessing.

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

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

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

## 2.6 Occupational competence of verifiers

Skillsmart Retail requires that:

**‘Internal Verifiers** (or equivalent quality assurance experts) are required to have a current understanding of the content, structure and occupational requirements of the standards that they are internally verifying. The acquisition of this understanding will have been gained while working directly within the retail occupational area in either an operational or a support function.

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

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

**‘External Verifiers** (or equivalent quality assurance experts) are required to have a current Understanding of the occupational requirements of the standards they are verifying. The acquisition of this understanding will have been gained while working within the occupational area in either an operational or a support function.

The level of understanding should enable them to relate to and understand the requirements of the national occupational standards and be sufficient to enable them to determine whether the evidence collected for a candidate met all the evidence requirements.’

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

## 2.7 Continuing Professional Development of peripatetic assessors and verifiers

The sector also requires that individuals involved in these activities maintain currency of skill and understanding of the sector, in line with the role they are fulfilling. It is a Skillsmart Retail requirement that guidance on Continuous Professional Development of peripatetic assessors and verifiers must be implemented, in that:

‘all assessors and verifiers, if not currently employed within a Retail industry sector company, will need to prove they have a current working knowledge of the sector they are assessing or verifying. This can be demonstrated by maintaining records of evidence from occupational updating activities such as:

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

**Note:** Retailers who have chosen not to use the appropriate regulatory body approved qualifications for assessment and internal verification should be encouraged to offer the unit qualifications as CPD where the willingness by the employer to support this additional activity becomes known to the awarding body.

## 3 External quality control of assessment – risk identification and management

The application and implementation of external quality control (ie independent assessment, external moderation, tests and projects) was thoroughly researched during the project and the main report<sup>3</sup> (section 6) details the reasons sector employers felt it was considered neither feasible nor practical. The rationale supported by employers was that a robust quality system is based upon processes associated with risk assessment and management.

The awarding body’s risk rating system must be auditable by the regulatory bodies.

### 3.1 Risk identification

In order to achieve the required level of external quality control, the awarding body must undertake a risk assessment of **each** prospective centre at the point of **application for approval to offer any Skillsmart Retail qualification**. The awarding body must obtain information on a number of specified ‘risk factors’ for each prospective centre at the point of approval. Skillsmart Retail would recommend the following, but awarding organisations should feel free to recommend alternative risk factors, which would be more appropriate.

- Prospective centres’ experience of operating competence based QCF qualifications.
- The appropriateness of existing systems, or systems developed to meet the requirements of other quality assurance regimes, for the delivery of competence based QCF qualifications.
- Whether the prospective centre has had a previous application for centre approval refused or their approval status withdrawn.
- The proposed ratio of candidates to assessors and internal verifiers, taking account of whether the assessors and internal verifiers are full-time or part-time in their roles.

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<sup>3</sup> ‘Skills formation and recognition of employees in the Distributive sector: finding and recommendations of the DNTO assessment strategy project’ (1st November 2000).

- Whether candidates are going to be in employment (paid or voluntary), on work placements or learning in a realistic working environment.

The awarding body must have a **method of rating** the prospective centre against each of the risk factors noted above and, also, producing an overall rating which identifies the level of risk associated with the prospective centre. The rating should then be used by the awarding body in determining the degree of support during the first year of approval.

### 3.2 Risk management

In order to identify and manage risk during ongoing centre operation, the awarding body must undertake a **yearly risk assessment of each active centre for the Retail sector competence based QCF qualifications**. The awarding body must obtain information on a number of specified 'risk factors' for each centre. Skillsmart Retail would recommend the following, but awarding bodies should feel free to recommend alternative risk factors, which would be more appropriate.

- The turnover of assessors and internal verifiers.
- The throughput of candidates.
- The ratio of candidates to assessors and internal verifiers, taking account of whether the assessors and internal verifiers are full-time or part-time in their roles.
- Whether public funding is being accessed for the training of candidates towards/assessment of candidates for the competence based QCF qualifications.
- Whether candidates are in employment (paid or voluntary), on work placements or learning in a realistic working environment.

The awarding body must have a **method of rating** each centre against each of the risk factors noted above and, also, producing an overall rating which identifies the level of risk associated with the centre. The rating should then be used by the awarding body to assist in determining the level of ongoing support for the centre, including the level of external verification activity.

## **Appendix 1: Qualifications covered by this Assessment Strategy**

### **Competence based**

Level 1 Award in Retail Skills

Level 1 Certificate in Retail Skills

Level 1 Diploma in Retail Skills

Level 2 Award in Retail Skills

Level 2 Certificate in Retail Skills

Level 2 Diploma in Retail Skills

Level 3 Certificate in Retail (Sales Professional)

Level 3 Certificate in Retail (Visual Merchandising)

Level 3 Certificate in Retail (Management)

Level 3 Diploma in Retail (Sales Professional)

Level 3 Diploma in Retail (Visual Merchandising)

Level 3 Diploma in Retail (Management)

## **Knowledge-based**

Level 1 Award in Retail Knowledge

Level 1 Award in Retail Knowledge (Construction and Electrical Merchancing)

Level 2 Award in Retail Knowledge

Level 2 Certificate in Retail Knowledge

Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchancing – Building)

Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchancing – Domestic Heating and Plumbing)

Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchancing – Commercial Heating)

Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchancing – Timber)

Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchancing – Electrical)

Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchancing – Climate Management)

Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchancing – Building Interiors)

Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchancing – General)

Level 2 Diploma in Retail Knowledge

Level 2 Diploma in Retail Knowledge (Construction and Electrical Merchancing)

Level 3 Award in Retail Knowledge

Level 3 Certificate in Retail Knowledge

Level 3 Diploma in Retail Knowledge

Level 3 Diploma in Retail Knowledge (Garden Retail)



# Section 4: Recording forms

## Introduction

This section contains the following exemplar forms which have all been partially completed in the context of the retail standards.

- Form 1: Portfolio title page
- Form 2: Personal profile
- Form 3: Contents checklist
- Form 4: Index of evidence
- Form 5: Unit assessment plan
- Form 6: Unit progress and sign-off record
- Form 7: Learning outcome achievement record
- Form 8: Knowledge evidence record
- Form 9: Personal statement
- Form 10: Observation record
- Form 11: Witness testimony
- Form 12: Expert witness evidence record
- Form 13: Record of questions and learner's answers.



## Exemplar forms for Edexcel Level 3 Certificate and Diploma in Retail (Sales Professional) (QCF)

	<b>Page numbers</b>
Example form 1 – Portfolio title page	35
Example form 2 – Personal profile	37
Example form 3 – Contents checklist	39
Example form 4 – Index of evidence	41
Example form 5 – Unit assessment plan	43
Example form 6 – Unit progress and sign-off record	45
Example form 7 – Learning outcome achievement record	47
Example form 8 – Knowledge evidence record	49
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Example form 13 – Record of questions and learner’s answers	59



Example form 1 – Portfolio title page

Name: <i>Alan March</i>	
Job title: <i>Retail Sales Supervisor</i>	
Name of employer/training provider/college: <i>Abbey Stores Limited</i>	
Their address: <i>High Street</i> <i>Townley</i>	
Postcode: <i>MK2 3RT</i>	
Telephone number (Home): <i>01584 63421</i>	(Work): <i>01845 54678</i>
Email address: <i>amarch@aol.com</i>	Fax number: <i>01845 54678</i>
NVQ: <i>Retail Certificate (Sales Professional)</i>	
Level: <i>3</i>	
Units submitted for assessment: <i>E8 Work effectively in your retail organisation</i> <i>E9 Help to manage a team</i> <i>C31 Provide a personalised sales and after sales service to your retail clients</i> <i>B14 Organise the receipt and storage of goods in a retail environment</i> <i>B16 Source required goods and services in a retail environment</i> <i>E17 Monitor and evaluate the quality of service provided to your customers by external suppliers</i>	

continued on next page...

**Mentor:**

*Diane Banks, Sales Manager, Abbey Stores Ltd*

**(Please provide details of mentor's experience):**

*Twenty years experience in High Street retail outlets for various organisations.  
Experienced as a mentor and a qualified Assessor/IV in Retail.*

*Updated CPD enclosed. Full CV available in course file.*

**Assessor:** *David Lines*

**Date:** *08/10/2009*

**Example form 2 – Personal profile**

<b>Name:</b> <i>Alan March</i>	
<b>Address:</b> <i>41 Smith Street, Stone</i>	
<b>Postcode:</b> <i>ST1 5YT</i>	
<b>Telephone number (Home):</b> <i>01584 63421</i>	<b>(Work):</b> <i>01845 54678</i>
<b>Email address:</b> <i>amarch@aol.com</i>	<b>Fax number:</b> <i>01845 54678</i>
<b>Job title:</b> <i>Retail Sales Supervisor</i>	
<b>Relevant experience</b>	
<b>Description of your current job:</b> <i>Responsible for a small team in the menswear department of a large department store. Detailed job description with objectives, goals and targets enclosed.</i>	
<b>Previous work experience or attach copy of a current CV:</b> <i>Three years in small family tailors and part-time work experience in local grocery shop. CV enclosed.</i>	

*continued on next page...*

**Qualifications and training and/or attach copy of a current CV:**

*Skills analysis enclosed.*

*GCSE results and grades detailed.*

*CV enclosed including vocational training and Abbey development days. Internal courses on products and interpersonal skills.*

**Voluntary work/interests:**

*Sports: squash and table tennis. I play for the company team.*

*Member of local Rotaract club raising funds for good causes.*

**Name of employer/training provider/college:**

*Abbey Stores Limited.*

**Address:**

*High Street*

*Townley*

**Postcode:** *MK2 3RT*

**Telephone number (Work):** *01845 54678*

**Fax number:** *01845 54678*

**Email address:** *sales@abbey.com*

**Type of business, if employer:**

*Department store. Employed currently in men's fashion department.*

**Number of staff:** *4*

**Structure of organisation (including chart or diagram if available):**

*Organisational chart enclosed*

### Example form 3 – Contents checklist

<b>NVQ title:</b> <i>Edexcel Level 3 Certificate in Retail (Sales Professional)</i>		
<b>Learner:</b> <i>Alan March</i>		
	<b>Completed?</b>	<b>Page/section number</b>
<b>Title page for the portfolio</b>	<i>Yes</i>	<i>1</i>
<b>Personal profile</b> <ul style="list-style-type: none"> <li>• your own personal details</li> <li>• a brief CV or career profile</li> <li>• description of your job</li> <li>• information about your employer/training provider/college</li> </ul>	<i>Yes</i>	<i>2-4</i>
<b>Summary of the units</b>	<i>Yes</i>	<i>5</i>
<b>Completed units</b> <ul style="list-style-type: none"> <li>• signed by yourself, your assessor and the internal verifier (where relevant)</li> <li>• reference numbers included</li> <li>• unit assessment plans</li> </ul>	<i>Yes</i>	<i>5-15</i>
<b>Unit progress records</b>	<i>Yes</i>	<i>16</i>
<b>Index of evidence</b> (with cross-referencing information completed)	<i>Yes</i>	<i>17</i>
<b>Evidence</b> (with reference numbers) <ul style="list-style-type: none"> <li>• observation records</li> <li>• details of witnesses (witness testimony sheets)</li> <li>• personal statements</li> </ul>	<i>Yes</i>	<i>18-22</i>



Example form 4 – Index of evidence

NVQ title and level: <i>Edexcel Level 3 Certificate in Retail (Sales Professional)</i>				
Learner: <i>Alan March</i>				
Evidence number	Description of evidence	Included in portfolio (Yes/No) <i>If No, state location</i>	Units/learning outcomes evidence links to (give specific numbers, eg 5.2.1)	Internal verifier signature and date of sampling
<i>1</i>	<i>CV</i>	<i>Y</i>	<i>E8, E9</i>	<i>23/10/09 JB</i>
<i>2</i>	<i>Job description</i>	<i>Y</i>	<i>E8, E9, E17</i>	<i>23/10/09 JB</i>
<i>3</i>	<i>Organisational chart with team highlighted</i>	<i>Y</i>	<i>E8, E9, E17</i>	<i>23/10/09 JB</i>
<i>4</i>	<i>Witness testimony</i>	<i>Y</i>	<i>E8, E9</i>	<i>23/10/09 JB</i>
<i>5</i>	<i>Expert witness record</i>	<i>Y</i>	<i>E8</i>	
<i>6</i>	<i>Personal statement</i>	<i>Y</i>	<i>B16</i>	<i>23/10/09 JB</i>
<i>7</i>	<i>Observation report</i>	<i>Y</i>	<i>E8, E9, E17</i>	<i>23/10/09 JB</i>
<i>8</i>	<i>Unit plans</i>	<i>Y</i>	<i>E8, E9, E17</i>	<i>23/10/09 JB</i>
<i>9</i>	<i>Product/transaction evidence</i>	<i>Y</i>	<i>C31</i>	<i>23/10/09 JB</i>
<i>10</i>	<i>Q and A</i>	<i>Y</i>		<i>23/10/09 JB</i>



Example form 5 – Unit assessment plan

NVQ title: <i>Level 3 Certificate in Retail (Sales Professional) (QCF)</i>				
Unit: <i>E9 Help to manage a retail team</i>				
Learner: <i>Alan March</i>			Assessor: <i>David Lines</i>	
Normal working activities performed				
	Typical evidence	Work area	Expected completion date	Links to other units/learning outcome
Learning outcome:				
<i>2.1</i>	<i>Company procedures Know how and implementation</i>	<i>Shop/ department/ office</i>	<i>30/09/09</i>	<i>E8</i>
Learning outcome:				
<i>2.3</i>	<i>Company procedures Warnings Observations</i>	<i>As above</i>	<i>30/09/09</i>	<i>E8</i>
Activities needing to be performed				
Learning outcome:				
<i>2.13</i>	<i>Witness testimony</i>	<i>Shop/ department/ office</i>	<i>30/09/09</i>	<i>E8</i>
Learning outcome:				
Additional comments				
<p><i>Alan is responsible for ensuring that his team performs their role within company policy. He meets them daily and reviews activities each week on a formal basis. Day-to-day supervision is important to ensure stock levels are maintained and the department is presented well to attract customers.</i></p> <p><i>He monitors customer feedback and from time-to-time observes customer service levels. He also plans the staff work schedules over a seven-day period which incorporates flexible working hours. A very responsible task. Staff are motivated by his fair and reassuring manner.</i></p>				
Assessor's signature: <i>D Lines</i>			Date: <i>01/10/09</i>	
Learner's signature: <i>A March</i>			Date: <i>01/10/09</i>	



## Example form 6 – Unit progress and sign-off record

NVQ title and level: <i>Edexcel Level 3 Certificate in Retail (Sales Professional)</i>									
Learner: <i>Alan March</i>									
Assessor: <i>David Lines</i>									
To achieve the whole qualification at Level 3, you must achieve a minimum of 31 credits. Unit checklist: list here the units you will be undertaking, and then circle the reference number of each unit as you complete it.									
Mandatory	<i>E8</i>								
Option	<i>C31</i>	<i>B14</i>	<i>B16</i>	<i>E9</i>	<i>E17</i>				

Mandatory units			
Unit number	Title	Assessor's signature	Date
<i>E8</i>	<i>Work effectively in your retail organisation</i>	<i>DL</i>	<i>30/10/09</i>

Option units			
Unit number	Title	Assessor's signature	Date
<i>E9</i>	<i>Help to manage a retail team</i>	<i>DL</i>	<i>30/10/09</i>
<i>E17</i>	<i>Monitor and evaluate the quality of service provided to your customers by external suppliers</i>		
<i>C31</i>	<i>Provide a personalised sales and after-sales service to your retail clients</i>		
<i>B14</i>	<i>Organise the receipt and storage of goods in a retail environment</i>		
<i>B16</i>	<i>Source required goods and services in a retail environment</i>		



**Example form 7 – Learning outcome achievement record**

<b>NVQ title and level:</b> <i>Edexcel Level 3 Certificate in Retail (Sales Professional)</i>				
<b>Learner:</b> <i>Alan March</i>				
<b>Assessor:</b> <i>David Lines</i>				
<b>Unit title:</b> <i>B14 Organise the receipt and storage of goods in a retail environment</i>				
<b>Assessment criteria:</b> You can:		<i>(Assessor to insert date each time competence is demonstrated)</i>		
<b>Organise staff to receive and check incoming deliveries in a retail environment</b>				
1	gather enough competent staff and brief them well enough before deliveries are received	<i>01/10</i> <i>DL</i>		
2	make sure that the area for receiving goods is prepared and that you have enough storage space for the delivery	<i>06/10</i> <i>DL</i>		
3	check that deliveries are unloaded safely and securely	<i>01/10</i> <i>DL</i>		
4	make sure that goods are promptly checked against requirements	<i>06/10</i> <i>DL</i>		
5	make sure that delivery records are complete and accurate and processed promptly			
6	use delivery records to check that each supplier has met your company's service needs			
7	spot problems with deliveries and sort them out properly			
<b>Feedback/comments:</b> <i>I observed Alan organising the team to check expected deliveries and carry out an audit of the supply process.</i> <i>This also involved managing space available and planning the incoming schedules to ensure that deliveries have space to be stored straight away.</i> <i>Alan supervised his team effectively for this operation.</i> <i>Alan showed how he organised staff to receive and check incoming deliveries to the store within this operation.</i>				
<b>Assessor's signature:</b> <i>DL</i>		<b>Date:</b> <i>01/10/2009</i>		
<b>Learner's signature:</b> <i>AM</i>		<b>Date:</b> <i>01/10/2009</i>		



## Example form 8 – Knowledge evidence record

<b>NVQ title and level:</b> <i>Edexcel Level 3 Certificate in Retail (Sales Professional)</i>										
<b>Learner:</b> <i>Alan March</i>					<b>Assessor:</b> <i>David Lines</i>					
<b>Unit title:</b> <i>B14 Organise the receipt and storage of goods in a retail environment</i>										
You must show that you have the knowledge and understanding for this unit. Your performance evidence might help to show this, but it is likely that you will need additional evidence (eg answers to questions). The National Occupational Standards detail the knowledge and understanding required to carry out competent practice for the performance described in this unit.										
When using the standards it is important to read the knowledge requirements in relation to expectations and requirements of your job role.										
You need to show that you know, understand and can apply in practice:										
<b>Knowledge and understanding for this unit:</b> <b>Assessment criteria</b> <b>You:</b>				<b>Type of evidence</b>						
				EI	O	P	WT	S	APEL	Q&A Date
<b>Know how to organise staff to receive and check incoming deliveries in a retail environment</b>										
1	show that they know how to prepare to receive and handle different types of goods				x	x				x
2	show that they know procedures for receiving goods, including dealing with incorrect, damaged and late deliveries				x	x	x			
3	show that they know which members of staff are involved in or affected by a delivery schedule and the information these people need to receive goods efficiently				x	x			x	
4	show that they know the company's standards for acceptable goods									
5	show that they know why incoming goods must be checked against requirements straight after unloading									
6	show that they know recording and control systems including procedures for checking goods received									
7	show that they know safety and security procedures for receiving goods.									

*continued on next page...*

**Feedback/comments:**

*Alan showed me the process for products through the retail supply chain and where his department is placed in the chain. Levels have to be maintained to ensure goods are available for customers at all times.*

*He has also documented procedures to support each aspect.*

The learner has satisfied the assessor and the internal verifier that the performance evidence and criteria, the range, and knowledge and understanding requirements have been achieved.

**Learner's signature:** *AM*

**Date:** *02/10/2009*

**Assessor's signature:** *DL*

**Date:** *02/10/2009*

**Internal verifier's signature:** *Jo Bull*

**Date:** *04/10/2009*

COLUMN KEY:	EI = EVIDENCE INDEX NUMBER	O = OBSERVATION	P = PERSONAL STATEMENT
	WT = WITNESS TESTIMONY	S = SIMULATION	APEL = ACCREDITATION OF PRIOR EXPERIENCE AND LEARNING
	Q&A = QUESTIONS & ANSWERS	EWE = EXPERT WITNESS EVIDENCE	PD = PROFESSIONAL DISCUSSION

**Example form 9 – Personal statement**

<b>NVQ title and level:</b> <i>Edexcel Level 3 Certificate in Retail (Sales Professional)</i>				
<b>Unit/learning outcome(s):</b> <i>B16 Source required goods and services in a retail environment</i>				
<b>Learner:</b> <i>Alan March</i>				
<b>Purpose of statement:</b> <i>To confirm sourcing of goods and service for my department</i>				
<b>Evidence index number:</b> <i>6</i>				
<b>Date</b>	<b>Evidence index number</b>	<b>Details of statement</b>	<b>Links to other evidence (enter numbers)</b>	<b>Units, learning outcomes and ACs covered</b>
<i>23/10/09</i>	<i>6</i>	<p><i>I am responsible for all activities in my department. My budget is agreed with my manager annually and reviewed monthly.</i></p> <p><i>I provide a detailed process for planning and sourcing the goods each month, at the same time ensuring I keep within budget.</i></p> <p><i>This fits with sales projections and space allocation for seasonal trends.</i></p> <p><i>I have enclosed documentation and a chart to support this statement, which is confirmed by my manager.</i></p>		<i>E8, E9, B14</i>
<b>Learner's signature:</b> <i>AM</i>			<b>Date:</b> <i>23/10/2009</i>	
<b>Assessor's signature:</b> <i>DL</i>			<b>Date:</b> <i>23/10/2009</i>	



### Example form 10 – Observation record

NVQ title and level: <i>Edexcel Level 3 Certificate in Retail (Sales Professional)</i>	
Unit/Learning outcomes(s): <i>E9 Help to manage a retail team</i>	
Learner: <i>Alan March</i>	Date of observation: <i>20/10/2009</i>
Evidence index number:	
Skills/activities observed:	PCs covered:
<i>I observed a day's worth of activities with Alan which included a team meeting with an agenda. I also observed Alan at a review meeting which included discussions of planning for the future.</i>	<i>1.1-1.7 incl 2.1-2.10 incl</i>
Knowledge and understanding apparent from this observation:	
<ul style="list-style-type: none"> <li>• <i>Implementing company procedures and policy.</i></li> <li>• <i>Skill in managing people and getting actions completed.</i></li> <li>• <i>Meeting deadlines.</i></li> <li>• <i>Satisfying customers – internal and external.</i></li> <li>• <i>Supporting and praising staff.</i></li> <li>• <i>Motivating and setting an example as a leader.</i></li> <li>• <i>Planning and organising work programmes.</i></li> </ul>	
Other units/learning outcomes to which this evidence may contribute:	
<i>E9, B16, E17</i>	
Assessor comments and feedback to learner:	
<p><i>Good planning and organisation.</i></p> <p><i>Look at policy to feedback to customers promptly, as soon as decisions are made. This will help in unit E17.</i></p> <p><i>Observing Alan on a busy day was very interesting. He managed time effectively to ensure his team performed their tasks well and to deadlines. Well done.</i></p>	
I can confirm the learner's performance was satisfactory.	
Assessor's signature: <i>David Lines</i>	Date: <i>23/10/2009</i>
Learner's signature: <i>AM</i>	Date: <i>23/10/2009</i>



**Example form 11 – Witness testimony**

<b>NVQ title and level:</b> <i>Edexcel Level 3 Certificate in Retail (Sales Professional)</i>	
<b>Learner name:</b> <i>Alan March</i>	
<b>Evidence index number:</b> <i>4</i>	
<b>Where applicable, evidence number to which this testimony relates:</b>	
<b>Unit:</b> <i>E8 and E9</i>	
<b>Learning outcome(s):</b>	
<b>Date of evidence:</b> <i>30/10/2009</i>	
<b>Witness name:</b> <i>Diane Banks</i>	
<b>Relationship to learner:</b> <i>Sales Director</i>	
<b>Details of testimony:</b> <i>I have worked with Alan now for two years and he has performed consistently and to the highest standard.</i> <i>I have observed his daily work and that of his team. They have contributed to the success of the business which has grown in this period.</i> <i>He has implemented company policy and met objectives.</i> <i>This is confirmed in the enclosed appraisal, which supports this statement.</i> <i>He has also encouraged others to undertake the NVQ programme which is encouraging. A good example as a supervisor.</i>	
I can confirm the learner's evidence is authentic and accurate.	
<b>Witness signature:</b> <i>DB</i>	
<b>Name:</b> <i>Diane Banks</i>	<b>Date:</b> <i>30/10/2009</i>
<b>Contact telephone number:</b> <i>01845 54678</i>	
Please tick (✓) the appropriate box.	
<input checked="" type="checkbox"/>	QUALIFIED AS AN ASSESSOR FOR WORKPLACE PERFORMANCE
<input checked="" type="checkbox"/>	FAMILIAR WITH THE NVQ STANDARDS TO WHICH THE LEARNER IS WORKING



Example form 12 – Expert witness evidence record

NVQ title and level: <i>Edexcel Level 3 Certificate in Retail (Sales Professional)</i>	
Learner name: <i>Alan March</i>	
Evidence index number: <i>5</i>	
Where applicable, evidence number to which this testimony relates: <i>6</i>	
Unit: <i>E8 Work effectively in your retail organisation</i>	
Learning outcome(s): <i>1</i>	
Date of evidence: <i>31/10/2009</i>	
Expert witness name: <i>John Smith</i>	
Relationship to learner: <i>Group Sales Director</i>	
<p><b>Details of testimony:</b></p> <p><i>I have observed Alan over two years and seen improvement in the performance of his team, who have been recognised as one of the most efficient in my group of stores.</i></p> <p><i>The range of products has increased and customer satisfaction is at its highest level for many years.</i></p> <p><i>The team's performance reflects on how the supervision has motivated the team.</i></p> <p><i>I have noticed at update meetings the achievements of the team and the individual efforts put in by all members of the team. All company procedures and policy have been implemented.</i></p>	
I can confirm the learner's evidence is authentic and accurate.	
Expert witness signature: <i>JS</i>	
Name: <i>John Smith</i>	Date: <i>01/11/09</i>
Contact telephone number: <i>01845 678981</i>	

Please tick (✓) the appropriate box.	
<input checked="" type="checkbox"/>	QUALIFIED AS AN ASSESSOR FOR WORKPLACE PERFORMANCE
<input type="checkbox"/>	RELEVANT PROFESSIONAL WORK ROLE THAT INVOLVES EVALUATING EVERYDAY STAFF PRACTICE
<input checked="" type="checkbox"/>	CURRENT EXPERTISE
<input checked="" type="checkbox"/>	FAMILIAR WITH THE NVQ STANDARDS TO WHICH THE LEARNER IS WORKING



Example form 13 – Record of questions and learner’s answers

NVQ title and level: <i>Edexcel Level 3 Certificate in Retail (Sales Professional)</i>	
Learner name: <i>Alan March</i>	
Unit: <i>E8 Work effectively in your retail organisation</i>	Learning outcome(s): <i>1</i>
Evidence index number: <i>10</i>	
Circumstances of assessment: <i>Annual appraisal.</i> <i>Reflections on last year including NVQ plans.</i>	
<b>List of questions and candidate’s responses:</b>	
<p><i>Q: How do you feel it has gone this year?</i></p> <p><i>A: Very well. We have met our budget and sales targets as well as widened our product range.</i></p> <p><i>The customer satisfaction levels have increased significantly which has contributed to the increase in turnover achieved.</i></p>	
<p><i>Q: Do you think the NVQ has helped you?</i></p> <p><i>A: Yes. We have introduced systems and stock level changes as a result. Further changes are to be planned for the short and medium term.</i></p>	
Assessor’s signature: <i>DL</i>	Date: <i>01/11/2009</i>
Learner’s signature: <i>AM</i>	Date: <i>01/10/2009</i>



## Exemplar forms for Edexcel Level 3 Certificate in Retail (Visual Merchandising)

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**Example form 1 – Portfolio title page**

<b>Name:</b> <i>Rodney Green</i>	
<b>Job title:</b> <i>Display Supervisor</i>	
<b>Name of employer/training provider/college:</b> <i>Main Stores Limited</i>	
<b>Their address:</b> <i>High Street</i> <i>Rainham</i>	
<b>Postcode:</b> <i>ES3 4RT</i>	
<b>Telephone number (Home):</b> <i>01846 53426</i>	<b>(Work):</b> <i>01846 65437</i>
<b>Email address:</b> <i>rgreen@bt.com</i>	<b>Fax number:</b> <i>01846 65437</i>
<b>NVQ:</b> <i>Retail Certificate (Visual Merchandising)</i>	
<b>Level:</b> <i>3</i>	
<b>Units submitted for assessment:</b>	
<i>E8 Work effectively in your retail organisation</i>	
<i>C24 Choose merchandise to feature in visual merchandising displays</i>	
<i>C25 Plan monitor and control how graphics are used in visual merchandising displays</i>	
<i>C26 Monitor the effect of visual merchandising displays and layouts</i>	
<i>C27 Allocate, monitor and control visual merchandising project resources against budgets</i>	
<i>C29 Create plans, elevations and drawings to realise visual merchandising ideas</i>	
<b>Mentor:</b> <i>Janet Irons</i> <i>Marketing Director</i>	
<b>(Please provide details of mentor's experience):</b> <i>Twenty years' experience in marketing and advertising within various stores. Experienced in display design and campaign management. Qualified NVQ assessor and Internal Verifier (IV).</i>	
<b>Assessor:</b> <i>Ron Bowles</i>	<b>Date:</b> <i>01/10/2009</i>



## Example form 2 – Personal profile

<b>Name:</b> <i>Rodney Green</i>	
<b>Address:</b> <i>41 Sherman Close</i> <i>Rainham</i>	
<b>Postcode:</b> <i>ES1 3QT</i>	
<b>Telephone number (Home):</b> <i>01846 65437</i>	<b>(Work):</b> <i>01846 53426</i>
<b>Email address:</b> <i>rgreen@bt.com</i>	<b>Fax number:</b> <i>01846 53426</i>
<b>Job title:</b> <i>Display supervisor</i>	
<b>Relevant experience</b>	
<b>Description of your current job:</b> <i>I am responsible for all visual displays in Rainham stores and other stores in the south east region.</i> <i>I plan and organise displays. I also monitor the effects and impact of the display.</i> <i>My job description is attached.</i>	
<b>Previous work experience or attach copy of a current CV:</b> <i>CV attached.</i>	
<b>Qualifications and training and/or attach copy of a current CV:</b> <i>As detailed in CV.</i>	

*continued on next page...*

**Voluntary work/interests:**

*I run the local scout group.*

**Name of employer/training provider/college:**

*Rainham College*

**Address:**

*High Street Campus*

*Rainham*

**Postcode:** *ES1 2RT*

**Telephone number (Work):** *01845 65437*

**Fax number:** *01845 65437*

**Email address:** *display@main.com*

**Type of business, if employer:**

*High street retailer in clothes, food and hardware.*

**Number of staff:** *6*

**Structure of organisation (including chart or diagram if available):**

*As enclosed chart.*

### Example form 3 – Contents checklist

<b>NVQ title:</b> <i>Edexcel Level 3 Certificate in Retail (Visual Merchandising)</i>		
<b>Candidate:</b> <i>Rodney Green</i>		
	<b>Completed?</b>	<b>Page/section number</b>
<b>Title page for the portfolio</b>	<i>y</i>	<i>1</i>
<b>Personal profile</b> <ul style="list-style-type: none"> <li>• your own personal details</li> <li>• a brief CV or career profile</li> <li>• description of your job</li> <li>• information about your employer/training provider/college</li> </ul>	<i>y</i>	<i>2-4</i>
<b>Summary of the units</b>	<i>y</i>	<i>5</i>
<b>Completed units</b> <ul style="list-style-type: none"> <li>• signed by yourself, your assessor and the internal verifier (where relevant)</li> <li>• reference numbers included</li> <li>• unit assessment plans</li> </ul>	<i>y</i>	<i>5-15</i>
<b>Unit progress records</b>	<i>y</i>	<i>16</i>
<b>Index of evidence</b> (with cross-referencing information completed)	<i>y</i>	<i>17</i>
<b>Evidence</b> (with reference numbers) <ul style="list-style-type: none"> <li>• observation records</li> <li>• details of witnesses (witness testimony sheets)</li> <li>• personal statements</li> </ul>	<i>y</i>	<i>18-22</i>



Example form 4 – Index of evidence

NVQ title and level: <i>Edexcel Level 3 Certificate in Retail (Visual Merchandising)</i>				
Learner: <i>Rodney Green</i>				
Evidence number	Description of evidence	Included in portfolio (Yes/No) <i>If No, state location</i>	Units/learning outcomes evidence links to (give specific numbers, eg 5.2.1)	Internal verifier signature and date of sampling
<i>1</i>	<i>CV/profile</i>	<i>Yes</i>	<i>E8</i>	<i>10/10 JB</i>
<i>2</i>	<i>Job description/organisation chart</i>	<i>Yes</i>	<i>E8</i>	
<i>3</i>	<i>Photographs and designs</i>	<i>Yes</i>	<i>C24, C26</i>	
<i>4</i>	<i>Budget plans and printout</i>	<i>Yes</i>	<i>C27</i>	<i>10/10 JB</i>
<i>5</i>	<i>Personal statement</i>	<i>Yes</i>	<i>E8, C24, C25</i>	
<i>6</i>	<i>Observation report</i>	<i>Yes</i>	<i>E8</i>	
<i>7</i>	<i>Witness testimony</i>	<i>Yes</i>	<i>E8</i>	
<i>8</i>	<i>Expert witness record</i>	<i>Yes</i>	<i>C24</i>	



## Example form 5 – Unit assessment plan

<b>NVQ title:</b> <i>Edexcel Level 3 Certificate in Retail (Visual Merchandising)</i>				
<b>Unit:</b> <i>C.24 Choose merchandise to feature in visual merchandising displays</i>				
<b>Learner:</b> <i>Rodney Green</i>			<b>Assessor:</b> <i>Ron Bowles</i>	
<b>Normal working activities performed</b>				
<b>Learning outcome</b>	<b>Typical evidence</b>	<b>Work area</b>	<b>Expected completion date</b>	<b>Links to other units/learning outcomes</b>
<i>3.1</i>	<i>Plans for display. Drawings, sketches, notes from discussions</i>	<i>Shop/store floor/studio</i>	<i>01/11/09</i>	<i>C25, 26, 27, 29</i>
<b>Learning outcome</b>	<b>Typical evidence</b>	<b>Work area</b>	<b>Expected completion date</b>	<b>Links to other units/learning outcomes</b>
<i>4.2</i>	<i>Meeting minutes with buyers and design team</i>	<i>Studio/office</i>	<i>01/11/09</i>	<i>As above</i>
<b>Learning outcome</b>	<b>Typical evidence</b>	<b>Work area</b>	<b>Expected completion date</b>	<b>Links to other units/learning outcomes</b>
<i>4.1</i>	<i>The display mock up and drafts for consideration and drawings</i>	<i>Studio/office/store</i>	<i>01/11/09</i>	<i>As above</i>

<b>Activities needing to be performed</b>				
<b>Learning outcome</b>	<b>Typical evidence</b>	<b>Work area</b>	<b>Expected completion date</b>	<b>Links to other units/learning outcomes</b>
<i>3.2</i>				
<i>4.3</i>				

*continued on next page...*

**Additional comments**

*All activities planned for this month to run in line with proposed new product launch. This will enable Rodney to take each stage through the process from start to finish.*

*I shall assess each part.*

*I have observed a display trail which Rodney prepared, and will again be present at a meeting when he discusses the display with marketing. He has witness statements and photographs as evidence to confirm his achievement.*

**Assessor's signature: RB**

**Date: 01/09/2009**

**Learner's signature: RG**

**Date: 01/09/2009**

### Example form 6 – Unit progress and sign-off record

NVQ title and level: <i>Edexcel Level 3 Certificate in Retail (Visual Merchandising)</i>								
Learner: <i>Rodney Green</i>								
Assessor: <i>Ron Bowles</i>								
To achieve the whole qualification at Level 3, you must achieve a minimum of 31 units. Unit checklist: list here the units you will be undertaking, then circle the reference number of each unit as you complete it.								
Mandatory	<i>E8</i>							
Option	<i>C24</i>	<i>C25</i>	<i>C26</i>	<i>C27</i>	<i>C29</i>			

Mandatory units			
Unit number	Title	Assessor's signature	Date
<i>E8</i>	<i>Work effectively in your retail organisation</i>	<i>RB</i>	<i>01/11/09</i>
Option units			
Unit number	Title	Assessor's signature	Date
<i>C24</i>	<i>Choose merchandise to feature in visual merchandising displays</i>	<i>JB</i>	<i>01/11/09</i>
<i>C25</i>	<i>Plan, monitor and control how graphics are used in visual merchandising displays</i>		
<i>C26</i>	<i>Monitor the effect of visual merchandising displays and layouts</i>		
<i>C27</i>	<i>Allocate, monitor and control visual merchandising project resources against budget</i>		
<i>C29</i>	<i>Create plans, elevations and drawings to realise visual merchandising ideas</i>		



**Example form 7 – Learning outcome achievement record**

<b>NVQ title and level:</b> <i>Edexcel Level 3 Certificate in Retail (Visual Merchandising)</i>				
<b>Learner:</b> <i>Rodney Green</i>				
<b>Assessor:</b> <i>Ron Bowles</i>				
<b>Unit title:</b> <i>C27 Allocate, monitor and control visual merchandising project resources against budgets</i>				
<b>Assessment criteria:</b> You can:		<i>(Assessor to insert date each time competence is demonstrated)</i>		
<b>Negotiate and agree costs for visual merchandising projects</b>				
1	check that your estimates of the costs of proposed projects are reasonable	<i>30/10</i>		
2	prepare business cases for spending proposals that show clearly how you can achieve value for money	<i>30/10</i>		
3	ask colleagues to suggest ways you could strengthen your business case	<i>30/10</i>		
4	present proposals clearly and persuasively to decision-makers	<i>23/10</i>		
5	work out accurate costs and agree budgets with decision-makers in a way that keeps them committed to the project's aims	<i>23/10</i>		
6	explain clearly to colleagues the cost limits they must work within.			

<b>Feedback/comments:</b>	
<i>I followed a plan for a display in the store which Rodney was organising. He took me through each stage and activity over a period of six months. The plan covered every detail and met the budget requirements.</i>	
<i>Rodney presented his budget to the finance and marketing department managers who approved the budget and praised the style and cost explanations in the plan. The plan is included in the portfolio.</i>	
<i>The costing is vital and Rodney managed this extremely well. He has included key aspects as evidence in the portfolio.</i>	
<b>Assessor's signature:</b> <i>RB</i>	<b>Date:</b> <i>01/11/09</i>
<b>Learner's signature:</b> <i>RG</i>	<b>Date:</b> <i>01/11/09</i>



## Example form 8 – Knowledge evidence record

<b>NVQ title and level:</b> <i>Edexcel Level 3 Certificate in Retail (Visual Merchandising)</i>											
<b>Learner:</b> <i>Rodney Green</i>					<b>Assessor:</b> <i>Ron Bowles</i>						
<b>Unit title:</b> <i>C27 Allocate, monitor and control visual merchandising project resources against budgets</i>											
<p>You must show that you have the knowledge and understanding for this unit. Your performance evidence might help to show this, but it is likely that you will need additional evidence (eg answers to questions). The National Occupational Standards detail the knowledge and understanding required to carry out competent practice for the performance described in this unit.</p> <p>When using the standards it is <b>important to read the knowledge requirements in relation to expectations and requirements of your job role.</b></p> <p>You need to show that you know, understand and can apply in practice:</p>											
<b>Knowledge and understanding for this unit:</b> <b>Assessment criteria</b> <b>You can:</b>				<b>Type of evidence</b>							
				El	O	P	WT	S	APEL	Q&A Date	EWE
<b>1 Know how to negotiate and agree costs for visual merchandising projects</b>											
1 show that they know how to make reasonable estimates of the costs of proposed projects					x	x	x			x	
2 show that they know how to use estimated costs to support the business case for proposed projects					x	x	x			x	
3 show that they know who to ask for comments to help the learner strengthen the learner's business case for the spending they are recommending					x	x					
4 show that they know the approved layout for budget proposals.				x	x	x				x	
<b>Feedback/comments:</b> <i>An excellent presentation of a display which was within budget and completed on time utilising all resources available. The budget was £1 million. It has been cascaded to all stores in the group for a new product launch.</i>											

*continued on next page...*

The learner has satisfied the assessor and the internal verifier that the performance evidence and criteria, the range, and knowledge and understanding requirements have been achieved.

Learner's signature: *RG*

Date: *01/10/09*

Assessor's signature: *RB*

Date: *01/10/09*

Internal verifier's signature: *DH*

Date: *10/10/09*

COLUMN KEY:	EI = EVIDENCE INDEX NUMBER	O = OBSERVATION	P = PERSONAL STATEMENT
	WT = WITNESS TESTIMONY	S = SIMULATION	APEL = ACCREDITATION OF PRIOR EXPERIENCE AND LEARNING
	Q&A = QUESTIONS & ANSWERS	EWE = EXPERT WITNESS EVIDENCE	PD = PROFESSIONAL DISCUSSION

**Example form 9 – Personal statement**

NVQ title and level: <i>Edexcel Level 3 Certificate in Retail (Visual Merchandising)</i>				
Unit/learning outcome(s): <i>C29 Create plans, elevations and drawings to realise visual merchandising ideas</i>				
Learner: <i>Rodney Green</i>				
Purpose of statement: <i>To confirm design specialism</i>				
Evidence index number: <i>5</i>				
Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Units, learning outcomes and ACs covered
<i>01/10/09</i>		<p><i>I confirm that I designed a complete unit for the hardware department to give empathy for display.</i></p> <p><i>I have been creative and produced a number of diagrams.</i></p> <p><i>We have piloted the design in one store and invited feedback from customers and other staff. We have taken appropriate recommendations into account and modified the colour scheme to match our corporate scheme.</i></p> <p><i>I was also involved in delegating tasks to the team for the drawings and detailed written specifications at various stages of the development.</i></p> <p><i>I managed the whole process within tight deadlines and I controlled the budget which I was responsible for strictly.</i></p>		<p><i>E.8.1</i></p> <p><i>C.24.2.3</i></p> <p><i>C.25.1/2/3.</i></p>
Learner's signature: <i>RR</i>			Date: <i>08/10/09</i>	
Assessor's signature: <i>RB</i>			Date: <i>08/10/09</i>	



Example form 10 – Observation record

NVQ title and level: <i>Edexcel Level 3 Certificate in Retail (Visual Merchandising)</i>	
Unit/learning outcomes(s): <i>E.8 Work effectively in your retail organisation</i>	
Learner: <i>Rodney Green</i>	Date of observation: <i>30/09/09</i>
Evidence index number: <i>6</i>	
Skills/activities observed:	PCs covered:
<i>Working in a team</i>	<i>4.1</i> <i>4.6</i>
Knowledge and understanding apparent from this observation:	
<ul style="list-style-type: none"> <li>• <i>1.10 the importance of following the company's policies and procedures for health and safety, including setting a good example to colleagues</i></li> <li>• <i>2.1 who can help you set goals, help you plan your learning, and give you feedback about your progress</i></li> <li>• <i>2.2 how to identify the knowledge and skills you will need to achieve your goals</i></li> <li>• <i>2.3 how reflecting on your past learning experiences can help you to plan your future learning, and techniques for doing so</i></li> <li>• <i>2.4 how to work out how much time you need to devote to learning and how much time you can make available for learning</i></li> <li>• <i>2.5 how often to check your progress and how to do this</i></li> <li>• <i>2.6 how to adjust your plans as needed to help you meet your goals</i></li> <li>• <i>2.7 why you should ask for feedback on your progress, how to do so, and how to respond positively</i></li> <li>• <i>3.1 your role in helping others to learn in the workplace</i></li> <li>• <i>3.2 how to work out what skills and knowledge you can usefully share with others</i></li> <li>• <i>3.3 how and when to offer help and advice to colleagues who are learning</i></li> <li>• <i>3.4 methods of helping others to learn on the job, and how to choose suitable methods for different learning situations</i></li> <li>• <i>3.5 health, safety and security risks that are likely to arise when people are learning on the job, and how to reduce these risks</i></li> <li>• <i>3.6 sources of help within your organisation for people who are learning, and how to access them</i></li> </ul>	

continued on next page...

**Other units/learning outcomes to which this evidence may contribute:**

*Links to C24, C25, C26, C27 and C29.*

**Assessor comments and feedback to learner:**

*He has very good organisational skills. He is aware of the need to ensure that any plans suggested keep within the budget.*

*It is worth considering a reflective period and contingency for future schemes if time allows. He has shown good resource management and has an effective team.*

I can confirm the learner's performance was satisfactory.

**Assessor's signature:** *RB*

**Date:** *01/11/09*

**Learner's signature:** *RG*

**Date:** *01/11/09*

**Example form 11 – Witness testimony**

NVQ title and level: <i>Edexcel Level 3 Certificate in Retail (Visual Merchandising)</i>	
Learner name: <i>Rodney Green</i>	
Evidence index number: <i>7</i>	
Where applicable, evidence number to which this testimony relates:	
Unit: <i>E8 Work effectively in your retail organisation</i>	
Learning outcome(s): <i>1-4</i>	
Date of evidence: <i>01/11/09</i>	
Witness name: <i>John Jones</i>	
Relationship to learner: <i>Product Manager – Hardware</i>	
<p><b>Details of testimony:</b></p> <p><i>I can confirm that Rodney is a very effective merchandiser.</i></p> <p><i>I have approached him and his team with an idea and they have, within strict budget constraints, produced some brilliant displays which have made our goods stand out.</i></p> <p><i>This provides us with a competitive advantage in a changing market.</i></p> <p><i>His role is appreciated by all in the store.</i></p>	
I can confirm the learner's evidence is authentic and accurate.	
Witness signature: <i>JJ</i>	
Name: <i>John Jones</i>	Date: <i>01/11/09</i>
Contact telephone number: <i>01845 67890</i>	
Please tick (✓) the appropriate box.	
<input checked="" type="checkbox"/>	QUALIFIED AS AN ASSESSOR FOR WORKPLACE PERFORMANCE
<input checked="" type="checkbox"/>	FAMILIAR WITH THE NVQ STANDARDS TO WHICH THE LEARNER IS WORKING



Example form 12 – Expert witness evidence record

NVQ title and level: <i>Edexcel Level 3 Certificate in Retail (Visual Merchandising)</i>	
Learner name: <i>Rodney Green</i>	
Evidence index number: <i>8</i>	
Where applicable, evidence number to which this testimony relates:	
Unit: <i>C24 Choose merchandise to feature in visual merchandising displays</i>	
Learning outcome(s): <i>1.1-1.8</i>	
Date of evidence: <i>25/10/09</i>	
Expert witness name: <i>Anne Smith</i>	
Relationship to learner: <i>Product Buyer</i>	
<p><b>Details of testimony:</b></p> <p><i>I purchased a new range of products and wanted a creative display to attract customers. With the range being very technical, it was not easy to plan a display.</i></p> <p><i>Rodney produced a scheme with drawings and layouts quickly which showed fully the benefits of these. The effect was measured and tested, and exceeded expectations surpassing all previous displays. It was bright, colourful and pleasing to customers.</i></p> <p><i>This fully met the store policy and expectations.</i></p>	
I can confirm the learner's evidence is authentic and accurate.	
Expert witness signature: <i>AS</i>	
Name: <i>Anne Smith</i>	Date: <i>25/10/09</i>
Contact telephone number: <i>01486 46789</i>	

Please tick (✓) the appropriate box.	
<input type="checkbox"/>	QUALIFIED AS AN ASSESSOR FOR WORKPLACE PERFORMANCE
<input checked="" type="checkbox"/>	RELEVANT PROFESSIONAL WORK ROLE THAT INVOLVES EVALUATING EVERYDAY STAFF PRACTICE
<input checked="" type="checkbox"/>	CURRENT EXPERTISE
<input checked="" type="checkbox"/>	FAMILIAR WITH THE NVQ STANDARDS TO WHICH THE LEARNER IS WORKING



Example form 13 – Record of questions and learner’s answers

NVQ title and level: <i>Edexcel Level 3 Certificate in Retail (Visual Merchandising)</i>	
Learner name: <i>Rodney Green</i>	
Unit: <i>E8 Work effectively in your retail organisation</i>	Learning outcome(s): <i>1-4</i>
Evidence index number:	
Circumstances of assessment: <i>Completion of NVQ</i>	
<b>List of questions and learner’s responses:</b>	
<p><i>Q: What did you learn from the programme and how did it benefit your team?</i></p> <p><i>A: I became more aware of my performance and the impact on others, at the same time keeping strict controls on expenditure.</i></p> <p><i>I have learnt how to motivate and create interest in our display work which has given not only me, but also my team, a lot of credibility.</i></p>	
<p><i>Q: What was the most challenging aspect?</i></p> <p><i>A: Keeping notes and evidence for the portfolio when we are working to plans and product launches, as well as finding time to reflect.</i></p> <p><i>I have now built reflection and thinking time into our work programme.</i></p> <p><i>I am also encouraging others to have development plans.</i></p>	
Assessor’s signature: <i>RB</i>	Date: <i>30/10/09</i>
Learner’s signature: <i>RG</i>	Date: <i>30/10/09</i>



## Exemplar forms for Edexcel Level 3 Certificate in Retail (Management)

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Example form 1 – Portfolio title page

Name: <i>Geeta Devi</i>	
Job title: <i>Manager Foods</i>	
Name of employer/training provider/college: <i>Sap Supermarkets Limited</i>	
Their address: <i>West Trading Estate Cheddar</i>	
Postcode: <i>CH1 8IK</i>	
Telephone number (Home): <i>01845 45379</i>	(Work): <i>01845 87643</i>
Email address: <i>sales@sap.com</i>	Fax number: <i>01845 87643</i>
NVQ: <i>Retail Certificate (Management)</i>	
Level: <i>3</i>	
Units submitted for assessment: <i>E8 Work effectively in your retail organisation E10 Contribute to the continuous improvement of retail operations E13 Recruit, select and keep colleagues E12 Plan, monitor and adjust staffing levels and schedules in a retail environment E16 Allocate and check work in your team E14 Provide learning opportunities for colleagues</i>	
Mentor: <i>Rita Hill, Regional Supply Chain Director</i> (Please provide details of mentor's experience): <i>Experienced in managing all parts of the supply chain over many years. Fully customer orientated and a qualified internal verifier. Experienced in all food product supplies for High Street chains, member of retail council for SAP.</i>	
Assessor: <i>Roy Rogers</i>	Date: <i>01/11/2009</i>



## Example form 2 – Personal profile

<b>Name:</b> <i>Geeta Devi</i>	
<b>Address:</b> <i>41 Sherman Close</i> <i>Newport Pagnell</i>	
<b>Postcode:</b> <i>MK16 8PB</i>	
<b>Telephone number (Home):</b> <i>01845 45379</i>	<b>(Work):</b> <i>01845 87643</i>
<b>Email address:</b> <i>gdevi@aol.com</i>	<b>Fax number:</b> <i>01845 87643</i>
<b>Job title:</b> <i>Manager Foods</i>	
<b>Relevant experience</b>	
<b>Description of your current job:</b> <i>I am responsible for the continuous supply of all foods in SAP supermarket in Cheddar.</i> <i>I have managed all of the processes in the supply chain from start to finish. Chart enclosed.</i> <i>I have made decisions on stock and purchase. I have the responsibility for ensuring that there is enough stock to meet customer needs.</i> <i>A detailed job description is enclosed.</i>	
<b>Previous work experience or attach copy of a current CV:</b> <i>CV with qualifications and experience enclosed.</i>	
<b>Qualifications and training and/or attach copy of a current CV:</b> <i>MA (Oxon).</i> <i>CPD and details of company training enclosed.</i>	

continued on next page...

**Voluntary work/interests:**

*I am a sidesperson at a local parish church.*

*I enjoy sports, swimming and walking.*

*I support a local guide company.*

**Name of employer/training provider/college:**

*SAP Supermarkets Limited*

**Address:**

*Trading Estate*

*Cheddar*

**Postcode:** *CH1 8IK*

**Telephone number (Work):** *01845 45379*

**Fax number:** *01845 87643*

**Email address:** *sales@sap.com*

**Type of business, if employer:**

*Food retailer*

**Number of staff:** *30*

**Structure of organisation (including chart or diagram if available):**

*Organisation chart enclosed.*

### Example form 3 – Contents checklist

<b>NVQ title: <i>Edexcel Level 3 Certificate in Retail (Management)</i></b>		
<b>Candidate: <i>Geeta Devi</i></b>		
	<b>Completed?</b>	<b>Page/section number</b>
<b>Title page for the portfolio</b>	<i>Yes</i>	<i>1</i>
<b>Personal profile</b> <ul style="list-style-type: none"> <li>• your own personal details</li> <li>• a brief CV or career profile</li> <li>• description of your job</li> <li>• information about your employer/training provider/college</li> </ul>	<i>Yes</i>	<i>2</i>
<b>Summary of the units</b>	<i>Yes</i>	<i>3</i>
<b>Completed units</b> <ul style="list-style-type: none"> <li>• signed by yourself, your assessor and the internal verifier (where relevant)</li> <li>• reference numbers included</li> <li>• unit assessment plans</li> </ul>	<i>Yes</i>	<i>4</i>
<b>Unit progress records</b>	<i>Yes</i>	<i>5</i>
<b>Index of evidence</b> (with cross-referencing information completed)	<i>Yes</i>	<i>6</i>
<b>Evidence</b> (with reference numbers) <ul style="list-style-type: none"> <li>• observation records</li> <li>• details of witnesses (witness testimony sheets)</li> <li>• personal statements</li> </ul>	<i>Yes</i>	<i>7-20</i>



Example form 4 – Index of evidence

NVQ title and level: <i>Edexcel Level 3 Certificate in Retail (Management)</i>				
Candidate: <i>Geeta Devi</i>				
Evidence number	Description of evidence	Included in portfolio (Yes/No) If No, state location	Units/learning outcomes evidence links to (give specific numbers, eg 5.2.1)	Internal verifier signature and date of sampling
<i>1</i>	<i>CV Job description</i>	<i>y</i>	<i>E8</i>	<i>08/11/09 DB</i>
<i>2</i>	<i>Work plans/schedules</i>	<i>y</i>	<i>E12</i>	<i>08/11/09 DB</i>
<i>3</i>	<i>Continuous improvement plans and programme TQM schedule</i>	<i>y</i>	<i>E10</i>	
<i>4</i>	<i>Witness statements</i>	<i>y</i>	<i>E8, E16</i>	<i>08/11/09 DB</i>
<i>5</i>	<i>Personal statement</i>	<i>y</i>		
<i>6</i>	<i>Observation report</i>	<i>y</i>		
<i>7</i>	<i>Witness testimony</i>	<i>y</i>		
<i>8</i>	<i>Expert witness record</i>	<i>y</i>		



## Example form 5 – Unit assessment plan

NVQ title: <i>Edexcel Level 3 Certificate in Retail (Management)</i>				
Unit: <i>E12 Plan, monitor and adjust staffing levels and schedules in a retail environment</i>				
Learner: <i>Geeta Devi</i>			Assessor: <i>Roy Rogers</i>	
Normal working activities performed				
Learning outcome	Typical evidence	Work area	Expected completion date	Links to other units
<i>3.1</i>	<i>Plan Schedules Meeting notes</i>	<i>Store/ warehouse</i>	<i>22/11/09</i>	<i>E8, E10, E13</i>
Learning outcome	Typical evidence	Work area	Expected completion date	Links to other units
<i>4.2</i>	<i>Resource plans, schedules, work patterns</i>	<i>Store/office</i>	<i>22/11/09</i>	
Learning outcome	Typical evidence	Work area	Expected completion date	Links to other units
<i>4.4</i>	<i>Organisation business plan and resource utilisation. Knowledge and application</i>	<i>Store/office</i>	<i>22/11/09</i>	

*continued on next page...*

Activities needing to be performed				
Learning outcome	Typical evidence	Work area	Expected completion date	Links to other units
3.2	<i>Show how these activities are organised and implemented</i>	<i>Plans, meetings, schedules</i>		

Additional comments	
<p><i>Geeta has made an encouraging start to this unit with planning and scheduling for the future, taking into account store growth and increase in the products range.</i></p> <p><i>She has worked well to plan and include contingencies for the unexpected, eg staff illness, transport problems on roads or in docks.</i></p> <p><i>She is responsible for ensuring customers can choose what they want and there are no empty shelves.</i></p>	
Assessor's signature: <i>Roy Rogers</i>	Date: <i>23/11/09</i>
Learner's signature: <i>Geeta Devi</i>	Date: <i>23/11/09</i>

### Example form 6 – Unit progress and sign-off record

NVQ title and level: <i>Edexcel Level 3 Certificate in Retail (Management)</i>								
Learner: <i>Geeta Devi</i>								
Assessor: <i>Roy Rogers</i>								
To achieve the whole qualification at Level 3, you must achieve a minimum of 31 credits. Unit checklist: list here the units you will be undertaking, then circle the reference number of each unit as you complete it.								
Mandatory	<i>E8</i>							
Option	<i>E10</i>	<i>E12</i>	<i>E13</i>	<i>E14</i>	<i>E16</i>			

Mandatory units			
Unit number	Title	Assessor's signature	Date
<i>E8</i>	<i>Work effectively in your retail organisation</i>	<i>RR</i>	<i>23/11/09</i>

Option units			
Unit number	Title	Assessor's signature	Date
<i>E10</i>	<i>Contribute to the continuous improvement of retail operations</i>	<i>RR</i>	<i>23/11/09</i>



**Example form 7 – Learning outcome achievement record**

<b>NVQ title and level:</b> <i>Edexcel Level 3 Certificate in Retail (Management)</i>				
<b>Learner:</b> <i>Geeta Devi</i>				
<b>Assessor:</b> <i>Roy Rogers</i>				
<b>Unit title:</b> <i>E12 Plan monitor and adjust staffing levels and schedules in a retail environment</i>				
<b>Assessment criteria:</b> You can:		<i>(Assessor to insert date each time competence is demonstrated)</i>		
<b>Plan staffing levels and prepare work schedules for a retail team</b>				
1	produce staffing plans and schedules that cover all operational needs and take account of operational limits	<i>30/11</i>		
2	produce staffing plans and schedules that include accurate numbers and realistic levels of skill, work allocation, places where people will work, and start and finish times	<i>30/11</i>	<i>02/12</i>	
3	schedule hours of work that keep to relevant laws, company policy and contracts of employment	<i>02/12</i>		
4	produce plans that are easy for the relevant people to understand and use	<i>30/11</i>		
5	include realistic emergency plans to cope with abnormal situations.	<i>23/11</i>	<i>02/12</i>	
<b>Feedback/comments:</b>  <i>Very good operational plans, essential to plan effectively to ensure that there is cover in all areas. I observed Geeta as she performed her role while she was in a meeting, in which plans for the future were discussed and budgets agreed.</i>  <i>Staff are very comfortable with an efficient and well managed operation.</i>  <i>Geeta also chairs the TQM committee who are seeking to make improvements in the running of the business to benefit customers and make the business better.</i>				
<b>Assessor's signature:</b> <i>RR</i>			<b>Date:</b> <i>05/12/2009</i>	
<b>Learner's signature:</b> <i>G Devi</i>			<b>Date:</b> <i>05/12/2009</i>	



## Example form 8 – Knowledge evidence record

<b>NVQ title and level:</b> <i>Edexcel Level 3 Certificate in Retail (Management)</i>										
<b>Learner:</b> <i>Geeta Devi</i>					<b>Assessor:</b> <i>Roy Rogers</i>					
<b>Unit title:</b> <i>E12 Plan monitor and adjust staffing levels and schedules</i>										
<p>You must show that you have the knowledge and understanding for this unit. Your performance evidence might help to show this, but it is likely that you will need additional evidence (eg answers to questions). The National Occupational Standards detail the knowledge and understanding required to carry out competent practice for the performance described in this unit.</p> <p>When using the standards it is important to read the knowledge requirements in relation to expectations and requirements of your job role.</p> <p>You need to show that you know, understand and can apply in practice:</p>										
<b>Knowledge and understanding for this unit:</b> <b>Assessment criteria</b> <b>You can:</b>				<b>Type of evidence</b>						
				EI	O	P	WT	S	APEL	Q&A Date
<b>1 Know how to plan staffing levels and prepare work schedules for a retail team</b>										
1 show that they know why staffing plans are needed					X	X				X
2 show that they know the relevant laws, company policy and contract terms and conditions which affect the hours that staff must work						X	X		X	
3 show that they know and understand the relationship between staffing plans and work targets					X	X				X
4 show that they know how to work out staffing requirements					X		X			
5 show that they know how to produce and present staffing plans in a form suitable for the needs of the relevant people					X	X				
6 show that they know how to schedule work so that operational needs are met and operational limits are taken account of.										

*continued on next page...*

**Feedback/comments:**

*I observed Geeta monitoring staffing levels and adjusting them accordingly when a staff member was ill.*

*Geeta dealt with this admirably and efficiently.*

*She also disciplined a member of staff because of some disruption on a delivery, applying the appropriate procedures and HR policy.*

The learner has satisfied the assessor and the internal verifier that the performance evidence and criteria, the range, and knowledge and understanding requirements have been achieved.

**Learner's signature:** *G Devi*

**Date:** *01/12/09*

**Assessor's signature:** *RR*

**Date:** *01/12/09*

**Internal verifier's signature:** *JK*

**Date:** *01/12/09*

COLUMN KEY:	EI = EVIDENCE INDEX NUMBER	O = OBSERVATION	P = PERSONAL STATEMENT
	WT = WITNESS TESTIMONY	S = SIMULATION	APEL = ACCREDITATION OF PRIOR EXPERIENCE AND LEARNING
	Q&A = QUESTIONS & ANSWERS	EWE = EXPERT WITNESS EVIDENCE	PD = PROFESSIONAL DISCUSSION

**Example form 9 – Personal statement**

NVQ title and level: <i>Edexcel Level 3 Certificate in Retail (Management)</i>				
Unit/learning outcome(s): <i>E10 Contribute to the continuous improvement of retail operations</i>				
Learner: <i>Geeta Devi</i>				
Purpose of statement: <i>To confirm improvements made in retail operations</i>				
Evidence index number: <i>5</i>				
Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Units, learning outcomes and PCs covered
<i>23/11/09</i>		<p><i>As Chair of this committee I encourage everyone to contribute possible routes for improvements in the supply process, to get products to the shop floor shelves.</i></p> <p><i>For six items we managed to speed the throughput and reduce documentation by a significant margin which meant savings. This has been adapted to all of our stores. My team has been credited with this action and rewarded accordingly.</i></p>		<p><i>E8</i></p> <p><i>E12, E16</i></p>
Learner's signature: <i>G Devi</i>			Date: <i>24/11/09</i>	
Assessor's signature: <i>RR</i>			Date: <i>24/11/09</i>	



**Example form 10 – Observation record**

NVQ title and level: <i>Edexcel Level 3 Certificate in Retail (Management)</i>	
Unit/learning outcomes(s): <i>E16 Allocate and check work in your team</i>	
Candidate: <i>Geeta Devi</i>	Date of observation: <i>01/12/09</i>
Evidence index number: <i>6</i>	
<b>Skills/activities observed:</b>	<b>PCs covered:</b>
<p><i>Communicating effectively with the team to ensure a job is done.</i></p> <p><i>Allocating various tasks.</i></p> <p><i>Checking work allocated has been done.</i></p> <p><i>Encouraging team members to ask questions and clarify any issues.</i></p>	<p><i>1. 1.2/1.4/1.7/1.8</i></p>
<b>Knowledge and understanding apparent from this observation:</b>	
<ul style="list-style-type: none"> <li>• <i>1.12: Why it is important to monitor the team for conflict and how to identify the cause(s) of conflict when it occurs and deal with it promptly and effectively.</i></li> <li>• <i>1.14: The type of problems and unforeseen events that may occur and how to support team members in dealing with them.</i></li> <li>• <i>1.17: The importance of providing an example to your team by being consistently customer-focused.</i></li> <li>• <i>1.18: The importance of planning and supervising work in ways that minimise wastage and loss.</i></li> </ul> <p><i>This was followed up with questions. The answers were appropriate answers to the questions asked.</i></p> <p><i>Clear knowledge of employment laws and company procedures was apparent.</i></p>	
<b>Other units/learning outcomes to which this evidence may contribute:</b>	
<p><i>Relates to E10, E8 and E13.</i></p>	

*continued on next page...*

**Assessor comments and feedback to learner:**

*I observed and watched a full day's worth of operations in different parts of the store. Geeta is respected and showed good leadership/communication skill in a confident style.*

*I also observed a team briefing by Geeta before a shift change.*

I can confirm the learner's performance was satisfactory.

Assessor's signature: *RR*

Date: *01/12/09*

Learner's signature: *G Devi*

Date: *01/12/09*

Example form 11 – Witness testimony

NVQ title and level: <i>Edexcel Level 3 Certificate in Retail (Management)</i>	
Learner name: <i>Geeta Devi</i>	
Evidence index number: <i>7</i>	
Where applicable, evidence number to which this testimony relates:	
Unit: <i>E8 Work effectively in your retail organisation</i>	
Learning outcome(s): <i>1-5 inclusive</i>	
Date of evidence: <i>08/11/09</i>	
Witness name: <i>John Terry</i>	
Relationship to learner: <i>Managing Director</i>	
<p>Details of testimony:</p> <p><i>Geeta has developed well within her job role as manager of foods. She runs a very good store, always well organised and appreciated by customers and staff.</i></p> <p><i>She always ensures her team meet the goals and objectives set.</i></p> <p><i>She exceeds her own targets and goals.</i></p> <p><i>She is very good at planning and delegating work to others. She maintains morale and is an important member of my management team.</i></p>	
I can confirm the learner's evidence is authentic and accurate.	
Witness signature: <i>JT</i>	
Name: <i>John Terry</i>	Date: <i>04/12/2009</i>
Contact telephone number: <i>01845 745321</i>	
Please tick (✓) the appropriate box.	
<input type="checkbox"/>	QUALIFIED AS AN ASSESSOR FOR WORKPLACE PERFORMANCE
<input checked="" type="checkbox"/>	FAMILIAR WITH THE NVQ STANDARDS TO WHICH THE LEARNER IS WORKING



Example form 12 – Expert witness evidence record

NVQ title and level: <i>Edexcel Level 3 Certificate in Retail (Management)</i>	
Learner name: <i>Geeta Devi</i>	
Evidence index number: <i>8</i>	
Where applicable, evidence number to which this testimony relates:	
Unit: <i>E10 Contribute to the continuous improvement of retail operations</i>	
Learning outcome(s): <i>1-6 inclusive</i>	
Date of evidence: <i>29/07/2009</i>	
Expert witness name: <i>Don Haines</i>	
Relationship to learner: <i>Group Quality Manager</i>	
<p><b>Details of testimony:</b></p> <p><i>I have attended the bi-monthly meetings Geeta has run for the TQM and continuous improvement programme in the store.</i></p> <p><i>The customer service standards have been benchmarked and improved significantly in the last two years and this is now ongoing.</i></p> <p><i>Geeta has led the team effectively to achieve this level. Not only has staff satisfaction and performance improved but significant savings in the stores have also been made.</i></p> <p><i>Customer surveys reflect increased satisfaction.</i></p> <p><i>The group has set a nationwide example/expectation for others to follow. All credit to Geeta for managing such an effective team.</i></p>	
I can confirm the learner's evidence is authentic and accurate.	
Expert witness signature: <i>DH</i>	
Name: <i>Don Haines</i>	Date: <i>29/07/09</i>
Contact telephone number: <i>01845 845754</i>	

Please tick (✓) the appropriate box.	
<input type="checkbox"/>	QUALIFIED AS AN ASSESSOR FOR WORKPLACE PERFORMANCE
<input checked="" type="checkbox"/>	RELEVANT PROFESSIONAL WORK ROLE THAT INVOLVES EVALUATING EVERYDAY STAFF PRACTICE
<input checked="" type="checkbox"/>	CURRENT EXPERTISE
<input checked="" type="checkbox"/>	FAMILIAR WITH THE NVQ STANDARDS TO WHICH THE LEARNER IS WORKING



Example form 13 – Record of questions and learner’s answers

NVQ title and level: <i>Edexcel Level 3 Certificate in Retail (Management)</i>	
Learner name: <i>Geeta Devi</i>	
Unit: <i>E10 Contribute to the continuous improvement of retail operations</i>	Learning outcome(s): <i>3</i>
Evidence index number:	
Circumstances of assessment: <i>I observed Geeta on a visit to the store on a very busy day and saw improvements from a previous visit in place.</i> <i>She explained to staff the plan and the tasks that needed doing. I found that the store had improved its presentation, and had a better product display than before. It was far more attractive to the eye.</i> <i>Her manner was pleasant, and the response excellent, reflecting a very good working relationship.</i>	
List of questions and learner’s responses:	
Q: <i>Why did you change this section display?</i>	
A: <i>It was an outcome from our TQM meeting discussions and from suggestions staff had put forward. This change resulted in savings in time and an improved level of service to the customer.</i>	
Q: <i>Do you think it is important to take time to explain why to staff?</i>	
A: <i>Yes, as staff will understand how their role and actions fit into the bigger picture. They can support management more efficiently by having a clear goal.</i>	
Assessor’s signature: <i>RR</i>	Date: <i>01/09/09</i>
Learner’s signature: <i>G Devi</i>	Date: <i>01/09/09</i>



## Section 5: Further information

### What else should you read?

The following publications provide additional information directly relevant to the provision of competence based qualifications.

<b>Publications</b>	<b>Publication code</b>
<i>The Accreditation of Prior Learning (APL)</i>	80-092-0
Edexcel Information Manual	revised annually (also available on Edexcel's website)
<i>Edexcel QCF NVQ competence based qualifications general guidance for centres</i>	on the website
<i>Edexcel logbook for learners, Edexcel Level 2 Award, Certificate and Diploma in Retail Skills (QCF)</i>	on the website
<i>Edexcel logbook for learners, Edexcel Level 3 Certificate and Diploma in Retail (Sales Professional) (QCF)</i>	on the website
<i>Edexcel logbook for learners, Edexcel Level 3 Certificate and Diploma in Retail (Visual Merchandising)(QCF)</i>	on the website
<i>Edexcel logbook for learners, Edexcel Level 3 Certificate and Diploma in Retail (Management)(QCF)</i>	on the website

### How do you contact us?

For further information about NVQs and our other qualifications, please contact Customer Services. Our Customer Services numbers are:

BTEC and NVQ: 0844 576 0026

GCSE: 0844 576 0027

GCE: 0844 756 0025

The Diploma: 0844 576 0028

DIDA and other qualifications: 0844 576 0031

Calls may be recorded for training purposes.

You can also contact us through Ask Edexcel at [www.edexcel.com/ask](http://www.edexcel.com/ask).



# List of annexes

**Annexe A: Qualification codes**

**Annexe B: Mapping to key skills**

**Annexe C: Evidence requirements**

**Annexe D: Glossary of terms**



# Annexe A: Qualification codes

**Edexcel Level 3 Certificate and Diploma in Retail (Sales Professional) (QCF)**

**Edexcel Level 3 Certificate and Diploma in Retail (Visual Merchandising) (QCF)**

**Edexcel Level 3 Certificate and Diploma in Retail (Management) (QCF)**

These qualifications have been accredited to the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Children, Schools and Families (DCSF) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DCSF and the regularly updated website [www.dcsf.gov.uk/](http://www.dcsf.gov.uk/). The QCF Qualifications Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The QANs for the qualifications in this publication are:

Edexcel Level 3 Certificate in Retail (Sales Professional) (QCF)	500/7418/0
Edexcel Level 3 Diploma in Retail (Sales Professional) (QCF)	500/7420/9
Edexcel Level 3 Certificate in Retail (Visual Merchandising) (QCF)	500/7421/0
Edexcel Level 3 Diploma in Retail (Visual Merchandising) (QCF)	500/7422/2
Edexcel Level 3 Certificate in Retail (Management) (QCF)	500/7417/9
Edexcel Level 3 Diploma in Retail (Management) (QCF)	500/7419/2

These qualification titles will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.



# Annexe B: Mapping to key skills

## About this document

This document signposts the retail skills units to the key skills. Signposting is provided for units which link to the following qualifications:

- Level 1 Award in Retail Skills
- Level 1 Certificate in Retail Skills
- Level 1 Diploma in Retail Skills
  
- Level 2 Award in Retail Skills
- Level 2 Certificate in Retail Skills
- Level 2 Diploma in Retail Skills
  
- Level 3 Certificate in Retail (Sales Professional)
- Level 3 Certificate in Retail (Visual Merchandising)
- Level 3 Certificate in Retail (Management)
  
- Level 3 Diploma in Retail (Sales Professional)
- Level 3 Diploma in Retail (Visual Merchandising)
- Level 3 Diploma in Retail (Management)

The signposting document indicates where the evidence generated to meet the assessment criteria for the competence based units may **potentially** contribute to the evidence required for key skills. There is no guarantee that the evidence for a competence based unit will also constitute evidence for a key skill. On the other hand, the assessor may spot additional opportunities not identified in this document.

The decision on the suitability of evidence must be determined by the key skills assessor on an individual basis against the evidence requirements specified by Awarding Organisations for key skills accreditation.

The key skills links shown in this document are based on the version of the key skills published by the Qualifications and Curriculum Authority dated 2004.

**Cluster B: Maintain the supply of goods and services**

		Retail Skills units										
Key skill	Level	B1	B2	B8	B20	B29						
Application of number	Level 1	✓										
Application of number	Level 2											
Application of number	Level 3											
Communication	Level 1				✓							
Communication	Level 2											
Communication	Level 3											
Improving own learning and performance	Level 1											
Improving own learning and performance	Level 2											
Improving own learning and performance	Level 3											
Information and communication technology	Level 1											
Information and communication technology	Level 2											
Information and communication technology	Level 3											
Problem solving	Level 1											
Problem solving	Level 2											
Problem solving	Level 3											
Working with others	Level 1	✓	✓									
Working with others	Level 2											
Working with others	Level 3											

✓ = A possible opportunity to evidence key skills at the level shown. Potentially relevant elements from the key skills units are listed on the next page.

## Cluster B: Maintain the supply of goods and services

### Key skills Evidence links

Retail Skills units		Key skills		
Ref	Learning outcome	Key skill	Level	Refs
<b>B1</b>	Move goods and materials manually in a retail environment	Application of number	1	N1.1, N1.2
		Working with others	1	WO1.1, WO1.2
<b>B2</b>	Check stock levels in a retail environment	Working with others	1	WO1.1, WO1.2
	Fill shelves in a retail environment	Working with others	1	WO1.1, WO1.2
<b>B8</b>	Process donated goods in a retail environment for selling or recycling	None identified		
<b>B20</b>	Contribute to food safety in a retail environment	Communication	1	C1.1
<b>B29</b>	Load orders for despatch from a retail store to customers	None identified		

**Cluster C: Promote and sell goods and services to customers**

Key skill	Level	Retail Skills units										
		C1	C44	C51								
Application of number	Level 1	✓										
Application of number	Level 2											
Application of number	Level 3											
Communication	Level 1		✓									
Communication	Level 2											
Communication	Level 3											
Improving own learning and performance	Level 1											
Improving own learning and performance	Level 2											
Improving own learning and performance	Level 3											
Information and communication technology	Level 1											
Information and communication technology	Level 2											
Information and communication technology	Level 3											
Problem solving	Level 1											
Problem solving	Level 2											
Problem solving	Level 3											
Working with others	Level 1	✓										
Working with others	Level 2											
Working with others	Level 3											

✓ = A possible opportunity to evidence key skills at the level shown. Potentially relevant elements from the key skills units are listed on the next page.

## Cluster C: Promote and sell goods and services to customers

### Key skills Evidence links

Retail Skills units		Key skills		
Ref	Learning outcome	Key skill	Level	Refs
<b>C1</b>	Package goods for customers in a retail environment	Application of number	1	N1.1, N1.2
		Working with others	1	WO1.1, WO1.2
<b>C44</b>	Serve customers at the counter	Communication	1	C1.1
	Maintain counter and service areas	Communication	1	C1.1
<b>C51</b>	Contribute to monitoring and maintaining ease of shopping in a retail sales area	None identified		

## Cluster E: Maintain organisational effectiveness

Key skill	Level	Retail Skills units											
		E1	E2	E3	E4								
Application of number	Level 1												
Application of number	Level 2												
Application of number	Level 3												
Communication	Level 1		✓	✓									
Communication	Level 2												
Communication	Level 3												
Improving own learning and performance	Level 1			✓									
Improving own learning and performance	Level 2												
Improving own learning and performance	Level 3												
Information and communication technology	Level 1												
Information and communication technology	Level 2												
Information and communication technology	Level 3												
Problem solving	Level 1			✓									
Problem solving	Level 2												
Problem solving	Level 3												
Working with others	Level 1		✓	✓	✓								
Working with others	Level 2												
Working with others	Level 3												

✓ = A possible opportunity to evidence key skills at the level shown. Potentially relevant elements from the key skills units are listed on the next page.

## Cluster E: Maintain organisational effectiveness

### Key skills Evidence links

Retail Skills units		Key skills		
Ref	Learning outcome	Key skill	Level	Refs
<b>E1</b>	Identify and report security risks in a retail environment	None identified		
<b>E2</b>	Identify and report accidents and emergencies in a retail environment	None identified		
	Protect health and safety as you work in a retail environment	None identified		
	Lift and handle goods safely in a retail environment	Communication Working with others	1 1	C1.2 WO1.1, WO1.2
<b>E3</b>	Work well as part of a retail team	Communication	1	C1.1
		Working with others	1	WO1.1, WO1.2
	Follow plans and procedures for learning in a retail environment	Communication	1	C.1
		Improving own learning and performance	1	LP1.1, LP1.2, LP1.3
	Problem solving	1	PS1.3	
	Working with others	1	WO1.3	
<b>E4</b>	Keep work surfaces clean in a retail environment	Working with others	1	WO1.1, WO1.2
	Get rid of waste and litter in a retail environment	Working with others	1	WO1.1, WO1.2
	Maintain personal hygiene in a retail environment	None identified		

**Cluster B: Maintain the supply of goods and services**

Key skill	Level	Retail Skills units											
		B3	B4	B5	B6	B7	B9						
Application of number	Level 1		✓	✓									
Application of number	Level 2												
Application of number	Level 3												
Communication	Level 1			✓	✓	✓	✓						
Communication	Level 2												
Communication	Level 3												
Improving own learning and performance	Level 1												
Improving own learning and performance	Level 2												
Improving own learning and performance	Level 3												
Information and communication technology	Level 1												
Information and communication technology	Level 2												
Information and communication technology	Level 3												
Problem solving	Level 1			✓									
Problem solving	Level 2												
Problem solving	Level 3												
Working with others	Level 1												
Working with others	Level 2	✓	✓	✓			✓						
Working with others	Level 3												

✓ = A possible opportunity to evidence key skills at the level shown. Potentially relevant elements from the key skills units are listed on the next page.

## Cluster B: Maintain the supply of goods and services

### Key skills Evidence links

Retail Skills units		Key skills		
Ref	Learning outcome	Key skill	Level	Refs
<b>B3</b>	Prepare to receive deliveries in a retail environment	Working with others	2	WO2.1
	Receive deliveries into storage in a retail environment	Working with others	2	WO2.2
<b>B4</b>	Check storage arrangements for goods and materials in a retail environment	None identified		
	Put goods and materials into storage in a retail environment	Application of number Working with others	1 2	N1.1, N1.2 WO2.2
<b>B5</b>	Check the level of stock on sale in a retail environment	Application of number	1	N1.1, N1.2
	Replenish stock on sale in a retail environment	Application of number Communication Problem solving Working with others	1 1 1 2	N1.1, N1.2 C1.1 PS1.1 WO2.2
<b>B6</b>	Check the availability of goods for retail orders	Communication	1	C1.1
	Process orders for retail customers	None identified		
<b>B7</b>	Help retail customers who need to return goods	Communication	1	C1.1
	Process returns of retail goods	None identified		
<b>B9</b>	Prepare products for selling to retail customers	Communication Working with others	1 2	C1.2 WO2.2

**Cluster B: Maintain the supply of goods and services**

Key skill	Level	Retail Skills units										
		B10	B11	B12	B13							
Application of number	Level 1	✓		✓	✓							
Application of number	Level 2											
Application of number	Level 3											
Communication	Level 1											
Communication	Level 2											
Communication	Level 3											
Improving own learning and performance	Level 1											
Improving own learning and performance	Level 2											
Improving own learning and performance	Level 3											
Information and communication technology	Level 1											
Information and communication technology	Level 2											
Information and communication technology	Level 3											
Problem solving	Level 1											
Problem solving	Level 2											
Problem solving	Level 3											
Working with others	Level 1											
Working with others	Level 2		✓		✓							
Working with others	Level 3											

✓ = A possible opportunity to evidence key skills at the level shown. Potentially relevant elements from the key skills units are listed on the next page.

## Cluster B: Maintain the supply of goods and services

### Key skills Evidence links

Retail Skills units		Key skills		
Ref	Learning outcome	Key skill	Level	Refs
<b>B10</b>	Bake products for sale (bake-off) in a retail environment	Application of number	1	N1.1
	Glaze, coat and decorate bake-off products in a retail environment	Application of number	1	N1.1
<b>B11</b>	Prepare to hand-process fish and shellfish in a retail environment	Working with others	2	WO2.1
	Process fish and shellfish using hand tools in a retail environment	Working with others	2	WO2.2
<b>B12</b>	Prepare greengrocery products in a retail environment for selling to customers	Application of number	1	N1.1
	Display greengrocery products to attract retail sales	None identified		
<b>B13</b>	Check the suitability of meat products for finishing in a retail environment	None identified		
	Prepare to finish meat products in a retail environment	Working with others	2	WO2.1
	Achieve meat product yield and finish in a retail environment	Working with others	2	WO2.2

## Cluster B: Maintain the supply of goods and services

Key skill	Level	Retail Skills units							
		B17	B18	B19	B21	B23	B24		
Application of number	Level 1					✓	✓		
Application of number	Level 2								
Application of number	Level 3								
Communication	Level 1	✓	✓		✓				
Communication	Level 2								
Communication	Level 3								
Improving own learning and performance	Level 1								
Improving own learning and performance	Level 2								
Improving own learning and performance	Level 3								
Information and communication technology	Level 1								
Information and communication technology	Level 2								
Information and communication technology	Level 3								
Problem solving	Level 1	✓	✓						
Problem solving	Level 2	✓				✓	✓		
Problem solving	Level 3								
Working with others	Level 1								
Working with others	Level 2	✓							
Working with others	Level 3								

✓ = A possible opportunity to evidence key skills at the level shown. Potentially relevant elements from the key skills units are listed on the next page.

## Cluster B: Maintain the supply of goods and services

### Key skills Evidence links

Retail Skills units		Key skills		
Ref	Learning outcome	Key skill	Level	Refs
<b>B17</b>	Organise own activities within dough production schedule	Communication	1	C1.1
		Problem solving	1	PS1.1, PS1.2
		Working with others	2	WO2.1
	Contribute to the identification of improvements to dough processing	Communication	1	C1.1
		Problem solving	2	PS2.1
<b>B18</b>	Identify and select dough ingredients	Communication	1	C1.2
		Problem solving	1	PS1.1
	Weigh and measure dough ingredients	Application of number	1	N1.1
<b>B19</b>	Hand divide fermented doughs	None identified		
	Hand mould and shape fermented doughs	None identified		
<b>B21</b>	Maintain food safety while working with food in a retail environment	Communication	1	C1.1
<b>B23</b>	Prepare to receive deliveries of motor fuel on a forecourt	Application of number	1	N1.1, N1.2
		Problem solving	2	PS2.1, PS2.2
	Check that driver-controlled deliveries of motor fuel have been completed safely	None identified		
<b>B24</b>	Prepare to receive deliveries of motor fuel on a forecourt	Application of number	1	N1.1, N1.2
		Problem solving	2	PS2.1, PS2.2
	Control deliveries of motor fuel on a forecourt	Problem solving	2	PS2.1, PS2.2

**Cluster B: Maintain the supply of goods and services**

Key skill	Level	Retail Skills units										
		B28	B30									
Application of number	Level 1											
Application of number	Level 2											
Application of number	Level 3											
Communication	Level 1											
Communication	Level 2											
Communication	Level 3											
Improving own learning and performance	Level 1											
Improving own learning and performance	Level 2											
Improving own learning and performance	Level 3											
Information and communication technology	Level 1											
Information and communication technology	Level 2											
Information and communication technology	Level 3											
Problem solving	Level 1											
Problem solving	Level 2											
Problem solving	Level 3											
Working with others	Level 1											
Working with others	Level 2											
Working with others	Level 3											

✓ = A possible opportunity to evidence key skills at the level shown. Potentially relevant elements from the key skills units are listed on the next page.

## ***Cluster B: Maintain the supply of goods and services***

### **Key skills Evidence links**

<b>Retail Skills units</b>		<b>Key skills</b>		
<b>Ref</b>	<b>Learning outcome</b>	<b>Key skill</b>	<b>Level</b>	<b>Refs</b>
<b>B28</b>	Pick products in a retail store to fulfil customer orders	None identified		
<b>B30</b>	Check stock levels and sort out problems with stock levels	None identified		

**Cluster C: Promote and sell products and services to customers**

Key skill	Level	Retail Skills units												
		C2	C3	C4	C5	C6								
Application of number	Level 1	✓		✓										
Application of number	Level 2			✓										
Application of number	Level 3			✓										
Communication	Level 1		✓	✓	✓	✓								
Communication	Level 2													
Communication	Level 3													
Improving own learning and performance	Level 1													
Improving own learning and performance	Level 2													
Improving own learning and performance	Level 3													
Information and communication technology	Level 1													
Information and communication technology	Level 2													
Information and communication technology	Level 3													
Problem solving	Level 1													
Problem solving	Level 2													
Problem solving	Level 3													
Working with others	Level 1													
Working with others	Level 2	✓												
Working with others	Level 3													

✓ = A possible opportunity to evidence key skills at the level shown. Potentially relevant elements from the key skills units are listed on the next page.

## Cluster C: Promote and sell products and services to customers

### Key skills Evidence links

Retail Skills units		Key skills		
Ref	Learning outcome	Key skill	Level	Refs
<b>C2</b>	Prepare display areas and materials in a retail store	Application of number	1	N1.1
		Working with others	2	WO2.1
	Set up and dismantle displays in a retail store	Application of number	1	N1.1
		Working with others	2	WO2.2
	Label displays of stock in a retail store	Application of number	1	N1.1
<b>C3</b>	Help customers choose products in a retail store	Communication	1	C1.1
	Check the customer's preferences and buying decisions when making retail sales	Communication	1	C1.1
<b>C4</b>	Identify opportunities to increase retail sales of particular products	Application of number	1	N1.1, N1.2, N1.3
		Application of number	2	N2.1, N2.2, N2.3
		Application of number	3	N3.1, N3.2, N3.3
	Promote particular retail products	Application of number	1	N1.1, N1.2, N1.3
		Application of number	2	N2.1, N2.2, N2.3
		Application of number	3	N3.1, N3.2, N3.3
		Communication	1	C1.1
	<b>C5</b>	Provide information and advice to meet the needs of retail customers	Communication	1
Help retail customers to sort out complaints		Communication	1	C1.1
<b>C6</b>	Demonstrate retail products to customers	Communication	1	C1.1
	Help customers choose products in a retail store	Communication	1	C1.1

**Cluster C: Promote and sell products and services to customers**

Key skill	Level	Retail Skills units											
		C8	C9	C10	C11	C12							
Application of number	Level 1	✓	✓	✓	✓								
Application of number	Level 2												
Application of number	Level 3												
Communication	Level 1	✓	✓		✓	✓							
Communication	Level 2												
Communication	Level 3												
Improving own learning and performance	Level 1												
Improving own learning and performance	Level 2												
Improving own learning and performance	Level 3												
Information and communication technology	Level 1												
Information and communication technology	Level 2												
Information and communication technology	Level 3												
Problem solving	Level 1												
Problem solving	Level 2												
Problem solving	Level 3												
Working with others	Level 1												
Working with others	Level 2												
Working with others	Level 3												

✓ = A possible opportunity to evidence key skills at the level shown. Potentially relevant elements from the key skills units are listed on the next page.

## Cluster C: Promote and sell products and services to customers

### Key skills Evidence links

Retail Skills units		Key skills		
Ref	Learning outcome	Key skill	Level	Refs
<b>C8</b>	Work out the price of customers' retail purchases	Application of number	1	N1.2
	Provide service at point of sale in a retail store	Application of number Communication	1 1	N1.2 C1.1
<b>C9</b>	Work out the price of customers' retail purchases	Application of number	1	N1.2
	Provide service at point of sale in a retail store	Application of number Communication	1 1	N1.2 C1.1
	Process applications from retail customers for credit facilities	Communication	1	C1.1
<b>C10</b>	Process retail customer credit	Application of number	1	N1.2
	Process payments made to retail customer accounts	Application of number	1	N1.2
	Reconcile retail customer accounts	Application of number	1	N1.2
<b>C11</b>	Transport retail products to the customer's premises	Application of number	1	N1.1, N1.2
	Put retail products together at the customer's premises	Communication	1	C1.1
<b>C12</b>	Explain to customers the features and benefits of the loyalty scheme	Communication	1	C1.1
	Gain customer commitment to the loyalty scheme	Communication	1	C1.1

**Cluster C: Promote and sell products and services to customers**

Key skill	Level	Retail Skills units										
		C46	C47	C50	C52							
Application of number	Level 1											
Application of number	Level 2											
Application of number	Level 3											
Communication	Level 1		✓		✓							
Communication	Level 2											
Communication	Level 3											
Improving own learning and performance	Level 1											
Improving own learning and performance	Level 2											
Improving own learning and performance	Level 3											
Information and communication technology	Level 1											
Information and communication technology	Level 2											
Information and communication technology	Level 3											
Problem solving	Level 1											
Problem solving	Level 2											
Problem solving	Level 3											
Working with others	Level 1											
Working with others	Level 2											
Working with others	Level 3											

✓ = A possible opportunity to evidence key skills at the level shown. Potentially relevant elements from the key skills units are listed on the next page.

### ***Cluster C: Promote and sell products and services to customers***

#### **Key skills Evidence links**

<b>Retail Skills units</b>		<b>Key skills</b>		
<b>Ref</b>	<b>Learning outcome</b>	<b>Key skill</b>	<b>Level</b>	<b>Refs</b>
<b>C46</b>	Cash up in a retail store	None identified		
<b>C47</b>	Promote the store's credit card to customers	Communication	1	C1.1
<b>C50</b>	Deliver retail products to the customer's premises	None identified		
<b>C52</b>	Offer customers insurance products associated with the store's credit card	Communication	1	C1.1

## Cluster C: Promote and sell products and services to customers

### Visual merchandising

Key skill	Level	Retail Skills units												
		C18	C19	C20	C21	C22	C23							
Application of number	Level 1				✓	✓	✓							
Application of number	Level 2													
Application of number	Level 3					✓								
Communication	Level 1	✓	✓	✓		✓	✓							
Communication	Level 2													
Communication	Level 3													
Improving own learning and performance	Level 1													
Improving own learning and performance	Level 2													
Improving own learning and performance	Level 3													
Information and communication technology	Level 1													
Information and communication technology	Level 2													
Information and communication technology	Level 3													
Problem solving	Level 1	✓												
Problem solving	Level 2													
Problem solving	Level 3							✓						
Working with others	Level 1													
Working with others	Level 2		✓	✓	✓		✓							
Working with others	Level 3													

✓ = A possible opportunity to evidence key skills at the level shown. Potentially relevant elements from the key skills units are listed on the next page.

## Cluster C: Promote and sell products and services to customers

### Visual merchandising

#### Key skills Evidence links

Retail Skills units		Key skills		
Ref	Learning outcome	Key skill	Level	Refs
<b>C18</b>	Interpret design briefs for retail display	Communication	1	C1.2
	Get hold of merchandise and props to be featured in retail displays	Problem solving	1	PS1.1, PS1.2
<b>C19</b>	Dress in-store displays to guidelines	Communication	1	C1.2
		Working with others	2	WO2.2
	Dress window displays to guidelines	Working with others	2	WO2.2
	Evaluate and improve retail displays	None identified		
<b>C20</b>	Order graphic materials to meet retail display needs	None identified		
	Position graphic materials to support retail displays	Communication	1	C1.2
		Working with others	2	WO2.2
<b>C21</b>	Dismantle retail displays	Working with others	2	WO2.2
	Store equipment, props and graphics for retail displays	Application of number	1	N1.2
		Working with others	2	WO2.2
<b>C22</b>	Confirm the requirements for props and prototypes for retail displays	Communication	1	C1.2
	Make life-size copies of items for retail displays	Application of number	1	N1.2
	Make scale models of items for retail displays	Application of number	3	N3.1, N3.2
	Decorate fixtures and panels for retail displays	Communication	1	C1.2
<b>C23</b>	Interpret retail display layout requirements from plans, elevations and drawings	Application of number	1	N1.1, N1.2
		Communication	1	C1.2
		Problem solving	3	PS3.1, PS3.2
	Follow guidelines for putting retail display layouts together	Problem solving	3	PS3.1, PS3.2
		Working with others	2	WO2.2

## Cluster C: Promote and sell products and services to customers

### Brand specialisms

Key skill	Level	Retail Skills units										
		C17	C35	C36	C37	C39	C40	C41	C42	C43	C48	C49
Application of number	Level 1	✓	✓	✓	✓	✓		✓				
Application of number	Level 2											
Application of number	Level 3											
Communication	Level 1	✓	✓	✓	✓	✓	✓	✓	✓			✓
Communication	Level 2											
Communication	Level 3											
Improving own learning and performance	Level 1											
Improving own learning and performance	Level 2											
Improving own learning and performance	Level 3											
Information and communication technology	Level 1											
Information and communication technology	Level 2											
Information and communication technology	Level 3											
Problem solving	Level 1											
Problem solving	Level 2											
Problem solving	Level 3											
Working with others	Level 1											
Working with others	Level 2											
Working with others	Level 3											

✓ = A possible opportunity to evidence key skills at the level shown. Potentially relevant elements from the key skills units are listed on the next page.

## Cluster C: Promote and sell products and services to customers

### Brand specialisms

#### Key skills Evidence links

Retail Skills units		Key skills		
Ref	Learning outcome	Key skill	Level	Refs
<b>C17</b>	Identify the retail customer's needs for lingerie	Communication	1	C1.1
	Measure and fit the retail customer for lingerie	Application of number	1	N1.1
		Communication	1	C1.1
	Check the customer's preferences and buying decisions when making retail sales	Communication	1	C1.1
<b>C35</b>	Demonstrate beauty products to retail customers	Communication	1	C1.1
	Maintain the customer record card system in a retail store	Application of number	1	N1.1, N1.2
		Communication	1	C1.1, C1.2
<b>C36</b>	Follow procedures for retail sales of age-restricted products	Communication	1	C1.1
	Provide service at point of sale in a retail store	Application of number	1	N1.2
		Communication	1	C1.1
<b>C37</b>	Sell National Lottery products to retail customers	Communication	1	C1.1
	Follow procedures for retail sales of age-restricted products	Communication	1	C1.1
	Provide service at point of sale in a retail store	Application of number	1	N1.2
Communication		1	C1.1	
<b>C39</b>	Authorise and monitor the self-service dispensing of motor fuel on a forecourt	None identified		
	Provide service at point of sale in a retail store	Application of number	1	N1.2
		Communication	1	C1.1
<b>C40</b>	Establish customer needs and provide advice regarding tiling products	Communication	1	C1.1
<b>C41</b>	Advise customers upon measuring and planning for the fixing of tiles	Communication	1	C1.1
		Application of number	1	N1.1, N1.2

## ***Cluster C: Promote and sell products and services to customers***

### **Brand specialisms**

#### **Key skills Evidence links**

<b>Retail Skills units</b>		<b>Key skills</b>		
<b>Ref</b>	<b>Learning outcome</b>	<b>Key skill</b>	<b>Level</b>	<b>Refs</b>
<b>C42</b>	Advise customers upon the fixing of tiles	Communication	1	C1.1
<b>C43</b>	Maintain a display of cut flowers in a retail store	None identified		
<b>C48</b>	Use the dressing room facilities to create sales opportunities	None identified		
	Keep dressing room facilities ready for customer use	None identified		
<b>C49</b>	Promote sales of food or drink products by offering samples to customers	Communication	1	C1.1

**Cluster D: Provide effective customer service**

Key skill	Level	Retail Skills units										
		D1	D2	D3								
Application of number	Level 1											
Application of number	Level 2											
Application of number	Level 3											
Communication	Level 1	✓	✓	✓								
Communication	Level 2											
Communication	Level 3											
Improving own learning and performance	Level 1											
Improving own learning and performance	Level 2											
Improving own learning and performance	Level 3											
Information and communication technology	Level 1	✓										
Information and communication technology	Level 2											
Information and communication technology	Level 3											
Problem solving	Level 1											
Problem solving	Level 2		✓	✓								
Problem solving	Level 3											
Working with others	Level 1											
Working with others	Level 2			✓								
Working with others	Level 3											

✓ = A possible opportunity to evidence key skills at the level shown. Potentially relevant elements from the key skills units are listed on the next page.

## Cluster D: Provide effective customer service

### Key skills Evidence links

Retail Skills units		Key skills		
Ref	Learning outcome	Key skill	Level	Refs
<b>D1</b>	Establish effective rapport with customers	Communication	1	C1.1
	Respond appropriately to customers	Communication	1	C1.1
	Communicate information to customers	Communication Information and communication technology	1 1	C1.1 ICT1.1
<b>D2</b>	Use feedback to identify potential customer service improvements	Communication Problem solving	1 2	C1.1, C1.2 PS2.1
	Contribute to the implementation of changes in customer service	Communication Problem solving	1 2	C1.1, C1.3 PS2.1, PS2.2
	Assist with the evaluation of changes in customer service	Communication Problem solving	1 2	C1.1, C1.2 PS2.1
<b>D3</b>	Spot customer service problems	Communication Problem solving	1 2	C1.1 PS2.1
	Pick the best solution to resolve customer service problems	Communication Problem solving	1 2	C1.1, C1.2 PS2.1
	Take action to resolve customer service problems	Communication Problem solving Working with others	1 2 2	C1.1 PS2.1, PS2.2, PS2.3 WO2.2

## Cluster E: Maintain organisational effectiveness

Key skill	Level	Retail Skills units										
		E6	E7	E15	E16	E19	E20	E22				
Application of number	Level 1				✓	✓						
Application of number	Level 2											
Application of number	Level 3											
Communication	Level 1	✓	✓	✓	✓	✓						
Communication	Level 2			✓								
Communication	Level 3											
Improving own learning and performance	Level 1											
Improving own learning and performance	Level 2											
Improving own learning and performance	Level 3											
Information and communication technology	Level 1											
Information and communication technology	Level 2											
Information and communication technology	Level 3											
Problem solving	Level 1											
Problem solving	Level 2											
Problem solving	Level 3											
Working with others	Level 1					✓						
Working with others	Level 2											
Working with others	Level 3			✓	✓							

✓ = A possible opportunity to evidence key skills at the level shown. Potentially relevant elements from the Key skills units are listed on the next page.

## Cluster E: Maintain organisational effectiveness

### Key skills Evidence links

Retail Skills units		Key skills		
Ref	Learning outcome	Key skill	Level	Refs
<b>E6</b>	Deal with accidents and emergencies in a retail environment	Communication	1	C1.1
	Help to reduce risks to health and safety in a retail environment	Communication	1	C1.1
<b>E7</b>	Help to keep the retail environment secure	Communication	1	C1.1
<b>E15</b>	Develop productive working relationships with colleagues	Communication	1	C1.1
		Communication	2	C2.1a
		Working with others	3	WO3.1, WO3.2, WO3.3
<b>E16</b>	Allocate and check work in your team	Application of number	1	N1.2
		Communication	1	C1.1
		Working with others	3	WO3.1, WO3.2
<b>E19</b>	Work effectively in your retail team	Application of number	1	N1.2
		Communication	1	C1.1
	Improve the way you learn in a retail environment	Communication	1	C1.1
		Working with others	1	WO1.1, WO1.2
<b>E20</b>	Prepare newspapers and magazines for return to the merchandiser	None identified		
<b>E22</b>	Check the accuracy of records of hours worked in a retail store	None identified		

**Cluster B: Maintain the supply of goods and services**

Key skill	Level	Retail Skills units											
		B14	B15	B16	B22								
Application of number	Level 1	✓	✓	✓									
Application of number	Level 2												
Application of number	Level 3												
Communication	Level 1			✓	✓								
Communication	Level 2	✓	✓		✓								
Communication	Level 3												
Improving own learning and performance	Level 1												
Improving own learning and performance	Level 2												
Improving own learning and performance	Level 3												
Information and communication technology	Level 1			✓									
Information and communication technology	Level 2			✓									
Information and communication technology	Level 3		✓										
Problem solving	Level 1												
Problem solving	Level 2												
Problem solving	Level 3		✓		✓								
Working with others	Level 1												
Working with others	Level 2												
Working with others	Level 3	✓	✓										

✓ = A possible opportunity to evidence key skills at the level shown. Potentially relevant elements from the key skills units are listed on the next page.

## Cluster B: Maintain the supply of goods and services

### Key skills Evidence links

Retail Skills units		Key skills		
Ref	Learning outcome	Key skill	Level	Refs
<b>B14</b>	Organise staff to receive and check incoming deliveries in a retail environment	Application of number	1	N1.2
		Communication	2	C2.1b
		Working with others	3	WO3.1, WO3.2
	Organise and maintain storage facilities in a retail environment	Working with others	3	WO3.1
	Check the storage and care of stock in a retail environment	None identified		
<b>B15</b>	Put an audit programme into practice in a retail environment	Communication	2	C2.1b
		Problem solving	3	PS3.1, PS3.2
		Working with others	3	WO3.1, WO3.2
	Report the findings of a retail stock audit	Application of number	1	N1.2
Communication		2	C2.3	
Information and communication technology		3	ICT3.1, ICT3.2, ICT3.3	
Problem solving		3	PS3.1, PS3.2	
<b>B16</b>	Choose suppliers and order stock for retail sale	Application of number	1	N1.2
		Information and communication technology	1	ICT1.1
		Information and communication technology	2	ICT2.1
	Check and evaluate the performance of suppliers of stock for retail sale	Application of number	1	N1.2
Communication		1	C1.1	
<b>B22</b>	Monitor food safety at critical control points	Communication	1	C1.1
	Contribute to continuous improvement of food safety	Communication	2	C2.1a, C2.1b
		Problem solving	3	PS3.1 and PS3.2

**Cluster C: Promote and sell products and services to customers**

Key skill	Level	Retail Skills units										
		C7	C13	C14	C15	C16						
Application of number	Level 1	✓	✓	✓	✓	✓						
Application of number	Level 2											
Application of number	Level 3											
Communication	Level 1	✓	✓	✓	✓							
Communication	Level 2		✓									
Communication	Level 3		✓									
Improving own learning and performance	Level 1											
Improving own learning and performance	Level 2											
Improving own learning and performance	Level 3											
Information and communication technology	Level 1											
Information and communication technology	Level 2											
Information and communication technology	Level 3											
Problem solving	Level 1											
Problem solving	Level 2											
Problem solving	Level 3					✓						
Working with others	Level 1											
Working with others	Level 2											
Working with others	Level 3		✓									

✓ = A possible opportunity to evidence key skills at the level shown. Potentially relevant elements from the key skills units are listed on the next page.

## Cluster C: Promote and sell products and services to customers

### Key skills Evidence links

Retail Skills units		Key skills		
Ref	Learning outcome	Key skill	Level	Refs
<b>C7</b>	Decide on the value of items offered in part exchange by retail customers	Application of number	1	N1.2
		Communication	1	C1.1
	Negotiate part-exchange sales transactions with retail customers	Application of number	1	N1.2
		Communication	1	C1.1
	Provide service at point of sale in a retail store	Application of number	1	N1.2
		Communication	1	C1.1
<b>C13</b>	Organise staff to display goods for retail sale	Communication	1	C1.1
		Communication	2	C2.1b
		Working with others	3	WO3.1, WO3.2
	Assess how effective displays are in a retail environment	Communication	1	C1.1
		Communication	3	C3.1a
	Keep products available and maintain their quality in a retail environment	Application of number	1	N1.2
Communication		1	C1.1	
Communication		3	C3.1a	
<b>C14</b>	Give retail customers information and advice to on specialist products	Application of number	1	N1.1, N1.2
		Communication	1	C1.1
	Demonstrate specialist products to retail customers	Application of number	1	N1.1
		Communication	1	C1.1
<b>C15</b>	Identify the retail customer's credit or hire-purchase requirements	Application of number	1	N1.2
		Communication	1	C1.1
	Advise retail customers on the features of borrowing facilities	Application of number	1	N1.2
		Communication	1	C1.1
	Process credit or hire-purchase applications on behalf of retail customers	Application of number	1	N1.2
		Communication	1	C1.1
<b>C16</b>	Evaluate takings practices and procedures in a retail environment	Problem solving	3	PS3.1, PS3.2
	Monitor takings practices and processes at the cash point in a retail environment	Application of number	1	N1.2
		Problem solving	3	PS3.1

**Cluster C: Promote and sell products and services to customers**

Key skill	Level	Retail Skills units										
		C30	C31									
Application of number	Level 1	✓	✓									
Application of number	Level 2											
Application of number	Level 3											
Communication	Level 1	✓	✓									
Communication	Level 2											
Communication	Level 3											
Improving own learning and performance	Level 1											
Improving own learning and performance	Level 2											
Improving own learning and performance	Level 3											
Information and communication technology	Level 1											
Information and communication technology	Level 2											
Information and communication technology	Level 3											
Problem solving	Level 1											
Problem solving	Level 2											
Problem solving	Level 3	✓										
Working with others	Level 1											
Working with others	Level 2											
Working with others	Level 3											

✓ = A possible opportunity to evidence key skills at the level shown. Potentially relevant elements from the key skills units are listed on the next page.

**Cluster C: Promote and sell products and services to customers**

**Key skills Evidence links**

Retail Skills units		Key skills		
Ref	Learning outcome	Key skill	Level	Refs
<b>C30</b>	Make plans for finding new retail clients	Application of number	1	N1.2
		Communication	1	C1.1
		Problem solving	3	PS3.1
	Market your service to potential retail clients	Communication	1	C1.1
<b>C31</b>	Provide a personalised service to retail clients	Application of number	1	N1.2, N1.2
		Communication	1	C1.1
	Provide an after-sales service to retail clients	Communication	1	C1.1

## Cluster C: Promote and sell products and services to customers

### Visual merchandising

Key skill	Level	Retail Skills units										
		C24	C25	C26								
Application of number	Level 1	✓	✓	✓								
Application of number	Level 2											
Application of number	Level 3											
Communication	Level 1	✓	✓	✓								
Communication	Level 2	✓										
Communication	Level 3		✓									
Improving own learning and performance	Level 1											
Improving own learning and performance	Level 2											
Improving own learning and performance	Level 3											
Information and communication technology	Level 1			✓								
Information and communication technology	Level 2			✓								
Information and communication technology	Level 3											
Problem solving	Level 1											
Problem solving	Level 2			✓								
Problem solving	Level 3											
Working with others	Level 1											
Working with others	Level 2											
Working with others	Level 3		✓									

✓ = A possible opportunity to evidence key skills at the level shown. Potentially relevant elements from the key skills units are listed on the next page.

## Cluster C: Promote and sell products and services to customers

### Visual merchandising

#### Key skills Evidence links

Retail Skills units		Key skills		
Ref	Learning outcome	Key skill	Level	Refs
<b>C24</b>	Interpret requirements for retail displays	Communication	2	C2.2
	Choose and agree retail merchandise to be featured in displays	Application of number Communication	1 1	N1.2 C1.1
<b>C25</b>	Identify and get hold of graphic materials for retail displays	Application of number Communication	1 1	N1.2 C1.2
	Co-ordinate how graphic materials are used in retail displays	Application of number Communication Working with others	1 1 3	N1.2 C1.1, C1.2, C1.3 WO3.1, WO3.2
	Check how graphic materials are used in retail displays	Communication Communication	1 3	C1.1 C3.1a
<b>C26</b>	Gather information about retail customers' responses to displays and layouts	Application of number Information and communication technology	1 2	N1.2 ICT2.1, ICT2.2
	Assess and report the effect of retail displays and layouts	Application of number Communication Information and communication technology Problem solving	1 1 1 2	N1.2 C1.1, C1.3 ICT1.3 PS2.1

## Cluster C: Promote and sell products and services to customers

### Visual merchandising

Key skill	Level	Retail Skills units										
		C27	C28	C29								
Application of number	Level 1	✓	✓	✓								
Application of number	Level 2			✓								
Application of number	Level 3			✓								
Communication	Level 1	✓	✓	✓								
Communication	Level 2	✓	✓									
Communication	Level 3											
Improving own learning and performance	Level 1											
Improving own learning and performance	Level 2											
Improving own learning and performance	Level 3											
Information and communication technology	Level 1			✓								
Information and communication technology	Level 2			✓								
Information and communication technology	Level 3											
Problem solving	Level 1											
Problem solving	Level 2											
Problem solving	Level 3		✓	✓								
Working with others	Level 1											
Working with others	Level 2											
Working with others	Level 3											

✓ = A possible opportunity to evidence key skills at the level shown. Potentially relevant elements from the key skills units are listed on the next page.

## Cluster C: Promote and sell products and services to customers

### Visual merchandising

#### Key skills Evidence links

Retail Skills units		Key skills		
Ref	Learning outcome	Key skill	Level	Refs
<b>C27</b>	Negotiate and agree costs for visual merchandising projects	Application of number	1	N1.1, N1.2
		Communication	1	C1.1, C1.3
		Communication	2	C2.1a, C2.1b
	Control costs for visual merchandising projects	Application of number	1	N1.2
		Communication	1	C1.1, C1.3
<b>C28</b>	Contribute to developing the company's visual design policy for its retail stores	Application of number	1	N1.2
		Communication	1	C1.1, C1.2, C1.3
		Problem solving	3	PS3.1
	Support staff putting into practice the company's visual-design policy for its retail stores	Communication	1	C1.1
Communication		2	C2.1a, C2.1b	
<b>C29</b>	Develop and test solutions for retail display layouts	Application of number	1	N1.1, N1.2
		Application of number	2	N2.2
		Application of number	3	N3.2
		Problem solving	3	PS3.1, PS3.2
	Produce guidance for putting retail display layouts together	Application of number	1	N1.1, N1.2
		Communication	1	C1.1
		Information and communication technology	1	ICT1.2, ICT1.3
		Information and communication technology	2	ICT2.2, ICT2.3

## Cluster C: Promote and sell products and services to customers

### Brand specialisms

Key skill	Level	Retail Skills units										
		C38	C45									
Application of number	Level 1	✓										
Application of number	Level 2											
Application of number	Level 3											
Communication	Level 1	✓	✓									
Communication	Level 2											
Communication	Level 3											
Improving own learning and performance	Level 1											
Improving own learning and performance	Level 2											
Improving own learning and performance	Level 3											
Information and communication technology	Level 1											
Information and communication technology	Level 2											
Information and communication technology	Level 3											
Problem solving	Level 1											
Problem solving	Level 2											
Problem solving	Level 3											
Working with others	Level 1											
Working with others	Level 2											
Working with others	Level 3											

✓ = A possible opportunity to evidence key skills at the level shown. Potentially relevant elements from the key skills units are listed on the next page.

## ***Cluster C: Promote and sell products and services to customers***

### **Brand specialisms**

#### **Key skills Evidence links**

<b>Retail Skills units</b>		<b>Key skills</b>		
<b>Ref</b>	<b>Learning outcome</b>	<b>Key skill</b>	<b>Level</b>	<b>Refs</b>
<b>C38</b>	Identify the customer's insurance needs	Communication	1	C1.1, C1.2
	Agree insurance policies with the customer to enable them to be appropriately insured	Communication	1	C1.1, C1.2, C1.3
	Process insurance applications	Application of number	1	N1.1
		Communication	1	C1.1
	Assist customers with claims	Communication	1	C1.1, C1.2, C1.3
<b>C45</b>	Help customers to choose alcoholic beverages in a retail store	Communication	1	C1.1

## Cluster D: Provide effective customer service

Key skill	Level	Retail Skills units											
		D5	D6	D7	D8								
Application of number	Level 1		✓										
Application of number	Level 2												
Application of number	Level 3												
Communication	Level 1	✓	✓	✓	✓								
Communication	Level 2			✓									
Communication	Level 3												
Improving own learning and performance	Level 1												
Improving own learning and performance	Level 2												
Improving own learning and performance	Level 3												
Information and communication technology	Level 1												
Information and communication technology	Level 2												
Information and communication technology	Level 3												
Problem solving	Level 1												
Problem solving	Level 2			✓									
Problem solving	Level 3	✓	✓	✓	✓								
Working with others	Level 1												
Working with others	Level 2												
Working with others	Level 3	✓	✓	✓	✓								

✓ = A possible opportunity to evidence key skills at the level shown. Potentially relevant elements from the key skills units are listed on the next page.

## Cluster D: Provide effective customer service

### Key skills Evidence links

Retail Skills units		Key skills		
Ref	Learning outcome	Key skill	Level	Refs
<b>D5</b>	Plan and organise the delivery of reliable customer service	Communication	1	C1.1
		Working with others	3	WO3.1
	Review and maintain customer service delivery	Communication	1	C1.1
		Problem solving	3	PS3.1, PS3.2
	Use recording systems to maintain reliable customer service	Communication	1	C1.1, C1.3
<b>D6</b>	Improve communications with your customers	Communication	1	C1.1, C1.3
	Balance the needs of your customer and your organisation	Application of number	1	N1.2
		Communication	1	C1.1
		Problem solving	3	PS3.1, PS3.2
Exceed customer expectations to develop the relationship	Communication	1	C1.1	
	Working with others	3	WO3.1, WO3.2	
<b>D7</b>	Improve customer service by working with others	Communication	1	C1.1
		Problem solving	2	PS2.1
		Working with others	3	WO3.1, WO3.2
	Monitor your own performance when improving customer service	Communication	1	C1.1
		Improving own learning and performance	2	LP2.3
		Improving own learning and performance	3	LP3.3
	Monitor joint performance when improving customer service	Communication	1	C1.1
		Communication	2	C2.1a
		Problem solving	3	PS3.1, PS3.2
Working with others		3	WO3.1, WO3.2	
<b>D8</b>	Solve immediate customer service problems	Communication	1	C1.1
		Problem solving	3	PS3.1, PS3.2
	Identify repeated customer service problems and options for solving them	Communication	1	C1.1
		Problem solving	3	PS3.1
		Working with others	3	WO3.1
	Take action to avoid the repetition of customer service problems	Communication	1	C1.1, C1.3
		Problem solving	3	PS3.2

**Cluster D: Provide effective customer service**

Key skill	Level	Retail Skills units											
		D9											
Application of number	Level 1												
Application of number	Level 2												
Application of number	Level 3												
Communication	Level 1	✓											
Communication	Level 2	✓											
Communication	Level 3												
Improving own learning and performance	Level 1												
Improving own learning and performance	Level 2												
Improving own learning and performance	Level 3												
Information and communication technology	Level 1												
Information and communication technology	Level 2												
Information and communication technology	Level 3												
Problem solving	Level 1												
Problem solving	Level 2	✓											
Problem solving	Level 3												
Working with others	Level 1												
Working with others	Level 2												
Working with others	Level 3	✓											

✓ = A possible opportunity to evidence key skills at the level shown. Potentially relevant elements from the key skills units are listed on the next page.

## Cluster D: Provide effective customer service

### Key skills Evidence links

Retail Skills units		Key skills		
Ref	Learning outcome	Key skill	Level	Refs
D9	Plan improvements in customer service based on customer feedback	Communication	1	C1.1
		Communication	2	C2.1a
	Implement changes in customer service	Communication	1	C1.1
		Problem solving	2	PS2.1
		Working with others	3	WO3.1, WO3.2
	Review changes that promote continuous improvement in customer service	Communication	1	C1.1, C1.3

## Cluster E: Maintain organisational effectiveness

Key skill	Level	Retail Skills units													
		E8	E9	E10	E11	E12									
Application of number	Level 1				✓	✓									
Application of number	Level 2														
Application of number	Level 3														
Communication	Level 1	✓	✓	✓	✓	✓									
Communication	Level 2		✓	✓	✓	✓									
Communication	Level 3		✓												
Improving own learning and performance	Level 1														
Improving own learning and performance	Level 2	✓													
Improving own learning and performance	Level 3														
Information and communication technology	Level 1					✓									
Information and communication technology	Level 2														
Information and communication technology	Level 3														
Problem solving	Level 1	✓													
Problem solving	Level 2	✓													
Problem solving	Level 3		✓	✓	✓	✓									
Working with others	Level 1	✓													
Working with others	Level 2	✓													
Working with others	Level 3	✓	✓												

✓ = A possible opportunity to evidence key skills at the level shown. Potentially relevant elements from the key skills units are listed on the next page.

## Cluster E: Maintain organisational effectiveness

### Key skills Evidence links

Retail Skills units		Key skills		
Ref	Learning outcome	Key skill	Level	Refs
<b>E8</b>	Support effective team working in a retail environment	Communication	1	C1.1
		Working with others	2	WO2.1
	Help to plan and organise your own learning in a retail environment	Communication	1	C1.1
		Improving own learning and performance	2	LP2.1, LP2.2, LP2.3
		Problem solving	1	PS1.3
		Problem solving	2	PS2.3
		Working with others	1	WO1.3
	Help others to learn in a retail environment	Communication	1	C1.1
		Working with others	2	WO2.1, WO2.2
Working with others		3	WO3.1, WO3.3	
<b>E9</b>	Help to manage a retail team	Communication	1	C1.1
		Communication	2	C2.1a, C2.1b
		Communication	3	C3.1a
		Problem solving	3	PS3.1, PS3.2
		Working with others	3	WO3.1, WO3.2
<b>E10</b>	Identify opportunities for solving problems and improving retail operations	Problem solving	3	PS3.1
	Recommend ways of improving retail operations	Communication	1	C1.1, C1.3
		Communication	2	C2.1a, C2.1b
	Contribute to putting improvements in retail operations into practice	Communication	1	C1.1
		Communication	2	C2.1a, C2.1b
	<b>E11</b>	Put procedures into practice to maintain security in a retail environment	Communication	1
Communication			2	C2.1a, C2.1b
Monitor and investigate losses in a retail environment		Application of number	1	N1.2
		Communication	1	C1.1
		Communication	2	C2.1a, C2.1b
		Problem solving	3	PS3.1, PS3.2

## Cluster E: Maintain organisational effectiveness

### Key skills Evidence links

Retail Skills units		Key skills		
Ref	Learning outcome	Key skill	Level	Refs
E12	Plan staffing levels and prepare work schedules for a retail team	Application of number	1	N1.2
		Information and communication technology	1	ICT1.1, ICT1.2, ICT1.3
		Problem solving	3	PS3.1, PS3.2
	Monitor staffing levels and schedules against the work targets of a retail team	Application of number	1	N1.2
		Communication	1	C1.1
		Communication	2	C2.1a, C2.1b
		Problem solving	3	PS3.1, PS3.2

## Cluster E: Maintain organisational effectiveness

Key skill	Level	Retail Skills units										
		E13	E14	E17	E18	E21						
Application of number	Level 1			✓								
Application of number	Level 2											
Application of number	Level 3											
Communication	Level 1	✓	✓	✓	✓							
Communication	Level 2	✓	✓		✓							
Communication	Level 3											
Improving own learning and performance	Level 1											
Improving own learning and performance	Level 2											
Improving own learning and performance	Level 3											
Information and communication technology	Level 1											
Information and communication technology	Level 2											
Information and communication technology	Level 3											
Problem solving	Level 1											
Problem solving	Level 2											
Problem solving	Level 3	✓	✓									
Working with others	Level 1											
Working with others	Level 2											
Working with others	Level 3	✓	✓									

✓ = A possible opportunity to evidence key skills at the level shown. Potentially relevant elements from the key skills units are listed on the next page.

## Cluster E: Maintain organisational effectiveness

### Key skills Evidence links

Retail Skills units		Key skills		
Ref	Learning outcome	Key skill	Level	Refs
<b>E13</b>	Recruit, select and keep colleagues	Communication	1	C1.1
		Communication	2	C2.1a
		Problem solving	3	PS3.1, PS3.2
		Working with others	3	WO3.1, WO3.2
<b>E14</b>	Provide learning opportunities for colleagues	Communication	1	C1.1
		Communication	2	C2.1a, C2.1b
		Problem solving	3	PS3.1, PS3.2
		Working with others	3	WO3.1, WO3.2
<b>E17</b>	Monitor the quality of customer service provided by external suppliers to your retail customers	Application of number	1	N1.2
		Communication	1	C1.1
	Evaluate and improve external suppliers' service to your retail customers	Communication	1	C1.1, C1.3
<b>E18</b>	Assess and control risks to health and safety in a retail environment	Communication	1	C1.1
		Communication	2	C2.1b
	Put accident and emergency procedures into practice in a retail environment	Communication	1	C1.1
<b>E21</b>	Monitor and support secure till use during trading hours	None identified		



# Annexe C: Evidence requirements

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## Evidence requirements for the Retail Skills qualifications

### Developed jointly with City & Guilds, EDI, OCR, Edexcel and ABC Awards

A list of the qualifications covered by these evidence requirements appears in Appendix 1 of this booklet.

#### Assumptions:

- 1 Within the criteria for assessment there are four stages – plan, observe, record and decide. The last of these stages is about the assessor being confident that the candidate is competent. Many of the units in the Retail Skills qualifications are ‘specialist units’ where it is unlikely that the assessor will have all the specialist occupational competence themselves. In each case, we will expect the assessor to use ‘expert witness testimony’ (EWT) from an experienced peer or the candidate’s line manager. The requirements for EWT are set out in the Assessment Strategy for the Retail Skills qualifications.
- 2 The Assessment Strategy will maintain the need for the candidate’s line manager to be involved in the assessment process to the extent that the candidate cannot be signed off as competent if the line manager does not agree.
- 3 Imported units will maintain the evidence requirements already prescribed by the originating SSC/SSB, however there is no need to duplicate the qualification’s Assessment Strategy as Assessment Strategies are relevant to qualifications rather than units. The exception to this would be any specific rules on simulation.
- 4 Unit summaries will accompany each unit and be produced by Skillsmart Retail. Within the Qualifications and Credit Framework the summary appears towards the bottom of the unit template.
- 5 Each awarding organisation will provide unit assessment guidance as appropriate to their own organisation, but the unit-specific evidence requirements will be common to all awarding organisations.

**Unit No: B1**

**Unit Title:** Move goods and materials manually in a retail environment

**Unit Summary:** This unit is about following instructions for moving goods and materials and putting them in the right places. The unit does not involve using a lift truck, but you do need to use other types of lifting equipment and to use safe lifting techniques at all times.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is allowed for the performance evidence within this unit only if no opportunities exist to gather workplace evidence.

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**Unit No: B2**

**Unit Title:** Keep stock at required levels in a retail environment

**Unit Summary:** This unit covers two areas of responsibility concerning keep the shelves filled on the sales floor. Firstly, it involves following instructions for checking stock levels and updating stock records. Secondly, it is about positioning stock correctly on the sales floor.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is allowed for the performance evidence within this unit only if no opportunities exist to gather workplace evidence.

---

**Unit No: B3**

**Unit Title:** Receive goods and materials into storage in a retail environment

**Unit Summary:** This unit is about two aspects of receiving deliveries. The first concerns preparing the receiving and storage areas and making sure the relevant paperwork is in order. The second is about checking deliveries, making sure that they are satisfactory and are off-loaded into the right areas, and updating the stock control records.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

---

**Unit No: B4**

**Unit Title:** Put goods and materials into storage in a retail environment

**Unit Summary:** This unit is about two areas of responsibility concerning the storage of goods. Firstly, it involves checking that suitable storage space and handling equipment are available. Secondly, it is about putting goods into storage in ways that make the best use of the available space and allow people to reach the goods as needed.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

---

**Unit No: B5**

**Unit Title:** Keep stock on sale at required levels in a retail environment

**Unit Summary:** This unit is about two aspects of keeping the right levels of stock on sale. The first concerns using the stock control system to help you anticipate how much stock will be needed, while there is still enough time to order it. The second is about ordering stock on time, and making sure it reaches the sales floor as needed.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

---

**Unit No: B6**

**Unit Title:** Process customer orders for goods in a retail environment

**Unit Summary:** This unit covers two stages of processing customers' orders for goods. The first involves checking if the goods the customer wants are available and telling the customer the terms of supply. The second is about processing the order and keeping the customer informed of progress.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

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**Unit No: B7****Unit Title:** Process returned goods and materials in a retail environment**Unit Summary:** This unit is suitable for candidates who work on the shop floor and deal with customers face-to-face, as well as for candidates in behind-the-scenes roles dealing with customers by telephone or email for example. The unit involves firstly telling the customer what you can do to help them return unwanted goods, and secondly taking suitable action such as requesting a refund or picking out replacement goods.

In stores where the POS system automatically updates the stock control system, criterion P2.3 can be achieved simply by scanning the returned goods at the POS. Knowing this procedure and its effects will count as knowing how to update the stock control system under K2.3.

**Unit Assessment:** General Unit – Awarding organisation own phraseology**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.**Unit No: B8****Unit Title:** Process donated goods for resale or recycling in a retail environment**Unit Summary:** This unit is about processing donated goods in charity shops. It involves correctly identifying different types of goods, checking the condition of goods and preparing suitable goods for sale.**Unit Assessment:** General Unit – Awarding organisation own phraseology**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.**Unit No: B9****Unit Title:** Prepare products for sale to customers in a retail environment**Unit Summary:** This unit is about preparing products for display by unpacking and assembling them. It also involves regularly checking the condition of goods on display and removing any that are damaged.**Unit Assessment:** General Unit – Awarding organisation own phraseology**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

**Unit No: B10**

**Unit Title:** Process bake-off products for sale in a retail environment

**Unit Summary:** This unit is about processing ready-prepared goods such as bread, pastry, biscuits and scones, and covers two stages of the preparation process. The first involves baking ready-prepared goods and checking their quality. The second is about following instructions for decorating ready-prepared goods.

**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

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**Unit No: B11**

**Unit Title:** Process fish and shellfish for sale in a retail environment

**Unit Summary:** This unit covers two stages of hand-processing fish and shellfish for sale to customers. Firstly, it concerns the preparations you need to make so that you can process fish and shellfish safely and hygienically. Secondly, it is about processing fish and shellfish by hand to give products that are suitable to sell to customers. The unit involves working with common UK types of flat fish, round fish and shellfish.

**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

Candidates need to be able to fillet both a flat and a round fish.

By processing we mean:

- skinning, heading, scaling, gutting, boning, portioning and steaking either flat or round fish
  - shucking and dressing shellfish.
-

**Unit No: B12**

**Unit Title:** Process greengrocery products for sale in a retail environment

**Unit Summary:** This unit is about two aspects of putting greengrocery products on display in a store. Firstly, it is about unpacking products, checking their quality and preparing them for display. Secondly, it is about checking and rotating stock regularly so that it remains attractive to customers. You need to show you do all this with vegetables, fruit and salad.

**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

Greengrocery products are to include vegetables, fruit and salad.

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**Unit No: B13**

**Unit Title:** Finish meat products by hand in a retail environment

**Unit Summary:** This unit is about three aspects of finishing meat products by hand. The first is about checking that meat products are suitable for processing. The second is about choosing suitable tools and preparing your work area so that you can process meat safely and hygienically. The third aspect of the unit is about processing meat by hand so that you get the required quantity and quality of finished products.

**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

Finishing is to include both meat and poultry.

---

**Unit No: B14**

**Unit Title:** Organise the receipt and storage of goods in a retail environment

**Unit Summary:** This unit is firstly about organising staff to receive goods, for example when preparing for seasonal intake of stock. Secondly, the unit involves organising storage facilities and training and supervising staff in the use of the storage system.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

---

**Unit No:** B15

**Unit Title:** Audit stock levels and stock inventories in a retail environment

**Unit Summary:** This unit involves organising an audit, managing the audit team and preparing an audit report. The audit team may consist of people who don't normally work together, and you need not necessarily be a team leader in your day-to-day work.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

---

**Unit No:** B16

**Unit Title:** Source required goods and services in a retail environment

**Unit Summary:** This unit is suitable for you if you order stock for a small, independent store and you are responsible for choosing the store's suppliers as well as ordering stock directly from them. The unit involves working out what needs replenishing and choosing which suppliers to use. It also involves ordering stock, checking that the right stock is delivered on time, and evaluating suppliers' performance.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

---

**Unit No:** B17 – Imported (D1 Improve)

**Unit Title:** Contribute to dough production control and efficiency

**Unit Summary:** This unit is about organising your own basic tasks and work activity within a dough production schedule that has already been planned. The unit also involves helping to make the dough production process more efficient.

The type of dough you work with may be fermented or non-fermented. Fermented doughs typically include bread and roll doughs, plain and fruited bun doughs and Danish and croissant pastry. Non fermented doughs typically include sweet and savoury pastes and puff pastry, scones and biscuits.

**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate’s competence.

**Specific Evidence Requirement:** Simulation is allowed as a supplementary form of evidence when the candidate’s assessment environment does not allow for assessment across the full range of contexts, equipment or products specified.

By instructions and specifications we mean: written or verbal instructions, production schedule, product specification or recipe

By resources we mean: time, materials, space, equipment

By relevant personnel we mean: management, team members

By health, safety and hygiene requirements we mean: food hygiene and food safety regulations, health and safety regulations, codes of practice, workplace operational procedures

By personal protective clothing and equipment we mean: headwear, overalls, shoes, gloves

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**Unit No:** B18 – Imported (D2 Improve)

**Unit Title:** Select, weigh and measure dough ingredients

**Unit Summary:** This unit is about two aspects of automated bakery production. Firstly, it involves being able to interpret instructions and recipes, identify the ingredients needed and check the quality of the ingredients. Secondly, it involves weighing and measuring ingredients accurately.

The type of dough you work with may be fermented or non-fermented. Fermented doughs typically include bread and roll doughs, plain and fruited bun doughs and Danish and croissant pastry. Non fermented doughs typically include sweet and savoury pastes and puff pastry, scones and biscuits.

**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate’s competence.

**Specific Evidence Requirement:** Simulation is allowed as a supplementary form of evidence when the candidate’s assessment environment does not allow for assessment across the full range of contexts, equipment or products specified.

By instructions and specifications we mean: written or verbal instructions, production schedule, product specification or recipe

By ingredients we mean: powders, liquids, fruits, yeast

By health, safety and hygiene requirements we mean: food hygiene and food safety regulations, health and safety regulations, codes of practice, workplace operational procedures

By personal protective clothing and equipment we mean: headwear, overalls, shoes, gloves

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**Unit No:** B19 – Imported (D4 Improve)

**Unit Title:** Hand divide, mould and shape fermented doughs (Improve)

**Unit Summary:** This unit is about two aspects of non-automated bakery production. Firstly, it is about dividing fermented doughs using a knife, scales and a manually-operated dough portioning device. Secondly, the unit is about moulding and shaping fermented doughs by hand.

The fermented doughs you work with may include bread, roll and stick doughs, plain and fruited bun doughs and doughnuts.

**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate’s competence.

**Specific Evidence Requirement:** Simulation is allowed as a supplementary form of evidence when the candidate’s assessment environment does not allow for assessment across the full range of contexts, equipment or products specified.

By doughs we mean: white dough, wholemeal dough, fruited dough

By instructions and specifications we mean: written or verbal instructions, production schedule, product specification or recipe

By tools and equipment we mean: dough knives, chopping device, scales, manual dough portioning machine, rolling pin

By health, safety and hygiene requirements we mean: food hygiene and food safety regulations, health and safety regulations, codes of practice, workplace operational procedures

By personal protective clothing and equipment we mean: headwear, overalls, shoes, gloves

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**Unit No:** B20

**Unit Title:** Contribute to food safety in a retail environment

**Unit Summary:** This unit is about your role in helping to maintain food safety. The unit applies to you if your job involves any of these activities:

- handling wrapped food
- handling unwrapped food not subject to temperature control requirements (for example, fresh produce or bakery items)
- going into an area where food is prepared even if you do not handle the food (for example, if you clean the food preparation area).

The unit is concerned with two aspects of food safety. The first is about keeping yourself clean as you work, and the second is about noticing and reporting obvious food safety hazards such as dirt, spillage or out-of-date stock.

**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

A glossary for this unit can be found on the next page.

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**Glossary:** The glossary contains definitions of the terms used in unit B20. These definitions do not constitute range.

Accessories	Additional items apart from clothing and jewellery, for example, false nails
Indicators of potential food safety hazards	Things which could make food unsatisfactory for consumers, for example: <ul style="list-style-type: none"><li>• damaged packaging</li><li>• spillage into another food</li><li>• out of date stock</li><li>• food not stored where it should be (for example if customers have moved food)</li><li>• chiller cabinets or freezers which are not operating at the right temperature</li><li>• ovens or hot hold cabinets which are not operating at the right temperature</li><li>• use of the same utensils to handle different foods</li><li>• food waste which needs disposing of</li><li>• dirt</li><li>• evidence of pests such as rodents or insects.</li></ul>
Protective clothing	Clothing the company provides for you, which could include: <ul style="list-style-type: none"><li>• trousers</li><li>• tops such as jackets or tabards</li><li>• coats</li><li>• disposable gloves</li><li>• headgear such as caps or hairnets</li><li>• aprons.</li></ul>
Right person to report to	This could be your supervisor or manager.
Right times to wash hands	Appropriate times to wash your hands would include: <ul style="list-style-type: none"><li>• after going to the toilet</li><li>• before going into food production areas including after any work breaks</li><li>• after disposing of waste</li><li>• after cleaning</li><li>• before and after changing dressing or touching an open wound.</li></ul>
Unsafe behaviour	Behaviour which can make food unsafe for customers, including: <ul style="list-style-type: none"><li>• touching your face, nose or mouth</li><li>• smoking</li><li>• chewing gum</li><li>• eating</li><li>• scratching</li><li>• coughing or sneezing.</li></ul>

**Unit No:** B21

**Unit Title:** Maintain food safety while working with food in a retail environment

**Unit Summary:** This unit is about your responsibility for maintaining food safety. The unit applies to you if your main job role requires you to work in a food preparation area and involves any of these activities:

- handling wrapped or unwrapped food including that subject to temperature control requirements (for example, in storage, display, in the bakery or on the deli counter)
- preparing unwrapped food, including that subject to temperature control requirements.

The unit is concerned with several aspects of food safety. Firstly, it is about keeping yourself clean as you work and cleaning your work area as you go. Secondly, it involves following the company's procedures for handling and processing food hygienically. Lastly, it is about making scheduled checks of food and food storage areas.

**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

The candidate may have undertaken formal food safety training that may contribute to the evidence for this unit.

A glossary for this unit begins on the next page.

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**Glossary:** The glossary contains definitions of the terms used in unit B21. These definitions do not constitute range.

Accessories	Additional items apart from clothing and jewellery, for example false nails.
Cross-contamination	<p>In a retail environment, there are two kinds of cross-contamination you need to guard against:</p> <ol style="list-style-type: none"><li>1 the transfer of harmful bacteria between foods by direct contact (for example the juices of raw meat dripping on to cooked meat stored on a lower shelf) or indirect contact (for example via the hands, clothing, cloths, equipment or other surfaces)</li><li>2 the cross-contamination of foods containing specific allergens (for example nuts, milk, eggs) with other food (for example by use of common utensils on cold meat counters and salad bars, slicers on deli counters, etc; mixing of foods due to damaged packaging or spillage or via hands, clothing, cloths or other surfaces).</li></ol>
Food handling practices	<p>Depending on the type of food you work with and the activities you carry out, food handling practices may include:</p> <ul style="list-style-type: none"><li>• keeping finished products separate from other materials</li><li>• keeping raw and cooked meat products separate</li><li>• getting rid of waste, contaminated or damaged products.</li></ul>
Food safety hazards	<p>Something which may cause harm to the consumer and can be:</p> <ul style="list-style-type: none"><li>• microbiological (for example bacteria, moulds, viruses)</li><li>• chemical (for example pesticides used on fruit and vegetables, chemicals used in cleaning or for pest control)</li><li>• physical (for example insects, parasites, glass, nails)</li><li>• allergenic (for example nuts, milk, eggs).</li></ul>
Food spoilage	When food goes bad and has a noticeable change in its taste, smell or appearance.

Indicators of potential food safety hazards	<p>Things which could make food unsatisfactory for consumers, for example:</p> <ul style="list-style-type: none"> <li>• damaged packaging</li> <li>• spillage into another food</li> <li>• out of date stock</li> <li>• food not stored where it should be (for example if customers have moved food)</li> <li>• chiller cabinets or freezers which are not operating at the right temperature</li> <li>• ovens or hot hold cabinets which are not operating at the right temperature</li> <li>• use of the same utensils to handle different foods</li> <li>• food waste which needs disposing of</li> <li>• dirt</li> <li>• evidence of pests such as rodents or insects.</li> </ul>
Infestation	The presence of pests such as insects or rodents in the workplace which put food safety at risk.
Procedures	A series of clear steps or instructions on how to do things; rules. Some companies document their procedures formally in writing, and others simply have procedures that all staff understand and follow but which are not written down.
Protective clothing	<p>Clothing the company provides for you, which could include:</p> <ul style="list-style-type: none"> <li>• trousers</li> <li>• tops such as jackets or tabards</li> <li>• coats</li> <li>• disposable gloves</li> <li>• headgear such as caps or hairnets</li> <li>• aprons.</li> </ul>
Right person to report to	This could be your supervisor or manager.
Right times to wash hands	<p>Appropriate times to wash your hands would include:</p> <ul style="list-style-type: none"> <li>• after going to the toilet</li> <li>• before going into food production areas including after any work breaks</li> <li>• after disposing of waste</li> <li>• after cleaning</li> <li>• before and after changing dressing or touching an open wound.</li> </ul>

Specified temperatures	Temperatures specified by relevant legislation or in your company's procedures.
Unsafe behaviour	Behaviour which can make food unsafe for customers, including: <ul style="list-style-type: none"><li>• touching your face, nose or mouth</li><li>• smoking</li><li>• chewing gum</li><li>• eating</li><li>• scratching</li><li>• coughing or sneezing.</li></ul>

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**Unit No: B22**

**Unit Title:** Monitor and help improve food safety in a retail environment

**Unit Summary:** This unit is for you if you supervise staff who handle or prepare wrapped or unwrapped food, including food subject to temperature control. The unit is firstly about monitoring food safety in line with your company's food safety procedures. Secondly, the unit is about making a contribution to continuously improving food safety in your work area.

**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

The candidate may have undertaken formal food safety training that may contribute to the evidence for this unit.

A glossary for this unit can be found on the next page.

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**Glossary:** The glossary contains definitions of the terms used in unit B.22. These definitions do not constitute range.

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

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**Unit No: B23****Unit Title:** Receive driver-controlled deliveries of fuel on a petrol forecourt**Unit Summary:** This unit is for you if you work on a petrol forecourt where motor fuel deliveries are controlled by the tanker driver. The unit is about your role in ensuring that deliveries are completed safely and effectively. Firstly, you need to prepare to receive deliveries. Secondly, you need to check the completed delivery. Motor fuel poses serious risks to health and safety and it is vitally important that you follow recognised health and safety procedures at all stages of the delivery process.**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.**Specific Evidence Requirement:** It is expected that simulation will be used to gather evidence for taking action to deal with or contain health and safety risks.**Unit No: B.24****Unit Title:** Control deliveries of motor fuel on a forecourt**Unit Summary:** This unit is for you if you work on a petrol forecourt and are responsible for controlling deliveries of motor fuel. Firstly, you need to prepare to receive deliveries. Secondly, you need to transfer fuel to the forecourt tanks safely, ensuring that the right type and quantity of fuel goes into each tank. Motor fuel poses serious risks to health and safety and it is vitally important that you follow recognised health and safety procedures at all stages of the delivery process.**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.**Specific Evidence Requirement:** It is expected that simulation will be used to gather evidence for taking action to deal with or contain health and safety risks.

**Unit No: B28**

**Unit Title:** Pick products in a retail store to fulfil customer orders

**Unit Summary:** This unit is about providing a service to customers by picking orders from stock on display in a retail store in response to customer orders. You need to pick orders so they are ready in time for collection or despatch. Where the customer's preferred products are not in stock you need to take suitable action in line with the company's policy for providing alternatives.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

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**Unit No: B29**

**Unit Title:** Load orders for despatch from a retail store to customers

**Unit Summary:** This unit is about your role in helping to ensure that customer orders are loaded safely, securely, and in an order which helps the delivery process to run smoothly and efficiently. This involves keeping the loading area clean and tidy, checking that orders are labelled and positioned correctly ready for loading, and using safe lifting techniques for loading orders into vehicles.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

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**Unit No: B.30**

**Unit Title:** Check stock levels and sort out problems with stock levels in a retail store

**Unit Summary:** This unit is about your contribution to maintaining stock levels so that sales are not lost because stock was not available when customers wanted it. This involves knowing how to count stock, how to recognise problems with stock and stock levels and how to sort these out.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

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**Unit No: C1**

**Unit Title:** Wrap and pack goods for customers in a retail environment

**Unit Summary:** This unit is about following instructions for packaging goods for customers. This can be to make the goods look more attractive, or to protect goods from damage.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is allowed for the performance evidence within this unit only if no opportunities exist to gather workplace evidence.

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**Unit No: C2**

**Unit Title:** Display stock to promote sales to customers in a retail environment

**Unit Summary:** This unit is about three aspects of displaying stock attractively. Firstly, it involves checking that the display area is suitable and preparing to set up the display. Secondly, it is about setting up and dismantling displays. Thirdly, it is concerned with labelling stock on display. This unit is suitable for sales assistants who are not visual merchandising specialists.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

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**Unit No: C3**

**Unit Title:** Help customers choose products in a retail environment

**Unit Summary:** This unit is about the sales role. It involves describing the features and benefits of products to customers in ways that encourage them to make a purchase. It also involves handling objections and spotting opportunities to sell additional or associated products.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

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**Unit No: C4****Unit Title:** Maximise product sales in a retail environment**Unit Summary:** This unit is about increasing the sales of a particular product using a definite campaign that you will plan beforehand and evaluate afterwards. It does not mean just promoting products as part of normal sales transactions.**Unit Assessment:** General Unit – Awarding organisation own phraseology**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.**Unit No: C5****Unit Title:** Provide information and advice to customers in a retail environment**Unit Summary:** The first part of this unit is about listening to customers' needs and providing information and advice to meet those needs. It does not involve selling directly to customers, but does involve treating the customer in ways that promote goodwill.

The second part of the unit is about dealing with day-to-day complaints. These complaints are usually about the quality of products or, sometimes, service. This unit is not for you if you handle complaints as a major part of your job role, for example if you work in a customer contact centre.

Examples of giving information and advice to customers in the context of this unit could relate to:

- finding products in stock
- ordering products not in stock
- making informed buying decisions
- asking about products and services.

**Unit Assessment:** General Unit – Awarding organisation own phraseology**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.**Unit No: C6****Unit Title:** Demonstrate products to customers in a retail environment**Unit Summary:** This unit is about demonstrating the features and benefits of products to customers and then closing the sale. For the purposes of this unit, demonstrations must involve actually operating the product and not just using gestures to explain how the product works.**Unit Assessment:** General Unit – Awarding organisation own phraseology**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

**Unit No: C7**

**Unit Title:** Process part-exchange sales transactions in a retail environment

**Unit Summary:** This unit is about three aspects of part-exchange sales transactions. Firstly, it is about following company guidelines for valuing items offered in part exchange. Secondly, it involves negotiating part-exchange sales transactions and working out the balance the customer needs to pay. Thirdly, it is about taking payment and providing service at point of sale.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

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**Unit No: C8**

**Unit Title:** Process payments for purchases in a retail environment

**Unit Summary:** This unit is all about providing service to the customer at point of sale (POS). It involves sorting out pricing problems, spotting faulty goods, checking that payments are acceptable and storing payments securely.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

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**Unit No: C9**

**Unit Title:** Process payments and credit applications for purchases in a retail environment

**Unit Summary:** This unit is about two ways of helping customers pay for their purchases. The first is all about providing service to the customer at point of sale (POS). It involves sorting out pricing problems, spotting faulty goods, checking that payments are acceptable and storing payments securely. Secondly, the unit involves explaining the available credit facilities to customers and processing credit applications.

**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

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**Unit No: C10****Unit Title:** Process cash and credit transactions in a retail environment**Unit Summary:** This unit is about three behind-the-scenes aspects of administering customers' credit accounts. Firstly, it is about monitoring credit accounts to ensure that customers are keeping up their payments and not exceeding their credit limits. Secondly, it concerns processing customer payments. Thirdly, the unit involves reconciling customer accounts and investigating problems.**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.**Unit No: C11****Unit Title:** Assemble retail products in customer's home/workplace**Unit Summary:** This unit is about providing a service to customers at their home or other place of delivery. First, it involves loading and driving products to the customer's premises. This includes planning delivery schedules that make the best use of time and other resources. The second part of the unit is about putting products together and testing them at the customer's premises. It involves helping the customer understand how to install and use the product initially. This is not a selling role, but you should take opportunities to promote other products when they arise.**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

**Unit No: C12****Unit Title:** Promote loyalty schemes to customers in a retail environment**Unit Summary:** This unit is about two aspects of promoting the store's loyalty scheme to customers. The first is about identifying customers who are not yet members of the company's loyalty scheme, explaining to them how the scheme works and how they would benefit from being members of the scheme. Secondly, the unit is about recognising when customers are interested in joining the loyalty scheme and helping them fill in the membership application.

For the purposes of this unit a loyalty scheme means a scheme offered by a retailer to its customers, subject to terms and conditions under which eligible transactions are recorded as accumulated points. These points can be exchanged by the customer in the future for rewards such as vouchers, discounts or air miles. The unit is not about promoting or helping the customer apply for a cheque guarantee, debit or credit card.

**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

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**Unit No: C13****Unit Title:** Maintain the availability of goods for sale to customers in a retail environment**Unit Summary:** This unit is for team leaders responsible for organising and monitoring the display of goods. Firstly, the unit is about briefing colleagues about display requirements and supervising the assembly of displays. Secondly, the unit is about assessing the effectiveness of displays prepared by colleagues under your supervision. The third aspect of the unit is concerned with keeping stock replenished and accurately priced, and making suggestions for improving displays. You do not need specialist visual merchandising skills for this unit.**Unit Assessment:** General Unit – Awarding organisation own phraseology**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

**Unit No: C14**

**Unit Title:** Provide specialist support in helping customers to make purchases in a retail environment

**Unit Summary:** This unit is for senior sales assistants responsible for selling specialist products. In the context of this unit, 'specialist products' are products for which most customers will need detailed information to help them choose what to buy, as well as detailed advice on how to use and care for the product. You need in-depth product knowledge which you keep up-to-date, including knowledge of competitor products. You also need to be able to demonstrate specialist products to customers. This involves actually handling and using the products. As well as requiring product knowledge and expertise, the unit is about persuading customers to buy. This involves treating customers as individuals, finding out their needs and adapting your speech, body language and sales style to be as persuasive as possible.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

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**Unit No: C15**

**Unit Title:** Enable customers to apply for credit and hire purchase facilities

**Unit Summary:** This unit is about three aspects of enabling customers to apply for credit and hire purchase facilities. The first involves agreeing with the customer how much they will pay as a deposit and working out the remaining balance including any interest. Secondly, the unit is about explaining to customers how your store's borrowing facilities work. Lastly, the unit involves processing applications for credit or hire-purchase facilities, including making any credit checks needed.

**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

*Where the application for credit involves additional insurance products being offered the FSA rules need to be adhered to.*

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**Unit No: C16**

**Unit Title:** Evaluate the receipt of payments from customers

**Unit Summary:** This unit is about evaluating the way payments are processed by staff at point of sale. Firstly, it involves spotting any problems with the way payments are processed and sorting these out promptly. Secondly, the unit involves monitoring that staff are following the company's takings practices and procedures.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

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**Unit No: C17**

**Unit Title:** Provide the lingerie fitting service in a retail environment

**Unit Summary:** This unit is about two aspects of the lingerie fitting service. Firstly, it is about explaining the lingerie fitting service and finding out what type of bra the customer needs, sometimes when the customer is unclear about their own needs. Secondly, the unit involves carrying out the bra-fitting service including measuring the customer and helping the customer to choose suitable products.

**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

*It is highly unlikely that this unit will be able to be observed therefore the evidence generated will be around the training undertaken and testimony of the expert witness to confirm the candidate's competence.*

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**Unit No: C18**

**Unit Title:** Follow guidelines for planning and preparing visual merchandising displays

**Unit Summary:** This unit is for visual merchandising specialists and is about planning and preparing visual merchandising displays within the guidelines provided by your manager. It involves interpreting design briefs and getting hold of the merchandise and props you will need for the display.

**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate’s competence.

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

*The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.*

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**Unit No: C19**

**Unit Title:** Follow guidelines for dressing visual merchandising displays

**Unit Summary:** This unit is for visual merchandising specialists. It is about following guidelines for dressing in-store and window displays in ways that promote sales. It involves making judgements about how best to achieve the visual effect you need, while working within your company’s policy for visual design. It is also about evaluating finished displays and sorting out any problems you identify.

**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate’s competence.

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

*The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.*

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**Unit No: C20**

**Unit Title:** Order graphic materials for visual merchandising displays

**Unit Summary:** This unit is for visual merchandising specialists and is about ordering graphic materials and positioning them in displays. Firstly, it is about ordering the right quantity and quality of graphics, signs and tickets within the available budget and checking the progress of orders to ensure that requirements are met. Secondly, it is about positioning graphics, signs and tickets so that they support the purpose of the display and meet all relevant requirements.

**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate’s competence.

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

*The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.*

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**Unit No: C21**

**Unit Title:** Dismantle and store visual merchandising displays

**Unit Summary:** This unit is for visual merchandising specialists. It is about dismantling displays and deciding what to do with the display parts. This involves returning borrowed merchandise, disposing of unwanted materials and cleaning the display sites and parts. It also involves storing equipment, props and graphics carefully so that they remain in good condition can easily be found again when needed.

**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate’s competence.

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

*The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.*

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**Unit No: C22****Unit Title:** Make props for visual merchandising displays**Unit Summary:** This unit is for visual merchandising specialists and is all about making props for displays. Firstly, it is about using design information to identify the props and prototypes you need and working out how you will get hold of these items. It also covers making life-size replicas and scale models as well as decorating fixtures and panels for using in displays in stores.**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.*The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.*

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**Unit No: C23****Unit Title:** Put visual merchandising displays together**Unit Summary:** This unit is for visual merchandising specialists and is all about assembling displays. Firstly, it involves interpreting diagrams of layouts for displays. As well as identifying the features of layouts, such as where to put them and what you need to create them, you need to be able to work out what you need to do to put layouts together. The second aspect of the unit is about putting layouts together accurately within the guidelines provided and introducing creative effects when appropriate.**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.*The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.*

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**Unit No: C24**

**Unit Title:** Choose merchandise to feature in visual merchandising displays

**Unit Summary:** This unit is for visual merchandising specialists and involves using design information to identify what you need for displays and choosing merchandise to feature in displays.

**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

*The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.*

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**Unit No: C25**

**Unit Title:** Plan, monitor and control how graphics are used in visual merchandising displays

**Unit Summary:** This unit is for visual merchandising specialists and is all about ensuring that graphics are used effectively in displays. There are three aspects to this unit. Firstly, it is about choosing graphics, signs and tickets to make displays more attractive and informative to customers. Secondly, it involves organising the distribution of graphics, signs and tickets and their use in displays. Thirdly, you need to check that graphics, signs and tickets are being used consistently with the purpose of the display and any relevant company and legal requirements.

**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

*The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.*

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**Unit No: C26**

**Unit Title:** Monitor the effect of visual merchandising displays and layouts

**Unit Summary:** This unit is for visual merchandising specialists and is all about finding out whether displays and layouts are having the desired effect on customers and encouraging them to purchase the items being promoted. This involves two activities. Firstly, you need to gather the right kinds of information about customers' responses to displays and layouts. Secondly, you need to assess the effect of displays and layouts on customer behaviour and business performance and report your findings to decision-makers.

**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

*The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.*

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**Unit No: C27**

**Unit Title:** Allocate, monitor and control visual merchandising project resources against budgets

**Unit Summary:** This unit is for visual merchandising specialists and is all about your responsibility for putting together project budgets and making sure project costs stay within budget as the project progresses. Putting a budget together involves estimating the likely costs of the project, working out ways of achieving best value for money, and justifying your recommendations to decision-makers. Keeping within budget involves recording and monitoring project spending, identifying any unacceptable spending and taking prompt action to sort it out.

**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

*The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.*

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**Unit No: C28**

**Unit Title:** Contribute to developing and putting into practice the company's visual merchandising policy

**Unit Summary:** This unit is for visual merchandising specialists and is about your contribution to developing the company's visual merchandising policy and making sure that staff follow it. The unit involves making suggestions for improving your company's visual-design policy, including gathering information and analysing it to arrive at your recommendations. It also involves explaining the policy to staff and motivating them to follow it, as well as making checks to make sure the policy is followed. Your company's visual merchandising policy could be a written policy, but need not be.

**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

*The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.*

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**Unit No: C29**

**Unit Title:** Create plans, elevations and drawings to realise visual merchandising ideas

**Unit Summary:** This unit is for visual merchandising specialists and is all about designing layouts and producing diagrams and instructions that will enable staff to realise your designs. The unit is firstly about developing creative solutions for layout designs within the limits of time, budget and any guidelines you must follow. This involves testing that ideas are realistic, as well asking for and using the suggestions of decision-makers. The second aspect of the unit is about producing guidance that will allow staff to put layouts together. This involves working out what is involved in putting layouts together and giving instructions using schematic drawings and detailed written specifications.

**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

*The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.*

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**Unit No:** C30

**Unit Title:** Develop individual retail service opportunities

**Unit Summary:** This unit is for personal shoppers and is about developing your client database. Firstly, you need to plan how to find new clients you can develop a business relationship with. You need to understand what type of clients you should be meeting, and how to go about meeting them in ways that use your time effectively and are likely to help you meet your sales targets. Secondly, you need to approach potential clients and get them interested in you and your service. You need to tailor your approach to different people so that you can quickly develop a rapport and gain their interest. You also need to gain their trust in you and your company by keeping your promises and keeping personal information strictly confidential.

**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

*It is highly unlikely that this unit will be able to be observed therefore the evidence generated will come from professional discussion supported by statistics relating to performance and testimony from an expert witness to confirm the candidate's competence.*

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**Unit No: C31****Unit Title:** Provide a personalised sales and after-sales service to your retail clients

**Unit Summary:** This unit is for personal shoppers and is all about providing the personal shopping experience and building clients' loyalty to you and to the store. Firstly, it involves getting to know clients so that you can recommend and sell products according to clients' individual needs, preferences and budgets. Selling in this way is known as consultative selling or relationship selling, and involves developing a business relationship with clients so that they will trust you, take your advice and keep coming back to buy from you. To be able to provide a personalised service effectively you need an extensive knowledge of your store's products and services including seasonal trends and special promotions. The second aspect of the unit is concerned with building clients' loyalty by following up client consultations. This involves keeping client records up to date and using them to keep in touch with clients so that they remain aware of your service and interested in doing business with you. It also involves providing a service and keeping clients' trust by doing the things you have promised clients you will do, such as placing orders or contacting them when new items are available.

**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

*It is highly unlikely that this unit will be able to be observed therefore the evidence generated will come from professional discussion supported by statistics relating to performance and testimony from an expert witness to confirm the candidate's competence.*

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**Unit No: C35****Unit Title:** Promote beauty products to retail customers

**Unit Summary:** This unit is about two aspects of the retail sale of make-up and skincare products. Firstly, it is about demonstrating the features and benefits of make-up and skincare products to customers. This involves making the demonstration a pleasant experience for the customer, maintaining safety and hygiene during the demonstration, and gaining the customer's interest in making a purchase. The second aspect of the unit is about keeping accurate and up-to-date records of customers to help you provide a more effective service to them and so that promotional mail-outs will reach the right people and be more likely to increase sales.

**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

*The evidence should take into account the training provided by the cosmetic house that the candidate is working for where this occurs.*

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**Unit No: C36**

**Unit Title:** Follow point-of-sale procedures for age-restricted products in a retail environment

**Unit Summary:** This unit is about your responsibility for selling certain products only to customers who are old enough to buy them legally. You need to keep to the law and company policies and procedures. You also need to refuse sales when necessary, in ways that promote customer goodwill as far as possible in the circumstances.

Under current law, age-restricted products include:

- air guns and pellets
- alcohol
- caps, cracker snaps, novelty matches, party poppers, serpents and throwdowns
- fireworks
- lighter refills containing butane
- liqueur chocolates
- lottery tickets and Instant Win cards
- offensive weapons, including knives
- tobacco products
- videos, DVDs and computer games classified 12-15 and 18
- volatile substances and solvents.

The unit also involves taking payment for age-restricted goods if the customer is old enough to buy them legally.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

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**Unit No: C37**

**Unit Title:** Help customers to buy National Lottery products in a retail environment

**Unit Summary:** Playing the National Lottery is a form of gambling and so is carefully regulated. Retailers who don't keep to the relevant laws and regulations may no longer be allowed to sell National Lottery products. This unit is about your role in making sure the store keeps this source of income by selling National Lottery products in line with the law and the operator's requirements. This involves knowing and following the relevant requirements, including following the law and your store's policy with regard to under-age and vulnerable players. The unit is also about providing a service to customers by explaining the features of National Lottery products including the rules of play and odds of winning. Finally, the unit also involves taking payment and paying out prize money.

**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

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**Unit No:** C38 – Imported (FSSC)

**Unit Title:** Assist customers to obtain appropriate insurance

**Unit Summary:** This unit is for you if you sell extended warranties on domestic electrical goods. The provision of insurance products by retailers is regulated by the Financial Services Authority (FSA) and therefore a key aspect of this unit is to understand and comply with FSA requirements relating to the sale of insurance. You also need to understand the relevant principles and concepts of insurance.

The unit is also about four aspects of selling and administering extended warranties. Firstly, it involves identifying suitable products for individual customers and giving them accurate information on products you are authorised to deal with. Secondly, it is about calculating the costs of extended warranties and explaining these costs to customers. The third aspect involves helping customers complete their applications for extended warranties and providing customers with the necessary documentation. Finally, the unit involves helping customers to make claims under extended warranties they bought through your store.

**Unit Assessment:** Specialist Unit – The assessment must be carried out by ‘the approved person (as defined by FSA regulations)’, or someone designated by the approved person.

If the Verifier does not have the technical competence, expert support must be sought from a person with suitable experience, to confirm the verification decision.

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

The FSA, in particular the FSA Training and Competence Sourcebook, states that some assessment of both knowledge and practical application of knowledge and skills will be required when assessing employees as competent.

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**Unit No:** C39

**Unit Title:** Process the self-service dispensing and purchase of motor fuel on a forecourt

**Unit Summary:** This unit is for sales assistants working in petrol forecourt shops on self-service forecourts. It involves checking that it is safe for customers to dispense fuel, activating the pumps, transferring transactions to point-of-sale and taking payment. Health and safety and security are important aspects of this unit, including noticing and dealing with drive-offs.

**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate’s competence.

**Specific Evidence Requirement:** It is expected that simulation will be used to gather evidence for taking action to deal with or contain safety hazards, security risks and drive-offs.

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**Unit No: C40**

**Unit Title:** Establish customer needs and provide advice regarding tiling products

**Unit Summary:** This unit is about finding out how customers intend to use tiles for specific tiling projects. It involves establishing the customer's needs and advising them on tiling solutions which are suitable for the intended use and which will achieve the visual effect required by the customer.

**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

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**Unit No: C41**

**Unit Title:** Advise customers upon measuring and planning for the fixing of tiles

**Unit Summary:** This unit is about helping customers to buy the products they need for specific tiling projects. This involves advising customers on how to measure the area to be tiled; working out the quantity of tiles the customer needs to buy; telling the customer about any additional products they will need; and working out the total price of the products you are recommending.

**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

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**Unit No: C42**

**Unit Title:** Advise customers upon the fixing of tiles

**Unit Summary:** This unit is about promoting sales and increasing customer confidence and satisfaction by explaining to customers how to fix tiles and helping them to choose suitable products for this.

**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

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**Unit No:** C43

**Unit Title:** Maintain a display of cut flowers in a retail store

**Unit Summary:** This unit is for sales assistants who maintain displays of cut flowers in retail stores which don't specialise in floristry; for example, supermarkets or petrol forecourt shops. Cut flowers in non-specialist stores are usually bought on impulse, so it is essential that the display always looks fresh and attractive. This involves noticing and getting rid of flowers which make the display unattractive. It also involves answering basic customer queries about the flowers on display.

**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

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**Unit No:** C44 – Imported (No. 1FS4/04 People 1st)

**Unit Title:** Provide a counter/take-away service

**Unit Summary:** If you are a sales assistant in a retail store and part of your role involves serving food or drink items to customers, either for consumption on the premises or to take away, this unit is for you. For example you might work in a petrol forecourt shop where part of the service you provide to customers involves dispensing coffee or heating up pies which customers have purchased in the forecourt shop. This unit is about taking customers' orders and serving food or drink on a counter or take-away basis. It also covers keeping the counter area clean and stocked, and displaying food and drink items in the correct manner.

**Note:** The knowledge requirements refer to dining areas, which many retail outlets do not have. However it is sufficient for the learner to know and understand why dining areas must be kept tidy and free from debris throughout service. This does not need to be assessed through observation.

**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

**Specific Evidence Requirement:** Evidence collected in a realistic working environment or a work placement is permissible.

**1 Service items. These are items which enable the product to be served and consumed.**

At least **three** to be observed from:

- a) service utensils. Examples might include: serving spoons; tongs
- b) food containers/dispensers
- c) trays
- d) crockery
- e) cutlery
- f) disposable items. Examples might include drinking straws; paper napkins.

This is unit C44 continued from the previous page

## 2 Food and drink items

At least **two** to be observed from:

- a) hot food
- b) cold food
- c) hot drinks
- d) cold drinks.

## 3 Customers

At least **one** to be observed from:

- a) customers with special requirements
- b) customers without special requirements.

## 4 Information

At least **two** to be observed from:

- a) items available
- b) ingredients (these are the food or drink items the learner needs in order to produce the finished product. Examples might include tea, coffee or milk)
- c) prices, special offers and promotions.

## 5 Food and drink items

At least **two** to be observed from:

- a) hot food
- b) cold food
- c) hot drinks
- d) cold drinks.

## 6 Condiments and accompaniments

At least **two** to be observed from:

- a) seasonings
  - b) sugars/sweetener
  - c) prepared sauces/dressings.
-

**Unit No: C45**

**Unit Title:** Help customers to choose alcoholic beverages in a retail store

**Unit Summary:** This unit is about knowing how to help customers to choose the alcoholic beverages that best match their requirements. This involves knowing how to find out what customers are looking for, how to match products to requirements and how to support your recommendations with relevant product information. You also need to know how to establish a rapport with customers and how to recognise opportunities to increase sales by recommending associated or additional products where appropriate. Strict laws apply to the sale of alcohol in stores in the UK and you need to comply at all times with these and your store's policies.

**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

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**Unit No: C46**

**Unit Title:** Cash up in a retail store

**Unit Summary:** This unit is about your responsibility for cashing up one or more tills. This includes identifying and dealing with overages and shortages. It is very important that you keep cash and cash equivalents secure when cashing up.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

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**Unit No: C47****Unit Title:** Promote the store's credit card to customers**Unit Summary:** This unit is about knowing how to encourage customers to apply for your store's credit card.

Credit cards are financial products and are subject to strict laws which you must comply with at all times. You also need to understand the features and benefits of your store's card and explain these to customers persuasively and within the limits of the law.

A credit card is not simply a card which offers rewards such as points or discounts, although it may have these additional features. The difference between a credit card and a card which is purely a loyalty card is that the customer incurs a financial debt when using a credit card to pay for purchases. This debt must eventually be paid, and can cost the customer extra money in the form of interest if payment is not made in full on the due date. If the store's card cannot be used in this way then this unit is not suitable for you.

**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

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**Unit No: C48****Unit Title:** Provide service to customers in the dressing room of a retail store**Unit Summary:** This unit is about your responsibility for the dressing room area. By providing a pleasant and welcoming environment for the customer you will enhance their shopping experience and encourage them to buy.

You are responsible for preparing the dressing room for use and monitoring it whilst in use. You create sales opportunities by offering assistance and telling customers about in-store promotions and offers. Using your customer service skills you:

- make customers feel valued
- help customers find the products they need.

Whilst enhancing the whole shopping experience for the customer you are also monitoring security and minimising stock loss.

**Unit Assessment:** General Unit – Awarding organisation own phraseology**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

**Unit No:** C49

**Unit Title:** Promote sales of food or drink products by offering samples to customers

**Unit Summary:** This unit is about offering customers samples of food or drink products to consume immediately, as a way of promoting sales. You need to select suitable products and prepare and display them so they look appealing. You also need to actively encourage customers to sample and buy products. You need to comply with food safety requirements when preparing, displaying and disposing of product samples.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

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**Unit No:** C50

**Unit Title:** Deliver retail products to the customer's premises

**Unit Summary:** This unit is about delivering products to the customer's home or other place of delivery. It includes planning delivery schedules that make the best use of time and other resources. You need to deal with the customer in ways which give a positive impression of your company and encourage the customer to buy from your company again in future.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

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**Unit No:** C51

**Unit Title:** Contribute to monitoring and maintaining ease of shopping in a retail sales area

**Unit Summary:** This unit is about making the sales area clean and tidy and then monitoring the area and maintaining it to ensure it remains that way. It is also about making it as easy as possible for customers to move freely around the sales area and make purchases. You need to maintain the overall impression of a clean, tidy and un-cluttered sales floor, and to do this without hindering customers whilst they shop.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

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**Unit No: C52**

**Unit Title:** Help customers to apply for the store's credit card and associated insurance products

**Unit Summary:** This unit is about helping customers with the process of applying for your store's credit card and any associated insurance products you are authorised to offer the customer.

Credit cards and insurance are financial products and are subject to strict laws which you must comply with at all times.

A credit card is not simply a card which offers rewards such as points or discounts, although it may have these additional features. The difference between a credit card and a card which is purely a loyalty card is that the customer incurs a financial debt when using a credit card to pay for purchases. This debt must eventually be paid, and can cost the customer extra money in the form of interest if payment is not made in full on the due date. If the store's card cannot be used in this way then this unit is not suitable for you.

**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

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**Unit No:** D1 – Imported (No. 9 ICS)

**Unit Title:** Give customers a positive impression of yourself and your organisation

**Unit Summary:** Excellent customer service is provided by people who are good with people. Your behaviour affects the impression that customers form of the service they are receiving. This unit is all about communicating with customers and giving a positive impression of yourself whenever you deal with a customer. By doing this you will also be giving a positive impression of your store and the customer service it provides. All of us enjoy the experience of good customer service if we feel that the person serving us really wants to create the right impression, respond to us and give us good information. Every detail of your behaviour when dealing with a customer counts.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Evidence collected in a realistic working environment or a work placement is permissible.

- (a) You must provide evidence of creating a positive impression with customers: during routine delivery of customer service, during a busy period for your organisation, during a quiet period for your organisation, when people, systems or resources have let you down.
  - (b) You need to prove that you have dealt with customers who: have different needs and expectations, appear angry or confused, behave unconventionally.
  - (c) Your evidence must show that you respond to customers using your organisation's procedures and guidelines.
  - (d) Your communication with customers may be face to face, in writing, by telephone, text message, email, internet, intranet or by any other method you would be expected to use within your job role.
  - (e) You must prove that you communicate with customers effectively by providing evidence that you: use appropriate spoken or written language, apply the conventions and rules appropriate to the method of communication you have chosen.
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**Unit No:** D2 – Imported (No. 37 ICS)

**Unit Title:** Support customer service improvements

**Unit Summary:** Stores change the way they deliver service to their customers because customer expectations rise and because other stores improve the services they offer. Often the most important ideas about how to improve customer service come from people dealing directly with customers. Your job involves delivering customer service. If your store has decided to make changes, it is your job to support them and to present them positively to your customers. Also, by listening to customer comments you may have your own ideas about how the service you deliver could be improved. This unit is all about how you provide support for changes that your store has introduced. In addition, it covers how you present your own ideas for improvements to someone in your organisation who can authorise trying out the change.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Evidence collected in a realistic working environment or a work placement is permissible.

- (a) You must prove that you have: contributed to improving customer service through your own efforts, contributed to improving customer service by working with others.
  - (b) Your evidence must cover at least two changes with which you have been actively involved. In each case you must be able to identify the part you played in: linking customer feedback with the reasons for the change, implementing the change, gathering customer reactions to the change.
  - (c) Your evidence for each change must show how: the change has improved customer service, your customers have reacted to the change.
  - (d) Each change that is part of your evidence must be significant enough for a regular customer to notice that the services or products you are delivering are different or that the way you and your colleagues deliver the services or products is different.
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**Unit No:** D3 – Imported (No. 31 ICS)

**Unit Title:** Resolve customer service problems (Institute for Customer Service)

**Unit Summary:** This unit is all about what to do when it is difficult to meet customer expectations. Even if the service you give is excellent, some customers will experience problems. Part of your job is to help to resolve those problems. A problem is anything that means customer expectations are not being met. This may be because your customer's expectations involve more than you can offer or because your service procedures have not been followed. Some problems are reported by customers and sometimes you spot the problem first and resolve it before your customer has even noticed. As soon as you are aware of a problem, you need to consider the options and then choose a way to put it right. This unit is particularly important in customer service because many customers judge how good the customer service of your store is by the way problems are handled.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Evidence collected in a realistic working environment or a work placement is permissible.

- (a) Your evidence must include examples of resolving problems involving each of the following: a problem first identified by customers, a problem identified within the organisation before it has affected your customer, a problem caused by differences between your customer's expectations and what your organisation can offer, a problem caused by a system or procedure failure, a problem caused by a lack of resources or human error.
  - (b) Your evidence must prove that you: supplied relevant information when customers have requested it, supplied relevant information when customers have not requested it, have used agreed organisational procedures when solving problems, have made exceptions to usual practice with the agreement of others.
-

**Unit No:** D5 – Imported (No. 25 ICS)

**Unit Title:** Organise the delivery of reliable customer service

**Unit Summary:** This unit is about how you deliver and maintain excellent customer service. Your role may or may not involve supervisory or management responsibilities but you are expected to take responsibility for the resources and systems you use which support the service that you give. In your job you must be alert to customer reactions and know how they can be used to improve the service that you give. In addition, customer service information must be recorded to support reliable service.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

- (a) You need to include evidence that proves you have dealt with a variety of customers including: easy-going customers, demanding customers, returning customers, new customers.
  - (b) Your evidence must show that you have: taken responsibility for your own actions in the delivery of customer service, used spontaneous customer feedback to improve customer service, used customer feedback that you have requested to improve customer service.
  - (c) Your evidence must show that you have organised customer service during: a busy period for your organisation, a quiet period for your organisation.
  - (d) The system you use for recording data can be manual or using ICT systems.
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**Unit No:** D6 – Imported (No. 26 ICS)

**Unit Title:** Improve the customer relationship (Institute for Customer Service)

**Unit Summary:** To improve relationships with your customers you will need to deliver consistent and reliable customer service. In addition, customers will need to feel that you genuinely want to give them high levels of service and that you will make every possible effort to meet or exceed their expectations. This will encourage loyalty from external customers or longer-term service partnerships with internal customers.

You need to be proactive in your dealings with your customers and to respond professionally in all situations. You will need to negotiate between your customers and your organisation or department in order to find some way of meeting your customers' expectations. In addition you will need to make extra efforts to delight your customers by giving higher levels of service than they expect.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

- (a) Your evidence must include examples of using: organisational procedures, exceptions to standard practice that are legal and benefit your organisation.
  - (b) You need to prove that you have dealt with customers who: have different needs and expectations, appear angry or confused, behave unconventionally.
-

**Unit No:** D7 – Imported (No. 39 ICS)

**Unit Title:** Work with others to improve customer service

**Unit Summary:** Teamwork is a key component of delivering and improving excellent customer service. The people you work with to improve customer service may include one or more of the following: team members; colleagues; suppliers; service partners; supervisors; managers; team leaders.

The delivery of excellent customer service depends on your skills and those of others. It involves communicating with each other and agreeing how you can work together to give a more effective service. You need to work together positively. You must also monitor your own and the team's performance and change the way you do things if that improves customer service.

This unit is all about how you develop a relationship with others to improve your customer service performance.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

- (a) Your evidence must include examples of agreeing customer service roles and responsibilities which are: part of your own role, part of other people's roles.
  - (b) You must provide evidence that you have worked with at least two of these groups of people: team members or colleagues, suppliers or service partners, supervisors, team leaders or managers.
  - (c) Your evidence must show that your work with others involves communication by at least two of these methods: face to face, in writing, by telephone, using text messages, by email, using the internet, using an intranet.
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**Unit No:** D8 – Imported (No. 32 ICS)

**Unit Title:** Monitor and solve customer service problems

**Unit Summary:** Your job involves delivering and organising excellent customer service. However good the service provided, some of your customers will experience problems and you will spot and solve other problems before your customers even know about them.

This unit is all about the part of your job that involves solving immediate customer service problems. It is also about changing systems to avoid repeated customer service problems.

Remember that some customers judge the quality of your customer service by the way that you solve customer service problems. You can impress customers and build customer loyalty by sorting out those problems efficiently and effectively.

Sometimes a customer service problem presents an opportunity to impress a customer in a way that would not have been possible if everything had gone smoothly.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

- (a) Your evidence must include examples of problems which are: brought to your attention by customers, are identified first by you and/or by a colleague.
  - (b) The problems included in your evidence must include examples of a: difference between customer expectations and what is offered by your organisation, problem resulting from a system or procedure failure, problem resulting from a shortage of resources or human error.
  - (c) You must show that you have considered the options for solving problems from the point of view of: your customer, the potential benefits to your organisation, the potential risks to your organisation.
  - (d) You must provide evidence that you have made use of options that: follow formal organisational procedures or guidelines, make agreed and authorised exceptions to usual practice.
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**Unit No:** D9 – Imported (No. 40 ICS)

**Unit Title:** Promote continuous improvement in customer service

**Unit Summary:** This unit covers the key competence of the customer service professional. You must be dedicated to the continuous improvement of customer service and this involves organising changes in customer service over and over again. You will need to identify potential changes, think through their consequences and make them work. Above all, this unit covers the competence of organising and seeing through change that is sustainable and is in the spirit of continuous improvement in customer service.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

- (a) You must provide evidence that you have organised changes over a period of time which have resulted in sustainable continuous improvement in customer service.
  - (b) You must show that your proposals for improvements: are based on planned and analysed customer feedback, take into account all relevant regulations, take into account the costs and benefits to the organisation.
  - (c) You may carry out this work alone or with colleagues. However, you must prove that you have taken an active role in: collecting and analysing feedback, proposing initiatives for change, implementing the change, evaluating and reviewing the change.
  - (d) Your evidence must clearly show the part you have played in each step of the process.
  - (e) The changes that you propose and initiate may be changes in how services or products are supplied or in how you and your colleagues behave when delivering services or products.
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**Unit No:** E1

**Unit Title:** Help to keep the retail unit secure

**Unit Summary:** This unit is about helping to protect people, property and premises by noticing and reporting security risks in the store as you go about your day-to-day work. Security risks are situations where people, property or premises are at risk of theft, damage or abuse. You are also expected to do your work in ways that contribute to keeping the store secure, for example by not leaving goods or cash unattended.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** It is expected that simulation will be used to gather evidence for taking action to deal with or contain security risks, threats and breaches and incidents of theft. Simulation is also allowed for the remaining performance evidence within this unit, but only if no opportunities exist to gather workplace evidence.

*This unit can be achieved in isolation from other units, however evidence for this unit will be generated holistically whilst the candidate is working towards competence in their selected units for the qualification. The evidence should take into account specialist training for evacuation.*

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**Unit No: E2****Unit Title:** Help to maintain health and safety in a retail environment

**Unit Summary:** This unit is about your contribution to keeping your workplace a safe place for colleagues, customers and other visitors. You need to be able to recognise the types of accident and emergency that can happen in the workplace and know how to get help in these situations. You also need to follow procedures for working ways that do not put anyone's health or safety in danger. In particular, working in a store involves lifting and handling goods and you need to use safe lifting techniques so that you don't injure yourself or other people.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** It is expected that simulation will be used to gather evidence for the demonstration of emergency procedures. Simulation is also allowed for the remaining performance evidence within this unit, but only if no opportunities exist to gather workplace evidence.

*This unit can be achieved in isolation from other units, however evidence for this unit will be generated holistically whilst the candidate is working towards competence in their selected units for the qualification.*

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**Unit No: E3****Unit Title:** Work effectively in your retail team

**Unit Summary:** For the purposes of this unit, the 'team' could be just you and your manager. This unit is about two aspects of being effective at work. The first is about working with colleagues to achieve results together. It is about following instructions, asking for help when you need it and helping your team mates willingly when your own workload allows. Secondly, the unit is about your responsibility for learning new information and tasks at work, with the help and guidance of your manager or trainer. You need to know what you are expected to learn, follow your training programme and ask for help if you are having difficulty.

**Unit Assessment:** Mandatory Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is allowed for the performance evidence within this unit only if no opportunities exist to gather workplace evidence.

*This unit can be achieved in isolation from other units, however evidence for this unit will be generated holistically whilst the candidate is working towards competence in their selected units for the qualification.*

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**Unit No: E4**

**Unit Title:** Keep the retail environment clean and hygienic (non-food)

**Unit Summary:** This unit is about keeping work areas and work surfaces clean and tidy, as well as keeping yourself and your clothing clean enough for the work that you do. This unit is for you if no food is stored, handled or processed in the areas you are responsible for cleaning.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is allowed for the performance evidence within this unit only if no opportunities exist to gather workplace evidence.

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**Unit No: E6**

**Unit Title:** Help to maintain health and safety in a retail environment

**Unit Summary:** This unit is about two aspects of your contribution to health and safety. Firstly, you need to be able to recognise and report accidents and emergencies and deal with them within the limits of your authority. Secondly, you need to know and follow the health and safety requirements laid down by your company and the law. This includes dealing with risks within the limits of your authority and reporting any risks you do not have the authority to deal with.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** It is expected that simulation will be used to gather evidence for the demonstration of emergency procedures.

*This unit can be achieved in isolation from other units, however evidence for this unit will be generated holistically whilst the candidate is working towards competence in their selected units for the qualification.*

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**Unit No: E7****Unit Title:** Help to keep the retail unit secure

**Unit Summary:** This unit is about your role in protecting the security of premises, stock, cash, colleagues and customers. You need to deal with security risks within the limits of your authority, and report those you do not have authority to deal with. You also need to follow company policies and procedures for maintaining security while you work, for example by noticing what customers are doing.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** It is expected that simulation will be used to gather evidence for taking action to deal with or contain security risks, threats and breaches, and incidents of theft.

*This unit can be achieved in isolation from other units, however evidence for this unit will be generated holistically whilst the candidate is working towards competence in their selected units for the qualification. The evidence should take into account specialist training for evacuation.*

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**Unit No: E8****Unit Title:** Work effectively in your retail organisation

**Unit Summary:** This unit is about being an effective member of your team, including taking some responsibility for helping colleagues to learn. The unit involves supporting your team's efforts by sharing the workload fairly, making realistic commitments and doing your best to keep them, and contributing to team morale and good working relations. The unit is also about being an effective learner in the workplace. It assumes that you receive some help and support in planning and carrying out your learning plans. Your responsibilities are to contribute to the planning process, carry out your plan and report on your progress.

Finally, the unit is about helping colleagues to gain the information and skills they need to do their jobs. It involves passing on to colleagues your own knowledge and skills as you go about your day-to-day work. This unit is not about being a professional trainer and you are not expected to assess your colleagues' performance formally.

**Unit Assessment:** Mandatory Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit

*This unit can be achieved in isolation from other units, however evidence for this unit will be generated holistically whilst the candidate is working towards competence in their selected units for the qualification.*

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**Unit No:** E9

**Unit Title:** Help to manage a retail team

**Unit Summary:** This unit is about managing a team when you are not a full-time team leader. For example, you might lead a team responsible for a special event, sales preparation, stock-taking or emergency situations. You are expected to manage the smooth running of the team's work. You need to understand and act within the limits of your responsibility when acting as team leader, and to ask your manager for advice whenever you need it. The unit does not require you to take responsibility for formally developing or disciplining team members.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit

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**Unit No:** E10

**Unit Title:** Contribute to the continuous improvement of retail operations

**Unit Summary:** This unit is about helping your store to improve the way it operates, so that you or they can achieve or improve on sales targets and standards of service. You will need to have a thorough knowledge of day-to-day operations in your area of responsibility and be able to spot things that could be improved and suggest practical and cost-effective ways of improving them.

The unit is also about presenting your recommendations persuasively to management. Finally, you need to put improvements into practice. This involves working with other people and sometimes experiencing their resistance to new ways of doing things. As a result, you need to communicate your plans persuasively, support staff through the change and demonstrate your own commitment to the change.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit

*It is highly unlikely that this unit will be able to be observed therefore the evidence generated will come from professional discussion supported by oral reports of real achievements and testimony from an Expert Witness to confirm the candidate's competence.*

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**Unit No: E11****Unit Title:** Help to monitor and maintain the security of the retail unit

**Unit Summary:** This unit is about two aspects of your responsibility for keeping the store secure. Firstly, it is about monitoring and maintaining the security of people, property, premises and cash as part of your daily routine. As well as personally checking the security of the work area and sorting out any problems you identify, you need to make sure that staff are clear about their own responsibilities for maintaining security and that they understand the security procedures they must follow.

The second part of the unit is about your responsibility for monitoring levels of stock, equipment, cash and cash equivalents and identifying and investigating any losses. It also involves drawing conclusions about how wastage and losses can be prevented in future, taking preventive measures and training staff to help reduce wastage and losses as far as possible.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** It is expected that simulation will be used to gather evidence for taking action to deal with or contain security risks, threats and breaches and incidents of theft.

*This unit can be achieved in isolation from other units, however evidence for this unit will be generated holistically whilst the candidate is working towards competence in their selected units for the qualification. The evidence should take into account specialist training for evacuation.*

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**Unit No: E12****Unit Title:** Plan, monitor and adjust staffing levels and schedules in a retail environment

**Unit Summary:** This unit is about working out how many staff need to be on duty in the store to maintain the levels of customer service and profitability needed. You need to produce plans and schedules that take account of all the relevant factors and that are easy to understand and use. You also need to collect, analyse and evaluate information about progress towards work targets, and make justifiable recommendations for changes in staffing.

**Unit Assessment:** Specialist Unit – If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

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**Unit No:** E13 – Imported (D3 MSC)

**Unit Title:** Recruit, select and keep colleagues

**Unit Summary:** This unit is about recruiting and selecting people for your team as well as helping to minimise staff turnover. It involves taking a fair and objective approach to recruitment and selection so as to choose the best person for the job. As recruitment and selection can be expensive and time-consuming activities, this unit also involves taking action to understand why colleagues are leaving and taking action to keep colleagues. For the purposes of this unit, ‘colleagues’ means those people for whom you have line management responsibility.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

Possible sources of evidence for this unit are:

- (a) data on staff turnover, records of exit interviews and strategies for retaining staff:
- spreadsheets and other records of staff turnover you have compiled and analyses to identify patterns and trends
  - notes or records of formal staff exit interviews and informal feedback from staff leaving the organisation, and summaries or analyses of the information collected
  - reports, proposals, action plans and other records of strategies you have developed for reducing staff turnover.
- (b) reviews of the workforce in your area of responsibility that you have organised or prepared:
- analyses of business and/or operational plans to identify likely future employment requirements (numbers of people, skills levels, employment patterns, etc)
  - reviews of current workforce profile (numbers, skill levels, age, etc) to identify any potential shortfalls in requirements
  - notes, emails, memos or other records of discussions with colleagues to identify possible solutions to current or potential workforce requirements.
- Reports or proposals you have prepared for addressing current or potential workforce requirements (for example recruitment, transfer or promotion, training, redundancy, early retirement, etc)
- personal statement (reflection on your role in developing strategies to address current or potential workforce requirements).
- (c) records of your role in the recruitment and selection of new staff:
- notes of discussions about, and copies of, job descriptions and person specifications you have developed
  - notes, emails, memos or other records of discussions about the recruitment and selection process for new staff and your proposals for selection criteria
  - notes of interviews or records of other selection process you have engaged in
  - reports, emails, memos or other records of your evaluation of the recruitment and selection process
  - personal statement (reflection on your role in recruiting and selecting new staff).
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**Unit No:** E14 – Imported (D7 MSC)

**Unit Title:** Provide learning opportunities for colleagues

**Unit Summary:** This unit is about supporting colleagues in identifying their learning needs and helping to provide opportunities to address these needs. Encouraging colleagues to take responsibility for their own learning is an aspect of this unit, as is your role in providing an ‘environment’ in your team in which learning is valued. For the purposes of this unit, ‘colleagues’ means those people for whom you have line management authority.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

Possible sources of evidence for this unit are:

(a) Identification of development needs, plans to meet development needs and monitoring and review of development activity:

- notes, memos, emails or other records of feedback and performance appraisals/reviews, and of discussions or identification of learning and development preferences and needs (including learning styles, personal constraints, learning disabilities and difficulties that affect learning)
  - details of support arrangements inside and outside the organisation (for example a training department’s or external supplier’s assessment services) that you have identified and arranged for a colleague to access
  - training and development opportunities (for example coaching, internal and external courses, learning centre/e-learning programmes) that you have identified and enabled colleagues to access to meet agreed learning and development requirements
  - copies of development or learning plans you have discussed, agreed, reviewed and revised with colleagues
  - notes, memos, emails or other records of meeting or discussions you have had with colleagues to review their learning and its effect on their performance
  - personal statement (your reflections on your role in identifying learning requirements, organisation of development activity and review of its effectiveness in improving or enhancing performance)
  - witness statement (comments on your role in identifying learning requirements, organising development activity and reviewing its effectiveness in improving or enhancing performance).
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**Unit No:** E15 – Imported (D1 MSC)

**Unit Title:** Develop productive working relationships with colleagues

**Unit Summary:** This unit is about developing working relationships with colleagues, within your own organisation and within other organisations that are productive in terms of supporting and delivering your work and that of the overall organisation. ‘Colleagues’ are any people you are expected to work with, whether they are in a similar work role to yours or in different work roles.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit

Possible sources of evidence for this unit are:

- (a) records of activities and agreements with work colleagues that you have completed successfully:
- notes, minutes or other records of formal and informal meetings with colleagues relating to agreements for action by you and your performance in relation to these agreements
  - emails, memos and other correspondence with colleagues relating to actions you have agreed to undertake and your performance in relation to these agreements
  - personal statements (reflections on the nature and effectiveness of your relationships with work colleagues and your fulfilment of your commitments to them)
  - witness statements (comments by colleagues on the nature and effectiveness of your relationships with them and your fulfilment of your commitments to them).
- (b) records of relationship difficulties or conflicts at work that you have successfully addressed and feedback you have given and received:
- notes, minutes or other records of formal and informal meetings with colleagues relating to relationship difficulties or conflicts
  - emails, memos and other correspondence with colleagues relating to relationship difficulties or conflicts
  - notes or other records of verbal feedback and copies of memos, emails and letters you have sent in which you have given feedback to colleagues
  - notes or other records of verbal feedback and copies of memos, emails and letters you have received in which colleagues have given feedback to you
  - personal statements (reflections on your ability to deal effectively with relationship difficulties or conflicts)
  - witness statements (comments by colleagues on your ability to deal effectively with relationship difficulties or conflicts).
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**Unit No:** E16 – Imported (E16 MSC)

**Unit Title:** Allocate and check work in your team

**Unit Summary:** This unit is about ensuring that the work required of your team is effectively and fairly allocated amongst team members. It also involves checking that team members are achieving the level and quality of work required of them. You need to identify and act on opportunities to improve team members' performance. You also need to resolve conflict between team members.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

Possible sources of evidence for this unit are:

(a) records of work allocation to your team and its members:

- notes of meetings with your manager, schedules and other documents recording the work required from your team, and any priorities detailed
- work schedules, timetables and other plans for individual and team work activities, tasks, production targets or other ways of defining workloads
- notes of team briefings to allocate individual and team work activities, tasks, targets, etc
- personal statements (reflections on the process and reasoning behind work allocation, including work priorities, availability of resources, and the relative abilities and development needs of team members)
- witness statements (comments on the process of work allocation and perceptions of its fairness, appropriateness and clarity).

(b) records of the quality and quantity of the team's output:

- records of the monitoring of work output/production for quality, consistency with specifications, etc (for example quality control charts, etc) that you have collected
- records of individual and team work output or production records, production/operational reports that you have prepared, etc
- notes, reports, recommendations to managers or other records of problems or critical incidents and action you have taken in relation to supplied materials; equipment, vehicles or facilities; product/service quality; health, safety or security; customers; or team members' work performance (including issues requiring disciplinary action, and training or coaching activity you have undertaken)
- notes, emails, memos or other records of formal or informal feedback or performance appraisal of team members
- personal statement (reflections on your own role in dealing with problems or critical incidents affecting the team and its performance, and how you encourage the team and individual members to work to the best of their ability to achieve or exceed targets for quality and quantity of products or services)
- witness statements (comments on your own role in dealing with problems or critical incidents affecting the team and its performance, and how you encourage the team and individual members to work to the best of their ability to achieve or exceed targets for quality and quantity of products or services).

**Unit No: E17**

**Unit Title:** Monitor and evaluate the quality of service provided to your customers by external suppliers

**Unit Summary:** This unit involves monitoring the service provided by external suppliers your store places customer orders with. This involves checking the progress of orders, keeping customers informed and getting customer feedback about the service provided. The unit is also about using customer feedback to decide how the service provided by external suppliers could be improved and encouraging suppliers to make improvements.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

*It is highly unlikely that this unit will be able to be observed therefore the evidence generated will come from professional discussion supported by significant activity and testimony from an expert witness to confirm the candidate's competence.*

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**Unit No: E18**

**Unit Title:** Monitor and maintain health and safety in a retail environment

**Unit Summary:** This unit is about your responsibility for helping to monitor and safeguard health and safety in your store. Firstly, it involves carrying out day-to-day monitoring, specific regular checks and planned assessments. You need to keep written records of the health and safety assessments you carry out. You also need to train staff to help protect health and safety.

Secondly, the unit is about taking charge of accidents and emergencies. This includes contacting the emergency services, setting off alarms, beginning and supervising evacuation, and reducing further injury or damage as far as possible until specialist help arrives.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** It is expected that simulation will be used to gather evidence for the demonstration of emergency procedures.

*This unit can be achieved in isolation from other units, however evidence for this unit will be generated holistically whilst the candidate is working towards competence in their selected units for the qualification.*

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**Unit No: E19****Unit Title:** Work effectively in your retail team

**Unit Summary:** For the purposes of this unit, the ‘team’ could be just you and your manager. This unit is about two aspects of being an effective team member. The first is about working with colleagues to achieve results together. It is about managing your time effectively and getting along with colleagues in the workplace.

Secondly, the unit is about your responsibility for learning new information and tasks at work, with the help and guidance of your manager or trainer. You need to follow your training programme and work out by trial and error which ways of learning and remembering tend to work best for you.

**Unit Assessment:** Mandatory Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

*This unit can be achieved in isolation from other units, however evidence for this unit will be generated holistically whilst the candidate is working towards competence in their selected units for the qualification.*

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**Unit No: E20****Unit Title:** Prepare newspapers and magazines for return to the merchandiser

**Unit Summary:** This unit is about your role in ensuring that unsold newspapers and magazines are returned to the merchandiser so that your store can receive the credit owed for unsold items. You need to pick out returns using the information you are given, and follow procedures for preparing returns and putting them in the right place ready for collection at the agreed time. You also need to complete the necessary paperwork, and deal with missed returns and returns which aren't collected.

**Unit Assessment:** General Unit – Awarding organisation own phraseology

**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

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**Unit No: E21****Unit Title:** Monitor and support secure till use during trading hours**Unit Summary:** This unit is about your responsibility for maintaining the secure use of the till during trading hours.

The unit refers to a single till and service area, but you should take this to mean all the tills and service areas you are responsible for at any one time.

You contribute to keeping cash, staff and data secure, both by monitoring the service area and carrying out transactions and adjustments within the limits of your authority. You do this during trading hours, so you need to ensure that customers are not kept waiting any longer than necessary and that you project a positive image of your company at all times.

**Unit Assessment:** General Unit – Awarding organisation own phraseology**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.**Unit No: E22****Unit Title:** Check the accuracy of records of hours worked in a retail store**Unit Summary:** This unit is about your responsibility for checking the accuracy of records of hours worked by colleagues in your store. Colleagues must receive the pay that is due to them, and your role is to help to ensure that this happens. You do this firstly by checking the records of hours worked and noticing and querying anything unusual or which seems to be incorrect. You then process the data, check it carefully in case mistakes have been made during processing, and then pass the data on to those who need it. You also need to respond to colleagues' queries, remembering always to treat colleagues as internal 'customers', and to respect confidentiality.**Unit Assessment:** General Unit – Awarding organisation own phraseology**Specific Evidence Requirement:** Simulation is not allowed for any performance evidence within this unit.

## Appendix 1: Qualifications covered by these Evidence Requirements

Level 1 Award in Retail Skills

Level 1 Certificate in Retail Skills

Level 1 Diploma in Retail Skills

Level 2 Award in Retail Skills

Level 2 Certificate in Retail Skills

Level 2 Diploma in Retail Skills

Level 3 Certificate in Retail (Sales Professional)

Level 3 Certificate in Retail (Visual Merchandising)

Level 3 Certificate in Retail (Management)

Level 3 Diploma in Retail (Sales Professional)

Level 3 Diploma in Retail (Visual Merchandising)

Level 3 Diploma in Retail (Management)

## Annexe D: Glossary of terms

This section provides explanations and definitions of the key words used in these competence based qualifications in retail. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

<b>Accessories</b>	Additional items apart from clothing and jewellery, for example, false nails.
<b>Advisor</b>	A person who carries out, either singly or in combination, the functions of advising a candidate, collecting evidence of their competence on behalf of the assessor and authenticating the work candidates have undertaken. An adviser might also provide witness testimony.
<b>Assessment</b>	The process of generating and collecting evidence of a candidate's performance and judging that evidence against defined criteria.
<b>Colleagues</b>	Any people who are directly employed or under contract by the same organisation.
<b>Contracts</b>	Usually comprised of formally legally binding agreements, but can be informal.
<b>Cross-contamination</b>	<p>In a retail environment, there are two kinds of cross-contamination you need to guard against:</p> <ul style="list-style-type: none"> <li>• the transfer of harmful bacteria between foods by direct contact (eg the juices of raw meat dripping on to cooked meat stored on a lower shelf) or indirect contact (eg via the hands, clothing, cloths, equipment or other surfaces)</li> <li>• the cross-contamination of foods containing specific allergens (eg nuts, milk, eggs) with other food (eg by use of common utensils on cold meat counters and salad bars, slicers on deli counters; mixing of foods due to damaged packaging or spillage or via hands, clothing, cloths or other surfaces).</li> </ul>
<b>Food handling practices</b>	<p>Depending on the type of food you work with and the activities you carry out, food handling practices may include:</p> <ul style="list-style-type: none"> <li>• keeping finished products separate from other materials</li> <li>• keeping raw and cooked meat products separate</li> <li>• getting rid of waste, contaminated or damaged products.</li> </ul>

*continued on next page...*

<b>Food safety hazards</b>	<p>Something which may cause harm to the consumer and can be:</p> <ul style="list-style-type: none"> <li>• microbiological (for example, bacteria, moulds, viruses)</li> <li>• chemical (for example, pesticides used on fruit and vegetables, chemicals used in cleaning or for pest control)</li> <li>• physical (for example, insects, parasites, glass, nails)</li> <li>• allergenic (for example nuts, milk, eggs).</li> </ul>
<b>Food spoilage</b>	<p>When food goes bad and has a noticeable change in its taste, smell or appearance.</p>
<b>Indicators of potential food safety hazards</b>	<p>Things which could make food unsatisfactory for consumers, for example:</p> <ul style="list-style-type: none"> <li>• damaged packaging</li> <li>• spillage into another food</li> <li>• out-of-date stock</li> <li>• food not stored where it should be (for example, if customers have moved food)</li> <li>• chiller cabinets or freezers which are not operating at the right temperature</li> <li>• ovens or hot hold cabinets which are not operating at the right temperature</li> <li>• use of the same utensils to handle different foods</li> <li>• food waste which needs disposing of dirt</li> <li>• evidence of pests such as rodents or insects.</li> </ul>
<b>Infestation</b>	<p>The presence of pests such as insects or rodents in the workplace which put food safety at risk.</p>
<b>Organisation</b>	<p>Any type or public body, eg a private limited company or a local government body, regardless of size. Because of the complexity of ownership and control systems, each person will have to decide what their organisation is.</p>
<b>Procedures</b>	<p>A series of clear steps or instructions on how to do things. Some companies document their procedures formally in writing, and others simply have procedures that all staff understand and follow but which are not written down.</p>

<b>Protective clothing</b>	<p>Clothing the company provides for you, which could include:</p> <ul style="list-style-type: none"> <li>• trousers</li> <li>• tops such as jackets or tabards</li> <li>• coats</li> <li>• disposable gloves</li> <li>• headgear such as caps or hairnets</li> <li>• aprons.</li> </ul>
<b>Resources</b>	The facilities, equipment, materials, and finances that are required to sustain the retail unit.
<b>Right person to report to</b>	This could be your supervisor or manager.
<b>Right times to wash hands</b>	<p>Appropriate times to wash your hands would include:</p> <ul style="list-style-type: none"> <li>• after going to the toilet</li> <li>• before going into food production areas including after any work breaks</li> <li>• after disposing of waste</li> <li>• after cleaning</li> <li>• before and after changing a dressing or touching an open wound.</li> </ul>
<b>Specified temperatures</b>	Temperatures specified by relevant legislation or in your company's procedures.
<b>Supplies</b>	Any combination of goods or services that are procured, delivered, or stored in the retail outlet.
<b>Unsafe behaviour</b>	<p>Behaviour which can make food unsafe for customers, including:</p> <ul style="list-style-type: none"> <li>• touching your face, nose or mouth</li> <li>• smoking</li> <li>• chewing gum</li> <li>• eating</li> <li>• scratching</li> <li>• coughing or sneezing.</li> </ul>

