

Pearson

BTEC Level 3 Diploma in

Multi-Channel Retail (QCF)

Specification

BTEC Specialist qualification

First teaching August 2014

Edexcel, BTEC and LCCI qualifications

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Contents

Purpose of this specification	1
1 Introducing BTEC Specialist qualifications	3
What are BTEC Specialist qualifications?	3
2 Qualification summary and key information	4
QCF Qualification Number and qualification title	5
Qualification objective	5
Apprenticeships	5
Relationship with previous qualifications	5
Progression opportunities through Pearson qualifications	5
Industry support and recognition	6
Relationship with National Occupational Standards	6
3 Qualification structure	7
Pearson BTEC Level 3 Diploma in Multi-Channel Retail (QCF)	7
4 Assessment	10
5 Recognising prior learning and achievement	11
Recognition of Prior Learning	11
Credit transfer	11
6 Centre resource requirements	12
7 Centre recognition and approval centre recognition	13
Approvals agreement	13
8 Quality assurance of centres	14
9 Programme delivery	15
10 Access and recruitment	16
11 Access to qualifications for learners with disabilities or specific needs	17
12 Units	18
Unit title	18
Unit reference number	18
QCF level	18
Credit value	18
Guided learning hours	18
Unit aim	18
Assessment requirements	18
Learning outcomes	18

Assessment criteria	19
Unit amplification	19
Unit 1: Working productively and effectively in a multi-channel retail business	20
Unit 2: Working with colleagues to encourage innovation in a multi-channel retail business	30
Unit 3: Updating product information on a trading website	37
Unit 4: Analysing customer behaviour on a trading website	45
Unit 5: Providing support to individual customers of a trading website	55
Unit 6: Analysing the feedback from customers of a multi-channel retail business	63
Unit 7: Maintaining a social network as part of multi-channel retail	71
Unit 8: Specifying the content and layout of pages for a trading website	79
Unit 9: Maintaining a library of materials for use on a trading website	88
Unit 10: Creating copy for a trading website	95
Unit 11: Working collaboratively to produce page layouts for a trading website	110
Unit 12: Organising the production of photographs or videos for use on a trading website	119
Unit 13: Selecting visual assets for use on a trading website	129
Unit 14: Organising urgent changes to the content of a trading website	138
Unit 15: Maintaining the confidentiality and security of data held online regarding retail customers	145
Unit 16: Forecasting trends and developments impacting on range management and buying	154
Unit 17: Forecasting product sales, stock and profit levels	162
Unit 18: Negotiating with suppliers of merchandise for retail sale	170
Unit 19: Managing the supply of stock for retail sale	179
Unit 20: Analysing and presenting reports on sales, stock and profit performance	187
Unit 21: Checking the storage and care of stock in a retail environment	195
Unit 22: Contribute to maintaining stock levels and to addressing problems with stock	202
Unit 23: Checking the levels of retail stock available for sale	209
Unit 24: Use digital technology for marketing purposes	216
Unit 25: Contributing to marketing and promotional campaigns for retail products	227
Unit 26: Promoting particular retail products using web-based retail channels	235
Unit 27: Processing returns of retail products	244

13 Further information and useful publications	253
14 Professional development and training	254
Annexe A	255
Mapping National Occupational Standards	255
Annexe B: Assessment strategy	257
1 Key principles	258
2 Knowledge-based qualifications	259
3 Applied qualifications	259
4 Competence-based and combined qualifications (Retail Skills)	260
Appendix 1: Qualifications covered by these Assessment Principles	266
Appendix 2: Retail Skills units for which simulated activities are allowed	268
Appendix 3: Retail Skills units for which expert witness testimony is allowed if the assessor is not expert in the specialism covered by the unit	269

Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing BTEC Specialist qualifications

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are qualifications from Entry to Level 3 on the Qualifications and Credit Framework (QCF). They are work-related qualifications available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Some BTEC Specialist qualifications are knowledge components in Apprenticeship Frameworks, i.e. Technical Certificates.

There are three sizes of BTEC Specialist qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for every 10 hours of learning time
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes to the standard determined by the assessment criteria.

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 3 Diploma in Multi-Channel Retail(QCF)
QCF Qualification Number (QN)	601/3497/5
Qualification framework	Qualifications and Credit Framework (QCF)
Operational start date	01/08/2014
Approved age ranges	16-18 19+
Credit value	37
Assessment	Centre-devised assessment (internal assessment).
Guided learning hours	263-321
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow our access and recruitment policy (see <i>Section 10 Access and recruitment</i>).

QCF Qualification Number and qualification title

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. Every unit in a qualification has a QCF unit reference number (URN).

The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website.

Qualification objective

The Pearson BTEC Level 3 Diploma in Multi-Channel Retail (QCF) is designed for learners working in the retail sector whose job role involves promoting online retail sales.

The qualification gives learners the opportunity to:

- develop role specific and wider technical knowledge to support competence in an on-line retail sales role that supports and grows an internet based retail business through marketing via website and social media
- study a range of topics, which include: working effectively in multi-channel retailing, designing and developing websites, forecasting and analysing customer trends, negotiating with suppliers, stock analysis/management and processing returns
- develop a foundation of knowledge and understanding at Level 3 based on the National Occupation Standards (NOS) in the multi-channel retail suite, retail buying suite, retail merchandising suite and retail suite
- achieve a nationally-recognised Level 3 qualification
- develop personal growth and engagement in learning

Apprenticeships

People1st approves the Pearson BTEC Level 3 Diploma in Multi-Channel Retailing (QCF) as a knowledge component for the Intermediate Apprenticeship in Multi-Channel Retail.

Relationship with previous qualifications

This qualification is new, and does not replace any other Pearson qualification.

Progression opportunities through Pearson qualifications

Learners who have achieved the Pearson BTEC Level 3 Diploma in Multi-Channel Retail (QCF) can progress to the Multi-channel Retail Apprenticeship or other Level 3 Retail or Level 4 Management qualifications, such as:

- Pearson Edexcel Level 4 NVQ Diploma in Management (QCF)
- Pearson BTEC Level 4 Diploma in Management and Leadership (QCF) Industry support and recognition
- Pearson Edexcel Level 3 Diploma in Optical Retail Skills (QCF)
- Pearson BTEC Level 3 Certificate in Retail Knowledge (QCF).

Industry support and recognition

People 1st is the sector skills council (SSC) for this sector and support this qualification.

Relationship with National Occupational Standards

This qualification relates to the National Occupational Standards (NOS) in Multi-Channel Retail. The mapping document in *Annexe A* shows the links between the units within this qualification and the NOS.

3 Qualification structure

Pearson BTEC Level 3 Diploma in Multi-Channel Retail (QCF)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	37
Minimum number of credits that must be achieved at Level 3 or above	29
Number of mandatory credits that must be achieved	8
Number of optional credits that must be achieved	29

Unit	Unit reference number	Mandatory units Group A	Level	Credit	Guided learning hours
1	A/505/9650	Working productively and effectively in a multi-channel retail business	3	8	68
Unit	Unit reference number	Optional units Group B	Level	Credit	Guided learning hours
2	F/505/9651	Working with colleagues to encourage innovation in a multi-channel retail business	3	5	42
3	J/505/9652	Updating product information on a trading website	3	4	31
4	L/505/9653	Analysing customer behaviour on a trading website	3	8	66
5	Y/505/9655	Providing support to individual customers of a trading website	3	4	34
6	D/505/9656	Analysing the feedback from customers of a multi-channel retail business	3	4	34
7	H/505/9657	Maintaining a social network as part of multi-channel retail	3	5	42
8	K/505/9658	Specifying the content and layout of pages for a trading website	3	6	46
9	M/505/9659	Maintaining a library of materials for use on a trading website	3	3	22
10	H/505/9660	Creating copy for a trading website	3	6	44
11	K/505/9661	Working collaboratively to produce page layouts for a trading website	3	6	44

12	M/505/9662	Organising the production of photographs or videos for use on a trading website	3	4	36
13	A/505/9664	Selecting visual assets for use on a trading website	3	4	36
14	F/505/9665	Organising urgent changes to the content of a trading website	3	2	18
15	J/505/9666	Maintaining the confidentiality and security of data held online regarding retail customers	2	4	32
Unit	Unit reference number	Optional units Group C	Level	Credit	Guided learning hours
16	R/505/9721	Forecasting trends and developments impacting on range management and buying	4	8	64
17	Y/505/9722	Forecasting product sales, stock and profit levels	4	8	64
18	T/505/9727	Negotiating with suppliers of merchandise for retail sale	4	8	64
19	A/505/9728	Managing the supply of stock for retail sale	3	4	34
20	A/505/9731	Analysing and presenting reports on sales, stock and profit performance	4	8	64
21	M/505/9726	Checking the storage and care of stock in a retail environment	3	3	24
22	K/505/9725	Contribute to maintaining stock levels and to addressing problems with stock Barred combination with Unit 23 Learners may choose Unit 22 or Unit 23 but not both	2	2	19
23	D/505/9723	Checking the levels of retail stock available for sale Barred Combination with Unit 22. Learners may choose Unit 23 or Unit 22 but not both	3	3	24
24	M/505/9965	Use digital technology for marketing purposes	3	5	15
25	T/505/9730	Contributing to marketing and promotional campaigns for retail products	3	6	48

26	F/505/9729	Promoting particular retail products using web-based retail channels	3	6	48
27	H/505/9724	Processing returns of retail products	2	2	18

Centres should be aware that within the Level 3 qualification in this specification, learners would be required to meet the demands of unit(s) at Level 4. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher-level unit(s) during delivery and assessment of the qualification/s.

4 Assessment

The table below gives a summary of the assessment methods used in the qualification.

Units	Assessment method
All units	Centre-devised assessment

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all of the unit's learning outcomes. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must meet any additional requirements given in the *Information for tutors* section of each unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to give learners realistic scenarios and to maximise the use of practical activities in delivery and assessment.

To avoid over-assessment, centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. For details please see *Section 13 Further information and useful publications*.

5 Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website.

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of credit achievement.

6 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example IT, learning materials, teaching rooms) to support delivery and assessment.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place that ensure continuing professional development (CPD) for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10 Access and recruitment* and *Section 11 Access to qualifications for learners with disabilities or specific needs*. For full details of the Equality Act 2010, please go to www.legislation.gov.uk.

7 Centre recognition and approval centre recognition

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver BTEC qualifications is given on our website.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations.

Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC Apprenticeship ('single click' registration):
 - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions.
- 2 Delivery of the qualification outside the Apprenticeship:
 - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
 - Lead Internal Verifier accreditation – this involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, each year we will allocate a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details please see the *UK Vocational Quality Assurance Handbook* on our website.

9 Programme delivery

Centres are free to offer this qualification using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure that a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Where legislation is taught, centres must ensure that it is current and up to date.

10 Access and recruitment

Pearson's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Details on how to make adjustments for learners with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

Both documents are on our website.

12 Units

Units have the following sections.

Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to Level 8. The QCF Level Descriptors inform the allocation of the level.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

Unit aim

This gives a summary of what the unit aims to do.

Assessment requirements

This section lists any specific assessment requirements for the unit.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Unit 1: Working productively and effectively in a multi-channel retail business

Unit reference number: A/505/9650

QCF level: 3

Credit value: 8

Guided learning hours: 68

Unit aim

Co-operation across channels is essential to business success. This unit explores what a business needs to do in order to be productive and effective within Multi-Channel Retail.

In this unit, the learner will gain understanding of the key roles and responsibilities across the teams within which they work. They will learn about working productively and effectively.

The unit involves understanding employment rights and responsibilities. It is suitable for learners whose work involves them in working with colleagues, both in the same channel of their business and in other channels.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the impact of multi-channel retailing upon providing effective customer service and maintaining customer confidentiality	1.1	Explain the impact of multi-channel retailing upon how they and their colleagues provide an effective service to customers	<ul style="list-style-type: none"> □ <i>Impacts</i>: number of channels to engage customers; range of technologies; leverage benefits across all channels; data collection opportunities □ <i>Seamless services</i>: real time responses; resolution of queries; staff expertise; customer's choice of channel □ <i>Importance to organisation</i>: customer retention rates; cost of customer acquisition; higher customer service expectations; need to be responsive across multi-channels
		1.2	Explain the importance of maintaining the confidentiality and security of data held online regarding retail customers	<ul style="list-style-type: none"> □ <i>Importance of protecting information</i>: <ul style="list-style-type: none"> ○ <i>Legislation</i>: Data Protection Act 1998; Information Commissioner Office. ○ <i>Organisational</i>: business impact; financial penalties; reputation; competitive edge: consequences of breaches ○ <i>Customers</i>: trust; financial history; credit rating; potential for identity theft
2	Understand roles and responsibilities of retail teams in their own organisation's multi-channel retail business	2.1	Explain their own responsibilities in contributing to the success of their own team and that of the organisation	<ul style="list-style-type: none"> □ <i>Team roles and responsibilities</i>: Belbin's team roles e.g. contributions; plant, resource investigator, co-ordinator, shaper, monitor-evaluator, team-worker, completer finisher ; team member types; complementary skills balance; communications; team leadership □ <i>Team contribution</i>: identification of issues; identification of risks; actions taken; progress reporting; trust; motivation and support

Learning outcomes		Assessment criteria		Unit amplification
		2.2	Explain the importance of their implementing the organisation's policies and procedures relating to health and safety, equality and diversity	<ul style="list-style-type: none"> □ <i>Policies and procedures:</i> health and safety policies and procedures; Health and Safety at Work Act 1974; Management of Health and Safety at Work Regulations 1999; equality and diversity policy and procedures; Equality Act 2010; protected characteristics □ <i>Confirm roles and responsibilities:</i> employees, contractors and freelancers; competency and training; risk assessments; slips, trips and falls; control measures
		2.3	Describe the broad functional roles of the organisation	<ul style="list-style-type: none"> □ <i>Functional role:</i> <ul style="list-style-type: none"> ○ <i>Commercial:</i> store management; sales; returns; customer services; stock rotation; business growth; targets; results. ○ <i>Financial and administrative roles:</i> delivery records; cash floats; cash collection; sales records; bank reconciliation; theft and loss; profit and loss account; financial reporting; security. ○ <i>IT and systems support services:</i> database design and management; network support; programming; web administration and management; online security ○ <i>Marketing: merchandising;</i> product availability; visual displays; floor layout; product availability. ○ <i>Personnel:</i> recruitment; training; work rotas; schedules; payroll. ○ <i>Backstage:</i> deliveries; ambient storage; cold/frozen storage; repackaging; stock rotation; recycling/destruction of waste and packaging; store maintenance; health and safety; security.

Learning outcomes		Assessment criteria		Unit amplification
		2.4	Identify different job roles and career pathways within these functional roles	<ul style="list-style-type: none"> □ Roles and career pathways: <ul style="list-style-type: none"> ○ <i>Commercial</i>: sales assistant; department supervisor; floor manager; deputy/assistant store manager; commercial/store manager. ○ <i>Financial and administrative</i>: admin assistant; financial assistant; deputy/assistant financial manager; finance manager. ○ <i>IT and systems support</i>: designer; programmer; web manager; web administrator; content writer; graphic designer; online security specialist. ○ <i>Marketing</i>: merchandisers; buyers; designers; visual merchandisers; shelf stackers. ○ <i>Personnel</i>: personnel assistant; training officer; personnel manager. ○ <i>Backstage</i>: stockroom assistant; warehouse operators; delivery drivers; maintenance team; health and safety operations; warehouse/operations manager.
		2.5	Describe the relationships between different job roles within functional teams, identifying lines of accountability in the organisation	<ul style="list-style-type: none"> □ <i>Functional teams</i>: job roles; relationships; expectations; skills; strengths/weaknesses; communications; accountability; reporting □ <i>Lines of accountability</i>: lines of command; organisation structure

Learning outcomes		Assessment criteria		Unit amplification
3	Understand the employment rights and responsibilities of an employee and the employer	3.1	Describe the statutory rights and responsibilities as an employee	<ul style="list-style-type: none"> • <i>Rights</i>: Working Hours Regulations; time off and holiday entitlement; contract of employment; national minimum wage; redundancy; health and safety at work; equality and diversity; discrimination; bullying and harassment • <i>Responsibilities</i>: national insurance contributions; PAYE and income tax; health and safety at work; equality and diversity; discrimination; bullying and harassment
		3.2	Describe the key requirement in a contract of employment in a retail business	<ul style="list-style-type: none"> □ <i>Contract of employment</i>: terms; employment conditions; rights; responsibilities; duties; job specification. □ <i>Implied terms</i>: safe secure environment; legal requirements; custom and practice
		3.3	Identify which organisations are available to help and represent individuals in the retail sector where there is a violation of employee rights	<ul style="list-style-type: none"> □ <i>Organisations</i>: Advisory, Conciliation and Arbitration Services (ACAS); Citizens Advice Bureau; Human Rights Commission; Trade Unions; Labour Relations Agency (Northern Ireland)
		3.4	Describe the purpose of legislation that promotes equality in the workplace	<ul style="list-style-type: none"> □ <i>Promotes equality</i>: protected characteristics; unlawful behaviours; remedies; fairer society; public services; business performance
		3.5	Explain their own organisation's procedures for addressing discrimination, equality, bullying and harassment	<ul style="list-style-type: none"> □ <i>Equality and diversity policy and procedures</i>: statement of aim; commitment; action plan; monitoring; impact assessments

Learning outcomes		Assessment criteria		Unit amplification
		3.6	Describe their own organisation's procedures relating to: <ul style="list-style-type: none"> • working hours and holiday entitlement • absence and sickness leave 	<ul style="list-style-type: none"> □ Business policy and procedures; Employees Handbook □ <i>Working hours</i>: hours of operation; overtime procedures; time off and holiday entitlement; Business policy and procedures; Employees Handbook □ <i>Absence and sickness leave</i>: attendance policy; leave of absence; family leave; medical leave; bereavement; jury duty; Business policy and procedures; Employees Handbook
4	Be able to support productive and effective working within a retail team in their own organisation's multi-channel retail business	4.1	Make and keep commitments to colleagues within their own team and in the wider organisation	<ul style="list-style-type: none"> □ <i>Commitments</i>: establish routine; accountability; responsibility; trustworthy; reliability; reputation; relationships; achievements; Time scales; deliverables; action plan; balanced workloads; time management
		4.2	Agree prompt and alternative actions where it is not possible to keep commitments made to colleagues	<ul style="list-style-type: none"> □ <i>Actions</i>: Time management principles; identifying slippage; issues; risks; required actions; alternative actions; alternative time scales
		4.3	Recognise the work of colleagues and their contribution to the success of the business	<ul style="list-style-type: none"> □ <i>Work of colleagues</i>: informal recognition; formal recognition; positive feedback; 360 degree feedback; peer judgements; focus on results; staff meeting agenda item; awards
		4.4	Take appropriate actions to resolve difficulties with colleagues where relevant	<ul style="list-style-type: none"> □ <i>Resolve difficulties</i>: early actions; stay calm; invite colleague(s) to discussions; ask colleague(s) for viewpoints; observe neutrally; appreciate differences; identify consequences; define objectives; both sides respect agreed differences and apologise; move on; request actions; seek mediation

Learning outcomes		Assessment criteria		Unit amplification
		4.5	Interact with colleagues in their own team and across the organisation politely and fairly	<ul style="list-style-type: none"> □ <i>Teamwork</i>: ways of working; soft skills; communications; politeness; kindness; tact; respect; actions; fairness; shared workloads; timely completion
		4.6	Provide advice and support to colleagues to help them meet the organisation's requirements	<ul style="list-style-type: none"> □ <i>Advice and support</i>: communicate directly; give required information; expectations; challenges and obstacles; support needed; celebrate successes
5	Be able to improve their own work performance in their own retail team	5.1	Assess the knowledge and skills required to improve their own work performance	<ul style="list-style-type: none"> □ <i>Improve work performance</i>: Appraisal systems; job description; person specification; skills requirements: Individual performance review; Personal SWOT (strengths, weaknesses, opportunities, threats); Training Needs Analysis (TNA)
		5.2	Agree with the relevant manager their own: <ul style="list-style-type: none"> • appropriate learning and development goals • schedule of action points towards achieving the learning and development goals 	<ul style="list-style-type: none"> □ <i>Appropriate learning</i>: Training Needs Analysis (TNA); identified skills development needs; Coaching techniques; GROW model, goal. Reality, options, wrap-up □ <i>Action points</i>: skills development action plan; purpose and aims; identified learning objectives; specific goals; timescales; support available; reporting procedures
		5.3	Take action to improve their own work performance in line with the agreed goals and action points	<ul style="list-style-type: none"> □ <i>Agreed goals and actions</i>: skills development action plan; actions taken; achievements; ongoing actions; slippage; progress reports

Learning outcomes		Assessment criteria		Unit amplification
		5.4	Review their own progress against agreed learning and development goals, including drawing upon feedback from relevant others	<ul style="list-style-type: none"> □ <i>Agreed learning</i>: individual performance review; skills development against targets; personal SWOT analysis □ <i>Feedback</i>: 360 degree feedback from line manager and colleagues; Updated skills development action plan
		5.5	Describe sources of information and advice relevant to their career development	<ul style="list-style-type: none"> □ <i>Careers advice</i>: further education colleges; training organisations; retail employers; National Careers Service; Publications; e.g. Retail Week; The Grocer

Information for tutors

Suggested resources

Books

Bartram Sharon, Gibson Brenda – *Training Needs Analysis Toolkit, 2nd Edition* (HRD Press Ltd, 2014) ISBN 0-87425-497-3

Jones Chris – *The Multi-Channel Retail Handbook* (Redsock Management Ltd, 2013) ISBN 978-1-300-65266-3

March Debora – *The Team Building Toolkit: Tips and tactics for effective workplace teams, 2nd Edition* (AMACOMC, 2007) ISBN 13 978-0-8144-7439-6

Journals and/or magazines

Retail Week – jobs and career paths in retail

<http://www.retailweekjobs.com/article/the-career-path-to-your-dream-job/>

The Grocer – jobs and vacancies

<http://jobs.thegrocer.co.uk/jobs/>

Websites

Contracts of Employment

<https://www.gov.uk/employment-contracts-and-conditions/overview>

Equality and diversity

<https://www.gov.uk/equality-act-2010-guidance>

Retail careers, job roles and responsibilities

<http://www.abdn.ac.uk/careers/resources/occupations/42/view-all/>

Rights and responsibilities at work

<http://www.acas.org.uk/index.aspx?articleid=4663>

Assessment

The centre will devise and mark the assessment for learning outcomes 1, 2 and 3 in this unit. Learning outcomes 4 and 5 must be assessed in a work-based setting.

The assessment criteria for learning outcomes 1, 2 and 3 can be covered in one assignment brief separated into manageable tasks or a separate assignment brief for each learning outcome. Learners should be provided with the opportunity to present their evidence in a range of different formats such as reports, written assignments, case studies, and presentations.

If learners meet any criteria through oral presentations then this should be supported by a witness statement from the tutor, which provides sufficient detail on how each assessment criterion has been met. Copies of the presentation slides should be made available and be supported by the learner's notes or prompt cards. Attention should be paid to the verbs used in the assessment criteria in learning outcomes, which are mainly 'explain' or 'describe', so a list of points would not meet the requirements.

Simulation is not allowed as evidence for learning outcomes 4 and 5. This means assessments must be authentic and generated through the learner's employer or work placement provider. Evidence of Recognition of Prior Learning (RPL) can be used within the unit to confirm competence.

Unit assessment requirements

This unit assesses both occupational competence and underpinning knowledge. Simulation is not allowed for any performance evidence within this unit.

Underpinning knowledge assessment requirements must be independently assessed.

People 1st Assessment Principles for Retail Qualifications can be found on their website (www.people1st.co.uk)

Unit assessment guidance

For learning outcome 1, learners need to understand the impact of providing effective customer service and maintaining the confidentiality and security of data. Learners could be given an assignment brief that first of all requires detailed explanations of the legal requirements regarding confidentiality and security, and the relationship between maintaining data correctly on customer service and trust.

For learning outcome 2, learners need to understand the important roles and responsibilities of teams in their own multi-channel retail organisations. Learners could use a reflective account to review the roles of the different team members in their organisations, ensuring that they describe the relationships between the different roles of individuals and functions of team in the workplace. Learners could also produce a case study explaining the importance of implementing health and safety, equality and diversity policies in the workplace.

For learning outcome 3, learners need to understand the statutory rights and responsibilities of both employers and employees. Learners could use a case study or a reflective account to explain how legislation promotes equality in the workplace, the learner's statutory rights and describing the key parts of their own contracts. Learners could be given an assignment brief that requires them to identify organisations that assist in workplace bullying, harassment and unfairness such as ACAS.

For learning outcome 4, the main source of evidence for demonstrating the achievement of the assessment criteria could be through a combination of direct observation, case studies, professional discussion and reflective accounts. This evidence could be assessed holistically while assessment of other units is taking place and could also be provided by expert witnesses.

For learning outcome 5, the main source of evidence for demonstrating the achievement of the assessment criteria could be through a combination of direct observation, case studies, professional discussion and reflective accounts. These could be backed up by work products, such as appraisals and Training Needs Analyses (TNA) and questions and answers (Q&A). Witness testimony for line managers or trainers could also be used to provide evidence that the learner undertook training and development, met agreed goals and received appropriate feedback.

Unit 2: **Working with colleagues to encourage innovation in a multi-channel retail business**

Unit reference number: F/505/9651

QCF level: 3

Credit value: 5

Guided learning hours: 42

Unit aim

The retail environment is highly competitive, which requires continuous innovative thinking for the business to thrive and to drive sales not just within channels but across the channels as well.

In this unit, learners will gain understanding of the importance of innovation in a multi-channel retail business, they will examine the factors that encourage innovation. Learners will be given the opportunity to promote innovation within an area of responsibility in a multi-channel retail business as well as the ability to support colleagues in the promotion of new ideas.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the importance of continuous innovation within multi-channel retailing in their own organisation	1.1	Identify the benefits to customers provided by the web-based facilities within the organisation	<ul style="list-style-type: none"> □ <i>Web-based facilities</i>: search facilities; upload speed; responsiveness; social network links; on-site promotions; communications; E-commerce e.g. shopping cart; payment options; security; freight/postage; Customer Service, e.g. returns policy □ <i>Benefits</i>: Ease of access: opening hours; loyalty bonuses; working demonstrations; inventory and stock; Shopping cart and check out; delivery or pick up
		1.2	Explain the benefits to the organisation's multi-channel retail business of encouraging innovation	<ul style="list-style-type: none"> □ <i>Innovation</i>: creative ideas; effective processes; create new products; improved services; changing business models; adapting to change □ <i>Benefits</i>: business success; credibility; empowerment; reputation; market leadership; market share; customer service; product knowledge; staff motivation
		1.3	Explain the opportunities for innovation that are likely to exist and upon which they could act within the organisation	<ul style="list-style-type: none"> □ <i>Opportunities for innovation</i>: customer feedback; new and emerging trends; work with suppliers; innovation teamwork; branding and marketing; more effective processes; reduce waste; reduce costs
		1.4	Describe how to keep up to date with new developments in multi-channel retailing within the organisation, and why this is important	<ul style="list-style-type: none"> □ <i>Keeping up to date</i>: allocate resources; develop internal culture; innovation champions; innovation teams; market research; market scans; competitor analysis; trends analysis; new technologies; different channels; networking □ <i>Importance</i>: competitive advantage; anticipate future trends; develop new products or services; attract new customers; reduce waste; reduce costs; develop Unique Selling Point (USP); increase profits

Learning outcomes		Assessment criteria		Unit amplification
2	Understand the factors to consider when encouraging innovation in their own organisation's multi-channel retail business	2.1	Explain the role of open and constructive communication in encouraging innovation	<ul style="list-style-type: none"> □ <i>Role of communications:</i> communicate vision; organisational need for change; purpose; communicate goals; define process; reduce fear of change; demonstrate benefits; identify potential impacts; help buy-in from staff; help stay on track; methods of communication
		2.2	Describe the types of difficulty that may arise when exploring new ideas	<ul style="list-style-type: none"> □ <i>Types of difficulty:</i> resistance to change; disruptive to business; experimental and high risk; need for reorganisation, e.g. process change, structural change, cultural change; costs versus benefits
		2.3	Describe how they can work with colleagues to overcome these difficulties	<ul style="list-style-type: none"> □ <i>Work with colleagues:</i> prepare facts and figures; share ideas; simplify processes; share workload; share knowledge; share awareness and impacts; use complementary skills; listen; identify needs and concerns; learn continuously; solve problems; communicate regularly and effectively
		2.4	Describe how to ensure that colleagues are recognised for contributions made to innovation within the organisation	<ul style="list-style-type: none"> □ <i>Recognise colleagues:</i> Informal recognition; formal recognition; positive feedback; goal achievement; focus on results; staff announcements; innovation awards; innovation champions
		2.5	Explain the types of advice and support which they can provide to colleagues, in line with organisational procedures	<ul style="list-style-type: none"> □ <i>Types of advice and support:</i> purpose of innovation; goals and milestones; progress reports; results of research; potential costs; potential benefits; processes; responses from staff; responses from customers
		2.6	Identify who within the organisation has the authority to make resources available for innovation	<ul style="list-style-type: none"> □ <i>Authority for resources:</i> Financial resources, e.g. senior management, finance director, chief executive officer (CEO), managing director (MD); Staff resources, e.g. human resources manager, team supervisor; Research and marketing resources, e.g. marketing manager; Budget holders

Learning outcomes		Assessment criteria		Unit amplification
		2.7	Explain how to develop a persuasive case for resources to support innovation	<ul style="list-style-type: none"> □ <i>Case for supporting innovation</i>: create a desire for change; what's in it for your audience, e.g. solve a problem, create or add value, cut costs (not margins), differentiate product, service or brand; pre-empt and overcome objections e.g. potential gains, potential benefits; gain audience buy-in; engender audience confidence; offer social proof, e.g. research facts, figures, statistics to support claims; engage the audience; identify their key needs; develop rapport; use simple flow processes; make call to action; rehearse and keep to time
3	Be able to promote innovation within their area of responsibility on a multi-channel retail business	3.1	Support colleagues in keeping up to date with developments in the organisation relating to the web-based facilities provided to customers	<ul style="list-style-type: none"> □ <i>Supporting colleagues</i>: research into new technologies; new facilities; social media upgrades; search engine optimisation upgrades; customer feedback; communicate innovations effectively □ <i>Facilities</i>: search facilities; upload speed; responsiveness; social network links; on-site promotions; communications; E-commerce e.g. shopping cart; payment options; security; freight/postage; Customer Service, e.g. returns policy
		3.2	Develop opportunities to work with colleagues to generate and develop new ideas	<ul style="list-style-type: none"> □ <i>Develop new ideas</i>: pro-active approach; research, e.g. customer feedback, new and emerging trends, more effective processes, reduce waste, reduce costs; innovation teams; innovation champions; making a persuasive case for innovation; innovation models .e.g. kaizen
		3.3	Work with colleagues in challenging constructively existing ways of working	<ul style="list-style-type: none"> □ <i>Constructive challenges</i>: ways of working; processes; documentation; lean techniques; team members; line managers; budget holders.
		3.4	Work with colleagues to identify the likely effects of changes being considered upon ways of working	<ul style="list-style-type: none"> □ <i>Effects of change</i>: cost-benefit analysis; value-added; reduced costs; competitive advantage; new/improved products; new/improved services; efficient processes; customer satisfaction; problems solved; increased profits; more/fewer jobs
		3.5	Make a clear and justified case to decision-makers to request resources in support of innovation	<ul style="list-style-type: none"> □ <i>Request resources</i>: identify key needs; identify purpose; create desire for change; engender audience trust; present social proof; highlight key benefits; give call to action

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to support colleagues in the promotion of new ideas	4.1	Offer constructive advice from their own field of expertise to colleagues who are developing new ideas	<ul style="list-style-type: none"> □ <i>Constructive advice</i>: state constructive purpose of feedback; describe observations; describe reactions; listen to responses; offer specific suggestions; summarise; express support
		4.2	Offer practical support to colleagues who are implementing new ideas, where their own workload allows	<ul style="list-style-type: none"> □ <i>Support for colleagues</i>: take an interest; listen, be a sounding board for ideas and issues; have constructive discussions; share knowledge and information; make suggestions when asked; work with colleagues to find solutions; celebrate successes
		4.3	Acknowledge colleagues' contributions to innovations within their own organisation openly and fairly	<ul style="list-style-type: none"> □ <i>Acknowledge contributions</i>: Informal recognition; praise; formal recognition; positive feedback; goal achievement; focus on results; staff announcements; innovation awards; innovation champions
		4.4	Keep relevant colleagues informed about any new ideas being progressed	<ul style="list-style-type: none"> □ <i>New ideas</i>: inform relevant colleagues; team members, line managers; budget holders

Information for tutors

Suggested resources

Books

Forsyth Patrick – *Persuasive Writing for Business* (Bookshaker, 2014)

Keeley Larry – *Ten Types of Innovation* (John Wiley & Sons, 2013)

ISBN 978-1-118-50424-6

Martin Raymond – *The Trend Forecaster's Handbook* (Lawrence King Publishing Ltd, 2010) ISBN 978-1-85669-702-6

Website

Innovation in business

www.business.gov.au/business-topics/business-planning/innovation/Pages/default.aspx

Assessment

The centre will devise and mark the assessment for learning outcomes 1 and 2 in this unit. Learning outcomes 3 and 4 must be assessed in a work-based setting.

The assessment criteria for learning outcomes 1 and 2 can be covered in one assignment brief. Learners should have the opportunity to present their evidence in a range of different formats such as reports, written assignments, case studies and presentations. A witness statement from the tutor, giving detail on how each assessment criterion was met, should support criteria met through oral presentations. Copies of the presentation slides should be available and supported by the learner's notes or prompt cards. Attention should be paid to the verbs used in the assessment criteria in learning outcomes, which are mainly 'explain' or 'describe', so a list of points would not meet the requirements.

Simulation is not allowed as evidence for learning outcomes 3 and 4. This means assessments must be authentic and generated through the learner's employer or work placement provider. Evidence of Recognition of Prior Learning (RPL) can be used within the unit to confirm competence.

Unit assessment requirements

This unit assesses both occupational competence and underpinning knowledge. Simulation is not allowed for any performance evidence within this unit.

Underpinning knowledge assessment requirements must be independently assessed.

People 1st Assessment Principles for Retail Qualifications can be found on their website (www.people1st.co.uk)

Unit assessment guidance

For learning outcome 1, learners need to provide evidence that they understand the importance of continuous innovation within multi-channel retailing in their own organisation. Learners could produce a case study or detailed statement identifying the benefits that web-based facilities provide for customers and explaining, with examples, how innovation in this area is positive for their organisation. The tutor should ensure that the learner also describes how the organisation keeps up to date with new developments and explains why this is important.

For learning outcome 2, learners need to provide evidence that they understand the factors to consider when encouraging innovation in their own organisation. They could be given an assignment brief focusing on understanding the importance of open and constructive communication, recognising colleagues' work and effort and knowing what personal capabilities they have to offer their team. Scenarios in the assignment brief could challenge learners to identify and describe what difficulties might arise when encouraging innovation, and how to overcome them. Tutors must ensure that learners identify who has the authority in their organisations to make resources available for innovation.

For learning outcomes 3 and 4, the main source of evidence for demonstrating the achievement of the assessment criteria could be through a combination of direct observation, case studies, professional discussion and reflective accounts. These could be backed up with learners' work products and questions and answers (Q&A). Witness testimony from staff who have worked closely with the learner when promoting innovation could also be used as supporting evidence.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the importance to their own organisation of an up to date, compliant and readily-searchable trading website	1.1	Explain how a well-maintained product database contributes to the success of the organisation's trading website	<ul style="list-style-type: none"> □ <i>Contribution</i>: Revenues; profitability; customer service; search capacity; reputation; product information; industry standards; legislation; □ <i>Types of data</i>: Unstructured; transactional; master data –customer; product; commerce e.g. contracts, guarantees and warranties, licences; Customer and Product Cruds cycle (Create, Update, Destroy, Search)
		1.2	Explain the importance of making sure that information: <ul style="list-style-type: none"> • is accurate • is up to date • complies with relevant legislation 	<ul style="list-style-type: none"> □ <i>Accurate</i>: research; profits; search engine; facts; proof; testimonials; product descriptions; product claims: <ul style="list-style-type: none"> • <i>Up to date</i>: current; valid, relevant, reliable; industry standards • <i>Legal requirements</i>: Data Protection Act 1998; Privacy and Electronic communications Regulations; accessibility –Equality Act 2010; E-commerce Regulations 2012; copyright law; consumer legislation UK – Consumer Protection Act, Consumer Credit Act, Sale of Goods Act; globalisation –legal requirements of client countries; W3C Validation (World Wide Web Consortium); regulatory bodies e.g. Advertising Standards Authority, Committee of Advertising Practice, Codes of Practice - Committee of Advertising Practice Code (non-broadcast media), UK Code of Broadcast Advertising
		1.3	Explain the importance of making sure that information is effective in promoting products on the organisation's trading website	<ul style="list-style-type: none"> □ <i>Effective information</i>: readability; understandable; holds visitors interest; sentences; paragraphs; information filters; errors; purpose; effect; actions; customers; branding; benefits; solutions; promotions; Search Engine Optimisation (SEO) rankings; timing

Learning outcomes		Assessment criteria		Unit amplification
		1.4	Explain the likely consequences for the organisation of product information appearing on its website that is inaccurate, out of date or which does not comply with legislation	<ul style="list-style-type: none"> □ <i>Consequences:</i> revenues and profits might fall; inspections by legislative and regulatory bodies; customer drop off; Search Engine Optimisation (SEO) reduced; reputation; professional credibility;
2	Understand how to access the information required to make sure that their own organisation's trading website is up to date, accurate and addresses customer needs	2.1	Describe sources of accurate and up to date information about the features, benefits and prices of the organisation's products	<ul style="list-style-type: none"> □ <i>Sources of information:</i> internal stakeholders e.g. sales, marketing; external stakeholders e.g. research companies; print media; online research; web analyst
		2.2	Describe sources of information about the criteria used by customers to search for products on the website	<ul style="list-style-type: none"> □ <i>Sources of data:</i> internal site analytics tools; audience intelligence tools; web analytics tools; quantitative and qualitative data; competitor intelligence tools
		2.3	Identify colleagues who can provide information about customer behaviour on the website	<ul style="list-style-type: none"> □ <i>Colleagues:</i> marketing manager; sales and marketing team; researcher; web analyst; CRM manager; customer service team
		2.4	Describe sources of information about new ideas and technology relating to product databases of relevance to their area of operations	<ul style="list-style-type: none"> □ <i>Area of operations:</i> current suppliers; distributors; new suppliers; staff ideas; trade shows and exhibitions; internet research

Learning outcomes		Assessment criteria		Unit amplification
3	Understand organisational procedures for maintaining and updating product information on their organisation's trading website	3.1	Describe the advantages and disadvantages of accepted methods of classifying products	<ul style="list-style-type: none"> □ <i>Classification methods</i>: Central Product Classification (CPC); Classification Produced by Activity (CPA); Common Procurement Vocabulary (CPV); Global Product Classification (GPC); Global Trade Item Numbers (GTIN); Barcoding
		3.2	Identify those colleagues who need to know about the classification system used	<ul style="list-style-type: none"> □ <i>Colleagues</i>: Internal staff e.g. marketing, sales, web design/management, logistics; external stakeholders e.g. suppliers, web designers
		3.3	Explain their own organisation's procedures for approving information to be presented on the trading website	<ul style="list-style-type: none"> □ <i>Approving information</i>: Content management systems: Web content management; Component management; Data management systems: Sign-off Authority
		3.4	Explain the importance of having effective routines in place for data back-up	<ul style="list-style-type: none"> □ <i>Backup routines</i>: purpose; location and media; external hard drive; remote servers; File Transfer Protocols (FTP); off-site back-up; cloud computing; data storage
		3.5	Explain how to back up their data	<ul style="list-style-type: none"> □ <i>Procedures</i>: scheduled; automated; daily, background back-up; synchronised back-up
		3.6	Explain when and how to upload updates to the live database	<ul style="list-style-type: none"> □ <i>Upload protocols</i>: live update routines; downtime; backup; development site; staging server; data exchange; testing routines; e.g. checkbox tests; differences between merge and migration; notebook record changes
		3.7	Describe sources of advice and support for resolving problems with uploads to the live database	<ul style="list-style-type: none"> □ <i>Sources of advice</i> - internal IT help desk; IT forums

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to promote customers' use of their own organisation's trading website through effective content and by making information accessible readily	4.1	Prepare information for the trading website that helps to sell products through promoting the product's features and benefits, in line with organisational requirements	<ul style="list-style-type: none"> □ <i>Product information</i>: features; e.g. factual statements about the products: what the product does; Benefits: e.g. 'what's in it for me' (customer) □ <i>Preparing information</i>: research: customer; product research; brand message
		4.2	Use a classification system that takes into account the search criteria likely to be used by customers	<ul style="list-style-type: none"> □ <i>Classification system</i>: search criteria: product description; department; category; demographics; activity; brand; keyword search
		4.3	Explain the classification system clearly to those colleagues who need to know about it	<ul style="list-style-type: none"> □ <i>Colleagues</i>: marketing manager; analytics manager; sales and marketing team; database administrator; CRM manager; content editor; copywriters; buyers; merchandisers; data input staff; departmental managers; warehouse operatives; customer services team
		4.4	Provide links to associated and related products to promote additional sales	<ul style="list-style-type: none"> □ <i>Product links</i>: up-selling; cluster products; complementary product; complementary offers; gift services
		4.5	Use information regarding customers' behaviour on the website to improve the functioning of the product database	<ul style="list-style-type: none"> □ <i>Behavioural information</i>: search classifications; keywords; pages visited; length of time per page; transactions based on search queries, seasonality patterns of search queries; un-subscribers; bounce rates

Learning outcomes		Assessment criteria		Unit amplification
5	Be able to keep the trading website up to date in line with organisational procedures	5.1	Make sure that information and prices are: <ul style="list-style-type: none"> • up to date • accurate • legally compliant 	<ul style="list-style-type: none"> □ <i>Up to date</i>: Current; valid, relevant; reliable, information updates; CRM management; availability; product claims; price lists □ <i>Accurate</i>: test research; facts; proof; testimonials; product descriptions; product □ <i>Legal requirements</i>: relevant legal coverage, e.g. UK and international law where appropriate; Regulatory Bodies e.g. Advertising Standards Authority, Committee of Advertising Practice
		5.2	Implement routines for backing-up data accurately and regularly, in line with organisational requirements	<ul style="list-style-type: none"> □ <i>Implement routine</i>: full back-up; include schedule, location and checks; report on results.
		5.3	Upload updates to the live product database in accordance with agreed procedures and timescales	<ul style="list-style-type: none"> □ <i>Updates</i>: follow upload protocols to update the live product database; report on results
		5.4	Seek advice and support from designated colleagues to resolve problems with uploads to the live product database, when necessary	<ul style="list-style-type: none"> □ <i>Resolve problems</i>: identify database upload issues, report to appropriate colleagues; seek advice and support to resolve identified issues
		5.5	Assess new ideas and technology relating to product databases for application within their own organisation	<ul style="list-style-type: none"> □ <i>Assess idea</i>: research new ideas and technology; support, improve or enhance current trading Database.

Information for tutors

Suggested resources

Books

Hoos Aaron – *The Sales Funnel Bible* (Aaron Hoos, 2014) ISBN-13 08-1497301597

Jones Chris – *The Multichannel Retail Handbook* (Redsocks Management, 2013)
ISBN 978-1-300-65266-3

Mason Andrew – *Keyword Mastery: Keyword and Article Research Marketing for Beginners* (Mowbray Publishers, 2012) ISBN 978-1-4717 2399-5

Oppell Andy – *Databases demystified* (McGraw Hill, 2011)
ISBN 978-0-07-174799-8

Websites

www.dmarketing.co.uk Database Marketing monthly online magazine

www.marketingdonut.co.uk Marketing resources and information site for businesses

www.unstats.un.org/UNSD/cr/registry/regcst.asp?Cl=9&Lg=1

United Nations Statistics Division – Classification Registry

Assessment

The centre will devise and mark the assessment for learning outcomes 1, 2 and 3 in this unit. Learning outcomes 4 and 5 must be assessed in a work-based setting.

The assessment criteria for learning outcomes 1, 2 and 3 can be covered in one assignment brief separated into manageable tasks or in a separate assignment brief for each learning outcome. Learners should be given the opportunity to present their evidence in a range of different formats such as reports, written assignments, case studies, and presentations; a witness statement stating how each assessment criterion has been met should support criteria met through oral presentations.

Simulation is not allowed as evidence for learning outcomes 4 and 5. This means that assessments must be authentic and generated through the learner's employer or work-placement provider. Evidence of Recognition of Prior Learning (RPL) can be used to confirm competence.

Unit assessment requirements

This unit assesses both occupational competence and underpinning knowledge. Simulation is not allowed for any performance evidence in this unit.

Underpinning knowledge assessment requirements must be independently assessed.

People 1st Assessment Principles for Retail Qualifications can be found on their website (www.people1st.co.uk).

Unit assessment guidance

For learning outcome 1, learners need to understand the importance of their organisation having an up-to-date, compliant and readily-searchable trading website. Learners could use a reflective account or a case study to explain how an organisation maintains their trading website and meets all legislative requirements. Learners could also explain how the organisation ensures that the information on their website is effective in promoting their products and the impact it has on how successful their website is.

For learning outcome 2, learners need to understand how to access the information needed to make sure that their own organisation's website is accurate and addresses customer needs. Learners could use a reflective account to describe the sources of product data the organisation and the customer use. Learners should also identify colleagues who can provide information on customer online behaviour and new technical trends relating to product databases.

For learning outcome 3, learners need to understand the procedures for maintaining and updating product information on their organisation's trading website. Learners could be given an assignment brief that requires them to identify the different types of product classification systems and then to compare the advantages and disadvantages of each one. The assignment brief could ask learners to explain the importance of having back-up procedures and whom to go to for advice and support when faced with problems uploading to the database. They should use their organisation's systems where possible to demonstrate this.

For learning outcomes 4 and 5, the main source of evidence for demonstrating the achievement of the assessment criteria could be through a combination of direct observation, case studies, professional discussion and reflective accounts. These learning outcomes could be assessed holistically with other units and a witness statement could record evidence of achievement.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification (to follow)
1	Understand the role of web analytics towards achieving the commercial objectives of their own organisation and the associated factors to take into account	1.1	Explain how web analytics can contribute to achieving the organisation's commercial objectives	<ul style="list-style-type: none"> □ <i>Web analytics</i>: definition; purpose; qualitative data; quantitative data; continuous improvement; customer experience □ <i>Commercial objectives</i>: sales objectives; profitability; customer satisfaction; Return on Investment (ROI); marketing objectives;
		1.2	Describe the organisation's needs and priorities for data and analyses relevant to customer behaviour on the trading website	<ul style="list-style-type: none"> □ <i>Needs and priorities</i>: targeted marketing; buyer personas; content objectives; customer registrations; sales conversions; reduce returns; customer service measures; target audience experience □ <i>Data and analyses</i>: site speed; traffic; pages viewed; unique visitor numbers; returning visitors; referrals; metrics; trends; transactions; server performance; usability statistics; visitors; leads; customers actions;
		1.3	Identify which of their colleagues would have an informed view on future needs and priorities for data and analyses	<ul style="list-style-type: none"> □ <i>Colleagues</i> : company executives; Customer Relationship Manager (CRM); marketing manager; marketing team, copywriters; IT team; buyers
		1.4	Explain which organisations are competitors to their organisation	<ul style="list-style-type: none"> □ <i>Competitor Analysis</i>: competitor profile, e.g. competitive advantage; marketing profile, e.g. target market, market share, marketing strategies; product/service profile, e.g. product/services offered, pricing and costs, channels; SWOT analysis

Learning outcomes		Assessment criteria		Unit amplification
		1.5	Describe where to find useful information about competitors' websites	<ul style="list-style-type: none"> □ <i>Identify online</i>: incognito keyword search; Senior Executive Office (SEO) rankings, e.g. Google search; keywords used by competitors; competitors by topic area; associated organic and paid for keywords; keywords competitors rank well for; comparison tools; □ <i>Competitor data</i>: research competitor sites, e.g. value proposition, price comparisons, images and visuals, product descriptions, freight and shipping options and costs, calls to action, actions- build lists, immediate sale, site optimisation, social media presence; □ <i>Observed data</i>: as for competitor websites plus – price list, catalogues, advertising campaigns, promotions, tenders, patents applications; □ <i>Recorded data</i>: annual reports and accounts, press releases, newspaper articles, regulatory reports, government reports; □ <i>Opportunistic data</i>: trade shows and exhibitions, seminars and conferences, sales force data, recruit ex-employees, meeting suppliers, social contacts

Learning outcomes		Assessment criteria		Unit amplification
2	Understand how to analyse customer behaviour on their own organisation's trading website	2.1	Describe the relative advantages and disadvantages of industry-standard analysis tools	<ul style="list-style-type: none"> □ <i>Website analytics</i>: visitor statistics, where they came from, referrals, visitor behaviours; frequency of visits; multi-site analytics; raw and real time data collection; demographic data; customised options □ <i>Heat maps</i>: track visitor movement; mouse-move heat maps e.g. where they hover, how visitors move mouse across page; click heat maps e.g. where visitors click on the web pages □ <i>Competitive intelligence tools</i>: what competitors are doing, how users got to their site; traffic volume data; keyword search performance; SEO rankings □ <i>Experimentation tools</i>: website optimisation; A/B split testing; webpage components, e.g. call to action buttons, graphics, content □ <i>Social media analytics</i>: influence and effectiveness of social media presence; follower counts; likes; comments; re-tweet level □ <i>Mobile analytics</i>: segmentation reports; comparisons; usage type e.g. tablet, smartphone; native mobile, web browser; core mobile behaviours; mobile sign-up and conversion rates; multi-channel views; contextual information; brand consumption from mobile
		2.2	Compare the principal benefits and limitations of the main types of statistical analysis relating to web analytics as used within the organisation	<ul style="list-style-type: none"> □ Types of web analytics: <ul style="list-style-type: none"> • <i>onsite engagement analytics</i>: referrals, pages viewed, click through, mouse-move heat mapping; click heat mapping; • <i>lifecycle analytics</i>: customer flow, pre sales process; initial interaction, lead generation, qualified lead, registration, transaction, check out, after sales; • <i>sales funnel analytics</i>: pre-sales process, inquiry, lead generation, prospect, customer, after sales service • <i>customer analytics</i>: customer voice, communications, customer surveys, feedback, improvements; product returns, responsiveness; return visits, frequency of purchases, average transactional values; related product purchases; use of discount codes and special deals

Learning outcomes		Assessment criteria		Unit amplification
		2.3	Explain how to apply statistical analysis to data about customers' online behaviour	<ul style="list-style-type: none"> □ <i>Key performance indicators</i>: measurable KPIs; most valuable traffic sources; % repeat visitors; purchase rates first-time buyers versus returning visitor; number of visits prior to purchase; landing pages bounce rate; conversion rates; cost of customer acquisition; □ <i>Online customer behaviour</i>: pages viewed; pages abandoned; referrals, e.g. direct via URL, SEO search, blog; social media, etc.; Conversion rates; Checkout abandonment statistics, items purchased; frequency of visits; frequency of purchases; average transactional value; related product purchases; use of discount codes and special deals; □ <i>Statistical analysis</i>: usability metrics; landing pages; sufficient links per page; keywords search; trends; topics of interest; evaluation of website navigational structure; content; fit for purpose; □ <i>Search engine performance metrics</i>: keyword searches; visitor paths, e.g. series of pages visited; what visitors are looking for; search engine optimised content; sufficient links, broken links, missing links; adwords search

Learning outcomes		Assessment criteria		Unit amplification
		2.4	Explain how to develop customer segments and profiles	<ul style="list-style-type: none"> □ <i>Customer segmentation</i>: demographic: age; gender; income; education; occupation; social class; life stage; geographic: region; town; country; buyer behaviours; common passions, likes; dislikes; product usage; brand loyalty; benefits acquired; □ <i>Customer profiles</i>: buyer persona; demographics; psychographics e.g. personality types, preferences; behaviours; □ <i>Customer location</i>: where to find them; what websites they visit; blogs they read; forums and membership sites they belong to. □ <i>Purchasing process</i>: where customers begin research; what is their need or problem; what are the benefits they need to find a solution □ <i>Current customers</i>: connect with current customer; survey; why they originally bought from us; would they continue to buy from us; what we do that others don't; what else we need to do □ <i>Create buyer personas</i>: specific segments of current customers; ideal customer in written profiles (personas); specific persona for each client group; name each group, e.g. deal hunters, recreational shoppers, flitters, rewards shopper, researcher, day dreamer, impatient shopper
		2.5	Describe the principles of funnel analysis and how to apply them to the organisation's website	<ul style="list-style-type: none"> □ <i>Sales funnel</i>: stages; lead (suspect); prospect; qualified prospect; committed; transacted □ <i>Sales metrics</i>: average value of sale; sales cycle time; conversion rate; closing (win) rate; pipeline value, e.g. monetary value of all opportunities in sales funnel □ <i>Leaky funnel</i>: number of dropped sales opportunities; lack of customer fit; potential barriers e.g. uncertainty about product; perceived lack of value; lack of budget; aim to correct

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to undertake analyses of customer behaviour which address business priorities and needs	3.1	Be proactive in seeking colleagues' views on future requirements for data and analyses	<ul style="list-style-type: none"> □ <i>Seek views</i>: research; collecting colleague's views; collating data; analysis; information
		3.2	Review competitors' websites to determine whether the content might inform their analyses	<ul style="list-style-type: none"> □ <i>Competitor's websites</i>: analytical tools; analysis results; data; information
		3.3	Maintain up-to-date customer segments and profiles	<ul style="list-style-type: none"> □ <i>Segments</i>: develop and maintain buyer personas for all target audience segments of your organisation; clustering of sought customer data; understand differences between customers □ <i>Profiles</i>: descriptive phrases of customers; who are these people?; where do they live?; develop strategies
		3.4	Take customer segments and profiles into account in their analyses of customers' online behaviour	<ul style="list-style-type: none"> □ <i>Customer segmentation</i>: buyer personas; behavioural analysis; analytical tools; retail, demographic, expenditure, lifestyle and media preference information
		3.5	Make sure that processes are in place for the timely collection of relevant and sufficiently accurate data	<ul style="list-style-type: none"> □ <i>Web analytics processes</i>: web analytics results; analysis schedule; time-periods; key performance indicators relevance; sufficiency
		3.6	Analyse customers' online behaviour in sufficient detail and with sufficient statistical rigour to enable commercially useful conclusions to be drawn	<ul style="list-style-type: none"> □ <i>Customer's online behaviours</i>: web analytics results; time-periods; analyse data; statistical rigour; conclusions; predictive segmentation

Learning outcomes		Assessment criteria		Unit amplification
		3.7	Focus analyses on those customer journeys, and parts of the journey, that are most relevant to the current priorities of their own organisation	<ul style="list-style-type: none"> □ <i>Current priorities</i>: sales funnel analytics; track customer journeys; partial customer journeys; optimisation and improvements; organisational priorities
4	Be able to make recommendations that are persuasive and based upon effective analysis of customer behaviour	4.1	Provide evidence-based recommendations that are: <ul style="list-style-type: none"> • data-led • realistic • consistent with their analysis of customer behaviour 	<ul style="list-style-type: none"> □ Data-led: customer, lifecycle and sales funnel analytics; heat maps □ Realistic: competitor analysis; marketing profiles; □ Consistent: funnel analysis; statistical analysis; web analysis
		4.2	Make sure that their report is: <ul style="list-style-type: none"> • timely • factual • focused on business priorities 	<ul style="list-style-type: none"> □ <i>Timely</i>: current priorities; current buyer personas; competitors website □ <i>Factual</i>: KPIs; current customer segments, profiles, personas and locations □ <i>Business</i>: websites; marketing profiles; organisational priorities
		4.3	Produce a report which contains sufficient detail and is presented and explained clearly, to enable decision-makers to understand the reasons for their recommendations	<ul style="list-style-type: none"> □ <i>Business report</i>: visual or graphic presentation of research and analysis; conclusions; evidence based recommendations; justifications.

Information for tutors

Suggested resources

Books

Kaushik Avinash – *Web Analytics 2.0* (Wiley Publishers Inc, 2010)
ISBN 978-0-470-52939-3

McDonald Malcolm and Dunbar Ian – *Market Segmentation: How to do it and how to profit from it* (John Wiley and Sons, 2012) ISBN 978-1-118-43267-9

Scott Davi Meerman – *The New Rules of Marketing and PR* (Wiley Publishers Inc, 2013) ISBN 978-1-118-48876-8

Websites

<https://adwords.google.com/select/KeywordToolExternal>

Free tool drawing on Google's own database of AdWords advertising

<http://www.google.com/ads/innovations/searchfunnels.html>

Search funnels show how users search for your products before converting. Help to optimise the conversion path

www.compete.com

Which sites are doing best in each topic area and which have a growing audience or not

www.google.com

Search engine: Google ranked search results

www.google.com/alerts

Sign up for news, blog entries, website updates by topic

<http://google.com/trends>

Free trend tracking tool from Google

<http://keycompete.com>

Lists of keywords competing business are buying on search engines

www.keyworddiscovery.com

Alternative to Wordtracker for detailed keyword searches (uses lower KEI scores)

www.KeywordSpy.com

Identifies associated organic and paid for keywords

<http://SEMRush.com>

Shows which keywords a specific site ranks well for (check out competitors)

<http://tools.seobook.com/general/website-comparison/>

SEO Book, a webpage similarity comparison tool

Assessment

The centre will devise and mark the assessment for learning outcomes 1 and 2, learning outcomes 3 and 4 must be assessed in a work-based setting.

The assessment criteria for learning outcomes 1 and 2 can be covered in one assignment brief separated into manageable tasks or a separate assignment brief for each learning outcome. Learners should be given the opportunity to present their evidence in a range of different formats such as reports, written assignments, case studies, and presentations.

If learners meet any criteria through oral presentations then a witness statement from the tutor, giving detail on how each assessment criterion was met, should support this. Copies of any presentation slides should be made available with the learner's notes or prompt cards.

Simulation is not allowed as evidence for learning outcomes 3 and 4. This means assessment must be authentic and generated through the learner's employer or work-placement provider. Evidence of Recognition of Prior Learning (RPL) can be used within the unit to confirm competence.

Unit assessment requirements

This unit assesses both occupational competence and underpinning knowledge. Simulation is not allowed for any performance evidence within this unit.

Underpinning knowledge assessment requirements must be independently assessed.

People 1st Assessment Principles for Retail Qualifications can be found on their website (www.people1st.co.uk)

Unit assessment guidance

For learning outcome 1, learners need to gain good understanding of the role of web analytics in achieving commercial objectives. Learners could use a case study or a reflective account to explain how web analytics and the need to prioritise data in their own organisation takes place. Learners should be able to identify who to go to for advice and how to use it appropriately. Learners must explain which organisations are their competitors and where information on them can be found.

For learning outcome 2, learners need to understand how to analyse online customer behaviour for their own organisation. Using an assignment brief, they could be asked to identify the different industry-standard, analytical tools and state their advantages and disadvantages. Learners must be able to explain how statistical data is applied to customers' behaviour. They could back this up with a reflective account of how the principles of customer segments, profiles and funnel analysis are applied in their organisation.

For learning outcomes 3 and 4, the main source of evidence for demonstrating the achievement of the assessment criteria could be through a combination of direct observation, case studies, professional discussion and reflective accounts. This could be backed up with the learner's use of technology to produce business documents, work products and questions and answers (Q&A). As much of this product is likely to be commercially sensitive, it is recommended that this evidence is signposted and left in the workplace. Detailed witness testimony of learners performing this role on previous occasions could also be used as evidence. This evidence could be assessed holistically while assessment of other units is taking place.

Unit 5: Providing support to individual customers of a trading website

Unit reference number: Y/505/9655

QCF level: 3

Credit value: 4

Guided learning hours: 34

Unit aim

Retail organisations can encourage additional purchases by using their customer support team. This approach is not confined solely to the website. If the learner's organisation operates through other channels, for example traditional stores, they need to take this into account when advising customers.

In this unit, the learner will learn about the role of providing support to individual customers – by e-mail, phone, fax or post – as they seek to use a trading website. This involves using direct contact with individual customers as an opportunity to make sales, either by helping the customer to complete a purchase or by encouraging them to buy additional products or services.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the impact and benefits of multi-channel retailing for their own organisation and the opportunities which it presents when providing support to individual customers shopping online	1.1	Explain the impact and benefits of web-based retailing within the organisation	<ul style="list-style-type: none"> □ <i>Impacts</i>: number of channels to engage customers; range of technologies; leverage benefits across all channels; data collection opportunities □ <i>Benefits</i>: customer perception; customer experience; customer loyalty; brands; seamless integration; competitiveness; convenience; revenues; profitability; sales-funnel engagement opportunities; cross selling; up-selling; cluster selling; complementary selling; purchase history; focused target marketing
		1.2	Explain the importance of providing a 'seamless' service to the organisation's customers, irrespective of the customer journey undertaken	<ul style="list-style-type: none"> □ <i>Seamless services</i>: real time responses; resolution of queries; staff expertise; via customer's choice of channel □ <i>Importance to customers</i>: retain customers; impacts of bad experience; cost of customer acquisition; higher customer service expectations; need to be responsive across multi-channels; timescales
		1.3	Describe the ways in which customers who are shopping online might make contact with the organisation	<ul style="list-style-type: none"> □ <i>Contact</i>: technologies; devices; channels; access points; twitter; e-mail; phones; websites;
		1.4	Explain the opportunities for suggesting additional products and services to customers shopping online	<ul style="list-style-type: none"> □ <i>Opportunities</i>: cross selling; up-selling; cluster selling; complementary selling; bundle packages; relevant products; positioning; direct mail communications; access points; wish lists; promotions; incentives and rewards

Learning outcomes		Assessment criteria		Unit amplification
2	Understand the factors to consider when communicating and providing support to individual customers shopping online	2.1	Explain the brand values of the organisation, with these being the core values and qualities that define their own organisation's business from its customers' viewpoint	<ul style="list-style-type: none"> □ <i>Brand values</i>: promise; character; personality; story; culture; mission, consistency; strength; differentiation from competition; delivery; customer experience; market segments expectations; image
		2.2	Explain how to communicate with customers in ways that are consistent with the core values and qualities of their own organisation	<ul style="list-style-type: none"> □ <i>Core values and qualities</i>: organisational customer service policies and procedures; brand core values; consistent messages; competitive edge of good customer service; market positioning e.g. luxury goods, value for money □ <i>Customer interactions</i>: courtesy; listening skills; building rapport; focus on customer; appropriate questioning techniques; tone; speech; respect customer; empathy; resolving issues
		2.3	Describe the responses and solutions which can be offered in relation to typical customer queries	<ul style="list-style-type: none"> □ <i>Responses</i>: listening skills; courtesy; seek solution; resolve situation to customer's satisfaction (in line with core values and qualities); actions; urgency; follow up □ <i>Solutions</i>: organisational policies and procedure; investigations; responses for customer; responses for organisation; legal requirements, e.g. faulty products, product descriptions; under warranty; delivery issues; requests for information; rude staff; promises not met; repeat complaints; repeat complainers
		2.4	Explain different questioning techniques to help in clarifying customers' requirements	<ul style="list-style-type: none"> □ <i>Techniques</i>: questions: open, closed, multiple, leading, rhetorical, probing, funnelling.

Learning outcomes		Assessment criteria		Unit amplification
		2.5	Explain the help available to address customer queries which the learner cannot resolve	<ul style="list-style-type: none"> □ <i>Lack of resolution</i>: organisation's customer service policy; escalation process; communications; involve colleagues; hand over
		2.6	Identify sources of up to date information about the products and services sold by their own organisation	<ul style="list-style-type: none"> □ <i>Sources of information</i>: internal staff; print media; online sources; manufacturers; suppliers
		2.7	Explain how to locate products and complete purchases on their own organisation's trading website	<ul style="list-style-type: none"> □ <i>Locate products</i>: product description; department; demographics; activity; brand names; keyword search; IT/website manual □ <i>Complete purchases</i>: sales process; registration; ordering; shopping cart; payment options, taking payments from customers
		2.8	Describe how to use the information and communication technology in their own organisation to communicate with customers	<ul style="list-style-type: none"> □ <i>Search criteria</i>: use of contact information; product description; department; demographics; activity; keyword search; □ <i>Communicate</i>: use of phone, e-mail or text; customer requirements; sales process; registration; ordering; shopping cart; payment options

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to establish and address customers' needs in ways which are consistent with organisational values and qualities	3.1	Communicate with customers: <ul style="list-style-type: none"> □ clearly □ politely □ in ways that are consistent with the core values and qualities of their own organisation 	<ul style="list-style-type: none"> □ <i>Clearly</i>: correct information; use of communication device requested by customer □ <i>Politely</i>: correct language in e-mail or text; hear smile in voice on phone; follow organisation policies □ <i>Core values</i>: customer service interactions; organisation's customer service policy □ <i>Using organisational standards and procedures for customer interaction</i> □ <i>Use of scripts</i>
		3.2	Establish their customers' requirements through effective questioning	<ul style="list-style-type: none"> □ <i>Effective questioning</i>: techniques - open, closed, multiple, leading, rhetorical questions, online sales interactions; customer service interactions; identify requirements; establish needs; support required outcomes
		3.3	Offer solutions that best meet customers' requirements from the solutions available	<ul style="list-style-type: none"> □ <i>Solutions</i>: online sales interactions; customer service interactions; offer best solutions; matching customers' requirements with available solutions; wants and needs
		3.4	Inform customers of any next steps and the timescale for these to occur	<ul style="list-style-type: none"> □ <i>Next steps</i>: online sales interactions; customer service interactions; effective communications; inform customers; next steps; timescales
		3.5	Respond to customers within required timescales	<ul style="list-style-type: none"> □ <i>Timescales</i>: online sales interactions; customer service interactions; respond to customers; appropriate communications medium; timescales

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to promote additional products to customers	4.1	Suggest additional products and services related to customers' current purchases, when appropriate	<ul style="list-style-type: none"> □ <i>Current purchases</i>: online sales interactions; upsell; cross-sell; complementary sell; cluster sell
		4.2	Explain clearly to customers where and how customers can make any additional purchases in which they have shown an interest	<ul style="list-style-type: none"> □ <i>Additional purchases</i>: online sales interactions; customer service interactions; communications; additional products on offer; links to other websites
		4.3	Provide support in a manner that is likely to encourage customers to use the website again in future	<ul style="list-style-type: none"> □ <i>Support for customers</i>: online sales interactions; customer service interactions; resolve; offer solutions; customer experiences

Information for tutors

Suggested resources

Books

Blunt, Carolyn, Hill-Wilson Martin – *Delivering Effective Social Customer Service* (John Wiley & Sons, 2013) ISBN 978-1-118-66267-0

Forrester Duane – *Turn Clicks Into Customers* (McGraw Hill Companies Inc, 2010) ISBN 978-0-071-63516-5

Stevens Debra – *Brilliant Customer Service (Brilliant Business)* (Pearson Education Ltd, 2010) ISBN 978-0-273-73807-7

Websites

www.businesszone.co.uk	UK Business Forum's content channel. research business terms; customer service, brands, etc
www.marketingdonut.co.uk	marketing and business information resources
www.wikihow.com/upsell	sales techniques and how to upsell

Assessment

The centre will devise and mark the assessment for learning outcomes 1 and 2 in this unit. Learning outcomes 3 and 4 must be assessed in a work-based setting.

The assessment criteria for learning outcomes 1 and 2 can be covered in one assignment brief separated into manageable tasks or a separate assignment brief for each learning outcome. The learners should be provided with the opportunity to present their evidence in a range of different formats such as reports, written assignments, case studies, and presentations.

If learners meet any criteria through oral presentations then this should be supported by a witness statement from the tutor, giving sufficient detail on how each assessment criterion has been met. Copies of the presentation slides should be made available and be supported by the learner's notes or prompt cards. Attention should be paid to the verbs used in the assessment criteria in learning outcomes, which are mainly 'explain' or 'describe', so a list of points would not meet the requirements.

Simulation is not allowed as evidence for learning outcomes 3 and 4. This means assessments must be authentic and generated through the learner's employer or work-placement provider. Evidence of Recognition of Prior Learning (RPL) can be used within the unit to confirm competence.

Unit assessment requirements

This unit assesses both occupational competence and underpinning knowledge. Simulation is not allowed for any performance evidence within this unit.

Underpinning knowledge assessment requirements must be independently assessed.

People 1st Assessment Principles for Retail Qualifications can be found on their website (www.people1st.co.uk).

Unit assessment guidance

For learning outcome 1, learners could use a reflective account, case study or presentation split into different themes to meet this learning outcome. The themes could be 'a seamless customer service', 'opportunities for upselling' and 'great benefits of shopping online'.

To meet learning outcome 1, learners could use a reflective account, case study or presentation split into different themes, such as 'a seamless customer service', 'opportunities for upselling' and 'great benefits of shopping online'.

For learning outcome 2, learners could use personal statements to demonstrate their understanding. They could provide work products, such as copies of the scripts used for typical customer queries, showing a range of questioning techniques, and all cross-referenced against the company's brand values. Learners could explain what these are and why they may be important.

There are opportunities for further development in line with similar assessments for other units, for example in combination with Unit 11 Working collaboratively to produce page layouts for a trading website.

For learning outcomes 3 and 4, learners could demonstrate their achievement through a combination of direct observation, professional discussion, witness testimony and reflective accounts. This could be backed up by work products, such as scripts or other business documents, either paper-based or on-line. Work products could be commercially sensitive and it is recommended that this evidence is signposted and left in the workplace. This unit could be assessed holistically with other units.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the retail journeys available to customers when shopping with their own organisation	1.1	Identify the web-based retail channels offered by the organisation	<ul style="list-style-type: none"> □ <i>Channels:</i> website; email; mobile technologies; in store technologies; social media
		1.2	Describe the key features of the organisation's web-based retail selling facilities	<ul style="list-style-type: none"> □ <i>Features:</i> search facilities; load speed; responsiveness; social network links; promotions; communications: E-commerce; customer services
		1.3	Explain the benefits associated with the features of the web-based retail selling facilities, both to customers and to the organisation	<ul style="list-style-type: none"> □ <i>Customer:</i> search facility; accessibility; availability; browsing; collection and delivery; responsiveness; multiple brands; e-commerce □ <i>Organisation:</i> search facility; collection and delivery; responsiveness; sales facilities; security; product availability; promotions and offers; communications; e-commerce; customer services
		1.4	Explain the different ways in which customers can access the organisation's products across the retail channels that it offers	<ul style="list-style-type: none"> □ <i>Channels:</i> technologies; different devices; different access points; browsers; apps; internet; mobile technologies; in-store

Learning outcomes		Assessment criteria		Unit amplification
2	Understand how to undertake relevant analyses of customers' feedback	2.1	Identify the retail channels about which data is to be gathered	<ul style="list-style-type: none"> □ <i>Retail channels</i>: website; email; mobile technologies; in store technologies; social media
		2.2	Compare the relative advantages and disadvantages of reliable sources of customer feedback that can be used by their own organisation	<ul style="list-style-type: none"> □ Customer feedback: customer services; forums; chat rooms; surveys; returns; query forms; website analytics; numerical/statistical data; sales funnel data; confirmed results; tested campaigns; A/B split tests; conversion rates
		2.3	Describe the different types of analytical tools and software applications available, including the relative advantages and disadvantages of each	<ul style="list-style-type: none"> □ <i>Analytical requirements</i>: content consumption methods; sharing metrics; lead metrics; sales funnel metrics; retention; engagement; customer service metrics; costs; Return on Investment (ROI) □ <i>Standard analysis tools</i>: website analytics; heat maps; competitive intelligence tools; SEO rankings; experimentation tools; social media analytics; mobile analytics; <ul style="list-style-type: none"> ○ advantage: gives a good overview of specific sales performance for different items ○ disadvantage: only based on the data entered
		2.4	Explain how data can be collated and the content assessed for reliability and validity	<ul style="list-style-type: none"> □ <i>Reliability</i>: repeatable research; controlled variables; similar results; consistency; removes doubt; triangulation; variety of sources; different types of data; time span; independent reviews; accuracy checks. □ <i>Validity</i>: measures what is reported; customer feedback; customer behaviours; customer actions; quantitative measures; tested campaigns; A/B split tests; control copy; conversion rates; website analytics; qualitative measures; customer reviews; forums; surveys; comparisons made

Learning outcomes		Assessment criteria		Unit amplification
		2.5	Compare the relative advantages and disadvantages of the different ways in which their data can be analysed and interpreted	<ul style="list-style-type: none"> □ <i>Advantages</i>: quantitative: statistical analysis; numerical data; A/B split tests; web analytics; qualitative: narrative data; by theme, topic or category; documentary data; observations □ <i>Disadvantages</i>: accuracy of data; individual perspectives; brief summaries; forced conclusions
3	Understand how to develop, justify and present recommendations which contribute to realising their own organisation's commercial objectives	3.1	Explain the importance of drawing relevant conclusions from available data	<ul style="list-style-type: none"> □ <i>Drawing conclusions</i>: implications; inference; forming an opinion; making a judgement; deductive processes; scientific steps taken; methodical approaches; relevance; scrutiny; reflection; applicable data; results; findings; what worked; what did not work; what might be done differently; summarise
		3.2	Explain how to use conclusions to justify appropriate recommendations	<ul style="list-style-type: none"> □ <i>Justifying recommendations</i>: conclusions drawn; questions answered; questions raised; repeatable analysis; what might be done differently; all required data generated; actions required; future research
		3.3	Explain how the work in their area of responsibility contributes to meeting the organisation's commercial objectives	<ul style="list-style-type: none"> □ <i>Commercial objectives</i>: sales objectives; profitability; customer satisfaction; Return on Investment (ROI); marketing objectives □ <i>Contributions</i>: research; analysis and metrics; retail data; sales funnel analysis; customer behaviours; sales funnel engagement; web analytics; competitor analysis; informed actions; results
		3.4	Describe the importance of producing legal, relevant and accurate reports for colleagues in a timely manner	<ul style="list-style-type: none"> □ <i>Reporting</i>: written reports; tangible presentation of methods; presents results; body of knowledge; transmits information; purposeful; structured; objectivity; decision making; business critical
		3.5	Describe how to make sure that reports are stored securely, in line with organisational requirements	<ul style="list-style-type: none"> □ <i>Organisational requirements</i>: policy and procedures; data protection; data security; encryption; file sharing protocols

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to analyse feedback regarding customers' experience of shopping with their own organisation's retail channels	4.1	Review feedback from customers relating to shopping experiences across the retail channels offered by the organisation	<ul style="list-style-type: none"> □ <i>Review feedback</i>: collating customer feedback; qualitative reports; software analytics reports; review results of analyses
		4.2	Make sure that the feedback is collected from valid and reliable sources	<ul style="list-style-type: none"> □ <i>Sources of information</i>: triangulation; variety of sources; different types of data; customer feedback; customer behaviours; customer actions; quantitative measures; qualitative measures
		4.3	Assess customer satisfaction regarding the use of the organisation's web-based retail channels	<ul style="list-style-type: none"> □ <i>Channels</i>: use of website data; email; mobile technologies; in store technologies; social media □ <i>Satisfaction</i>: questionnaire prompts on-line; request for feedback using incentives such as discount codes; in-store surveys
		4.4	Identify strengths and areas for improvement, where relevant, in aspects of the organisation's web-based retail channels	<ul style="list-style-type: none"> □ <i>Strengths</i>: review results of analyses; assess results; draw conclusions; make judgements identify strengths; □ <i>Improvements</i>: make recommendations; customer interface; technology; communication methodologies
5	Be able to make and report recommendations based upon their analysis of customers' retail experiences with their own organisation	5.1	Demonstrate the ability to draw relevant conclusions from their analyses	<ul style="list-style-type: none"> □ <i>Drawing conclusions</i>: implications; inference; forming an opinion; making a judgement; deductive processes; scientific steps taken; methodical approaches; relevance; scrutiny; reflection; applicable data; results; findings; what worked; what did not work; what might be done differently; summarise.
		5.2	Make evidence-based recommendations to relevant colleagues about enhancing customer satisfaction when using the organisation's retail channels	<ul style="list-style-type: none"> □ <i>Recommendations</i>: research; review results of analyses; assess results; draw conclusions; make judgements identify strengths and weaknesses; make recommendations; appropriate colleagues e.g. sales, marketing

Learning outcomes		Assessment criteria		Unit amplification
		5.3	Produce accurate, relevant and legal reports for colleagues in a timely manner	<ul style="list-style-type: none"> □ <i>Written report</i>: present methodology; discuss processes; visual representations of result; discuss results; offer credible business information; time span; time bound; deadline
		5.4	Make sure that reports are stored safely and legally	<ul style="list-style-type: none"> □ <i>Store report</i>: according to organisational policy and procedures; follow data protection and data security protocols; use encryption process; follow file-sharing protocols for access to reports

Information for tutors

Suggested resources

Books

Fernie John, Fernie Suzanne, Moore Christopher – The Principles of Retailing (Routledge, 2011) ISBN-13: 978-0-64703-8

Thomas Ann, Applegate Jill – Pay Attention: How to Listen, Respond and Profit From Customer Feedback (John Wiley and Sons Inc, 2010) ISBN: 978-0-470-56355-7

Websites

www.bing.com	search engine: owned by Microsoft
www.google.co	search engine: Google ranked search results
www.google.com/analytics	tracks customer activity across websites, ads, video, social media and on different devices
www.keyworddiscovery.com	alternative to Wordtracker for detailed keyword searches (uses lower KEI scores)
www.KeywordSpy.com	identifies associated organic and paid for keywords
www.t.uk.msn.com/	search engine: Microsoft Network search tool

Assessment

The centre will devise and mark the assessment for learning outcomes 1, 2 and 3; learning outcomes 4 and 5 must be assessed in a work-based setting.

The assessment criteria for learning outcomes 1, 2 and 3 can be covered in one assignment brief separated into manageable tasks or a separate assignment brief for each learning outcome. The learners should be given the opportunity to present their evidence in a range of different formats such as reports, written assignments, case studies, and presentations.

If learners meet any criteria through oral presentations then this should be supported by a witness statement from the tutor, giving sufficient detail on how each assessment criterion has been met. Copies of the presentation slides should be made available and supported by the learner's notes or prompt cards.

Simulation is not allowed as evidence for learning outcomes 4 and 5. This means that assessments must be authentic and generated through the learner's employer or work-placement provider. Evidence of Recognition of Prior Learning (RPL) can be used within the unit to confirm competence.

Unit assessment requirements

This unit assesses both occupational competence and underpinning knowledge. Simulation is not allowed for any performance evidence within this unit.

Underpinning knowledge assessment requirements must be independently assessed.

People 1st Assessment Principles for Retail Qualifications can be found on their website (www.people1st.co.uk).

Unit assessment guidance

For learning outcome 1, learners need to demonstrate understanding of the customers' journeys that are available through their own organisation's trading website. A reflective account reviewing the learner's own organisation's trading website, along with an analysis of the features and benefits of each channel, could be used. This could be supported by detailed signposting to the different parts of the website. The tutor should ensure that learners analyse several customer journeys throughout each of the retail channels offered, to identify the different ways in which customers can access the organisation's products.

For learning outcome 2, learners need to demonstrate their understanding of how to undertake relevant analyses of customer feedback. To achieve this, learners could produce a case study explaining the different analysis methodologies, analytical tools and software applications available to them. The tutor must ensure that the learner can identify sources of customer feedback, as well as how the data is collected, analysed and assessed for validity and reliability.

For learning outcome 3, learners need to provide evidence of their understanding of how to develop, justify and present recommendations. Tutors could lead the learner through a detailed professional discussion that demonstrates a clear understanding of how to arrive at conclusions and then use them to justify their recommendations. An assignment brief could be used by the learner to explain how they would ensure that reports are legal, relevant, accurately produced and stored securely. Evidence of achievement could be supported through work products, showing data collected through web analytics, and demonstrating how data is analysed and results inferred.

For learning outcomes 4 and 5, the main source of evidence for demonstrating the achievement of the assessment criteria could be through a combination of sources, for example, direct observation, case studies, professional discussion and reflective accounts. This could be further backed up by the learner's use of technology to produce business documents, work products and questions and answers (Q&A). As much of this product is likely to be commercially sensitive, it is recommended that this evidence could be signposted and left in the workplace. Detailed witness testimony of the learner successfully performing this role on previous occasions could also be used as evidence. It could be assessed holistically while assessment of other units is taking place.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand legal, organisational, and related requirements in maintaining a social network as part of multi-channel retail	1.1	Describe legal and organisational requirements relating to maintaining a social network as these impact upon their own work	<ul style="list-style-type: none"> □ <i>Legal requirements:</i> Data Protection Act 1998; Defamation Act 2013; Electronic Commerce (EU Directive) 2002; Communications Act 2013; Public Order Act 1986; Human Rights Act Article 8; Human Rights Act Article 10; Regulations of Investigatory Powers 2002; Disclosure and Transparency Rules □ <i>Organisational requirements:</i> corporate social media policy; official guidelines; staff training; online misconduct; defamation and liability; privacy rights; freedom of expression; content supervision, e.g. formal content approval, postings; monitoring activity; disclaimers; ownership rights; employees, e.g. recruitment, vetting; confidentiality, trust, security;
		1.2	Describe their own organisation's social networking policy	<ul style="list-style-type: none"> □ <i>Networking policy:</i> corporate social media policy; official guidelines; ACAS guidelines; web-based; mobile based
		1.3	Describe the brand values of the organisation, with these being the core values and qualities that define their own organisation's business from the customers' viewpoint	<ul style="list-style-type: none"> □ <i>Brand values:</i> promise; character; story; culture; mission, delivery; customer experience; consistency; strength
		1.4	Describe conventions of social networking as are accepted currently, and how these are evolving	<ul style="list-style-type: none"> □ <i>Conventions:</i> online profiles; public forums; citations; links; hashtag; likes; reposts; retweets; shares; friends; follows; influencers; adopters; groups

Learning outcomes		Assessment criteria		Unit amplification
		1.5	Describe the rules under which the network(s) operates	<ul style="list-style-type: none"> □ <i>Rules</i>: confidentiality; privacy; identification; permanency and deletions; copyright; disclosure; approvals and agreements; attributions; links; add value; consideration; negativity and feedback
		1.6	Identify those colleagues who can authorise content for the social network	<ul style="list-style-type: none"> □ <i>Colleagues</i>: content editor; content supervisor; social media manager; marketing manager
2	Understand the factors to take into account when monitoring and moderating a social network on behalf of their own organisation	2.1	Explain which parts of the organisation's business can benefit from or contribute to the success of the social network	<ul style="list-style-type: none"> □ <i>Contributors</i>: senior management executives; marketing; IT; Managing Information Systems (MIS); sales departments; staff; human resources □ <i>Beneficiaries</i>: senior management executives; sales departments; finance; marketing; IT; human resources
		2.2	Explain how using social networking is expected to help the organisation to achieve its objectives and targets	<ul style="list-style-type: none"> □ <i>Objectives and targets</i>: branding; communications; target audience interactions; special offers; traffic; sales
		2.3	Describe the access points and devices currently available to customers when accessing the social network	<ul style="list-style-type: none"> □ <i>Access points</i>: wifi; browsers; apps; internet; mobile technologies □ <i>Devices</i>: tablet; laptop; desktop PC; smartphone; online TV; interactive TV; games consoles; in-store devices
		2.4	Explain their role as moderator in monitoring and moderating a social network on behalf of their organisation	<ul style="list-style-type: none"> □ <i>Role of moderator</i>: monitor searches; analyse hits; analyse consumer feedback; maintain relationship with customer; track trends or patterns; track sales; protect brand reputation; develop a social media strategy; manage content; ensure legally compliant

Learning outcomes		Assessment criteria		Unit amplification
		2.5	Describe the implications for moderating the network arising from the access points and devices currently available to customers	<ul style="list-style-type: none"> □ <i>Implications:</i> legal implications; brand management; safety of online users; reputation risk management; public content; negative feedback; spam; pre-moderation; post-moderation; volume; speed; inaccurate data; faulty equipment □
		2.6	Describe where to find accurate, up-to-date information about the products and services offered by the organisation	<ul style="list-style-type: none"> □ <i>Sources of information:</i> people: e.g. marketing manager; sales department; purchasing department; copywriters; print media: e.g. product specifications; design plans; trade publications; product catalogues; brochures; price lists; online sources; organisation's website; manufacturers and supplier website; product information search
3	Be able to promote discussion within a social network on behalf of their own organisation	3.1	Take into account the access points and devices that customers will use to gain access to the social network when promoting discussion	<ul style="list-style-type: none"> □ <i>Access points:</i> responsive web design; mobile technologies; device breakpoint; readability; accessibility; load times; universal image optimisation
		3.2	Use the social network to promote all of the channels in which the organisation operates	<ul style="list-style-type: none"> □ <i>Channels:</i> website, direct entry, organic search, paid search; email, click-to-chat, web, social media platforms, referrals; mobile apps
		3.3	Contribute to online discussions and topics that are likely to support the objectives and targets of the organisation	<ul style="list-style-type: none"> □ <i>Online discussions:</i> forums; click to chat; comments; messages; requests; community pages; groups □ <i>Topics:</i> threads; question and answer (Q&A); ask the expert; Frequently Asked Questions (FAQs); query/contact us forms □ <i>Branding:</i> communications; target audience interactions; special offers; traffic; sales; conversion rates

Learning outcomes		Assessment criteria		Unit amplification
		3.4	<p>Make sure that all of the content which they contribute to the network is:</p> <ul style="list-style-type: none"> • in line with the organisation's social networking policy • factually accurate • up to date • legally compliant • authorised by colleagues, where necessary 	<p>Corporate social media policy; official guidelines; information sources; legal implications; authorisation signatories</p> <ul style="list-style-type: none"> □ <i>Networking policy</i>: corporate social media policy; official guidelines; staff training; online misconduct; defamation and liability □ <i>Accurate</i>: branding; communications; target audience interactions; special offers; traffic; sales □ <i>Up to date</i>: people; print media; design plans; trade publications; product catalogues; brochures; price lists; online sources; organisation's website; manufacturers' and suppliers' website; product information search □ <i>Legal</i>: Data Protection Act 1998; Defamation Act 2013; Electronic Commerce (EU Directive) 2002; Communications Act 2013; Public Order Act 1986; Human Rights Act Article 8; Human Rights Act Article 10; Regulations of Investigatory Powers 2002; Disclosure and Transparency Rules □ <i>Authorisation</i>: content editor; content supervisor; social media manager; marketing manager
4	Be able to moderate a social network on behalf of their own organisation	4.1	<p>Make sure that the social network operates in a way that is consistent with the core values and qualities that define the organisation's business from its customers' viewpoint</p>	<ul style="list-style-type: none"> □ <i>Customers' viewpoint</i>: moderation review; core values and qualities; brand values; customer experience; professional behaviours
		4.2	<p>Monitor the social network sufficiently to allow for effective moderation</p>	<ul style="list-style-type: none"> □ <i>Moderation</i>: monitoring sessions; purposeful, e.g. relationship building; customer service; buyer interest; brand messaging; target market research; buyer personas; public relations; monitor competitors; ensure legal compliance

Learning outcomes		Assessment criteria		Unit amplification
		4.3	Moderate discussions in accordance with agreed rules	<ul style="list-style-type: none"> □ <i>Discussions</i>: guidelines and agreed rules; pre-moderation; post moderation; moderation versus censorship; negative feedback; responsiveness
5	Be able to involve colleagues in promoting discussion within a social network on behalf of their own organisation	5.1	Promote the benefits of the social network to colleagues	<ul style="list-style-type: none"> □ Benefits: conversion rates; customer experiences; market research; brand authority; inbound traffic; costs; SEO rankings
		5.2	Encourage colleagues to suggest ideas for discussion topics	<ul style="list-style-type: none"> □ <i>Encourage colleagues</i>: team meetings; face to face meeting; online staff forums; intranet; shared files; trends; promotions; hashtags; Frequently Asked Questions (FAQs); issues; curate list posts
		5.3	Alert colleagues to customers' comments where these are relevant to their colleagues' responsibilities	<ul style="list-style-type: none"> □ <i>Relevant colleagues</i>: feedback processes; intranet; email; shared files; meetings; forums; comments; messages; requests; frequently asked questions; negative feedback

Information for tutors

Suggested resources

Books

Gray Adam – *Brilliant Social Media: How to start, refine and improve your social media business strategy* (Pearson Education Ltd, 2013) ISBN 978-1-292-00113-5

Kitchen Tim, Mirza Tashmeem – *Profitable Social Media Marketing: How to Grow Your Business* (Create Space Independent Publishing Platform, 2013)

Websites

www.brandwatch.com/social-media-monitoring Monitoring social media

www.business2community.com/digital-marketing/8-common-responsive-web-design-myths-busted-0995581#!bPFFVk Responsive Web Design

www.forbes.com/sites/jaysondemers/2014/08/11/the-top-10-benefits-of-social-media-marketing Benefits of social media

Assessment

The centre will devise and mark the assessment for learning outcomes 1 and 2 in this unit. Learning outcomes 3, 4 and 5 must be assessed in a work-based setting.

The assessment criteria for learning outcomes 1 and 2 can be covered in one assignment brief separated into manageable tasks or a separate assignment brief for each learning outcome. The learners should be given the opportunity to present their evidence in a range of different formats, such as reports, written assignments, case studies, and presentations.

If learners meet any assessment criterion through oral presentation, it should be supported by a witness statement from the tutor giving sufficient detail on how it has been met. Copies of the presentation slides should be made available and be supported by the learner's notes or prompt cards. Evidence of Recognition of Prior Learning (RPL) can be used within the unit to confirm competence.

Unit assessment requirements

This unit assesses both occupational competence and underpinning knowledge. Simulation is not allowed for any performance evidence within this unit.

Underpinning knowledge assessment requirements must be independently assessed.

People 1st Assessment Principles for Retail Qualifications can be found on their website (www.people1st.co.uk).

Unit assessment guidance

For learning outcome 1, learners will need to understand the legal and organisational requirements of maintaining a social network as part of a multi-channel retail service. Learners could produce a glossary of terms that identifies each relevant regulation and legal act, describing briefly what each term means and relating this to their own organisation's social media policy. Learners could also prepare a presentation, webinar or video to demonstrate their understanding of how social media presents their own organisation's brand and core values along with the conventions and rules of social networking. Tutors must ensure that this includes details of which colleagues learners go to for approval or authorisation.

For learning outcome 2, learners could produce a case study that explains the delivery plan for the monitoring and moderation of a social network for their organisation. The delivery plan should include the departments of the business that will contribute content and ideas and benefit from successful social networking. The delivery plan should set out the relevant objectives and targets and explain how planned social networking activities could help achieve these. Within the delivery plan, learners need to identify how they will include accurate and up-to-date information of their organisation's products and services to generate social networking content. Learners could also produce a job description and person specification for a social media moderator role in their own organisation's social media operations. Tutors must ensure that within the case study learners research and produce an infographic that gives a visual presentation on the various access points and devices that are available to customers accessing a social network. The infographic could include the implications of the access points and devices when moderating a social network.

For learning outcome 3, the main source of evidence for demonstrating the achievement of the assessment criteria could be through a combination of direct observation, case studies, professional discussion and reflective accounts. Work products, business documents, questions and answers (Q&A) could back up achievement of assessment criteria. As much of this product is likely to be commercially sensitive, it is recommended that this evidence is signposted and left in the workplace. Detailed witness testimony of the learner performing this role on previous occasions could also be used as evidence. This evidence could be assessed holistically while assessment of other units is taking place.

For learning outcomes 4 and 5, the main source of evidence for demonstrating the achievement of the assessment criteria could be through a combination of direct observation, case studies, professional discussion and reflective accounts. This could be backed up by the learner's use of technology to produce business documents, work products and questions and answers (Q&A). As much of this product is likely to be commercially sensitive, it is recommended that this evidence is signposted and left in the workplace. Detailed witness testimony of the learner performing this role on previous occasions could also be used as evidence. This evidence could be assessed holistically while assessment of other units is taking place.

Unit 8: Specifying the content and layout of pages for a trading website

Unit reference number: K/505/9658

QCF level: 3

Credit value: 6

Guided learning hours: 46

Unit aim

A shop window gives the consumer a glimpse of which goods or services they can expect from that retailer. The shop window ethos, with its capacity to promote sales, remains as important on the retailer's trading website. Mannequins and stalls, however, are replaced by focused attention to content and layout.

In this unit, learners will be involved in specifying the content and communicating their vision for individual pages of a trading website to colleagues. Learners will decide on the layout of a web page in line with their organisation's house style, core values and qualities. They will communicate their ideas to relevant colleagues, such as the copywriter and the graphic designer, and upload assets to a website.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand legal and organisational requirements relating to specifying the content and layout of pages for their own organisation's trading website	1.1	<p>Explain legal and organisational requirements relating to the content of the trading website to make sure that it is:</p> <ul style="list-style-type: none"> • legally compliant • accurate • up to date 	<ul style="list-style-type: none"> □ <i>Legal requirements:</i> Data Protection Act 1998; Privacy and Electronic Communications Regulations; accessibility –the Equality Act 2010 □ E-commerce regulations 2012; copyright law; consumer legislation UK Consumer Protection Act, Consumer Credit Act, Sale of Goods Act □ Globalisation –legal requirements of client countries; W3C Validation (world Wide Web Consortium) □ <i>Regulatory bodies:</i> Advertising Standards Authority, Committee of Advertising Practice; Codes of Practice - Committee of Advertising Practice Code (non-broadcast media); UK Code of Broadcast Advertising □ <i>Factually accurate:</i> research; facts; proof; testimonials; product descriptions; product claims □ <i>Up to date:</i> current; valid, relevant, reliable
		1.2	Explain the implications of incorrect content being published	<ul style="list-style-type: none"> □ <i>Implications:</i> sales revenues; profitability; customer satisfaction; customer searches; reputation; media reporting; meeting industry standards; professional credibility; legislation; e.g. illegal activity, false claims, prosecution, penalties and fines
		1.3	Explain the features of the web-based retail channels provided by the organisation	<ul style="list-style-type: none"> □ <i>Features:</i> search facilities; upload speed; responsiveness; refer a friend; social network links; on-site promotions: communications: E-commerce, e.g. Shopping cart; payment options; security; freight/postage; customer service e.g. returns policy □ <i>Product management:</i> availability; categories; product descriptions/features; comparison; best -sellers; special offers; complementary products; complementary offers, e.g. buy one get one free; gift services; cluster products; multiple brands

Learning outcomes		Assessment criteria		Unit amplification
		1.4	Explain the benefits of each feature, both to their customers and to the organisation	<ul style="list-style-type: none"> □ <i>Benefits</i>: ease of access: shop 24/7; save time; order and collect; delivery; view on any device; view products in situ; working demonstrations in video content; on site promotions: Shopping cart and check out; online payments; payment options; product insurance; freight/postage: delivery or pick up
		1.5	Explain the impact of the brand values of the organisation, with these being core values and qualities that define the organisation's business from the customers' viewpoint, upon the content and layout of the trading website	<ul style="list-style-type: none"> □ <i>Brand values</i>: promise; character; personality; story; culture; mission, consistency; strength; differentiation from competition; delivery; customer experience; match customer target segments expectations; image
		1.6	Describe the organisation's house style in relation to text, graphic design and images appearing on the trading website	<ul style="list-style-type: none"> □ <i>House Style</i>: brand; recognition; consistency; style guide; colour palette; layout; formatting; page weight
		1.7	Explain the timescales and budgets within which their colleagues must work in preparing the content and layout of pages for the trading website	<ul style="list-style-type: none"> □ <i>Timescales</i>: proposal; initial consultation; domain name; graphic design; usability; content gathering; Search Engine Optimisation (SEO); database design; incorporating content; e-commerce; proofing; launch; live site □ <i>Budgets</i>: Site specification; discovery and requirements brief; site design and coding; site architecture; wireframes; templates; content planning and development; content loading; technology integration; search engine optimisation (SEO); proposals; project scope

Learning outcomes		Assessment criteria		Unit amplification
		1.8	Describe the technical terms which they need to use to explain their ideas and requirements to colleagues	<p><i>Technical terms:</i></p> <ul style="list-style-type: none"> □ Search engine optimisation (SEO); on-page SEO; navigation system; differences between site map and sitemap; inbound links; advertising accounts; widgets; bars; drop down menus; expanding menus; code validation, maintenance; hosting; bugs
2	Understand the importance of content and layout in promoting customers' use of their own organisation's trading website	2.1	Describe the ways in which customers who are shopping online might make contact with the organisation	<ul style="list-style-type: none"> □ <i>Technologies:</i> smartphone; tablet; laptop; PC; in-store kiosk; visual IVR (interactive voice response) □ <i>Channels:</i> Website, direct entry, organic search, paid search; email, click-to-chat, web, social media, referrals; mobile apps; one of the four 'Ps'
		2.2	Describe the access points and devices available to customers seeking to access the organisation's trading website	<ul style="list-style-type: none"> □ <i>Access points:</i> wifi; browsers; apps; internet; mobile technologies □ <i>Devices:</i> tablet; laptop; desktop PC; smartphone; online TV; interactive TV; games consoles
		2.3	Explain how the appearance and layout of web pages encourages customers to make purchases	<ul style="list-style-type: none"> □ <i>Layout:</i> headlines, banners or carousels; animated click through; pop-ups; premium listing; clear checkout button and continue shopping; ease of purchase; easy access to terms and conditions □ masthead; navigation; natural reading patterns; typography; colours; negative space; the four 'Ps'
		2.4	Explain why it is important to encourage colleagues to find innovative solutions to fulfil the specifications	<ul style="list-style-type: none"> □ <i>Innovation:</i> becoming brand leader; increase in sales; stay ahead of competitors; meet consumers need for convenient shopping; maintain high customer satisfaction; seamless customer service and delivery options; digital generation has greater buyer power; drive customer loyalty through innovative product and services; provide unique shopping experience; technological innovation can improve operational efficiency

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to create specifications regarding the content and layout of pages for their own organisation's trading website	3.1	Produce specifications that are consistent with the: core values and qualities that define the organisation's business from the customers' viewpoint house style of the organisation	<ul style="list-style-type: none"> □ <i>House style</i>: content proposal; primary target audience; main value proposition; the offer; call to action; other content components; customisation; content map; site plan; functionality; integration; SEO; compliance requirements; customer portal; site traffic capacity; project scope; site architecture; brand; recognition; consistency; style guide; colour palette; layout; formatting; page weight □ <i>Core values and qualities</i>: organisational customer service policies and procedures; understand brand core values; maintain consistent messages; work with honesty and trust; be aware of competitive edge of good customer service; understand market positioning e.g. luxury goods, value for money
		3.2	Demonstrate that all of the content used is: <ul style="list-style-type: none"> □ legally compliant □ accurate □ up to date 	<p><i>Legal requirements:</i></p> <ul style="list-style-type: none"> • Data Protection Act 1998; Privacy and Electronic Communications Regulations; Accessibility –Equality Act 2010; • E-Commerce Regulations 2012; Copyright law; Consumer legislation UK • Consumer Protection Act, Consumer Credit Act, Sale of Goods Act; • Globalisation –legal requirements of client countries; W3C Validation (World Wide Web Consortium) <p><i>Regulatory bodies:</i> Advertising Standards Authority, Committee of Advertising Practice; Codes of Practice - Committee of Advertising Practice Code (non-broadcast media); UK Code of Broadcast Advertising</p> <ul style="list-style-type: none"> • <i>Factually accurate</i>: research; facts; proof; testimonials; product descriptions; product claims • <i>Up to date</i>: current; valid, relevant, reliable; confirmed

Learning outcomes		Assessment criteria		Unit amplification
		3.3	<p>Make sure that specifications take into account the:</p> <ul style="list-style-type: none"> □ timescales and budgets within which their colleagues must work □ access points and devices which customers can use when seeking access to the organisation's trading website 	<ul style="list-style-type: none"> □ <i>Timescales</i>: proposal; initial consultation; domain name; graphic design; usability; content gathering; search engine optimisation (SEO); database design; incorporating content; e-commerce; proofing; launch; live site □ <i>Budgets</i>: site specification; discovery and requirements brief; site design and coding; site architecture; wireframes; templates; content planning and development; content loading; technology integration; Search Engine Optimisation (SEO); proposals; project scope □ <i>Access points</i>: wifi; browsers; apps; internet; mobile technologies □ <i>Devices</i>: tablet; laptop; desktop PC; smartphone; online TV; interactive TV; games consoles
		3.4	<p>Demonstrate that their specifications are consistent with other relevant material published by the organisation, including material used in promotional campaigns</p>	<ul style="list-style-type: none"> □ <i>Specification</i>: web content proposal; primary target audience; main value proposition; the offer; call to action; other content components; customisation; content map; site plan; functionality; integration; SEO; compliance requirements; customer portal; site traffic capacity; project scope; site architecture □ <i>House style</i>: brand; recognition; consistency; style guide; colour palette; layout; formatting; page weight
4	Be able to communicate their specifications to colleagues	4.1	<p>Convey their ideas and requirements clearly and in sufficient detail to promote understanding</p>	<ul style="list-style-type: none"> □ <i>Promote understanding</i>: design brief; project specification; project scope; submission guidelines
		4.2	<p>Provide specifications to colleagues within a schedule which allows colleagues sufficient time to complete the work</p>	<ul style="list-style-type: none"> □ <i>Sufficient time</i>: content proposal; primary target audience; main value proposition; the offer; call to action; other content components; customisation; content map; site plan; functionality; integration; SEO; compliance requirements; customer portal; site traffic capacity; project scope; site architecture

Learning outcomes		Assessment criteria		Unit amplification
		4.3	Evaluate the content and layout of pages developed for the trading website against the requirements set out within their specification	<ul style="list-style-type: none"> □ <i>Site plan checklist</i>: web design brief; data gathering checklist; keyword research checklist; point-usability checklist; site optimisation report
		4.4	Use the outcomes of their evaluation to inform how specifications are communicated in future	<ul style="list-style-type: none"> □ <i>Specifications</i>: site evaluation report; review and recommendations

Information for tutors

Suggested resources

Books

McNeil Patrick - *The Web Designer's Idea Book Volume 3* (FW Media, 2013) ISBN-13: 978-1-4403-2396-6

Websites

www.retail-focus.co.uk/

www.retail-week.com/multichannel/analysis-the-50-best-websites-of-2012/5041155.article

www.retail-week.com/responsive-web-design-what-do-retailers-need-to-know/5043538.article

Assessment

The centre will devise and mark the assessment for learning outcomes 1 and 2 in this unit. Learning outcomes 3 and 4 must be assessed in work-based situations.

The assessment criteria for learning outcomes 1 and 2 can be covered in one assignment brief separated into manageable tasks or a separate assignment brief for each learning outcome. The learners should be given the opportunity to present their evidence in a range of different formats such as reports, written assignments, case studies, and presentations.

If learners meet any criteria through oral presentations then this should be supported by a witness statement from the tutor giving sufficient detail on how each assessment criterion has been met. Copies of the presentation slides should be made available and be supported by the learner's notes or prompt cards. Attention should be paid to the verbs used in the assessment criteria in learning outcomes, which are mainly 'explain' or 'describe', so a list of points would not meet the requirements.

Simulation is not allowed as evidence for learning outcomes 3 and 4. This means assessments must be authentic and generated through the learner's employer or work placement provider. Evidence of Recognition of Prior Learning (RPL) can be used within the unit to confirm competence.

Unit assessment requirements

This unit assesses both occupational competence and underpinning knowledge. Simulation is not allowed for any performance evidence within this unit.

Underpinning knowledge assessment requirements must be independently assessed.

People 1st Assessment Principles for Retail Qualifications can be found on their website (www.people1st.co.uk).

Unit assessment guidance

For learning outcome 1, learners need to understand the reasons behind the legal and organisational requirements for specifying content and layout of pages for trading websites. Learners could produce a case study or formal report for the owners and stakeholders of the organisation on the legal requirements of a trading website and the potential implications of publishing incorrect content.

Learners could also give a presentation or lead a webinar on the features of the web-based channels and the benefits of each feature for the organisation as well as the customers. Tutors could ask learners to produce a house style guidance booklet or e-book that sets out their own organisation's style in relation to text, graphic design and images. A glossary of technical terms could form part of the booklet. To demonstrate their understanding of timescales and budgets, learners could produce an outline web design project plan that sets out the main steps required to develop the content and layout of pages for a trading website.

Learning outcome 2 requires learners to understand the importance of content and layout in promoting customer use of their organisation's trading website. Learners could produce an online video or a presentation on the different ways that online customers can make contact with the organisation, outlining the different access points and devices they could use. The online video or presentation could also demonstrate how the page layouts and content encourage customers to make purchases. Presentation notes, group meeting notes and witness statements could be offered as further evidence.

For learning outcomes 3 and 4, the main source of evidence for demonstrating the achievement of the assessment criteria could be through a combination of direct observation, case studies, professional discussion and reflective accounts. This could be further backed up by the learner's use of technology to produce business documents, work products and questions and answers (Q&A). As much of this product is likely to be commercially sensitive, it is recommended that the evidence is signposted and left in the workplace. Detailed witness testimony of the learner performing this role on previous occasions could also be used as evidence. This evidence could be assessed holistically while assessment of other units is taking place.

Unit 9: Maintaining a library of materials for use on a trading website

Unit reference number: M/505/9659

QCF level: 3

Credit value: 3

Guided learning hours: 22

Unit aim

The unit will look at how an organisation maintains its trading website library and how to make sure that the repository or library of materials continues to fulfil customers' requirements.

In this unit, the learner will be able to organise and maintain a repository of materials for use in retail publications and websites. The learner will ensure that the library contains up-to-date materials in the required format, and that the materials are organised in a manner that is quick and easy for the user to find and retrieve. The learner will also know the importance of seeking feedback and updating the library to ensure it remains a useful resource.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand legal and organisational requirements relating to maintaining a library of materials for use on their own organisation's trading website	1.1	Describe the legal and organisational requirements relevant to the storage and use of the materials in the library which they maintain	<ul style="list-style-type: none"> □ <i>Legislation</i>: Copyright Law; Intellectual Property Rights; Data Protection Acts; Human Rights Acts; Computer Misuse Act 1990; re-use of public sector information-UK Open Government Licence, e.g. information asset register, fair trader scheme □ <i>Licensing</i>: Copyright Licensing Agency; Newspaper Licensing Agency; Design and Artists Copyright Society; Ordnance Survey; The National Archive; Creative Commons □ <i>Patents and trade marks</i>: trade-marks and service marks; company names; logos; domain names – Uniform Domain-Name Dispute-Resolution policy □ <i>Organisation</i>: acceptable use policy; password protection; direct access; indirect access
		1.2	Explain how a well-organised and well-maintained library contributes to the success of the organisation's trading website	<ul style="list-style-type: none"> □ <i>Organising</i>: selection policies; classifications; filing and storage; access; retrieval □ <i>Maintenance</i>: records management; scheduling program; emergency procedure; back-up processes; archiving; optimising website for archiving

Learning outcomes		Assessment criteria		Unit amplification
		1.3	<p>Explain how materials are used, including:</p> <ul style="list-style-type: none"> □ who needs to retrieve materials from the library □ the format in which materials are needed □ when materials might be needed □ the purpose for which users need the materials 	<ul style="list-style-type: none"> □ <i>Who</i>: departmental staff e.g. sales force, marketing team, training department; managers; senior executives; customers; suppliers □ <i>Formats</i>: digital and downloadable; catalogues and brochures; e-books; blogs; infographics; word documents; PDFs; spreadsheets □ <i>When</i>: accounting periods; marketing events and promotional planning; sales events; purchasing cycles; customers 24/7 □ <i>Purpose</i>: big data; enhanced customer experience; personalised brand experience; single source customer information; inventory transparency; demand forecasting; pricing; promotions; product information
		1.4	<p>Explain the constraints of time and budget within which they must work when maintaining the library</p>	<ul style="list-style-type: none"> □ <i>Time</i>: deadlines; calendar of events; time management □ <i>Budget</i>: costs of acquisition, collection and development; retrieval; storage resource management, e.g. hard drive, network servers, cloud
2	Understand the classification of materials and how to manage the filing and retrieval of materials for use on their own organisation's trading website	2.1	<p>Explain the advantages and disadvantages of those classification systems commonly used for libraries of materials</p>	<ul style="list-style-type: none"> □ <i>Classification systems</i>: Dewey Decimal System; Library of Congress Classification; BLISS Classification; INSPEC Thesaurus; alpha; numeric; alpha-numeric
		2.2	<p>Explain the common problems which can occur when filing and retrieving materials</p>	<ul style="list-style-type: none"> □ <i>Common problems</i>: duplication of records; volume of records; common, similar or identical names; filing accuracy; indexing and archiving bottlenecks
		2.3	<p>Explain how to resolve problems which might occur when filing and retrieving materials</p>	<ul style="list-style-type: none"> □ <i>Potential resolutions</i>: written rules on organisational requirements; simple system and easy to learn; file naming conventions; indexing; standardised search terms; search terms related to retrieval records; retention and archive schedules; problem identification process and response plan; complaints and issues log

Learning outcomes		Assessment criteria		Unit amplification
		2.4	Explain how to look for, recognise and interpret patterns of use and misuse of a library	<ul style="list-style-type: none"> □ <i>Type of misuse</i>: hacking; viruses, worms and Trojans; identity theft; fraud; financial abuse; unauthorised users; stolen log-in information; unauthorised transfer, copying or distributing; excessive downloading; phishing; pharming; pornography; chatroom and forum abusers; email spam; trolls □ <i>Recognising misuse</i>: software; hardware; electronic scans; firewalls; Shibboleth authentication
3	Be able to maintain a library which promotes ready access to materials for use on their own organisation's trading website	3.1	Use a classification system which is systematic and organised according to criteria that are relevant to users' needs	<ul style="list-style-type: none"> □ <i>Classification system</i>: organisational written rules and requirements; organisational classification; system; search: retrieve; download; archive; naming conventions; collect classify; index; file
		3.2	Explain clearly the classification system, filing and retrieval procedures to all those who need to use the library	<ul style="list-style-type: none"> □ <i>Library</i>: instruction notes; user manuals; organisational written rules and requirements; organisational classification system; search, retrieve; download; archive; conventions; collect; classify; index; file
		3.3	Demonstrate that the library's classification system and retrieval procedures are documented clearly and in sufficient detail to enable users to access materials readily	<ul style="list-style-type: none"> □ <i>Retrieval procedures</i>: instruction notes; organisational written rules and requirements; testing and trialling
		3.4	Demonstrate that access to the library is available readily to colleagues who need the materials	<ul style="list-style-type: none"> □ <i>Colleagues</i>: accessibility policy; log-in details; direct access; indirect access; search; retrieve; download

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to make sure that the library of materials continues to fulfil colleagues' requirements	4.1	Evaluate use of the library and reorganise it as needed to help minimise retrieval problems	<ul style="list-style-type: none"> □ <i>Retrieved</i>: review of classification system; complaints and issues log; archiving and indexing
		4.2	Review the contents of the library often enough to be able to keep the contents up to date and in usable condition	<ul style="list-style-type: none"> □ <i>Condition</i>: content review plan; problem identification process and response plan; archiving and indexing; collection and posting; content updates
		4.3	Demonstrate that feedback has been sought from colleagues on the: <ul style="list-style-type: none"> □ content of materials in the library □ organisation of materials in the library □ access to materials in the library 	<ul style="list-style-type: none"> □ <i>Content</i>: feedback surveys; forum groups; online chats; e-mails □ <i>Organisation</i>: digital and downloadable; catalogues and brochures; e-books; blogs; infographics; word documents; PDFs; spreadsheets □ <i>Access</i>: departmental staff e.g. sales force, marketing team, training department; managers; senior executives; customers; suppliers
		4.4	Demonstrate that feedback from colleagues has been taken into account when reviewing the contents, organisation of, and access to the library	<ul style="list-style-type: none"> □ <i>Review contents</i>: pre-feedback content review; problem identification outline review; feedback summary; post-feedback summary of changes made

Information for tutors

Suggested resources

Books

Pedley Paul – Essential Law for Information Professionals (Facet Publishing, 201)
ISBN 978-1-85604-769-2

Websites

www.graphicdesignand.com/the-bliss-bibliographic-classification-system

BLISS Classification

shibboleth.net/about/basic.html

Shibboleth Authentication

www.tsl.texas.gov/slr/recordspubs/fs.html

Filing systems

www.youtube.com/results?search_query=dewey+classification

Dewey Classification

www.youtube.com/watch?v=_zPmoxqE4RQ

INSPEC Thesaurus

www.youtube.com/watch?v=Vdh3O5PdEiw

Library of Congress

Assessment

The centre will devise and mark the assessment for learning outcomes 1 and 2 in this unit. Learning outcomes 3 and 4 must be assessed in work-based situations.

The assessment criteria for learning outcomes 1 and 2 can be covered in one assignment brief separated into manageable tasks or a separate assignment brief for each learning outcome. The learners should be given the opportunity to present their evidence in a range of different formats, such as reports, written assignments, case studies, and presentations.

If learners meet any criteria through oral presentations then this should be supported by a witness statement from the tutor giving sufficient detail on how each assessment criterion has been met. Copies of the presentation slides should be made available and be supported by the learner's notes or prompt cards. Attention should be paid to the verbs used in the assessment criteria in learning outcomes, which are mainly 'explain' or 'describe', so a list of points would not meet the requirements.

Simulation is not allowed as evidence for learning outcomes 3 and 4. This means assessments must be authentic and generated through the learner's employer or work placement provider. Evidence of Recognition of Prior Learning (RPL) can be used within the unit to confirm competence.

Unit assessment requirements

This unit assesses both occupational competence and underpinning knowledge. Simulation is not allowed for any performance evidence within this unit.

Underpinning knowledge assessment requirements must be independently assessed.

People 1st Assessment Principles for Retail Qualifications can be found on their website (www.people1st.co.uk).

Unit assessment guidance

For learning outcome 1, learners need to understand the legal and organisational requirements relating to maintaining a library of materials for use on their own organisation's trading website. Learners could create a glossary of terms that identifies each relevant regulation and legal act, briefly describing each term and relating them to their own organisation's library of materials. This glossary could be cross-referenced with other units requiring a review as well as an understanding of relevant legislation. A presentation or a report could be produced to discuss how a well-organised and maintained library of materials could contribute to the success of the organisation, including an explanation for the purpose of the library of materials, its formats and when and by whom it may be required.

For learning outcome 2, learners will need to understand the classification of materials for filing and retrieval of materials for use on their own organisation's trading website. Learners could carry out a comparison of the classification systems listed and comment on the advantages and disadvantages of each one. If their organisation has devised its own classification system learners should also analyse the advantages and disadvantages of that system and compare it to other well-known systems. Learners could produce a manual on resolving frequent or common problems when filing and retrieving materials.

In the workplace, learners could follow and practice the recognition of patterns of use and misuse of a library over a period of time. They should use the results of the patterns of use to interpret what they believe is occurring. Learners should present their findings to a line manager or suitably experienced colleague to enable a discussion to take place to confirm and/or challenge their findings.

For learning outcomes 3 and 4 the main source of evidence for demonstrating the achievement of the assessment criteria could be through a combination of direct observation, case studies, professional discussion and reflective accounts. This could be further backed up by learners' use of technology to produce business documents, work products and questions and answers (Q&A). As much of this product is likely to be commercially sensitive, it is recommended that this evidence is signposted and left in the workplace. Detailed witness testimony of the learner performing this role on previous occasions could also be used as evidence. This evidence could be assessed holistically while assessment of other units is taking place.

Unit 10: **Creating copy for a trading website**

Unit reference number: H/505/9660

QCF level: 3

Credit value: 6

Guided learning hours: 44

Unit aim

In this unit, learners will study the factors to consider when creating copy for an organisation's trading website, and the legal and organisational requirements that follow.

Learners will be involved in the writing of copy for their organisation's trading website. They will gain an understanding of how the content of the copy on a trading website contributes to making sales and increasing customer satisfaction. The learner will also be able to check that the copy is accurate, current and consistent with the core values and qualities of the organisation's business.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand legal and organisational requirements relevant to creating copy for their own organisation's trading website	1.1	Explain legal and organisational requirements relating to the copy that they create	<ul style="list-style-type: none"> □ <i>Legal requirements:</i> Data Protection Act 1998; Privacy and Electronic Communications □ <i>Regulations;</i> Accessibility –Equality Act 2010; E-Commerce Regulations 2012; Consumer legislation UK – Consumer Protection Act, Consumer Credit Act, Sale of Goods Act; Globalisation –legal requirements of client countries; W3C Validation (World Wide Web Consortium) □ <i>Regulatory bodies:</i> Advertising Standards Authority, Committee of Advertising Practice; Codes of Practice - Committee of Advertising Practice Code (non-broadcast media); UK Code of Broadcast Advertising □ <i>Organisational requirements:</i> policies and procedures; style guidelines; marketing plans; campaign plans
		1.2	Explain the brand values of the organisation, with these being the core values and qualities that define the organisation's business from the customers' viewpoint	<ul style="list-style-type: none"> □ <i>Brand values:</i> promise; character; story; culture; mission, delivery; customer experience; consistency; strength
		1.3	Explain the timescales within which they must work when creating copy for the organisation's trading website	<ul style="list-style-type: none"> □ <i>The importance of deadlines:</i> credibility; meet and beat deadlines; organisation to deliver on time to customers; rapid response copy; competitive edge; real time copy; campaign milestones delivery copy □ <i>Timescales:</i> realistic, well-organised; use of planners; time for desk research, review of new topic/product materials; first and subsequent drafts; meet all required and agreed objectives; final sign off

Learning outcomes		Assessment criteria		Unit amplification
		1.4	Identify those who can authorise their copy for publication	<ul style="list-style-type: none"> □ <i>Copy authorisation</i>: initial request; project scope; scheduled milestones; change requests; final copy □ <i>Sign-off authority</i>: clear; unambiguous; copy editor; project manager; marketing manager; campaign manager
2	Understand the factors to consider when creating copy for their own organisation's trading website	2.1	Describe the features of the web-based retail channels provided by the organisation	<ul style="list-style-type: none"> □ <i>Features</i>: Search facilities e.g. by product, keyword, category; upload speed; Responsiveness; Refer a friend; social network links; Facebook 'Like' button; Employment with us □ <i>Product Management</i>: product availability; categories; product descriptions/features; side-by-side comparison; best sellers; special offers; colour swatches; Complementary products e.g. strawberries and cream; Complementary offers, e.g. buy one get one free; Gift services, e.g. wedding lists, baby registries; cluster products ('people who bought this also bought'); Multiple brands □ <i>Images</i>: Static photos; image albums; flipbook catalogues; video gallery; banner adverts □ <i>On-site promotions</i>: Promotional code discounts; special offers; banner adverts; testimonials □ <i>Communications</i>: Newsletter; articles; blog; Really Simple Content Syndication (RSS) feeds; enquiry forms; enquiry email-'thank you'; membership/sign-up □ <i>E-Commerce</i>: Shopping cart; check out; online payment options; security; freight/postage calculator □ <i>Customer Service</i>; Returns policy; returns arrangement; delivery; □ Frequently asked questions (FAQ); Multiple language translators; store locator map; online chat/help facility

Learning outcomes	Assessment criteria		Unit amplification
	2.2	Describe the benefits associated with each of the features, both for customers and for the organisation	<p><i>Benefits to customers:</i></p> <ul style="list-style-type: none"> □ Search facility: ease of access: ease of use; shop 24/7; save time; order and collect; delivery; Responsiveness: view on any device e.g. mobile phone, tablet, laptop, PC; read customer reviews. <p><i>Benefits to organisation:</i></p> <ul style="list-style-type: none"> □ Improved customer perception; stronger branding opportunities; customer loyalty; variety of channels, opportunities for differentiation by brand, quality, service, experience, etc; increased sales; improved data collection; detailed customer information; enhanced staff productivity; opportunities for value add-ons. <p><i>Product management:</i></p> <ul style="list-style-type: none"> □ Product availability; check prices and availability before 'bricks and mortar' visit; review products before purchase; Compare products – colours size, technical specifications; Best sellers – what's on trend; most popular lines; emerging trends: Complementary offers, e.g. buy one get one free: Gift services, e.g. wedding list, baby registries, select a gift, make a wish list; help family and friends decide; budget ranges; Multiple brands: favourite brands; market leaders; new product lines; emerging stars <p><i>Images:</i></p> <ul style="list-style-type: none"> □ Browse at leisure; view products in situ; view products on real people; working demonstrations in video content <p><i>On site promotions:</i></p> <ul style="list-style-type: none"> □ Customers: lower prices; special offers; online discounts; voucher codes □ Organisation: relationship building; brand loyalty; revenue generation

Learning outcomes	Assessment criteria	Unit amplification
		<p><i>Communications:</i></p> <ul style="list-style-type: none"> □ Newsletters; articles; blog: information, educating customers; What's new; How to use; RSS Feeds regular product updates delivered directly to customer; Enquiry form' sign up: data capture; buyer profiles; list building <p><i>E-Commerce:</i></p> <ul style="list-style-type: none"> □ Shopping cart and check out: see what you've bought; spend so far; in budget; finish shopping in own time; Online payments; easy, quick and safe; easy payment options (with credit card); product insurance (with credit card); Freight/postage: no hidden costs; decide delivery or pick up <p><i>Customer service:</i></p> <ul style="list-style-type: none"> □ <i>Returns:</i> clear information; range of options, by post, in-store, courier; □ <i>FAQ:</i> lots of answers already; information available; ask own questions; □ <i>Multiple language translators:</i> information readily available for any site visitor □ <i>Store locator map:</i> find us easily; nearest to you; welcome to our stores; □ <i>Online chat/help:</i> need help during online visit; can't find what you're looking for; chat with real people in real time

Learning outcomes		Assessment criteria		Unit amplification
		2.3	Explain the purpose of the copy which they create	<p><i>Purpose:</i></p> <ul style="list-style-type: none"> □ Establish presence; raise awareness, brand building; brand impact; brand consistency; brand recognition, brand trust; increase sales, drive traffic to websites; build customer lists; keep visitors interested; develop brand loyalty; continuity of experience <p><i>Categories of copy:</i></p> <ul style="list-style-type: none"> □ Product information; non-product information; synchronised copy; direct response copy; advertising copy; category pages; calls to action; landing pages; auto responder
		2.4	Describe the target audience for the copy which they create	<p><i>Identifying target audiences:</i></p> <ul style="list-style-type: none"> □ Researching your customers; use organisational intelligence; customer data cards; website analytics; buying histories; customer support letters; customer surveys; product samples; inspecting the product or service for potential customer information; reviewing past promotions <p><i>Identifying the buyer:</i></p> <ul style="list-style-type: none"> □ Creating buyer profiles for specific products/services; know your customer's feelings, beliefs, desires; understand the problems customers need to solve; ambitions/outcomes to achieve; use of visualisation <p><i>Buyer Personas:</i></p> <ul style="list-style-type: none"> □ Who is your buyer: demographics; age; gender; marital status; family status; income levels; location; residence; What are their pressing issues: problems; desires; ambitions; Where do they get their information: newsletter subscriptions; blogs; which ones; social media; Who do they trust: brands; celebrities; industry players; experts in their field

Learning outcomes		Assessment criteria		Unit amplification
		2.5	Describe how to create copy that persuades the target audience to make purchases	<p><i>Creating persuasive copy:</i></p> <ul style="list-style-type: none"> □ Conversational style; make personal connections; use personal pronoun's e.g. you, your, yours; Find a voice; 'speak' (write) in your buyer's language <p><i>Narrative structure:</i></p> <ul style="list-style-type: none"> □ Clarify process; tell the 'story', real life scenarios; case studies; powerful examples; evoke emotions; motivational writing to inspire specific actions; concrete examples and actions; timed sequences; strong guarantee <p><i>Beginning, middle and end:</i></p> <ul style="list-style-type: none"> □ Opening and set-up; headlines; meaningful subheadings; lede; bullet points; body and exposition; proof; strong call to action; climax and dénouement; short paragraphs <p><i>Overcoming resistance:</i></p> <ul style="list-style-type: none"> □ The buyer's agenda; the seller's agenda; anticipating the actions; benefits then features; illogical approaches; revealing the 'hooks'; unexpected angles; changes of direction
		2.6	Describe the reference sources available to them, including product information and spellchecking tools	<p><i>Internal reference sources:</i></p> <ul style="list-style-type: none"> □ Company information; previous campaigns; customer database; product information; product development; interview experts e.g. product developers, inventors, designers <p><i>External reference sources:</i></p> <ul style="list-style-type: none"> □ Secondary research sources; government statistics; marketing intelligence reports; user forums; review sites; relevant blogs; competitors websites; interview experts; e.g. authors of articles; specialists in the field

Learning outcomes	Assessment criteria		Unit amplification
			<p><i>Research tools:</i></p> <ul style="list-style-type: none"> □ Publications e.g. books, magazines, e-zines, e-newsletters, white papers; review websites e.g. product reviews, case studies, published research papers; infographics; Keyword searches; plagiarism software; spellchecker software; dictionary; thesaurus
	2.7	Describe how to use the reference sources available to them	<p><i>Reference sources:</i></p> <ul style="list-style-type: none"> □ Harvard; Vancouver; conventions for referencing electronic resources <p><i>Using reference material:</i></p> <ul style="list-style-type: none"> □ Build buyer personas; differentiate products; customer centric marketing; develop specific, focused campaigns
	2.8	Explain relevant proofreading techniques	<p><i>Preparation:</i></p> <ul style="list-style-type: none"> □ Concentration; no distractions; turn off phone; no email; no TV, radio or streaming; Rest; set text aside for several hours; review with fresh pair of eyes <p><i>Examining text:</i></p> <ul style="list-style-type: none"> □ Review for one type of problem at a time; sentence structure; word choice, check for homonyms; contractions and apostrophes; spelling; punctuation: Double check facts; figure; proper names; ensure information is accurate <p><i>Review hard copy:</i></p> <ul style="list-style-type: none"> □ Print out text; read line by line; read aloud; read text backwards; from end to beginning; each line right to left; ask for help and someone else to review <p><i>Tools to use:</i></p> <ul style="list-style-type: none"> □ Spellchecker; catch repeated words; reversed letters; Dictionary; check for correct words; check for homonyms; Thesaurus; use for alternative words; Checklist; create own list of common mistakes; refer to checklist every time you proofread

Learning outcomes	Assessment criteria		Unit amplification
	2.9	Explain potential sources of feedback about the results achieved by their copy, or to which it has contributed	<p><i>Feedback Systems:</i></p> <ul style="list-style-type: none"> □ Measured responses per campaign; website analytics; numerical/statistical data <p><i>Customer Feedback:</i></p> <ul style="list-style-type: none"> □ Online surveys; customer forums; customer reviews; start ratings; complaints <p><i>Confirmed Results:</i></p> <ul style="list-style-type: none"> □ Tested campaigns; A/B split tests; control copy; conversion rates
	2.10	Explain how much weight to give to comments and criticisms from the variety of sources of feedback	<p><i>Weighted feedback:</i></p> <ul style="list-style-type: none"> □ Quantitative measures; Tested campaigns; A/B split tests; control copy; conversion rates; website analytics □ Qualitative measures: approving authority; external client(s); customer reviews
	2.11	Explain how to keep up to date with trends in creating copy for trading websites	<p><i>Trend tracking tools:</i></p> <ul style="list-style-type: none"> □ Search engines: e.g. Google, Yahoo buzz; MSN, Bing; Retail sites: e.g. Amazon page listings, best sellers, buyer reviews, cluster products ('people who bought this also bought'); eBay pulse; Newsletters: e.g. Springwise; Competitors sites; Bookmarking sites: e.g. Technorati; Reddit; Digg <p><i>Keyword searches:</i></p> <ul style="list-style-type: none"> □ Long tail keywords; short keywords; Adwords; paid keywords; organic keywords; topics; niche; Keyword Services Platforms (KSP); keyword group detection; keyword mutation detection; entity association graphs

Learning outcomes		Assessment criteria		Unit amplification
				<p><i>Audience intelligence tools:</i></p> <ul style="list-style-type: none"> □ Demographic predictions: e.g. users age, gender, location based on online behaviours; Detecting online commercial intention: e.g. transactions based on search queries, recently visited URLs; Explore MSN: e.g. analyse publisher website content, audience information, ad placement; Search volume seasonality forecasting; e.g. seasonality patterns of search queries; Customer surveys; Customer forums; Competitors sites <p><i>Supply/Demand:</i></p> <ul style="list-style-type: none"> □ Supply side: Keyword effectiveness Indicators (KEI); Demand side: e.g. predicted searches; seasonality, emerging trends; Markets: e.g. niche markets; marginal topics
3	Be able to create effective copy for their own organisation's trading website	3.1	Use agreed specifications when creating copy	<p><i>Copy specification:</i></p> <ul style="list-style-type: none"> □ Project identification/reference; budget range; start/end dates; project description; creative brief; final deadline; scoping the project; agreed number of drafts; drafts versus rewrites; changing the scope of the project; required outcomes; deadlines
		3.2	Create copy which is: <ul style="list-style-type: none"> • designed to achieve agreed objectives • appropriate for the intended audience • factually accurate • up to date • legally compliant 	<p><i>Designed to achieve agreed objectives:</i></p> <ul style="list-style-type: none"> □ Copywriting project agreement – purpose; first draft for initial approval and client changes; Project file noting initial briefing, feedback and changes; Final draft <p><i>Appropriate for the intended audience:</i></p> <ul style="list-style-type: none"> □ Buyer profile – buying personas; language; emotions; Product/service – benefits and features

Learning outcomes		Assessment criteria		Unit amplification
				<p><i>Factually accurate:</i></p> <ul style="list-style-type: none"> □ Research; facts; proof; testimonials □ <i>Up to date:</i> □ Current; valid, relevant □ <i>Legally compliant:</i> □ Consumer legislation; advertising standards; data protection; □ accessibility requirements
		3.3	Use a register and vocabulary that are consistent with the core values and qualities that define the organisation's business from the customers' viewpoint	<p><i>Register:</i></p> <ul style="list-style-type: none"> □ Presence; impact; consistency; trust; gravitas; on-message; narrative; tells the story <p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> □ Buying personas; language; tone; personal messages; evoke emotions; motivational
		3.4	Proofread their work, correcting any typos and errors of grammar, spelling and punctuation	<p><i>Proofreading:</i></p> <ul style="list-style-type: none"> □ Print out; amended copy; language; correct words; grammar; punctuation; rules followed; rule broken; Spellchecking; software and physical checks; clean version
		3.5	Make finished work available for authorisation within agreed timescales to the relevant person	<p><i>Timescales:</i></p> <ul style="list-style-type: none"> □ Proposal; initial consultation; key milestones; authorisation; developing content; version updates; proofing; live uploads; Deadlines: MUST be achieved; final sign-off with date and time <p><i>Relevant Persons:</i></p> <ul style="list-style-type: none"> □ Marketing manager; web content manager; department/product manager

Learning outcomes	Assessment criteria		Unit amplification
	3.6	Seek feedback from the relevant persons in the organisation about whether the copy which they create is achieving the results required	<p><i>Relevant Persons:</i></p> <ul style="list-style-type: none"> □ Marketing manager; web content manager; department/product manager <p><i>Results:</i></p> <ul style="list-style-type: none"> □ A/B split tests; against control; new control; conversion rates; website Analytics

Information for tutors

Suggested resources

Books

Bly Robert W – *The Copywriters Handbook: A Step by Step Guide to Writing Copy That Sells: 3rd Edition* (Henry Holt and Co, 2005) ISBN-13: 978-0-8050-7804-6

Kipfer Barbara Ann – *Roget's International Thesaurus: 7th Edition* (Harper Collins, 2011) ISBN 0-06-093544-8

Olsen David, Bevilaqua Michelle, Cord Justine, Bly Robert W – *Roget's Thesaurus of Words for Writers* (Adams Media, 2014) ISBN-13 978-1-4405-7311-8

Seely John – *Oxford A-Z of Grammar & Punctuation: 2nd Edition* (Oxford University Press, 2013) ISBN 978-0-19-966918-9

Shaw Mark – *Copywriting, Successful writing for design, advertising and marketing: 2nd Edition* (Laurence King Publishing, 2012) ISBN: 978-1-78067-000-3

Waite Maurice (Editor) – *Oxford English Dictionary: 7th Edition* (Oxford University Press, 2012) ISBN 978-0-19-964094-2

Websites

<http://adlab.microsoft.com/alltools.aspx>

Full list of audience intelligence, keyword research, content analysis, video and interactive media tools

<https://adwords.google.com/select/KeywordToolExternal>

Free tool drawing on Google's own database of AdWords advertising

www.amazon.co.uk - Retail site: What people are buying and best sellers

www.asa.org.uk - Advertising Standards Agency (ASA)

www.brc.org.uk - British Retail Consortium's quarterly online magazine

<http://buzz.yahoo.com> - What is currently trending today

www.cap.org.uk - Committee of Advertising Practice (CAP)

www.compete.com

Which sites are doing best in each topic area and which have a growing audience

www.google.com/alerts

Sign up for news, blog entries, website updates by topic

<http://google.com/trends> - Free trend tracking tool from Google

www.gov.uk - Marketing and advertising law overview

<http://keycompete.com>

Lists of keywords competing business are buying on search engines

www.KeywordSpy.com - Identifies associated organic and paid for keywords

www.ofcom.org.uk

www.retailgazette.co.uk - Online magazine - latest retail industry news

<http://SEMRush.com>

Shows which keywords a specific site ranks well for (check out competitors)

www.springwise.com

Subscription newsletter devoted to identifying new and emerging trends
www.wordtracker.com

Predicts number of times a keyword will be searched (Demand)

Assessment

The centre will devise and mark the assessment for learning outcomes 1 and 2 in this unit. Learning outcome 3 must be assessed in work-based situations.

The assessment criteria for learning outcomes 1 and 2 can be covered in one assignment brief separated into manageable tasks or a separate assignment brief for each learning outcome. The learners should be given the opportunity to present their evidence in a range of different formats, such as reports, written assignments, case studies, floor plans and presentations.

If learners meet any criteria through oral presentations then this should be supported by a witness statement from the tutor, giving sufficient detail on how each assessment criterion has been met. Copies of the presentation slides should be made available and be supported by the learner's notes or prompt cards. Attention should be paid to the verbs used in the assessment criteria in learning outcomes, which are mainly 'explain' or 'describe', so a list of points would not meet the requirements.

Simulation is not allowed as evidence for learning outcome 3. This means assessments must be authentic and generated through the learner's employer or work placement provider. Evidence of Recognition of Prior Learning (RPL) can be used within the unit to confirm competence.

Unit assessment requirements

This unit assesses both occupational competence and underpinning knowledge. Simulation is not allowed for any performance evidence within this unit.

Underpinning knowledge assessment requirements must be independently assessed.

People 1st Assessment Principles for Retail Qualifications can be found on their website (www.people1st.co.uk).

Unit assessment guidance

For learning outcome 1, learners need to provide evidence that they understand the legal and organisational requirements that relate to creating copy for their own organisation's trading website. Learners could reflect on their own work practices as well as customer perspectives, and explain how the brand values reflect the organisation's core values and qualities. The learner must also explain the need to work towards timescales and deadlines when creating copy for a live website. This could be covered through a short assignment brief or as part of a professional discussion with the tutor.

For learning outcome 2, learners need to demonstrate understanding of the features and benefits of web-based retail channels from the customers' and organisation's viewpoints. An assignment brief that requires learners to explain how to write a current and up-to-date, persuasive copy for a specific target audience would be appropriate. An explanation of the research required to create such copy, citing reference sources, could be used.

For learning outcome 3, the main source of evidence for demonstrating the achievement of the assessment criteria could be through a case study or professional discussion. These could be backed up by the learner's use of technology to produce records of meetings, work products and questions and answers (Q&A). Products such as preparation material, notes, minutes, samples of copy, specifications and/or presentations could all be referred to. As much of this product is likely to be commercially sensitive, it is recommended that this evidence is signposted and left in the workplace. Witness testimony from colleagues who reviewed the copy created by the learners could also be used as supplementary evidence for this unit.

Unit 11: **Working collaboratively to produce page layouts for a trading website**

Unit reference number: **K/505/9661**

QCF level: **3**

Credit value: **6**

Guided learning hours: **44**

Unit aim

Product or service promotion opportunities need to be maximised by a business at all time. This unit studies the impact of web-based retail facilities as a vehicle to promote products through well-thought-out webpage layouts that are informative and promote sales.

In this unit, learners will work collaboratively as a team member to produce the layout of pages for a trading website. Learners will work to a given specification, with scope for innovation. This will involve working with colleagues to agree page layouts, images and text that fulfil the specification brief.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the impact of web-based retail facilities for the promotion of their own organisation's products	1.1	Describe the features of the web-based retail facilities provided by the organisation	<ul style="list-style-type: none"> □ <i>Features:</i> Search facilities; upload speed; responsiveness; social network links; onsite promotions; communications; e-commerce e.g. shopping cart; payment options; security; freight and postage; returns policy
		1.2	Explain the benefits associated with the features, both to the organisation's customers and to the organisation itself	<ul style="list-style-type: none"> □ <i>Benefits to customers:</i> search facility: ease of access: ease of use; shop 24/7; save time; order and collect; delivery; Responsiveness: view on any device e.g. mobile phone, tablet, laptop, PC; read customer reviews □ <i>Benefits to an organisation:</i> improved customer perception; stronger branding opportunities; customer loyalty; variety of channels, opportunities for differentiation by brand, quality, service, experience, etc.; increased sales; improved data collection; detailed customer information; enhanced staff productivity; opportunities for value additions
		1.3	Describe the various access points and devices which customers can use to access the organisation's trading website	<ul style="list-style-type: none"> □ <i>Access points:</i> wifi; browsers; apps; internet; mobile technologies □ <i>Devices:</i> tablet; laptop; desktop PC; smartphone; online TV; interactive TV; games consoles
		1.4	Describe how the appearance of the organisation's trading website can influence their customers' buying decisions	<ul style="list-style-type: none"> □ <i>Appearance:</i> house style; brand; recognition; consistency; style guide; colour palette; layout; formatting; page weight □ <i>Influencing customer:</i> expectations; brand consistency; purpose of website; customer 'tribes'; persuasive language; images; graphics; colours; contrast; white space; reading patterns

Learning outcomes		Assessment criteria		Unit amplification
2	Understand the factors to consider when producing page layouts for their own organisation's trading website	2.1	Explain the technical features and limitations of the website that affect the options for page layout	<ul style="list-style-type: none"> □ <i>Design limitations</i>: screen sizes; colour display; typeface; thumbnail □ <i>Technical features</i>: search facilities; download speed; responsiveness; social network links; promotions; communications; e-commerce; payment options; security; customer service; data collection □ <i>Technical limitations</i>: responsiveness; Connectivity; download speeds; security; mobile usage; hover state versus swipe; right clicks; 'fat finger' syndrome; data collection
		2.2	Explain how to interpret the specifications which must be followed	<ul style="list-style-type: none"> □ Specification: page content proposal; primary target audience; main value proposition; purpose and objectives; the offer; call to action; other content components; functionality; SEO; compliance requirements; customer portal; site traffic capacity; site architecture
		2.3	Explain the importance of producing page layouts that are attractive and have the required impact when promoting and selling the organisation's products	<ul style="list-style-type: none"> □ Layout: above the fold; below the fold; call to action buttons; headlines; scannable copy; urgency; Masthead; navigation; natural reading patterns; typography; colours; negative space
		2.4	Explain ways of producing page layouts that are attractive and have the required impact	<ul style="list-style-type: none"> □ <i>Design requirements</i>: brand consistency; purpose of webpage; content; language; images; graphics; colours; contrast; white space; reading patterns; search bar; multi-channel access; calls to action; build links
		2.5	Describe the timescales and budget constraints to which they must adhere when producing page layouts for the organisation's trading website	<ul style="list-style-type: none"> □ <i>Timescales</i>: proposal; initial consultation; graphic design; usability; content gathering; search engine optimisation (SEO); database; incorporating content; e-commerce; proofing; launch; live site □ <i>Budgets</i>: page specifications; discovery and requirements brief; page design and coding; site architecture; wireframes; templates; content planning and development; content loading; technology integration; search engine optimisation (SEO)

Learning outcomes		Assessment criteria		Unit amplification
		2.6	Describe the brand values of the organisation, with these being core values and qualities that define the organisation's business from the customers' viewpoint	<ul style="list-style-type: none"> □ <i>Brand values</i>: promise; character; personality; story; culture; mission, consistency; strength; differentiation from competition; delivery; customer experience; match customer target segments expectations; image □ <i>Core values and qualities</i>: organisational customer service policies and procedures; understand brand core values; maintain consistent messages; work with honesty and trust; be aware of competitive edge of good customer service; understand market positioning e.g. luxury goods, value for money
3	Understand how to work collaboratively when producing page layouts for their own organisation's trading website	3.1	Explain the roles and responsibilities of those colleagues involved with them in producing page layouts	<ul style="list-style-type: none"> □ <i>Roles and responsibilities</i>: front end; web designers; content writers; graphic designers; sales and marketing; buyers; customer service; Back office: data analytics; marketing strategies promotions; security; e-commerce
		3.2	Explain how the expertise of their colleagues contributes to the finished web page	<ul style="list-style-type: none"> □ <i>Expertise</i>: web design; content; images and graphics; promotions; products and services; reviews; data analytics; security; payments and returns
		3.3	Describe how to respond positively to feedback	<ul style="list-style-type: none"> □ <i>Respond to feedback</i>: purpose of feedback; types of feedback, e.g. verbal, written, formal, informal; two way communications; constructive; opportunities to get things right; form and content; acknowledge and respond; analysis and review; actions taken; internal feedback; external feedback; customer service ethos

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to produce effective page layouts for their own organisation's trading website	4.1	Use agreed specifications in producing page layouts for the organisation's trading website	<ul style="list-style-type: none"> □ <i>Specification</i>: page content proposal; primary target audience; main value proposition; purpose and objectives; the offer; call to action; other content components; functionality; SEO; compliance requirements; customer portal; site traffic capacity; site architecture
		4.2	Take account of available customer feedback and analysis regarding the impact of the trading website when producing page layouts	<ul style="list-style-type: none"> □ <i>Customer feedback</i>: define goals; roles and responsibilities; systematic processes; collection and analysis; acknowledge and respond; review and resolve; communications; customer friendly; fast and easy; relevant; timely; acknowledge and reward
		4.3	Produce page layouts designed to have the required impact when promoting and selling the organisation's products	<ul style="list-style-type: none"> □ <i>Layout</i>: above the fold; below the fold; call to action buttons; headlines; scannable copy; offers; urgency; Masthead; navigation; natural reading patterns; typography; colours; negative space
		4.4	Evaluate the size, format and content of items to be uploaded and the available capacity of the website	<ul style="list-style-type: none"> □ <i>Content</i>: purpose; accessibility; context; links; accuracy; currency; accepted design principles; page weight; size; formats; images; videos □ <i>Capacity</i>: workload forecasting; sitemap; navigation; accessibility; calls to action; load speeds; functionality; ease of search; responsive format versions; log on information; data quantities; page weight; hosting; cloud computing
		4.5	Demonstrate that the overall effect of individual pages is consistent with the core values and qualities that define the organisation's business from their customers' viewpoint	<ul style="list-style-type: none"> □ <i>Brand values</i>: promise; character; personality; story; culture; mission, consistency; strength; differentiation from competition; delivery; customer experience; match customer target segments expectations; image □ <i>Core values and qualities</i>: organisational customer service policies and procedures; understand brand core values; maintain consistent messages; work with honesty and trust; be aware of competitive edge of good customer service; understand market positioning e.g. luxury goods, value for money

Learning outcomes		Assessment criteria		Unit amplification
		4.6	Produce page layouts for the organisation's trading website within agreed budgets and timescales	<ul style="list-style-type: none"> □ <i>Timescales</i>: proposal; initial consultation; graphic design; usability; content gathering; search engine optimisation (SEO); database design; incorporating content; e-commerce; proofing; launch; live site □ <i>Budgets</i>: site specification; discovery and requirements brief; site design and coding; site architecture; wireframes; templates; content planning and development; content loading; technology integration; search engine optimisation (SEO); proposals; project scope
		4.7	Demonstrate that web page contents are compatible with the access points and devices available to customers when accessing the website	<ul style="list-style-type: none"> □ <i>Access points</i>: wifi; browsers; apps; internet; mobile technologies □ <i>Devices</i>: tablet; laptop; desktop PC; smartphone; online TV; interactive TV; games consoles
5	Be able to utilise the relevant available expertise in producing page layouts	5.1	Use the specialist expertise of colleagues to produce page layouts for their own organisation's trading website	<ul style="list-style-type: none"> □ <i>Expertise</i>: web design; content; images and graphics; promotions; products and services; reviews; data analytics; security; payments and returns
		5.2	Encourage comments and suggestions from colleagues on the layout of web pages for the trading website	<ul style="list-style-type: none"> □ <i>Feedback</i>: specify purpose of feedback; types of feedback, e.g. verbal, written, formal, informal; two way communications; constructive; form and content; acknowledge and respond; analysis and review; actions taken
		5.3	Offer advice based on their own specialist knowledge and skills	<ul style="list-style-type: none"> □ <i>Specialist knowledge and skills</i>: credibility; product evaluation; buyer personas; research and observations

Learning outcomes		Assessment criteria		Unit amplification
		5.4	Demonstrate collaborative working when producing page layouts for their own organisation's trading website	<ul style="list-style-type: none"> □ <i>Collaborative working</i>: team working; colleagues; meeting notes; visuals; first drafts; feedback additional drafts; final sign off
		5.5	Evaluate the collaboration once the page layouts are finalised	<ul style="list-style-type: none"> □ <i>Evaluate the collaboration</i>: reflect and review; team work; colleagues contributions; own contributions; meeting notes; visuals; first drafts; feedback additional drafts; final sign off

Information for tutors

Suggested resources

Books

McManus Sean – *Web Design in Easy Steps* (Easy Steps Ltd, 2011)

ISBN: 978-1-84078-380-3

Nahai Nathalie – *Webs of Influence: The Psychology of Online Persuasion*

(Pearson Education Ltd, 2012) ISBN 978-0-273-77295-8

Websites

www.webdesignerdepot.com/

Blog site- the psychology of web design

Assessment

The centre will devise and mark the assessment for learning outcomes 1, 2 and 3 in this unit. Learning outcomes 4 and 5 must be assessed in work-based situations.

The assessment criteria for learning outcomes 1, 2 and 3, can be covered in one assignment brief separated into manageable tasks or a separate assignment brief for each learning outcome. The learners should be given the opportunity to present their evidence in a range of different formats, such as reports, written assignments, page layouts, case studies, floor plans and presentations.

If learners meet any criteria through oral presentations then this should be supported by a witness statement from the tutor, giving sufficient detail on how each assessment criterion has been met. Copies of the presentation slides should be made available and be supported by the learner's notes or prompt cards. Attention should be paid to the verbs used in the assessment criteria in learning outcomes, which are mainly 'explain' or 'describe', so a list of points would not meet the requirements.

Simulation is not allowed as evidence for learning outcomes 4 and 5. This means assessments must be authentic and generated through the learner's employer or work placement provider. Evidence of Recognition of Prior Learning (RPL) can be used within the unit to confirm competence.

Unit assessment requirements

This unit assesses both occupational competence and underpinning knowledge. Simulation is not allowed for any performance evidence within this unit.

Underpinning knowledge assessment requirements must be independently assessed.

People 1st Assessment Principles for Retail Qualifications can be found on their website (www.people1st.co.uk).

Unit assessment guidance

For learning outcome 1, learners need to provide evidence that they understand the impact of web-based retail facilities for the promotion of products. Learners could use a case study or a reflective account to review and explain the features and benefits of web-based retail facilities, and how the appearance and layout of the webpage can influence the customers' buying decision. The case study could also ask the learner to explain the various access points and devices customers use to access their trading website.

For learning outcome 2, learners need to evidence that they understand the factors to consider when producing page layouts for their own organisation's trading website. Learners could use an assignment brief to explain the technical features and limitations that can affect the options for web page layouts, and the impact that page layouts have in promoting and selling products. Learners could also describe their organisation's brand and core values, explaining why it is important to work within timescales and budget constraints.

For learning outcome 3, learners need to evidence that they understand how to work collaboratively when producing page layouts for their own organisation's trading website. Learners could produce a case study or statement explaining the roles and responsibilities of colleagues or experts with whom they have collaborated, providing examples of feedback the learners received and how they responded.

For learning outcome 4, learners could demonstrate achievement through a combination of direct observation, case studies, professional discussion and reflective accounts. The learner could show evidence from products produced, using technology such as any material used for demonstration pages or to present layouts for the trading website, for their own organisation or work products and for business documents. As much of this product is likely to be commercially sensitive, it is recommended that this evidence is signposted and left in the workplace. Witness testimony from senior managers who have sat in on presentations, reviewed web-page layouts or read any other reports by the learner could also be used as supplementary evidence for this unit.

For learning outcome 5, learners could demonstrate achievement through a case study or professional discussion. This could be backed up by the learner's use of technology to produce records of meetings, work products and questions and answers (Q&A). Products such as preparation material, notes, minutes, page layouts, specifications, presentations could all be referred to. As much of this product is likely to be commercially sensitive, it is recommended that this evidence is signposted and left in the workplace. Witness testimony from colleagues who participated in the collaboration to design web-page layouts could also be used as supplementary evidence for this unit.

Unit 12: Organising the production of photographs or videos for use on a trading website

Unit reference number: M/505/9662

QCF level: 3

Credit value: 4

Guided learning hours: 36

Unit aim

Images can be used to portray a clear message aimed at a target audience, in order to promote sales on a retail trading website.

In this unit, learners will work with others to organise and manage the production of photographs or video shoots for use on a trading website, in line with legal and organisational requirements.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand legal and organisational requirements relating to the production of photographs or videos for use on their own organisation's trading website	1.1	Explain legal and organisational requirements relating to their own organisation's production of photographs or videos used on a trading website	<ul style="list-style-type: none"> □ <i>Legal requirements:</i> Data Protection Act 1998; Privacy and Electronic Communications Regulations; Accessibility –Equality Act 2010; E-Commerce Regulations 2012; Consumer legislation UK – Consumer Protection Act, Sale of Goods Act □ <i>Copyright Law:</i> Intellectual Property Rights; Open Government Licence, e.g. information asset register; fair trader scheme; globalisation – requirements of client countries; W3C Validation (World Wide Web Consortium) □ <i>Licensing:</i> Copyright Licensing Agency; Newspaper Licensing Agency; Design and Artists Copyright Society; Ordnance Survey; The National Archive; Creative Commons; Royalties □ <i>Patents and Trade-Marks:</i> patents; trade-marks and service marks; company names; logos; domain names – Uniform Domain-Name Dispute-Resolution Policy □ <i>Regulatory bodies:</i> International Press Telecommunications Council (IPTC); IPTC Core Standards; IPTC Extensions; IPTC Information Exchange Model; Advertising Standards Authority, Committee of Advertising Practice; Codes of Practice - Committee of Advertising Practice Code (non-broadcast media); UK Code of Broadcast Advertising □ <i>Organisational requirements:</i> company policies; official guidelines; house style guidelines; staff policies; content supervision; monitoring activity; disclaimers; ownership rights; permissions

Learning outcomes		Assessment criteria		Unit amplification
		1.2	Explain the impact of these requirements for their work	<ul style="list-style-type: none"> □ <i>Impacts</i>: permissions for use of images in photographs and videos; use of children's images; copyright issues; ownership of intellectual properties; accessibility; responsiveness on all devices; product representation and descriptions; national and international regulations; disclaimers □ <i>Organisational impacts</i>: compliance requirements; following company policies and procedures; house style; management processes; quality processes
		1.3	Explain the possible consequences for the organisation and for individuals if relevant legal and organisational requirements are not met	<ul style="list-style-type: none"> □ <i>Potential consequences (organisation)</i>: impacts on sales revenues; profitability; financial impacts; customer satisfaction; customer searches; reputation; media reporting; meeting industry standards; professional credibility; prosecution, penalties and fines; staff disciplinary processes □ <i>Potential consequences (individuals)</i>: professional credibility staff discipline processes; penalties and fines
		1.4	Explain the health and safety requirements relevant to their work when producing photographs or videos for use on the organisation's trading website	<ul style="list-style-type: none"> □ <i>Health and safety</i>: Health and Safety at Work Act 1974; Management of Health and Safety at Work Regulations 1999; Roles and responsibilities; employees, contractors and freelancers; competency and training; risk assessments; slips, trips and falls; control measures; working on location; working at in-house premises; working in studio situations
2	Understand the aims and purpose of the production of photographs or videos for use on their own organisation's trading website	2.1	Describe the features of the web-based retail channels provided by the organisation	<ul style="list-style-type: none"> □ <i>Features</i>: search facilities; load speed; responsiveness; social network links; on-site promotions; communications; e-commerce; payment options; freight and postage □ <i>Product management</i>: product availability; categories; product descriptions/features; comparison; best sellers; special offers and promotions; complimentary products; gifts; cluster products; multiple brands

Learning outcomes		Assessment criteria		Unit amplification
		2.2	Explain the benefits associated with the features for the organisation's customers and for the organisation	<ul style="list-style-type: none"> □ <i>Benefits to customers:</i> search facility; ease of access; ease of use; shop 24/7; save time; order and collect; delivery; Responsiveness: view on any device e.g. mobile phone, tablet, laptop, PC; read customer reviews □ <i>Benefits to organisation:</i> improved customer perception; stronger branding opportunities; customer loyalty; variety of channels, opportunities for differentiation by brand, quality, service, experience, etc.; increased sales; improved data collection; detailed customer information; enhanced staff productivity; opportunities for value additions
		2.3	Explain the purpose and target audience of the photographs or video being produced	<ul style="list-style-type: none"> □ <i>Purpose:</i> business objectives; sales revenues; profitability; target audience; key messages; visual communications; impacts; showcase products; branding; context; quality; customer engagement; search engine optimisation (SEO); universal language; user generate content; share; likes; views; make contact □ <i>Identify target audiences:</i> researching your customers; use organisational intelligence; customer data cards; website analytics; buying histories; customer support letters; customer surveys; product samples; inspecting the product or service for potential customer information; reviewing past promotions □ <i>Identify the buyer:</i> creating buyer profiles for specific products/services; know your customer's feelings, beliefs, desires; understand the problems customers need to solve; ambitions/outcomes to achieve; use of visualisation □ <i>Buyer personas:</i> who is your buyer: demographics; age; gender; marital status; family status; income levels; location; residence; What are their pressing issues; problems; desires; ambitions; Where do they get their information; Which social media do they use; Who do they trust

Learning outcomes		Assessment criteria		Unit amplification
3	Understand how to progress the production of photographs or videos for use on their own organisation's trading website	3.1	Explain the types of information and support that the project team is likely to need in order to achieve what is required	<ul style="list-style-type: none"> □ <i>Project information</i>: defined business objectives; target audience; key message; budgets; concepts and ideas; treatment and storyboard; approvals; permits; location scouting; pre-production meetings; equipment and resources; weather; shooting schedules; editing schedule
		3.2	Describe the available locations that are suitable for the project work, including how to gain access to these	<ul style="list-style-type: none"> □ <i>Scouting locations</i>: script; storyboard; time of day; available light; power supplies; white noise; background noise; weather; base camp; permits; access; technologies; food/drink
		3.3	Explain what the project work is seeking to achieve	<ul style="list-style-type: none"> □ <i>Project work</i>: defined business objectives; target audience; key messages; visual communications; impacts; showcase products; branding; context; quality; customer engagement; search engine optimisation (SEO); universal language; user generate content; share; likes; views; make contact
		3.4	Explain how to select and work effectively with internal and external suppliers	<ul style="list-style-type: none"> □ <i>Select suppliers</i>: invite proposals; pitch ideas; testimonials; references; shortlist; production quality; communications; creativity; culture fit; brand understanding; budgets; production price/estimates; value for money
		3.5	Explain the timescales and budgets within which they need to work	<ul style="list-style-type: none"> □ <i>Timescales</i>: project plan; initial consultation; graphic design; usability; content gathering; search engine optimisation (SEO) incorporating content; editing; launch; live site □ <i>Budgets</i>: project specifications; resources and equipment; transport costs; merchandise costs; location costs; support and subsistence; base camp; project team; production crew; models; in-house overheads; external costs; production costs

Learning outcomes		Assessment criteria		Unit amplification
		3.6	Explain how to maintain the project team's motivation and morale during the life of the project	<ul style="list-style-type: none"> □ <i>Motivation and morale:</i> communications; purposefulness; goal achievement; feasibility and achievable; desirability; progress reporting; commitment; buy-in; praise; rewards; listening skills; participation levels; assessment; evaluation; trust
		3.7	Explain the extent of their authority to make decisions relating to the project	<ul style="list-style-type: none"> □ <i>Authorisation:</i> project scope; change requests; final sign-off authority; copywriter; copy editor; project manager; marketing manager; campaign manager
		3.8	Identify who can help to resolve project-related problems that are beyond their authority to resolve	<ul style="list-style-type: none"> □ <i>Identify authority:</i> project manager; line manager; commissioning authority; copy editor; marketing manager; campaign manager; budget manager
		3.9	Explain procedures for obtaining and returning merchandise and other items needed for a shoot	<ul style="list-style-type: none"> □ <i>Procedures:</i> retail merchandising plan; logistics schedule; product selection; video/photo shoot sample; merchandise tagging process; sample tracking; shrinkage documentation
4	Be able to prepare for the production of photographs or videos for use on their own organisation's trading website	4.1	Confirm the requirements for photographs or videos, seeking clarification from the right people, when necessary, about their requirements	<ul style="list-style-type: none"> □ <i>Requirements:</i> project plan; defined business objectives; target audience; key message; budgets; concepts and ideas; treatment and storyboard; approvals; permits; location scouting; pre-production meetings; equipment and resources; shooting schedules; editing schedule □ <i>Seeking clarification:</i> project manager; line manager; commissioning authority; copy editor; marketing manager; campaign manager; budget manager
		4.2	Demonstrate that the necessary locations, facilities, equipment and people are available and accessible as needed	<ul style="list-style-type: none"> □ <i>Resources:</i> script; storyboard; merchandise; equipment; technology; power supplies; permits; access; vehicles; base camp; food/drink; project team; shooting crew; models

Learning outcomes		Assessment criteria		Unit amplification
		4.3	Provide project team members with the information which they require	<ul style="list-style-type: none"> □ <i>Project information</i>: defined business objectives; target audience; key message; budgets; concepts and ideas; treatment and storyboard; approvals; permits; location scouting; pre-production meetings; equipment and resources; weather; shooting schedules; editing schedule
5	Be able to produce the required photographs or videos	5.1	Produce photographs or videos which are: <ul style="list-style-type: none"> • designed to achieve agreed objectives • appropriate for the intended audience • attractive and appropriate towards influencing the target customers to purchase their own organisation's products 	<ul style="list-style-type: none"> □ <i>Agreed objectives</i>: project plan; defined business objectives; target audience; key message; budgets; concepts and ideas; treatment and storyboard □ <i>Intended audience</i>: target audience; Buyer profile; buying personas □ <i>Influencing customers</i>: layout; above the fold; below the fold; supports calls to action; headlines; colour; images; size; immersive experiences
		5.2	Encourage the project team to explore innovative ideas and solutions within the limits of the team's authority	<ul style="list-style-type: none"> □ <i>Innovative ideas and solutions</i>: creative thinking; product presentation; locations; audio-visuals; images; trends; colour; viral promotions; technologies; unique approaches; new concepts; big idea
		5.3	Obtain help from the right people in resolving problems that are beyond their authority to resolve, when necessary	<ul style="list-style-type: none"> □ <i>Obtaining help</i>: project manager; line manager; commissioning authority; copy editor; marketing manager; campaign manager; budget manager; project manager; colleagues

Learning outcomes		Assessment criteria		Unit amplification
		5.4	Produce photographs or videos within agreed timescales and budgets	<ul style="list-style-type: none"> □ <i>Timescales</i>: project plan; initial consultation; graphic design; usability; content gathering; search engine optimisation (SEO); incorporating content; editing; launch; live site □ <i>Budgets</i>: project specifications; resources and equipment; transport costs; merchandise costs; location costs; support and subsistence; base camp; project team; production crew; models; in-house overheads; external costs; production costs
		5.5	Follow agreed procedures for returning merchandise and other items after use	<ul style="list-style-type: none"> □ <i>Merchandising return procedures</i>: retail merchandising plan; video/photo shoot sample; merchandise tagging process; sample tracking; shrinkage documentation; returns policy
		5.6	Demonstrate that the project team's motivation and morale has been maintained during the life of the project	<ul style="list-style-type: none"> □ <i>Motivation and morale</i>: project plan; notebook/diary; progress reports; team meeting notes; 360 degree feedback; team reviews
		5.7	Demonstrate compliance with all relevant legal requirements, including those relating to health and safety	<ul style="list-style-type: none"> □ <i>Compliance</i>: definition; legal compliance; regulations; organisational standards; quality procedures; compliance documentation; compliance guidelines; □ <i>Health and safety</i>: risk assessments; health and safety checks; health and safety records; accident reports; RIDDOR requirements

Information for tutors

Suggested resources

Books

Vaughan Tay – *Multimedia: Making it Work 9th Edition* (McGraw Hill Education, 2014) ISBN: 978-0-07-183288-5

Websites

//www.hse.gov.uk/pubns/indg360.pdf

HSE Health and Safety in Audio-Visual Production: your legal duties

//www.jiscdigitalmedia.ac.uk/infokit/video-planning

JISC Planning Video Production

Assessment

The centre will devise and mark the assessment for learning outcomes 1, 2 and 3 in this unit. Learning outcomes 4 and 5 must be assessed in work-based situations.

The assessment criteria for learning outcomes 1, 2 and 3 can be covered in one assignment brief separated into manageable tasks or a separate assignment brief for each learning outcome. The learners should be given the opportunity to present their evidence in a range of different formats, such as reports, written assignments, photographs, videos, case studies, floor plans and presentations.

If learners meet any criteria through oral presentations then this should be supported by a witness statement from the tutor, giving sufficient detail on how each assessment criterion has been met. Copies of the presentation slides should be made available and be supported by the learner's notes or prompt cards. Attention should be paid to the verbs used in the assessment criteria in learning outcomes, which are mainly 'explain' or 'describe', so a list of points would not meet the requirements.

Simulation is not allowed as evidence for learning outcomes 4 and 5. This means assessments must be authentic and generated through the learner's employer or work placement provider. Evidence of Recognition of Prior Learning (RPL) can be used within the unit to confirm competence.

Unit assessment requirements

This unit assesses both occupational competence and underpinning knowledge. Simulation is not allowed for any performance evidence within this unit.

Underpinning knowledge assessment requirements must be independently assessed.

People 1st Assessment Principles for Retail Qualifications can be found on their website (www.people1st.co.uk).

Unit assessment guidance

Learning outcome 1 requires the learner to demonstrate their understanding of the legal and organisational requirements relating to the production of photographs or videos for use on their own organisation's trading website. Learners could reflect on their own work practices and discuss the potential consequences of not complying with the legal, organisational and health and safety requirements when producing photographs or videos.

For learning outcome 2, learners need to provide evidence that they understand the aims and purpose of the production of photographs or videos for use on their own organisation's trading website. Using a case study, learners could explain the features and benefits of their organisation's web-based channels and explain how the images used meet their target audience.

For learning outcome 3, learners need to demonstrate understanding of how to progress the production of photographs or videos for use on their own organisation's trading website. Learners could be given an assignment brief that requires a detailed explanation of the purpose and aim of the shoot, how to find and access locations, how to select and work with suppliers of products and props and the procedures for obtaining and returning merchandise used in the shoot. The assignment brief could also ask learners to explain how to maintain team motivation and morale, the span of their authority and how to meet timescales and budget.

For learning outcome 4, the main source of evidence for demonstrating the achievement of the assessment criteria could be through a case study or professional discussion. These could be backed up by the learner's use of technology to produce records of meetings, work products and questions and answers (Q&A). Products such as preparation material, notes, minutes, photographs, videos, presentations could all be referred to. As much of this product is likely to be commercially sensitive, it is recommended that this evidence is signposted and left in the workplace. Witness testimony from colleagues who participated in the production of the photographs or videos could also be used as supplementary evidence for this unit.

For learning outcome 5, the main source of evidence for demonstrating the achievement of the assessment criteria could be through a combination of direct observation, case studies, professional discussion and reflective accounts. However, a presentation that the learners have given to their own organisation, demonstrating photographs or videos that they have produced to promote products through their trading website could provide sufficient evidence for this learning outcome. These could be backed up by the learner's use of technology to produce business documents, work products and questions and answers (Q&A). As much of this product is likely to be commercially sensitive, it is recommended that this evidence is signposted and left in the workplace. Witness testimony from senior managers who have sat in on presentations, reviewed photographs, videos, or read any other reports by the learner could also be used as supplementary evidence for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand legal and organisational requirements relevant to selecting visual assets for use on their own organisation's trading website	1.1	Explain legal and organisational requirements relating to the selection of visual assets for use on the organisation's trading website	<ul style="list-style-type: none"> □ <i>Legal requirements:</i> Data Protection Act 1998; Privacy and Electronic Communications Regulations; Accessibility –Equality Act 2010; E-Commerce Regulations 2012; Consumer legislation UK – Consumer Protection Act; Sale of Goods Act □ <i>Copyright law:</i> Intellectual Property Rights; Open Government Licence, e.g. information asset register, fair trader scheme; globalisation –legal requirements of client countries; W3C Validation (World Wide Web Consortium) □ <i>Licensing:</i> Copyright Licensing Agency; Newspaper Licensing Agency; Design and Artists Copyright Society; Ordnance Survey; The National Archive; Creative Commons □ <i>Patents and Trade-marks:</i> patents; trademarks and service marks; company names; logos; domain names – Uniform Domain-Name Dispute-Resolution Policy □ <i>Regulatory bodies:</i> International Press Telecommunications Council (IPTC); IPTC Core Standards; IPTC Extensions; IPTC Information Exchange Model; Advertising Standards Authority, Committee of Advertising Practice; Codes of Practice - Committee of Advertising Practice Code (non-broadcast media); UK Code of Broadcast Advertising □ <i>Organisational requirements:</i> organisation policies; official guidelines; house style guidelines; staff policies; content supervision; monitoring activity; disclaimers; ownership rights; permissions

Learning outcomes		Assessment criteria		Unit amplification
		1.2	Explain the impact of these requirements for their work in selecting visual assets for use on the organisation's trading website	<ul style="list-style-type: none"> □ <i>Impacts</i>: permissions for use of visual assets; copyright issues; ownership of intellectual properties; accessibility; responsiveness on all devices; product representation and descriptions; national and international regulations; disclaimers □ <i>Organisational impacts</i>: compliance requirements; legal requirements; following company policies and procedures; house style; management processes; quality processes
		1.3	Describe the possible consequences to the organisation of not complying with the relevant legal and organisational requirements	<ul style="list-style-type: none"> □ <i>Potential consequences</i>: financial consequences; sales revenues; profitability; penalties and fines; prosecution; customer satisfaction; customer searches; reputation; media reporting; meeting industry standards; professional credibility; staff disciplinary processes
2	Understand the factors to consider when selecting visual assets for use on their own organisation's trading website	2.1	Describe the features of the web-based retail channels provided by the organisation	<ul style="list-style-type: none"> □ <i>Features</i>: search facilities; load speed; responsiveness; social network links; on-site promotions; communications; e-commerce e.g. shopping cart; payment options; security; freight/postage; customer services □ <i>Product Management</i>: product availability; categories; product descriptions/features; comparison; best -sellers; special offers and promotions; complementary products; gift services; cluster products; multiple brands
		2.2	Explain the benefits associated with the features, both for the organisation's customers and also for their organisation	<ul style="list-style-type: none"> □ <i>Benefits to customers</i>: search facility: ease of access: ease of use; shop 24/7; save time; order and collect; delivery; responsiveness: view on any device e.g. mobile phone, tablet, laptop, PC; read customer reviews □ <i>Benefits to organisation</i>: improved customer perception; stronger branding opportunities; customer loyalty; variety of channels, opportunities for differentiation by brand, quality, service, experience; increased sales; improved data collection; detailed customer information; enhanced staff productivity; opportunities for value additions

Learning outcomes		Assessment criteria		Unit amplification
		2.3	Describe the access points and devices available to customers when accessing the organisation's trading website	<ul style="list-style-type: none"> □ <i>Access points</i>: wifi; browsers; apps; internet; mobile technologies □ <i>Devices</i>: tablet; laptop; desktop PC; smartphone; online TV; interactive TV; games consoles
		2.4	Describe how the access points and devices affect visual quality and associated ease of viewing	<ul style="list-style-type: none"> □ <i>Visual quality and ease of viewing</i>: responsive web design; flexible grid design; navigation; logical block divisions; mosaic layouts; text blocks; readability; contrasting colour palettes; white space; content aware images; modifying image sizes; cross browser compatibility
		2.5	Describe the brand values of the organisation, with these being core values and qualities that define the organisation's business from the customers' viewpoint	<ul style="list-style-type: none"> □ <i>Brand values</i>: promise; character; personality; story; culture; mission, consistency; strength; differentiation from competition; delivery; customer experience; match customer target segments expectations; image □ <i>Core values and qualities</i>: organisational customer service policies and procedures; understand brand core values; maintain consistent messages; work with honesty and trust; be aware of competitive edge of good customer service; understand market positioning e.g. luxury goods, value for money
		2.6	Explain how visual assets can contribute to achieving business objectives and targets	<ul style="list-style-type: none"> □ <i>Business objectives and targets</i>: sales objectives; profitability; customer satisfaction; Return on Investment (ROI); marketing objectives □ <i>Contributions</i>: customer behaviours; customer engagement; sales funnel engagement; sales revenues

Learning outcomes		Assessment criteria		Unit amplification
		2.7	Explain the purpose and target audience of the visual assets to be used	<ul style="list-style-type: none"> □ <i>Purpose</i>: business objectives; sales revenues; profitability; target audience; key messages; visual communications; impacts; showcase products; branding; context; quality; customer engagement; Search Engine Optimisation (SEO); universal language; user generate content; share; likes; views; contact □ <i>Identifying target audiences</i>: researching your customers; use organisational intelligence; customer data cards; website analytics; buying histories; customer support letters; customer surveys; product samples; inspecting the product or service for potential customer information; reviewing past promotions □ <i>Identifying the buyer</i>: creating buyer profiles for specific products/services; know your customer's feelings, beliefs, desires; understand the problems customers need to solve; ambitions/outcomes to achieve; use of visualisation □ <i>Buyer personas</i>: who is the buyer e.g. demographics, age, gender, marital status, family status, income levels, location, residence; what are their pressing issues e.g. problems, desires, ambitions; where do they get their information; which social media do they use; who do they trust
		2.8	Describe reliable sources of up to date visual assets	<ul style="list-style-type: none"> □ <i>Sources of visual assets</i>: internal suppliers; external suppliers; stock image companies; visual resource libraries; commercial photographers; open source websites; Creative Commons

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to select visual assets which fulfil requirements	3.1	Select visual assets that: <ul style="list-style-type: none"> • fulfil agreed specifications and objectives • are likely to influence positively their own organisation's target customers to purchase its products 	<ul style="list-style-type: none"> □ <i>Specifications and objectives</i>: copy specification; purpose; required outcomes; sales objectives; profitability; marketing objectives; customer satisfaction; return on investment (ROI) □ <i>Influencing purchases</i>: appropriate for the target audience; buying personas; showcase products; benefits and features; house style; brand; recognition; consistency; colour palette; layout; above the fold; call to action buttons
		3.2	Demonstrate that visual assets are consistent with the core values and qualities that define their own organisation's business from the customers' viewpoint	<ul style="list-style-type: none"> □ <i>Core values and qualities</i>: organisational customer service policies and procedures; understand brand core values; maintain consistent messages; work with honesty and trust; be aware of competitive edge of good customer service; understand market positioning e.g. luxury goods, value for money
		3.3	Select visual assets which promote ease and quality of viewing via the various access points and devices available to customers when accessing their own organisation's trading website	<ul style="list-style-type: none"> □ <i>Visual quality and ease of viewing</i>: responsive web design; flexible grid design; navigation; logical block divisions; mosaic layouts; text blocks; readability; contrasting colour palettes; white space; content aware images; modifying image sizes; cross browser compatibility
		3.4	Use reliable sources of up to date visual assets in the required formats	<ul style="list-style-type: none"> □ <i>Sources of visual assets</i>: internal suppliers; external suppliers; stock image companies; visual resource libraries; commercial photographers; open source websites; Creative Commons

Learning outcomes		Assessment criteria		Unit amplification
		3.5	Demonstrate that the use of visual assets maintains compliance with relevant legal and organisational requirements	<ul style="list-style-type: none"> □ <i>Compliance</i>: legislation; licensing; royalty payments; patents and trademarks; regulatory bodies; organisational requirements; policies and procedures
4	Be able to record and store visual assets in line with requirements	4.1	Maintain a concise record of the visual assets that they have selected	<ul style="list-style-type: none"> □ <i>Records of visual assets</i>: asset register; recording system; file name protocols; five word rule; use of hyphenation; file types, e.g. BMP, GIF, JPEG, PNG; directories; sub directories
		4.2	Use an appropriate method of storing and backing up the visual assets, in line with organisational requirements	<ul style="list-style-type: none"> □ <i>Backup routines</i>: procedures; frequency; scheduled; automatic; location and media; File Transfer Protocols (FTP); off-site back-up; cloud computing; data storage; file classifications

Information for tutors

Suggested resources

Books

Diamond Ellen, Diamond Jay – *Fashion Retailing A Multi-Channel Approach* 3rd Edition (Fairchild Books, 2015) ISBN-13 978-1609019006

Websites

www.inbrief.co.uk

UK website dedicated to informing the public about laws relevant to them. Search by type of law query e.g. media law, intellectual property

www.openphoto.net/

Curated open source images. Free photos to download. Creative Commons and licensed images

www.shutterstock.com/

Example of a royalty free stock image company. Offers free and paid for images

Assessment

The centre will devise and mark the assessment for learning outcomes 1 and 2 in this unit. Learning outcomes 3 and 4 must be assessed in work-based situations.

The assessment criteria for learning outcomes 1 and 2 can be covered in one assignment brief separated into manageable tasks or a separate assignment brief for each learning outcome. The learners should be given the opportunity to present their evidence in a range of different formats such as reports, written assignments, case studies, visual assets, floor plans and presentations.

If learners meet any criteria through oral presentations then this should be supported by a witness statement from the tutor giving sufficient detail on how each assessment criterion has been met. Copies of the presentation slides should be made available and be supported by the learner's notes or prompt cards. Attention should be paid to the verbs used in the assessment criteria in learning outcomes, which are mainly 'explain' or 'describe', so a list of points would not meet the requirements.

Simulation is not allowed as evidence for learning outcome 3. This means assessments must be authentic and generated through the learner's employer or work placement provider. Evidence of Recognition of Prior Learning (RPL) can be used within the unit to confirm competence.

Unit assessment requirements

This unit assesses both occupational competence and underpinning knowledge. Simulation is not allowed for any performance evidence within this unit.

Underpinning knowledge assessment requirements must be independently assessed.

People 1st Assessment Principles for Retail Qualifications can be found on their website (www.people1st.co.uk).

Unit assessment guidance

For learning outcome 1, learners need to provide evidence that they understand the legal and organisational requirements that relate to the selection of visual assets for their own organisation's trading website. Learners could use a short assignment brief, professional discussion or reflect upon their own work practices and explain how the legal and organisation requirements affect their work for selecting and using visual assets. The learner should also discuss any constraints in meeting timescales and deadlines.

For learning outcome 2, learners need to demonstrate understanding of the factors to consider when selecting visual assets for use on their own organisation's trading website. Using an assignment brief, learners could explain the features and benefits of web-based retail channels from the customer and organisation's viewpoints, using different access points and devices, and explain how the brand values reflect their organisation's core values and qualities.

For learning outcomes 3 and 4, the main source of evidence for demonstrating the achievement of the assessment criteria could be through a case study or professional discussion, backed up by work products and questions and answers (Q&A). Product such as preparation material, notes, minutes, visual assets, specifications, presentations could all be referred to. As much of this product is likely to be commercially sensitive, it is recommended that this evidence is signposted and left in the workplace. Witness testimony from colleagues who reviewed the visual assets could also be used as supplementary evidence for this unit.

In addition to the above, learning outcome 4 could be assessed in conjunction with the requirements of Unit 9 Maintaining a library of materials for use on a trading website.

Unit 14: Organising urgent changes to the content of a trading website

Unit reference number: F/505/9665

QCF level: 3

Credit value: 2

Guided learning hours: 18

Unit aim

Retail organisations are often required to make urgent changes on their trading website. This could be to communicate urgent messages such as product recall, updating urgent information or even correcting errors.

In this unit, the learner will study the legal and organisational requirements to making changes on the organisation's trading website. Learners will work with others to ensure the timely update of content on their organisation's trading website and consider the factors for making urgent changes such as identifying, addressing and communicating those changes.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand legal and organisational requirements relevant to making changes to their own organisation's trading website	1.1	Explain legal and organisational requirements relating to the content of the trading website, including the impact of these requirements for their work	<ul style="list-style-type: none"> □ <i>Legal requirements:</i> Data Protection Act 1998; Privacy and Electronic Communications Regulations; Equality Act 2010; E-Commerce Regulations 2012; Consumer legislation UK – Consumer Protection Act, Sale of Goods Act □ <i>Copyright law:</i> Intellectual Property Rights; Open Government Licence e.g. information asset register, fair trader scheme; globalisation –legal requirements of client countries; W3C Validation (World Wide Web Consortium) □ <i>Licensing:</i> Copyright Licensing Agency; Newspaper Licensing Agency; Design and Artists Copyright Society; Ordnance Survey; The National Archive; Creative Commons; royalties □ <i>Patents and Trademarks:</i> patents; trade-marks and service marks; company names; logos; domain names – Uniform Domain-Name Dispute-Resolution Policy □ <i>Regulatory bodies:</i> Advertising Standards Authority, Committee of Advertising Practice; Codes of Practice - Committee of Advertising Practice Code (non-broadcast media); UK Code of Broadcast Advertising □ <i>Organisation requirements:</i> company policies; official guidelines; house style guidelines; staff policies; content supervision; monitoring activity; disclaimers; ownership rights; permissions
		1.2	Describe the extent of their authority to agree changes to the website	<ul style="list-style-type: none"> □ <i>Extent of authority:</i> content change process; major change definition; minor change definition; change request process; change requests; scope of authority; decision hierarchy; change approval given/sought

Learning outcomes		Assessment criteria		Unit amplification
		1.3	Identify those who can authorise the changes to be made, where the changes are beyond their level of authority	<ul style="list-style-type: none"> □ <i>Authorisation</i>: project manager; line manager; copy editor; marketing manager; campaign manager; named colleagues
		1.4	Describe the procedures, lead times and costs involved in processing changes to the website	<ul style="list-style-type: none"> □ <i>Procedures and lead times</i>: content change process; lead times; change request proposal; change request scrutiny; response to request; agreed changes; approvals; disagreed changes; reasoning; sign-off; close request □ <i>Costs</i>: extent of change; budgets; planning costs; re-write costs; re-shoot costs; staff time costs; use of new products and resources; technologies
2	Understand the factors to consider when making urgent changes to the content of their own organisation's trading website	2.1	Explain how to assess the level of urgency of change requests	<ul style="list-style-type: none"> □ <i>Assess change requests</i>: prioritise; minor change definition; major change definition; involve stakeholders; assess severity; assess potential impacts; consequences; complexity; mandatory requirements; urgency; time critical; measures; responses; documented decisions
		2.2	Identify which colleagues can provide information, advice and support when urgent changes are needed	<ul style="list-style-type: none"> □ <i>Relevant colleagues</i>: project manager; line manager; copy editor; marketing manager; campaign manager; project team; named colleagues
		2.3	Explain the importance of monitoring the implementation of change requests	<ul style="list-style-type: none"> □ <i>Change requests</i>: change control process; version control protocols; reasons for change request; budget implications; time schedules; realistic; practicality; feasibility; major change; minor change; costs; benefits; impact assessments
		2.4	Explain the importance of resolving without delay any problems with the implementation	<ul style="list-style-type: none"> □ <i>Resolve problems</i>: business critical; sales revenues; profitability; time schedules; costs; budget implications; potential impacts; mandatory requirements; potential consequences

Learning outcomes		Assessment criteria		Unit amplification
		2.5	Identify which colleagues need to be kept informed of the changes being made	<ul style="list-style-type: none"> Identify colleagues: project manager; line manager; copy editor; marketing manager; campaign manager; web designers; content writers; graphic designers; sales and marketing
3	Be able to progress urgent changes to the content of their own organisation's trading website	3.1	Work within the limits of their authority when deciding which changes to make to the content of the organisation's trading website	<ul style="list-style-type: none"> Authorisation: content change process; major change definition; minor change definition; change request process; change requests; scope of authority; decision hierarchy; management review; change approval given/sought
		3.2	Refer correctly any changes that are beyond their level of authority to the right people for authorisation	<ul style="list-style-type: none"> Refer changes: project manager; line manager; copy editor; marketing manager; campaign manager; web designers; content writers; graphic designers; sales and marketing
		3.3	Prioritise change requests according to the level of urgency	<ul style="list-style-type: none"> Change requests: prioritise minor or major change request; involve stakeholders; assess severity; assess potential impacts; consequences; complexity; mandatory requirements; urgency; time critical; measures; responses; documented decisions
		3.4	Organise changes within agreed procedures, timescales and budget	<ul style="list-style-type: none"> Organise changes: change request process; prioritise change requests; undertake implementation; within timescale; within budget
		3.5	Obtain the support of those colleagues whose expertise is needed to produce and upload amended content, where necessary	<ul style="list-style-type: none"> Expert colleagues: project manager; copy editor; web designers; content writers; graphic designers; sales and marketing; IT services
		3.6	Monitor progress and deal promptly with problems as they arise	<ul style="list-style-type: none"> Progress and problems: change control process; prioritise issues; involve stakeholders; assess potential impacts; consequences; urgency; time critical; implications; completion; close off

Learning outcomes		Assessment criteria		Unit amplification
		3.7	Demonstrate that relevant colleagues are kept informed of the changes being made	<ul style="list-style-type: none"> □ <i>Relevant colleagues:</i> project manager; line manager; copy editor; marketing manager; campaign manager; web designers; content writers; graphic designers; sales and marketing

Information for tutors

Suggested resources

Books

Clayton Mike – *Brilliant Time Management: What the most productive people know, do and say* (Pearson Education Ltd, 2011)

Websites

betterexplained.com/articles/a-visual-guide-to-version-control/

A visual guide to version control

corporatecoachgroup.com/blog/time-planning-how-to-prioritise-tasks

A time management prioritisation method

guides.beanstalkapp.com/version-control/intro-to-version-control.html

A beginners guide to version control

Assessment

The centre will devise and mark the assessment for learning outcomes 1 and 2 in this unit. Learning outcome 3 must be assessed in work-based situations.

The assessment criteria for learning outcomes 1 and 2 can be covered in one assignment brief separated into manageable tasks or a separate assignment brief for each learning outcome. The learners should be given the opportunity to present their evidence in a range of different formats such as reports, written assignments, case studies, visual assets, floor plans and presentations.

If learners meet any criteria through oral presentations then this achievement should be supported by a witness statement from the tutor which provides sufficient detail on how each assessment criterion has been met. Copies of the presentation slides should be made available and be supported by the learner's notes or prompt cards. Attention should be paid to the verbs used in the assessment criteria in learning outcomes, which are mainly 'explain' or 'describe', so a list of points would not meet the requirements.

Simulation is not allowed as evidence for learning outcome 3. This means assessments must be authentic and generated through the learner's employer or work placement provider. Evidence of Recognition of Prior Learning (RPL) can be used within the unit to confirm competence.

Unit assessment requirements

This unit assesses both occupational competence and underpinning knowledge. Simulation is not allowed for any performance evidence within this unit.

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People 1st Assessment Principles for Retail Qualifications can be found on their website (www.people1st.co.uk).

Unit assessment guidance

For learning outcome 1, learners need to provide evidence that they understand the legal and organisational requirements that relate to the content and the impact of these requirements for their own work. Using an assignment brief, the learner could explain the procedures, lead times and costs involved in making changes to a trading website. The learner could also explain the extent of their authority to agree changes to the website and identify who can authorise changes beyond the learner's own level. A professional discussion and work products could further evidence this criterion.

For learning outcome 2, learners need to demonstrate understanding of the factors to consider when making urgent changes to the content of their own organisation's trading website. Using an assignment brief or case study, learners could prioritise a number of content changes to illustrate how they would assess the levels of urgency. They could also use the examples to explain the importance of monitoring the implementation of changes and resolving problems. The assignment brief could also require learners to identify the relevant colleagues from whom to seek support, advice and guidance.

For learning outcome 3, the main source of evidence for demonstrating the achievement of the assessment criteria could be through a case study or professional discussion. These could be backed up by the learner's use of technology to produce records of meetings, work products and questions and answers (Q&A). Product such as preparation material, notes, minutes, change requests, monitoring records and presentations could all be referred to. As much of this product is likely to be commercially sensitive, it is recommended that this evidence is signposted and left in the workplace. Witness testimony from senior managers who reviewed and authorised changes to be made could also be used as supplementary evidence for this unit.

Unit 15: Maintaining the confidentiality and security of data held online regarding retail customers

Unit reference number: J/505/9666

QCF level: 2

Credit value: 4

Guided learning hours: 32

Unit aim

Retaining customer data is part of a regulated sector, which provides strict guidelines on maintaining the confidentiality and security, recycling and sharing of data.

In this unit, the learner will study the legal and organisational requirements in maintaining the confidentiality and security of data held on their customers. The learner will be able to take responsibility for the protection of data held online and manage requests for information from customers, whether in person, online or by email or telephone, and also from third parties such as suppliers or partnered companies for which permission may be required before sharing information.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand legal and organisational requirements relating to the maintenance of online data confidentiality and security	1.1	Describe legal and organisational requirements relating to maintaining the confidentiality and security of online customer data as these impact upon their area of operations.	<ul style="list-style-type: none"> □ <i>Legal requirements:</i> Data Protection Act 1998 (UK); the Eight Principles of Data Protection; definitions of types of data e.g. personal data, sensitive data; different security levels between data types ; Electronic Commerce (EU Directive) 2002 Human Rights Act Article 8; Human Rights Act Article 10; Regulations of Investigatory Powers 2002; Disclosure and Transparency Rules Children’s Online Privacy Protection Act (COPPA) (United States of America); age identification information linked to personal identification information; website, products apps targeted at under 13 years □ <i>Organisational requirements:</i> company policies and procedures; official guidelines; staff training; organisational policy and procedures; online misconduct; defamation and liability; privacy rights; line management e.g. monitoring activity; disclaimers; employees, e.g. recruitment, vetting; confidentiality, trust, security
		1.2	Describe their own organisation’s policies and guidelines for the recording, retention, protection and disposal of online customer information.	<ul style="list-style-type: none"> □ <i>Company policies and procedures:</i> Data Protection Registration Record; e.g. what information will be stored; how it will be used □ <i>Internal communications policy,</i> e.g. who has access and how; Information life cycle, e.g. how long it will be held for □ <i>Security procedures:</i> vetting; dealing with requests; password protocols: confidentiality procedures; retrieval and back-up systems; disposal procedures
		1.3	Explain the different items of customer information that are required and why	<ul style="list-style-type: none"> □ <i>Customer records:</i> personal information; organisational information: purpose of information held: adequate; relevant; not excessive; accurate; up to date

Learning outcomes		Assessment criteria		Unit amplification
		1.4	Describe organisational guidelines regarding the use of social media in relation to maintaining customer confidentiality.	<ul style="list-style-type: none"> □ <i>Corporate social media policy</i>: official guidelines; ACAS guidelines; personal information; location, address book; customers social connections; social media activities, shares personal information with advertisers, cross network connections □ <i>Web analytics</i>: view data accessed; frequency; levels of activity □ <i>Official requests from government agencies</i>: court orders; police search warrants; emergency cases; alerting customers to access requests; transparency reports e.g. Google
		1.5	Explain why protecting information is important to them, their own organisation and others outside the organisation.	<ul style="list-style-type: none"> □ Importance of protecting information – (personally): protect self; protect job; ethical and moral behaviours; model employee □ <i>Importance of protecting information – (organisation)</i>: business impact; financial penalties; legal implications; reputation; competitive edge; consequences □ <i>Importance of protecting information for those outside the organisation</i>: trust; identity theft; financial history; credit rating
		1.6	Describe the potential implications of an information security incident to them, their own organisation and others outside the organisation.	<ul style="list-style-type: none"> □ <i>Breaches in information security – (personal implications)</i>: disciplinary procedures; legal actions; job security □ <i>Breaches in information security – (organisational implications)</i>: fines and financial penalties; negative publicity; being sued; consumer trust; loss of business; systems failure; incident recovery costs □ <i>Breaches in information security – (others outside organisation)</i>: identity theft; credit ratings; financial losses; insecurity; stress; reactive communications with banks, police, government offices
		1.7	Describe customers' rights to see the data held about them by their own organisation.	<ul style="list-style-type: none"> □ <i>Rights of subject access</i>: correction; complaints to Information Commissioner; rights to prevent distress; direct marketing; automatic decisions; compensation; exemptions

Learning outcomes		Assessment criteria		Unit amplification
		1.8	Describe how to respond to requests from customers to see data held about them by their own organisation.	<ul style="list-style-type: none"> □ <i>Respond to customers</i>: organisational procedures; identity verification; allowed disclosure methods; exemptions and joint/third party information processes; data protection law; response times; fees; formats
2	Understand the procedures to follow to maintain online data confidentiality and security.	2.1	Describe how to protect information held online, including the use of encryption and passwords.	<ul style="list-style-type: none"> □ <i>Protecting information online</i>: privacy policy; e-mail privacy practices: Customer Personally Identifiable Information (CPII); website security: online behavioural tracking; mobile device tracking systems; hardware policy, e.g. PC, tablet, laptops, smartphones; Contingency and recovery plans □ <i>Security policy</i>: Use of encryption and passwords; encryption; full disk encryption; file encryption; data encryption software; password design protocols; password change schedule
		2.2	Explain the security checks required by the organisation before releasing information to a third party by telephone and online.	<ul style="list-style-type: none"> □ Internal security checks: consent procedures; who is making request: staff; identity verification; level of authority; organisational guidelines □ External security checks: who is making request: written requests; investigative bodies - organisational policy and procedures; legal requirements
		2.3	Explain the actions to take where a customer or third party is unable to satisfy the required security checks when seeking information by telephone and online.	<ul style="list-style-type: none"> □ <i>Unsatisfactory security checks</i>: organisational policies and procedures; legal requirements; customer identity authentication process and knowledge-based proof; acceptable evidence; third party written requests; legal requirements; escalation processes

Learning outcomes		Assessment criteria		Unit amplification
		2.4	Describe methods of sending information securely according to the values and sensitivity of the information and the level of protection that it needs.	<ul style="list-style-type: none"> □ <i>Values and sensitivity of information:</i> personal; financial; sensitive; business critical/competitive □ <i>Levels of protection of information:</i> organisational policies; encryption services; secure file transfer services; security software
		2.5	Describe organisational procedures in place to make sure that computer media is made unreadable, prior to its disposal.	<ul style="list-style-type: none"> □ <i>Disposal of computer media:</i> IT and Media Disposal policy; WEEE regulations; media definitions; data destruction methods; media collections and disposal processes
3	Be able to maintain the confidentiality and security of data regarding customers when recording and retaining online data.	3.1	Make sure that documents, computers or electronic equipment containing sensitive information are kept secure.	<ul style="list-style-type: none"> □ <i>Information security:</i> documents, computers and electronic equipment; organisational policies and procedures; encryption and password protocols; data storage, filing and file naming protocols; security procedures; mobile device security measures
		3.2	Check that online information is not changed in any unauthorised way, in line with organisational procedures.	<ul style="list-style-type: none"> □ <i>Checking online information:</i> organisational procedures; administrative tools; access levels; event viewer; system history folder; modified files and folder search; unauthorised access; security logs; log-ins and log-offs; encryption and password protocols
		3.3	Encrypt all data entered electronically where required.	<ul style="list-style-type: none"> □ <i>Encrypting electronic data:</i> encryption and password protocols; security software; contingency and recovery plans
		3.4	Make a record of only that information that needs to be recorded, according to organisational requirements.	<ul style="list-style-type: none"> □ <i>Information records:</i> organisational procedures; customer records; personal information; organisational information; adequate; relevant; not excessive; accurate; up to date

Learning outcomes		Assessment criteria		Unit amplification
		3.5	Keep all records of confidential information away from public display.	<ul style="list-style-type: none"> □ <i>Confidential information access</i>: encryption and password protocols; back office activities; access clearance levels; security software
		3.6	Protect confidentiality by checking that information is destroyed properly when it is no longer required.	<ul style="list-style-type: none"> □ <i>Disposal of information</i>: data destruction methods; media collections and disposal processes; data checks
		3.7	Seek guidance from the relevant person about maintaining the security of data, when required.	<ul style="list-style-type: none"> □ <i>Seeking guidance</i>: system administrator; access levels; security checks; confirmation protocols; escalation requirements
		3.8	Maintain organisational requirement relating to the confidentiality and security of data.	<ul style="list-style-type: none"> □ <i>Organisational requirements</i>: policies and procedures; data security requirements; customers; staff; business operations; data confidentiality requirements: customers, staff, business operations
4	Be able to maintain the confidentiality and security of online data when sharing information with third parties in line with organisational requirements.	4.1	Check that any parties seeking information have the authority to receive it, following organisational procedures.	<ul style="list-style-type: none"> □ <i>Internal requests</i>: identity verification; level of authority; organisational guidelines □ <i>External requests</i>: written requests; investigative bodies - organisational policy and procedures; legal requirements
		4.2	Provide information to the third parties only where they have satisfied relevant security checks, in line with organisational requirements.	<ul style="list-style-type: none"> □ Information to third parties: organisational policies and procedures; security check records; who is making request; purpose; written requests; consent obtained; confirmation protocols; system administrator; line manager; escalation procedures

Learning outcomes	Assessment criteria		Unit amplification
	4.3	Provide relevant information only to those who need to use the information.	<ul style="list-style-type: none"> □ <i>Internal requests</i>: identity verification; level of authority; organisational guidelines □ <i>External requests</i>: written requests; investigative bodies - organisational policy and procedures; legal requirements
	4.4	Check with the relevant person that the learner has the authority to release information to others where necessary.	<ul style="list-style-type: none"> □ <i>Checking authority to release information</i>: confirmation protocols; system administrator; line manager; sign-off process
	4.5	Use secure methods of sending information to third parties, when required, in line with organisational procedures.	<ul style="list-style-type: none"> □ <i>Secure methods to send information</i>: organisational policies; encryption services; secure file transfer services; encryption and password protocols

Information for tutors

Suggested resources

Books

McKilligan NFJ and Powell NHE – *Data Protection Pocket Guide: Essential Facts* (British Standards Institution, 2009) ISBN 0-580-44437-6

Journals and/or magazines

Retail Weekly

The Grocer

Websites

www.bbc.co.uk/schools/gcsebitesize/ict/legal/0dataprotectionactrev1.shtml

Overview of the Data Protection Act 1998

www.direct.gov.uk: Data Protection Act 1998

www.dft.gov.uk/vca/enforcement/weee-enforcement.asp

WEEE Regulations

Assessment

The centre will devise and mark the assessment for learning outcomes 1 and 2 in this unit. Learning outcomes 3 and 4 must be assessed in work-based situations.

The assessment criteria for learning outcomes 1 and 2 can be covered in one assignment brief separated into manageable tasks or a separate assignment brief for each learning outcome. The learners should be given the opportunity to present their evidence in a range of different formats, such as reports, written assignments, case studies, floor plans and presentations.

If learners meet any criteria through oral presentations then this achievement should be supported by a witness statement from the tutor which provides sufficient detail on how each assessment criterion has been met. Copies of the presentation slides should be made available and be supported by the learner's notes or prompt cards. Attention should be paid to the verbs used in the assessment criteria in learning outcomes, which are mainly 'explain' or 'describe', so a list of points would not meet the requirements.

Simulation is not allowed as evidence for learning outcomes 3 or 4. This means that assessments must be authentic and generated through the learner's employer or work placement provider. Evidence of Recognition of Prior Learning (RPL) can be used within the unit to confirm competence.

Unit assessment requirements

This unit assesses both occupational competence and underpinning knowledge. Simulation is not allowed for any performance evidence within this unit.

Underpinning knowledge assessment requirements must be independently assessed.

People 1st Assessment Principles for Retail Qualifications can be found on their website (www.people1st.co.uk).

Unit assessment guidance

For learning outcome 1, learners need to provide evidence that they understand the legal and organisational requirements that relate to the maintenance of online data confidentiality and security. Learners could reflect on their own work practices and explain their own organisation's policies and guidelines for recording, retention, protections and disposal of online customer information, including that of social media - and why customer information is collected in the first place. A professional discussion should focus the learner on explaining why the protection of information is important to them, their organisation and others, as well as the potential implications of a breach in information security.

For learning outcome 2, learners need to provide evidence that they understand the procedures to follow to maintain online data confidentiality and security. Learners could use a case study or a reflective account to explain the process or procedure to approve the sharing or releasing of information to a third party. The learner should also illustrate methods of sending information according to value and sensitivity and the level of protection it requires.

For learning outcome 3, the main source of evidence for demonstrating the achievement of the assessment criteria could be through a combination of direct observation, case studies, professional discussion and reflective accounts. This could be further backed up by the learner's use of technology to record required data, keep confidential information away from public display and protect confidentiality by ensuring information is destroyed properly when it is no longer required. Professional discussion, questions and answers (Q&A) would aid the veracity of this work. As much of this product is likely to be commercially sensitive, it is recommended that this evidence is signposted and left in the workplace. Detailed witness testimony of the learner performing this role on several occasions could also be used as evidence.

For learning outcome 4, the main source of evidence for demonstrating the achievement of the assessment criteria could be through a combination of direct observation, case studies, professional discussion and reflective accounts. This could be backed up by the learner's use of technology to produce business documents, recorded conversations, work products and questions and answers (Q&A). As much of this product is likely to be commercially sensitive, it is recommended that this evidence is signposted and left in the workplace. Witness testimony from senior managers who have sat in on the presentation or received secure information reports from the learner could also be used as supplementary evidence for this unit.

Unit 16: Forecasting trends and developments impacting on range management and buying

Unit reference number: R/505/9721

QCF level: 4

Credit value: 8

Guided learning hours: 64

Unit aim

Trends and developments in online retail business create patterns that can be analysed; occasional events, however, affect how people interact with the retail sector. These include economic factors, such as levels of debt and employment, exchange rates and economic growth; social and cultural factors such as lifestyle, major sporting events and demographics; political factors such as competition and other legal frameworks; environmental responsibility and the global marketplace; and technological issues such as the growth in E-commerce, material and product developments.

In this unit, the learner will study how to forecast trends and developments, which affect the range of merchandise offered and bought by an organisation. This will involve monitoring their political, economic, social, cultural and technological issues and trends that are relevant to the retail sector.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the importance of forecasting trends and developments impacting upon the range management and buying requirements within their own organisation	1.1	Explain the importance of identifying trends and developments at an early stage, including the possible consequences of not doing so	<ul style="list-style-type: none"> □ <i>Importance of identifying trends:</i> prepare for changes in the market place; threats and opportunities; proactive not reactive. □ <i>Possible consequences:</i> cash flow shortfalls; lack of product development; losing market share; impact on marketing plan.
		1.2	Explain the importance of monitoring potential trends and of updating forecasts accordingly	<ul style="list-style-type: none"> □ <i>Monitoring potential trends:</i> over or under production; not forecasting staff numbers or training needs; social media; market budget. □ <i>Updating forecasts:</i> new technology; consumer fads; seasonal changes; sales budgets.
		1.3	Explain the relevance of trend to their market, including the trend cycle and positioning within it	<p><i>Trend cycle:</i></p> <ul style="list-style-type: none"> • <i>trend</i> – e.g., the long-term change in retail data. • <i>cycle</i> – e.g. a periodical movement of growth and decline, the business cycle. • <i>market data:</i> trend cycle long-term; the fundamental evolution of market data

Learning outcomes	Assessment criteria		Unit amplification
	1.4	Explain the value and limitations of the various sources of information used in forecasting trends and developments	<ul style="list-style-type: none"> • <i>sources of information:</i> <ul style="list-style-type: none"> ○ <i>primary sources:</i> current sales data; actual receipts e.g. daily, weekly, monthly, seasonal; sales by target groups; projected sales budgets. ○ <i>secondary sources:</i> competitors estimated sales; market share data; expert panel estimates; government statistics; trade associations; commercial suppliers of data. ○ <i>online sources:</i> social media analytics; search engine analytics; web analytics; mobile analytics; competitive intelligence tools ○ <i>value and limitations:</i> reliability; validity; relevance; source bias; generically focused.
	1.5	Explain how the timing of a trend influences the retailing of products to their customer market	<ul style="list-style-type: none"> □ <i>Timing:</i> consider all of the components of a trend analysis e.g. seasonal, cyclical, short and long term; the impact these have on production; stocking and inventory
	1.6	Explain the importance of monitoring competitors' and customers' responses to identified trends and developments	<ul style="list-style-type: none"> □ <i>Monitoring competitors:</i> similar or complimentary products or services; products that competitors do not offer but customers want; products the competition offers but can be delivered or produced at a higher level □ <i>Monitoring customers:</i> customer is the key to future growth, understand the customers; place a financial value on customers; apply the business to the customers identified with the trend or development; relationship building.

Learning outcomes		Assessment criteria		Unit amplification
2	Understand how to undertake effective forecasts of trends and developments	2.1	Describe tools used to analyse trends and developments in developing forecasts	<ul style="list-style-type: none"> • <i>Trend analysis:</i> <ul style="list-style-type: none"> ○ <i>quantitative forecasting:</i> time series data where the numerical value is known over different points in time. ○ <i>trend watching:</i> utilising social media to inform industry of trends. ○ <i>online tools:</i> web analytics; social media analytics; search engine analytics; mobile analytics; competitive intelligence tools.
		2.2	Explain how to analyse information to develop accurate forecasts	<ul style="list-style-type: none"> □ <i>Trend forecasting:</i> look at past sales or market growth to determine possible trends; extrapolate what could happen in the future; the diffusion of information curve. □ <i>Time series:</i> use time series data where numerical data is known over a period of time; plotted on a graph or entered on a spreadsheet. □ <i>Constant pattern:</i> where there is no net increase in decrease over time. □ <i>Linear patterns:</i> a steady decrease or increase over a period of time □ <i>Exponential patterns:</i> indicates that data is rising at an increasing rate over time. □ <i>Complicated patterns:</i> patterns that show more detail e.g. damped, polynomial.
		2.3	Explain the importance of having accurate and current information on which to base their forecasts	<ul style="list-style-type: none"> □ <i>Forecasting:</i> use the data to extrapolate future patterns; a trend repeats e.g. specific items not selling well in the winter.
		2.4	Identify with whom their own organisation requires them to share forecasts, and the format required	<ul style="list-style-type: none"> □ <i>Organisation department:</i> e.g. sales, marketing, buyers, supply chain management team, human resources. □ <i>Format:</i> e.g. graphs, spreadsheet software, databases, web-based; multi-media.

Learning outcomes		Assessment criteria		Unit amplification
		2.5	Explain why it is important to develop a common understanding with colleagues regarding forecasted trends and developments, which can then be used to guide decision-making	<ul style="list-style-type: none"> □ <i>Understanding with colleagues:</i> house style; communication and correct use of English; team work; knowledge; customer focused, training; suit audience needs.
3	Be able to identify emerging trends and developments relevant to their retail operations using available information	3.1	Gather information on possible trends and developments from a range of sources	<ul style="list-style-type: none"> □ <i>Primary data:</i> current sales data; actual receipts e.g. daily, weekly, monthly, seasonal; sales by target groups; projected sales budgets. □ <i>Secondary data:</i> competitors estimated sales; market share data; expert panel estimates; government statistics; trade associations; commercial suppliers of data. □ <i>Online sources:</i> social media analytics; search engine analytics; mobile analytics; web analytics; trend analysis tools; competitive intelligence tools.
		3.2	Demonstrate that the information which they gather on possible trends and development is reliable and up to date	<ul style="list-style-type: none"> □ <i>Information:</i> reliable; valid; relevant; source biased; generic
		3.3	Identify emerging trends at an early stage, reviewing these at suitable intervals	<ul style="list-style-type: none"> □ <i>Emerging trends:</i> planning cycle e.g. weekly, monthly, annual; geographical area; break –even analysis; seasonal forecasting methods e.g. Box Jenkins, Holt Winters, decomposition

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to make forecasts based upon emerging trends and developments	4.1	Develop forecasts which are evidence based and which take account of the accuracy and currency of the information	<ul style="list-style-type: none"> □ <i>Evidence based</i>: time series; constant pattern; linear pattern; exponential pattern; damped pattern; polynomial pattern. □ <i>Accuracy</i>: use of mathematical calculations; up-to-date data; understand external factors e.g. economic, demographic, earnings; understand internal factors e.g. capital, distribution methods. □ <i>Currency</i>: use of up-to-date data; use of up-to-date forecasting models and techniques.
		4.2	Predict the likely direction, scale and timing of emerging trends and developments	<ul style="list-style-type: none"> □ <i>Direction of emerging trends</i>: trend forecasting; diffusion of innovation curve.
		4.3	Monitor and assess the response which competitors and customers are making to identified trends and developments	<ul style="list-style-type: none"> □ <i>Monitor and assess</i>: similar or complimentary products or services; products that competitors do not offer but customers want; products the competition offers but can be delivered or produced at a higher level; place a financial value on customers; apply the business to the customers identified with the trend or development.
		4.4	Evaluate the implications of forecasts in terms of threats to, and opportunities for, product categories within their area of responsibility	<ul style="list-style-type: none"> □ <i>Threats and opportunities</i>: SWOT analysis; factors that influence trends e.g. unexpected consumer behaviour; seasonal adjustments; unknown economic indicators; historical data does not parallel actual market demand
		4.5	Produce and share their forecasts with relevant others in line with the organisational requirements	<ul style="list-style-type: none"> □ <i>Produce forecasts</i>: in house style; presentations; documents; graphs; spreadsheets; databases.

Learning outcomes		Assessment criteria		Unit amplification
		4.6	Liaise with others to develop a common understanding which can be used to guide decision-making	<ul style="list-style-type: none"> □ <i>Other departments:</i> marketing; supply chain; human resources; web administration; sales; finance

Information for tutors

Suggested resources

Books

Carlberg C – *Excel Sales Forecasting For Dummies* (1st Edition) (John Wiley and Sons 2005) ISBN 9780764575938

Emmett S - *Quick Guide To Supplier Relationship Management in the Supply Chain* (Liverpool Academic Press Dec 2012) ISBN 9781903499696

Mentzer J – *Sales Forecasting Management: A Demand Management Approach* (SAGE 2014) ISBN 9781412905718

Raymond M – *The Trend Forecaster's Handbook* (Laurence King Publishing Ltd) ISBN 9781856697026

Supply Chain Management For Dummies John Wiley & Sons Inc
ISBN 9781118689677

Websites

www.amazon.co.uk

Retail site: What people are buying and best sellers

Institute of Supply Chain Management

www.google.com/alerts

sign up for news, blog entries, website updates by topic

<http://google.com/trends>

Free trend tracking tool from Google

Institute of Supply Management

www.ioscm.com/

www.ism.ws/

<http://keycompete.com>

Lists of keywords competing businesses are buying on search engines

www.ofcom.org.uk

OFCOM: communications regulator for TV, radio, telecoms, postal services, wi-fi, airwaves

www.supplymanagement.com

The purchasing and supply website

www.supplymanagement.com/resources/2010/what-to-check

Chartered Institute of Procurement and Supply

Unit 17: Forecasting product sales, stock and profit levels

Unit reference number: Y/505/9722

QCF level: 4

Credit value: 8

Guided learning hours: 64

Unit aim

Forecasting stock and profit levels aids the management decision-making process, such as the successful implementation of a new sales plan, a review of existing products and their performance or of the pricing strategy and profit levels.

In this unit, learners will study where and how to collect data that can aid in the accuracy of the figures forecasted using internal and external sources, known and anticipated intake patterns, sales patterns for similar and related products and current buying and selling prices.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the factors to consider when forecasting product sales, stock and profit levels within their own area of retail operations	1.1	<p>Explain the factors which can influence the accuracy of a forecast, including:</p> <ul style="list-style-type: none"> • how reliably sales can be predicted for different types of product • how consistently suppliers and the supply chain perform • how far ahead they are forecasting, including in relation to forecasting within a sales 'season' • whether information on past performance is complete 	<ul style="list-style-type: none"> □ <i>Sales</i>: different types of sales forecasting e.g. value based, market based, resource based, demand based, hybrid forecasting ; dependent on profile of the product or service; unexpected consumer behaviour; seasonal adjustments; unknown economic indicators; historical data does not parallel actual market demand. □ <i>Supply chain</i>: use forecasts to make production, procurement and logistic plans; transportation costs; staff levels; over or under production; obsolete products; storing excess inventory; availability of raw materials; use of cost benefit or utility analysis. □ <i>Forecasting</i>: planning cycle e.g. weekly, monthly, annual; geographical area; break –even analysis; seasonal forecasting methods e.g. Box Jenkins, Holt Winters, decomposition. □ <i>Information</i>: e.g. suitability, source bias, reliability, validity, generalisation.
		1.2	<p>Describe how frequently forecasts are carried out in their own organisation at the level of:</p> <ul style="list-style-type: none"> • individual product lines • product groups, ranges or categories 	<ul style="list-style-type: none"> □ <i>The amplification here is for guidance only</i>: Each learner must provide evidence of how frequently forecasting is carried out at their own organisation for both individual products and product groups/ranges/categories; planning cycle e.g. weekly, monthly, annual

Learning outcomes		Assessment criteria		Unit amplification
		1.3	Explain how they can use the concept of product or category life-cycle to understand the implications for the sales and profit of products over time	<ul style="list-style-type: none"> □ <i>Life cycle</i>: use of the diffusion of innovation curve to predict sales rise and flatten; plan production and marketing of products or services; Gompertz and Probit curve for new product sales forecasting; Croston's model for sporadic product demand.
2	Understand how to make effective forecasts of product sales, stock and profit levels	2.1	Explain how to analyse information to develop accurate forecasts	<ul style="list-style-type: none"> □ <i>Accurate forecasts</i>: focus on known data points; visible turning points; consider all components; compare with previous forecasts; threats and opportunities.
		2.2	Explain what information to use in making forecasts	<ul style="list-style-type: none"> □ <i>Information</i>: known data from previous years; previous sales cycles; other factors e.g. product, supply chain, competition, demographics, economic indicators, seasons, consumer behaviour.
		2.3	Explain how to interpret the implications of different pieces of information, including those aspects which should be given greater importance	<ul style="list-style-type: none"> □ <i>Interpret the implications</i>: previous sales levels and trends; past financial data; unique company data; revenues; costs; fixed and variable expenses; break-even analysis; customer buying habits; online behaviours.
		2.4	Explain why it is important to check and resolve any queries about information before using it in a forecast	<ul style="list-style-type: none"> □ <i>Check and resolve queries</i>: ensure accurate data e.g. suitable, reliable, valid; fewer variables allow more accurate forecasting.
		2.5	Explain how to present forecasts so that they are clear and easy to understand	<ul style="list-style-type: none"> □ <i>Presenting forecasts</i>: in-house style; presentations; documents; graphs; spreadsheets; databases.
		2.6	Identify who needs to see their forecasts	<ul style="list-style-type: none"> □ <i>Identify the audience</i>: e.g. marketing, buyers, supply chain management team, human resources, finance; customer services.

Learning outcomes		Assessment criteria		Unit amplification
		2.7	Identify who they should ask for qualitative judgements which may inform forecasting adjustments	<ul style="list-style-type: none"> □ <i>Questions:</i> finance; supply chain; production; marketing; customers.
		2.8	Explain why it is important that the information provided by forecasts is: <ul style="list-style-type: none"> • relevant • easy to understand • justified in terms of the time spent on it 	<ul style="list-style-type: none"> □ <i>Relevancy:</i> the information must be connected with the product(s) and timescale. □ <i>Understanding:</i> house style; correct use of English; team work; knowledge; suit audience needs; presented using technology. □ <i>Justification:</i> can a decision be made; budget spent forecasting paid for by profit; Return on Investment (ROI).
3	Be able to make forecasts regarding product sales, stock and profit levels	3.1	Gather and interpret accurately all relevant information in making a forecast	<ul style="list-style-type: none"> □ <i>Information:</i> different types of forecasting; primary and secondary data; offline and online sources; focus on known data points; compare with previous forecasts; threats and opportunities.
		3.2	Determine the views and perceptions of relevant others	<ul style="list-style-type: none"> □ Determine views: relevant parts of organisation e.g. marketing, buyers, supply chain management team, human resources, finance; customers
		3.3	Demonstrate that information has been checked and any anomalies resolved before using the information to make a forecast	<ul style="list-style-type: none"> □ Check information: accuracy; source biased; valid; reliable; use of spreadsheets and databases

Learning outcomes		Assessment criteria		Unit amplification
		3.4	Produce forecasts at the required level of detail, including those in relation to: <ul style="list-style-type: none"> • individual product lines • product groups, ranges or categories 	<ul style="list-style-type: none"> □ Individual and multiple products: planning cycle e.g. weekly, monthly, quarterly; annually; break – even analysis; seasonal forecasting
		3.5	Make clear any assumptions which they apply in making a forecast	<ul style="list-style-type: none"> □ <i>Clear assumptions</i>: revenue; cost of sales; gross profit; expenses; net profit; use of models to predict specific sales levels, sales volume; trends; peaks and troughs; start-up costs; adjusted sales, seasons; final sales.
		3.6	Make clear what level of confidence applies to a forecast	<ul style="list-style-type: none"> □ <i>Level of confidence</i>: detail; accuracy; use of technology; use of models and graphs.
4	Be able to present forecasts which inform decision-making	4.1	Produce and update forecasts at suitable intervals to support effective decision-making	<ul style="list-style-type: none"> □ <i>Produce forecasts</i>: weekly; monthly; quarterly; annually; adjusted sales, seasonal adjustments; change in stock levels; unexpected consumer behaviour; legal changes.
		4.2	Present forecasts clearly in a manner that can be understood readily	<ul style="list-style-type: none"> □ <i>Present forecasts</i>: in house style; presentations; documents; graphs; spreadsheets; databases.
		4.3	Communicate forecasts promptly in line with organisational requirements	<ul style="list-style-type: none"> □ <i>Communication</i>: house style; team work; knowledge; customer focused, training; suit audience needs.

Information for tutors

Suggested resources

Books

Carlberg C – *Excel Sales Forecasting For Dummies* (1st Edition) (John Wiley and Sons 2005) ISBN 9780764575938

Emmett S - *Quick Guide To Supplier Relationship Management in the Supply Chain* (Liverpool Academic Press Dec 2012) ISBN 9781903499696

Mentzer J – *Sales Forecasting Management: A Demand Management Approach* (SAGE 2014) ISBN 9781412905718

Raymond M – *The Trend Forecaster's Handbook* (Laurence King Publishing Ltd) ISBN 9781856697026

Supply Chain Management For Dummies John Wiley & Sons Inc
ISBN 9781118689677

Websites

www.amazon.co.uk

Retail site: what people are buying and bestsellers

www.google.com/alerts

Sign up for news, blog entries, website updates by topic

www.google.com/trends

Free trend tracking tool from Google

www.ioscm.com/

Institute of Supply Chain Management

www.ism.ws/

Institute of Supply Management

www.keycompete.com

Lists of key words competing businesses are buying on search engines

www.ofcom.org.uk

OFCOM: communications regulator for TV, radio, telecoms, postal services, wifi, airwaves

www.supplymanagement.com

The purchasing and supply website

www.supplymanagement.com/resources/2010/what-to-check

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Assessment

The centre will devise and mark the assessment for learning outcomes 1 and 2 in this unit. Learning outcomes 3 and 4 must be assessed in work-based situations.

The assessment criteria for learning outcomes 1 and 2 can be covered in one assignment brief separated into manageable tasks or a separate assignment brief for each learning outcome. Learners should be given the opportunity to present their evidence in a range of different formats, such as reports, written assignments, case studies and presentations.

If learners meet any criteria through oral presentations then this achievement should be supported by a witness statement from the tutor, giving sufficient detail on how each assessment criterion has been met. Copies of the presentation slides should be made available and be supported by the learner's notes or prompt cards. Attention should be paid to the verbs used in the assessment criteria in learning outcomes, which are mainly 'explain' or 'describe', so a list of points would not meet the requirements.

Simulation is not allowed as evidence for learning outcomes 3 and 4. This means assessments must be authentic and generated through the learner's employer or work placement provider. Evidence of Recognition of Prior Learning (RPL) can be used within the unit to confirm competence.

Unit assessment requirements

This unit assesses both occupational competence and underpinning knowledge. Simulation is not allowed for any performance evidence within this unit.

Underpinning knowledge assessment requirements must be independently assessed.

People 1st Assessment Principles for Retail Qualifications can be found on their website (www.people1st.co.uk)

Unit assessment guidance

For learning outcome 1, learners need to provide evidence that they understand the factors to consider when forecasting product sales stock and profit levels within their own area of operations. Learners could use a case study or a reflective account to review and explain the factors considered in forecasting figures and the frequency for when the forecasts are carried out. They should also discuss whether the frequency for the forecasts differ according to the product or group, range or categories, and explain why. An assignment brief could be used for the learner to explain the concept of the life cycle and its implications for the sales and profit over time.

For learning outcome 2, learners need to provide evidence that they understand how to make effective forecasts of product sales, stock and profit levels. Using an assignment brief, learners could explain which information is required and how to analyse it to make their forecast. Learners could then explain how to present their forecast, taking into consideration their audience, its relevance, its ease of understanding, the time spent on it, and reasoning using qualitative and quantitative judgements.

For learning outcome 3, the main source of evidence for demonstrating the achievement of the assessment criteria could be through a combination of direct observation, case studies, professional discussion and reflective accounts. These could be backed up by the learner's use of technology to produce business documents, work products and questions and answers (Q&A). In particular, copies of all forecasting information gathered and checked across different products, range and categories should be referred to in any case study or reflective account. Copies of forecasts could also be used as key product evidence. As much of this product is likely to be commercially sensitive, it is recommended that this evidence is signposted and left in the workplace. Tutors could annotate it and confirm that it has been seen by them for a clear audit trail of evidence. Witness testimony that confirms the case study or reflective account evidence could be used as supplementary evidence.

For learning outcome 4, the main source of evidence for demonstrating the achievement of the assessment criteria could be through a combination of direct observation, case studies, professional discussion and reflective accounts. However, a copy of the forecast or forecasts made by the learner would support a professional discussion that the tutor could hold with the learner. Witness testimony could confirm that the forecasts were presented in the manner that the organisation required and that it was completed in a timely manner.

Unit 18: Negotiating with suppliers of merchandise for retail sale

Unit reference number: T/505/9727

QCF level: 4

Credit value: 8

Guided learning hours: 64

Unit aim

The purpose of this unit is to provide learners with the knowledge and understanding of the organisational requirements, as well as any other factors, relating to their negotiating with suppliers of merchandise. The unit provides opportunities for learners to demonstrate ability in preparing for and carrying out negotiations for retail sale with suppliers of merchandise.

Negotiation is the process of reaching contractual agreement with suppliers of merchandise. Negotiations can be for new supplies or relate to the ongoing supply of existing merchandise. Negotiations can be about any aspect of the contract for supply, and are likely to address some of the following throughout the lifetime of a relationship with a supplier: purchase or payment terms, promotions, compensation, markdowns and rewards for increased sales, stock holding, quality assurance and control criteria, after-sales service, discounts.

In this unit, the learner will be able to conduct negotiations to secure an outcome to meet their organisation's objectives while working within their level of responsibility.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand organisational requirements relating to their negotiating with suppliers of merchandise within their own area of operations	1.1	Explain the commercial and ethical requirements of their own organisation which apply to their negotiations with suppliers	<ul style="list-style-type: none"> □ <i>Commercial requirements:</i> product requirements; setting objectives; understand the supplier; develop a negotiating strategy; negotiation team; have comparables; due diligence on the supplier; legal expectations e.g. Unfair Contract Terms Act, Sale of Goods Act, Consumer Credit Agreements; protect intellectual property. □ <i>Ethical requirements:</i> respect; trust; mutual benefits; reciprocity; autonomy; enter the negotiations on the basis of the constructive concept; ethical negotiation leads to a strong reputation; corporate social responsibilities e.g. Fair Trade agreements, product labelling, environmental considerations, packaging
		1.2	Explain the targets and discretionary limits within which they are working towards achieving an outcome that meets their own organisation's objectives	<ul style="list-style-type: none"> □ <i>Targets:</i> price; value for money; delivery; payment terms; quality; life-time costs of product or service; fall-back position. □ <i>Discretionary limits:</i> authority to make decisions; deposit; cash-flow; spending; policy; management chain.
		1.3	Explain the limits of their responsibility for making agreements with suppliers	<ul style="list-style-type: none"> □ <i>Limits of responsibility:</i> time; budget; amendments;
		1.4	Identify to whom they should refer when matters arise in a negotiation which they are not authorised to agree	<ul style="list-style-type: none"> □ <i>Level of authorisation:</i> managing director; organisation management chain; finance; legal advice

Learning outcomes		Assessment criteria		Unit amplification
2	Understand the factors to consider when negotiating with suppliers of merchandise within their own area of operations	2.1	Explain the principles of negotiation, including different negotiation strategies which might be used in different contexts	<ul style="list-style-type: none"> □ <i>Principles of negotiation</i>: focus on the product/service not the person; listening skills; preparation; define strategy; engagement; verbal and non-verbal communication; body language; inventiveness; clear agreements; confidence; know when to ask others or walk away; set parameters; post negotiation. □ <i>Negotiation strategies</i>: assertiveness or empathy e.g. accommodating, avoiding, collaborating, competing, compromising; problem solving; mutually agreeable solutions; maintain ethical standards.
		2.2	Explain how to adapt their negotiation strategy to obtain the best results possible	<ul style="list-style-type: none"> □ <i>Adapting negotiation strategies</i>: reframe questions; respond not react; re-focus on important issues; identify and address unfair tactics; amend style and approach.
		2.3	Explain the importance of adequate preparation before beginning a negotiation, including making sure that they know: <ul style="list-style-type: none"> • the supplier's history and capabilities • relevant product specifications • the required terms and conditions • the realistic value of the merchandise 	<ul style="list-style-type: none"> □ <i>Preparation</i>: planning and pre-conditions e.g. process awareness, pre-negotiation, objectives, common ground, tactics, motivation, location. □ <i>Suppliers history</i>: due diligence e.g. company name and number, credit check, staff information, location, sub-contractors, products/services, price, quality assurance, references, insurance, litigation. □ <i>Product specifications</i>: meets specification; meets quality standards; costs; production timelines; fit for purpose □ <i>Terms and conditions</i>: price; payment terms; quantities; delivery schedule; legal clauses on ownership of products/services; contracts; defective goods; after-sales service. □ <i>Value of merchandise</i>: price; value for money; Unfair Contract Terms Act; Sale of Goods Act.

Learning outcomes		Assessment criteria		Unit amplification
		2.4	Explain why they should seek to maintain productive working relationships with suppliers during negotiations, wherever possible	<ul style="list-style-type: none"> □ <i>Productive working relationships</i>: build a rapport; establish a collaborative environment; positive negotiation reach and honour agreements; long-term business relationships being set;
		2.5	Explain the importance of maintaining accurate records of the negotiations and outcomes, including the nature of the information required	<ul style="list-style-type: none"> □ <i>Accurate records</i>: keeping notes or records shows demonstrates professionalism; enables summaries and reviews; actions are minuted; no misunderstandings; potential legal agreements or amendments need to forwarded to appropriate organisation departments.
3	Be able to prepare for negotiations with suppliers of merchandise	3.1	Determine the history of the relationship between the parties involved in the negotiation, where relevant, including past negotiations	<ul style="list-style-type: none"> □ <i>Previous relationship</i>: research previous negotiations; identify common ground; negotiation teams that created reciprocity; research who the suppliers are e.g. interests, strengths and weaknesses, negotiating style, perceived needs.
		3.2	Identify the interests of both parties involved in the negotiation	<ul style="list-style-type: none"> □ <i>Mutual benefits</i>: create trust to dispel a lack of confidence between the negotiation terms and common ground; pre-negotiate to set the scene for success.

Learning outcomes		Assessment criteria	Unit amplification
		3.3 Identify: <ul style="list-style-type: none"> • their desired outcomes from the negotiation • any aspects upon which they might trade • any alternatives to the desired goals • likely areas of agreement • likely common goals 	<ul style="list-style-type: none"> □ <i>Outcomes</i>: timelines; price; value for money; delivery; payment terms; quality; life-time costs of product or service; defective goods; after-sales service; look to a future relationship with supplier; legal clauses on ownership of products/services; know when to walk away. □ <i>Trade</i>: negotiate on price; payment terms; delivery; agreed with team and senior staff prior to negotiation. □ <i>Alternative goals</i>: fall-back position; before negotiation draw up a list of issues that are suitable for compromise. □ <i>Areas of agreement</i>: details of price, payments terms and delivery schedules; appropriate legal clauses; include after-sales service. □ <i>Common goals</i>: enter the negotiations on the basis of the constructive concept; assess the situation; build mutual trust.
		3.4 Determine the relevant specifications of the merchandise sought	<ul style="list-style-type: none"> □ <i>Relevant specifications</i>: price; order; delivery; quality
		3.5 Determine the terms and conditions sought from the supplier	<ul style="list-style-type: none"> □ <i>Terms and conditions</i>: price; payment terms; quantities; delivery schedule; legal clauses on ownership of products/services; contracts; defective goods; after-sales service; Unfair Contract Terms Act; Sale of Goods Act.

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to negotiate on behalf of their own organisation with suppliers of merchandise for retail sale	4.1	Conduct negotiations in line with the commercial and ethical framework of the organisation	<ul style="list-style-type: none"> □ Conduct negotiations: <ul style="list-style-type: none"> ○ <i>Commercial requirements</i>: confirm product requirements; setting objectives; understand the supplier; develop a negotiating strategy; have comparables; due diligence on the supplier; legal expectations e.g. Unfair Contract Terms Act, Sale of Goods Act, Consumer Credit Agreements; protect intellectual property. ○ <i>Ethical requirements</i>: respect; trust; mutual benefits; reciprocity; autonomy; enter the negotiations on the basis of the constructive concept; within requirements of identified corporate social responsibilities.
		4.2	Communicate clearly during the negotiation, clarifying points where necessary towards making sure that there is mutual understanding	<ul style="list-style-type: none"> □ <i>Clear communication</i>: active listening e.g. body language; emotional control e.g. head over heart; verbal communication e.g. clear, effective, state desired outcomes, questioning, exercising silence; collaboration and teamwork e.g. working towards mutually agreeable solutions; problem solving; interpersonal skills e.g. forming working relationships, patience, powers of persuasion; ethics and reliability e.g. maintaining ethical standards, trust, executing promises and agreements.
		4.3	Make sure that desired outcomes are established, with clear reasoning for these communicated	<ul style="list-style-type: none"> □ <i>Establish outcomes</i>: draw up factors that are most important to the organisation; be specific; create trust for future business.
		4.4	Adapt their negotiation strategy, where necessary, to obtain the best results possible	<ul style="list-style-type: none"> □ <i>Adapt strategy</i>: respond not react; always focus on the issue not the people; address unfair strategy; use different communication skills; manage time well; make concessions; reframe questions; amend style and approach.

Learning outcomes		Assessment criteria		Unit amplification
		4.5	Conduct negotiations in a way which maintains productive working relationships with the suppliers with which they are negotiating	<ul style="list-style-type: none"> □ <i>Maintain productive relationships</i>: emphasise common ground; build a rapport; establish a collaborative environment; positive negotiation; reach and honour agreements; ethical negotiation.
		4.6	Achieve an outcome which meets their own organisation's objectives	<ul style="list-style-type: none"> □ <i>Achieve outcomes</i>: price; value for money; delivery; payment terms; quality; life-time costs of product or service; fall-back position; quantities; delivery schedule; legal clauses on ownership of products/services; contracts; defective goods; after-sales service.
		4.7	Work within the limits of their responsibility and authorisation	<ul style="list-style-type: none"> □ <i>Limits of responsibilities</i>: understand the issues that require referral prior to negotiation; legal issues; amended conclusions.
		4.8	Refer the negotiation to senior decision-makers, where necessary, if matters arise about which they are not authorised to agree	<ul style="list-style-type: none"> □ <i>Refer the negotiation</i>: named colleagues; directly through management chain e.g. middle, senior, executive; finance; legal.
		4.9	Maintain clear and accurate records of the negotiations and outcomes	<ul style="list-style-type: none"> □ <i>Negotiation records</i>: keep notes and/or records; minute actions; all amendments to legal agreements or amendments need to be formally recorded and referred to appropriate team.

Information for tutors

Suggested resources

Books

Brown D – *Business Secrets: Negotiating* (Collins Business Secrets) (Williams Collins 2010) ISBN 9780007328079

Emmett S - *Quick Guide To Supplier Relationship Management in the Supply Chain* (Liverpool Academic Press Dec 2012) ISBN 9781903499696

Lawson K – *Successful Negotiating (Business Partners)* (New Holland Publishers Ltd 2009) ISBN 9781847734020

McKeller J - *Supply Chain Management DeMystified* (McGraw-Hill April 2014) ISBN 9780071805124

Mentzer J – *Sales Forecasting Management: A Demand Management Approach* (SAGE 2014) ISBN 9781412905718

Raymond M – *The Trend Forecaster's Handbook* (Laurence King Publishing Ltd) ISBN 9781856697026

Supply Chain Management For Dummies John Wiley & Sons Inc ISBN 9781118689677

Websites

www.amazon.co.uk – Retail site: what people are buying and bestsellers

www.google.com/alerts – Sign up for news, blog entries, website updates by topic

www.google.com/trends – Free trend tracking tool from Google

www.ioscm.com/ – Institute of Supply Chain Management

www.ism.ws/ – Institute of Supply Management

www.keycompetite.com – Lists of key words competing businesses are buying on search engines

www.ofcom.org.uk – OFCOM: communications regulator for TV, radio, telecoms, postal services, wifi, airwaves

www.supplymanagement.com – The purchasing and supply website

www.supplymanagement.com/resources/2010/what-to-check

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Assessment

The centre will devise and mark the assessment for learning outcomes 1 and 2 in this unit. Learning outcomes 3 and 4 must be assessed in a work-based setting.

The assessment criteria for learning outcomes 1 and 2 can be covered in one assignment brief separated into manageable tasks or a separate assignment brief for each learning outcome. The learners should be given the opportunity to present their evidence in a range of different formats such as reports, written assignments, case studies, and presentations.

If learners meet any criteria through oral presentations then this achievement should be supported by a witness statement from the tutor, giving sufficient detail on how each assessment criterion has been met. Copies of the presentation slides should be made available and be supported by the learner's notes or prompt cards.

Simulation is not allowed as evidence for learning outcomes 3 and 4. This means that assessments must be authentic and generated through the learner's employer or work placement provider. Evidence of Recognition of Prior Learning (RPL) can be used within the unit to confirm competence.

Unit assessment requirements

This unit assesses both occupational competence and underpinning knowledge. Simulation is not allowed for any performance evidence within this unit.

Underpinning knowledge assessment requirements must be independently assessed.

People 1st Assessment Principles for Retail Qualifications can be found on their website (www.people1st.co.uk).

Unit assessment guidance

For learning outcome 1, learners need to provide evidence that they understand the organisational requirements relating to negotiation with suppliers. Learners could use a case study or a reflective account to review and explain the commercial and ethical requirements the organisation abides by, including an explanation of the targets and discretionary limits that they are working towards, along with the limit of their authority and to whom to report to, if needed.

For learning outcome 2, learners need to provide evidence that they understand the factors to consider when negotiating with suppliers of merchandise in their own area of operations. Learners could be given an assignment brief to explain the principles of negotiation and the different strategies that can be used in the workplace. The assignment brief could also require learners to explain the detailed preparation required prior to negotiation and the maintenance of productive working relationships with suppliers, along with the importance of keeping accurate records.

For learning outcomes 3 and 4, the main source of evidence for demonstrating the achievement of the assessment criteria could be through a combination of direct observation, case studies, professional discussion and reflective accounts. These could be backed up by the learner's use of technology to produce business documents, work products and questions and answers (Q&A).

For learning outcome 3, copies of all data or information used as preparation material for the negotiation could be referred to in any case study or reflective account. For learning outcome 4, copies of preparation material, notes, minutes, legal agreements, contracts, presentations could all be referred to. Most of this evidence is likely to be commercially sensitive and it is recommended that this evidence is signposted and left in the workplace.

Unit 19: Managing the supply of stock for retail sale

Unit reference number: A/505/9728

QCF level: 3

Credit value: 4

Guided learning hours: 34

Unit aim

The purpose of this unit is to provide learners with the knowledge and understanding of the organisational and informational requirements relating to managing the supply of stock for retail sale.

In this unit, the learner will be able to maintain supplies and levels of stock for retail sale. This will involve placing orders for the purchase of merchandise to meet specified targets, and controlling the reordering process to make sure that optimum levels of stock are available for retail sale.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand organisational requirements relating to managing the supply of stock within their area of operations	1.1	Describe the systems and procedures which the organisation uses to place orders and manage stock supply and levels	<ul style="list-style-type: none"> □ <i>Systems and procedures</i>: buffer stock levels; auto reorder levels; manual reorder levels; stock rotation; pattern or sales-based replenishment systems; lead time; technology; Finished Goods Level (FGI) e.g. goods for immediate sale;
		1.2	Explain the allocation and replenishment criteria applying to the products within their own area of responsibility	<ul style="list-style-type: none"> □ <i>Allocation and replenishment criteria</i>: customer demand forecast; lead time; when to review; when to order; how much to order; different criteria at different times e.g. continuous, periodic, single period;
		1.3	Explain their own organisation's target levels for the stock held, within their area of operations	<ul style="list-style-type: none"> □ <i>Target levels</i>: sufficient stock available; surge capacity; protection against supply shortages; quantity discounts;

Learning outcomes	Assessment criteria		Unit amplification
	1.4	Explain the merits and limitations of: pattern-based replenishment sales-reactive replenishment	<ul style="list-style-type: none"> □ <i>Pattern-based replenishment</i>: based on historical data and long-term forecasts; <ul style="list-style-type: none"> ○ <i>Merits</i>: successful when organisation owns market share and controls demand; if demand is uncertain or small; marketing budgets simplified; ○ <i>Limitations</i>: less flexible for changing demand patterns; can reduce service levels; high stock levels held to ensure demand met; high product obsolescence; lower profits; 'bull whip' effect □ <i>Sales-reactive replenishment</i>: production and distribution are demand driven; uses consumer-demand data. <ul style="list-style-type: none"> ○ <i>Merits</i>: higher service levels; lower carrying costs; decreased stock levels; point of sale data used across supply chain; reduced lead time; production demand driven. ○ <i>Limitations</i>: can be vulnerable to inaccurate forecasts; stock can be held in distribution centres rather than retail outlets.
	1.5	Describe the limits of their responsibility for stock management	<ul style="list-style-type: none"> □ <i>Limits of responsibility</i>: job specification; understand the issues that require referral.
	1.6	Identify the person to inform about under-stocking and over-stocking issues that are outside their responsibility to resolve	<ul style="list-style-type: none"> □ <i>Informing management</i>: named colleagues; directly through management chain e.g. middle, senior, executive; finance; merchandising.
	1.7	Explain organisational procedures for organising the return of deliveries and returned merchandise	<ul style="list-style-type: none"> □ <i>Returned deliveries and merchandise</i>: know all responsible staff; understand which goods can be returned; timescales; check deliveries and merchandise for quality; refunds or replacements.

Learning outcomes		Assessment criteria		Unit amplification
2	Understand the information requirements relating to managing the supply of stock for retail sale	2.1	Explain the information required when placing orders for stock	<ul style="list-style-type: none"> □ <i>Placing orders for stock</i>: average stock level; customer demand forecast; lead time; inventory review levels; stock dates; shelf life
		2.2	Explain why it is important to maintain clear and effective lines of communication, including with whom they are responsible for communicating and the information to be shared	<ul style="list-style-type: none"> □ <i>Lines of communication</i>: understand immediate need for decision-making; understand management and reporting structure; team work; up-to-date information; customer-focused-training; suit audience needs.
		2.3	Explain the records which they need to maintain	<ul style="list-style-type: none"> □ <i>Maintaining records</i>: average stock level; line item rate (total of line items filled divided by number of line items); order fill rate (orders filled on time divided by total orders in a given time); service level that is set at a value based on customer expectations; turnover ratio (divide annual sales by average inventory level); inventory and stock software packages.
3	Be able to maintain supplies and levels of stock for retail sale	3.1	Demonstrate that they have all of the information required before placing orders	<ul style="list-style-type: none"> □ <i>Information required</i>: average stock level; customer demand forecast; lead time; inventory review levels;
		3.2	Place orders to meet planned requirements: <ul style="list-style-type: none"> • on time • in line with organisational systems and procedures 	<ul style="list-style-type: none"> □ <i>Place orders on time</i>: customer demand; surge, location; timelines □ <i>Place orders in line with organisational processes</i>: buffer stock levels; auto reorder levels; manual reorder levels; stock rotation; pattern or sales-based replenishment systems; lead time; technology; Finished Goods Level (FGL) e.g. goods for immediate sale

Learning outcomes	Assessment criteria	Unit amplification
	3.3 Apply approved allocation and replenishment criteria to maintain stock within target levels	<ul style="list-style-type: none"> □ <i>Allocation and replenishment criteria:</i> buffer stock levels; auto reorder levels; manual reorder levels; stock rotation customer demand forecast; lead time; when to review; when to order; how much to order; different criteria at different times e.g. continuous, periodic, single period
	3.4 Identify any potential under-stocking and over-stocking problems within their area of responsibility	<ul style="list-style-type: none"> □ <i>Under-stocking:</i> stock take; identify customer demand forecast; supply chain shortfall; lead time; displays; visual merchandising. □ <i>Over-stocking:</i> stock take; holding or carrying costs, inform management; only take decisions within own authority.
	3.5 Take action promptly to resolve any problems with under-stocking and over-stocking, in line with their level of authorisation	<ul style="list-style-type: none"> □ <i>Resolve problems:</i> lost sales; goodwill costs; out of date goods; only take decisions within own authority; know when to escalate issues.
	3.6 Inform the right person promptly about any issues of stocking which they are not authorised to resolve	<ul style="list-style-type: none"> □ <i>Level of authorisation:</i> understand management and reporting structure; use accurate information from inventory and stock software packages;
	3.7 Organise the return of deliveries and returned merchandise, where necessary, in line with organisational procedures	<ul style="list-style-type: none"> □ <i>Processing returns:</i> identify all responsible and trained staff; recognise which goods can be returned; timescales; understand contracts with suppliers; check deliveries and merchandise for quality; refunds.
	3.8 Maintain clear and effective lines of communication with relevant others	<ul style="list-style-type: none"> □ <i>Communication:</i> use of correct technology; understand management and reporting structure; teamwork; up to date information; customer-focused-training; suit audience needs.
	3.9 Maintain clear and accurate records of stock management actions undertaken	<ul style="list-style-type: none"> □ <i>Records:</i> inventory and stock software packages; average stock level; stock dates; storage requirements; technology; line item rate; order fill rate; service level that is set at a value based on customer expectations; turnover ratio

Information for tutors

Suggested resources

Books

Asefeso A - *Lean Procurement and Supply Chain Management* (AA Global Sourcing Ltd) ISBN 9781499755657

Emmett S - *Quick Guide To Supplier Relationship Management in the Supply Chain* (Liverpool Academic Press Dec 2012) ISBN 9781903499696

McKeller J - *Supply Chain Management DeMystified* (McGraw-Hill April 2014) ISBN 9780071805124

Segal R – *Retail Business Kit for Dummies* (2nd Edition) (Wiley Publishing Inc 2008) ISBN 9780470293300

Supply Chain Management For Dummies John Wiley & Sons Inc ISBN 9781118689677

Websites

www.amazon.co.uk – Retail site: what people are buying and bestsellers

www.google.com/alerts – Sign up for news, blog entries, website updates by topic

www.google.com/trends – Free trend tracking tool from Google

www.ioscm.com/ – Institute of Supply Management

www.ism.ws/ – Institute of Supply Chain Management

www.keycompetite.com – Lists of key words competing businesses are buying on search engines

www.ofcom.org.uk – OFCOM: communications regulator for TV, radio, telecoms, postal services, wifi, airwaves

www.supplymanagement.com – The purchasing and supply website

www.supplymanagement.com/resources/2010/what-to-check

Chartered Institute of Procurement and Supply

Assessment

The centre will devise and mark the assessment for learning outcomes 1 and 2 in this unit. Learning outcome 3 must be assessed in work-based setting.

The assessment criteria for learning outcomes 1 and 2 can be covered in one assignment brief separated into manageable tasks or a separate assignment brief for each learning outcome. The learners should be given the opportunity to present their evidence in a range of different formats, such as reports, written assignments, case studies, floor plans and presentations.

If learners meet any criteria through oral presentations then this achievement should be supported by a witness statement from the tutor, giving sufficient detail on how each assessment criterion has been met. Copies of the presentation slides should be made available and be supported by the learner's notes or prompt cards. Attention should be paid to the verbs used in the assessment criteria in learning outcomes, which are mainly 'explain' or 'describe', so a list of points would not meet the requirements.

Simulation is not allowed as evidence for learning outcome 3. This means that assessments must be authentic and generated through the learner's employer or work placement provider. Evidence of Recognition of Prior Learning (RPL) can be used within the unit to confirm competence.

Unit assessment requirements

This unit assesses both occupational competence and underpinning knowledge. Simulation is not allowed for any performance evidence within this unit.

Underpinning knowledge assessment requirements must be independently assessed.

People 1st Assessment Principles for Retail Qualifications can be found on their website (www.people1st.co.uk)

Unit assessment guidance

For learning outcome 1, learners need to provide evidence that they understand the organisational requirements that relate managing the supply of stock in their area of operations. Learners could reflect on their own work practices and explain how the stock is allocated and managed. It could focus on target levels and confirm where their limits of authority are. This could also be used by the learner to explain how the organisation deals with returned goods and the issues of under and over stocking. The learner must also explain the advantages and disadvantages of pattern-based and sales-reactive replenishment. This could be covered through a short assignment brief or as part of a professional discussion with the tutor.

For learning outcome 2, learners need to provide evidence that they understand the information required to manage stock. Learners could use a case study or a reflective account to explain the information required when placing orders and which records need to be maintained. Learners must also ensure that they explain the importance of understanding communication within the organisation.

For learning outcome 3, the main source of evidence for demonstrating the achievement of the assessment criteria could be through a combination of direct observation, case studies, professional discussion and reflective accounts. Observations of the learner checking stock, dealing with any issues found and then entering data onto the record system could be a clear evidence methodology for this learning outcome. This could be further backed up by the learner's use of technology to produce business documents, work products and questions and answers (Q&A). As much of this product is likely to be commercially sensitive, it is recommended that this evidence could be signposted and left in the workplace. Detailed witness testimony of the learner performing this role on previous occasions could also be used as evidence.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the importance and use of analyses of product sales, stock and profit performance within their own organisation	1.1	Explain why accurate and up to date analyses are essential to the organisation	<ul style="list-style-type: none"> □ <i>Accurate analysis</i>: increased pressure on profit margins; retailers need enhanced information on life cycle of merchandise; key input to financial planning, assortment planning, merchandising, marketing; replenishment and human resource management; superior forecasting improves margins; customer buying habits; emerging trends
		1.2	Explain why regular analyses are needed	<ul style="list-style-type: none"> □ <i>Regular Analysis</i>: different Stock Keeping Units (SKUs) have individual sales rates; increasing customer expectations; seasonality or surge demand; reduced under and over stocking; link in with marketing and sales teams.
		1.3	Explain the importance of taking into account: <ul style="list-style-type: none"> • product or category type • the trading pattern across a range of products 	<ul style="list-style-type: none"> □ <i>Product or category type</i>: different SKUs have different characteristics, lifecycles and sell by dates; seasonal sales. □ <i>Trading pattern</i>: changes in consumer trading patterns can impact on sales; regular and accurate analysis should identify this; integrated Forecasting Systems take these factors into account.
		1.4	Explain the types of analyses that are required on a routine and non-routine basis within the organisation	<ul style="list-style-type: none"> □ <i>Routine basis</i>: average inventory; retail price; mark-up; cost of goods; break even analysis; gross margin; gross margin as a return on investment; initial mark-up; margins; stock to sales ratio; sales per square foot; customer buying behaviours; customer profiles; route into sales funnel; entry points; devices used □ <i>Non-routine basis</i>: acid-test ratio; cost of goods sold; open to buy; percentage increase/decrease; quick ratio; reductions; sell through rate; maintained mark-up; A/B split tests of calls to action/landing pages/offers

Learning outcomes		Assessment criteria		Unit amplification
2	Understand the factors to consider in analysing information regarding product sales, stock and profit performance	2.1	<p>Explain the meaning of terms and abbreviations used, including:</p> <ul style="list-style-type: none"> • SKU – Stock-Keeping Unit • GMROI – Gross Margin as Return On Investment • IFS – Integrated Forecasting Systems • WSSI – Weekly Sales Stock Intake • rates of sales • cover 	<ul style="list-style-type: none"> □ <i>Stock-Keeping Unit: (SKU)</i> a stock item that is unique because of some characteristic e.g. brand, size, colour, model. □ <i>Gross Margin as Return On Investment:</i> an inventory profitability ration that analyses the ability to turn inventory into cash above the cost of the inventory: formula gross margins/ average inventory cost. □ <i>Integrated Forecasting Systems:</i> planning tools that assist management estimate future demand for all SKUs; different techniques e.g. Box-Jenkins models, Delphi method, exponential smoothing, moving averages, repression analysis, trend project. □ <i>Weekly Sales Stock Intake:</i> a spreadsheet that calculates stock intake by the week; input stock available and forecasted sales to view where under or over-stocking might occur. □ <i>Rates of sales:</i> used to identify variances in sales by percentage; calculated over different times e.g. daily, quarterly or annually; $(\text{Current Sales} - \text{Previous Sales}) / \text{Previous Sales} \times 100 = \text{Percentage Growth}$. □ <i>Cover:</i> value of materials and goods held by an organisation to support production, support activities or for sales or customer service.
		2.2	Describe the numerical units used within their analyses of product sales, stock and profit performance	<ul style="list-style-type: none"> □ <i>Numerical units:</i> contribution per unit; breakeven volume; contribution to sales ration; breakeven revenue; margin of safety; number of units sold to achieve a target profit; operating income; sales per square foot; traffic volume (number of visitor to website); conversion rates (visitors who purchased); percentage differences between this time last week/last month/last year
		2.3	Explain how to interpret data to identify patterns and variations in product sales, stock and profit performance	<ul style="list-style-type: none"> □ <i>Interpret data patterns:</i> use of short and long term analysis e.g. WSSI, rate of sales, IFS; use of cost volume profit analysis when there are changes e.g. variable costs, sales price, fixed costs and quantity. □ <i>Qualitative data:</i> notations of causes/consequences/impacts of particular special events; weather conditions; impact on sales in previous sales periods

Learning outcomes		Assessment criteria		Unit amplification
		2.4	Explain how to analyse data to allow different scenarios to be tested	<ul style="list-style-type: none"> □ <i>Different scenarios</i>: use of cost volume profit analysis with different data; A/B split testing of online and offline/direct campaigns
		2.5	Explain how to interpret and present the results of analyses clearly, so assisting those who are not financial experts to make decisions	<ul style="list-style-type: none"> □ Present results: use of clear and accurate data; use of technology; give examples of formulae; present options and solutions; profit and loss account; cash flow forecasts
		2.6	Identify who needs to see the reports within their own organisation	<ul style="list-style-type: none"> □ <i>Own organisation</i>: named colleagues; directly through management chain e.g. middle, senior, executive; finance; sales; marketing.
3	Be able to undertake analyses of product sales, stock and profit performance	3.1	Demonstrate that the data which they use is accurate and up to date	<ul style="list-style-type: none"> □ <i>Accurate data</i>: use of data from primary sources; focused on range of products and SKUs; use of Integrated Forecasting Systems; data must be valid and reliable; evidence based.
		3.2	Carry out routine analyses at a frequency which is appropriate to the: <ul style="list-style-type: none"> • product or category type • trading pattern across the range 	<ul style="list-style-type: none"> □ <i>Product or category type</i>: possible analysis, e.g. average inventory, retail price, mark-up, cost of goods, break-even analysis, gross margin, gross margin as a return on investment, initial mark-up, margins, stock to sales ratio; sales per square foot □ <i>Trading pattern</i>: organisation specific SKUs; analyse data on the characteristics, lifecycles and sell by dates; seasonal sales; sales by customer profiles; sales by demographics.
		3.3	Carry out non-routine analyses without being asked, when these are needed to support decision making	<ul style="list-style-type: none"> □ Non- routine analyses: possible analyses, e.g. acid-test ratio, cost of goods sold, open to buy, percentage increase/decrease, quick ratio, reductions, sell through rate, maintained mark-up; traffic volume; conversion rates.

Learning outcomes		Assessment criteria		Unit amplification
		3.4	Undertake the appropriate analyses to allow clear identification of the: sales performance and contribution of given product categories and ranges comparative performance and contribution of individual lines within a category or range	<ul style="list-style-type: none"> □ Sales performance: rate of sales analysis; inventory turnover e.g. net sales/average retail stock; changes in consumer trading patterns can impact on sales; regular and accurate analysis should identify this; Integrated Forecasting Systems also take these factors into account. □ Comparative performance: selling price minus the variables; use of WSSI and open to buy analysis can be used to analyse comparative contribution; online versus offline sales and contribution; product performance comparison this time last week/last month/ last year
4	Be able to interpret and draw conclusions from analyses of product sales, stock and profit performance	4.1	Identify emerging patterns and variations from analyses	<ul style="list-style-type: none"> □ Emerging patterns: economic changes can be the cause of this; changes in consumer trading patterns can also impact on sales; regular and accurate analysis should identify this; Integrated Forecasting Systems take these factors into account; sales performance records measured daily/weekly/monthly/ quarterly annually; web analytics; online tools
		4.2	Investigate and determine the potential impact of emerging patterns and variations on: <ul style="list-style-type: none"> • sales • stock levels • profit performance 	<ul style="list-style-type: none"> □ <i>Sales</i>: analyse stock to sales ratio and the sell through rate; reductions and discounts; link to the contribution margin; link to marketing campaigns; A/B split testing. □ Stock levels: seasonality or surge demand; reduced under and over stocking; □ <i>Profit performance</i>: Re-analyse cost volume profit figure to assess the impact on profit; assess cost of lost sales in events of sell-out and under-stock; assess costs in events of over-stock and need for reductions.
		4.3	Make evidence-based conclusions from their interpretation of the analyses	<ul style="list-style-type: none"> □ <i>Conclusions</i>: use of accurate data and analysis; appropriate routine and non-routine analyses; use of cost volume profit analysis; sales performance; stock levels

Learning outcomes		Assessment criteria		Unit amplification
		4.4	Interpret and present analyses clearly so that they can be understood readily by decision makers	<ul style="list-style-type: none"> □ <i>Present analysis:</i> forecasts and patterns with data to evidence figures; in house style; presentations; documents; graphs; spreadsheets; databases; infographics.
		4.5	Communicate reports promptly and clearly, in formats which are in line with organisational requirements	<ul style="list-style-type: none"> □ <i>Communication:</i> use of correct formulae; present audit trail of data including source; in house style; presentations; documents; graphs; spreadsheets; databases; software packages; report formats.
		4.6	Provide additional information and advice where needed to help others understand the results of analyses	<ul style="list-style-type: none"> □ <i>Additional information:</i> ensure correct people are briefed and provided with detailed and accurate information; any external feedback or information should also be taken into account.

Information for tutors

Suggested resources

Books

McKeller J – *Supply Chain Management DeMystified* (McGraw-Hill April 2014)
ISBN 9780071805124

Raymond M – *The Trend Forecaster's Handbook* (Laurence King Publishing Ltd)
ISBN 9781856697026

Supply Chain Management For Dummies John Wiley & Sons Inc
ISBN 9781118689677

Websites

www.amazon.co.uk – Retail site: what people are buying and bestsellers

www.google.com/alerts – Sign up for news, blog entries, website updates by topic

www.google.com/trends – Free trend tracking tool from Google

www.ioscm.com/ – Institute of Supply Chain Management

www.ism.ws/ – Institute of Supply Management

www.keycompetite.com – Lists of key words competing businesses are buying on search engines

www.ofcom.org.uk – OFCOM: communications regulator for TV, radio, telecoms, postal services, wifi, airwaves

www.supplymanagement.com – The purchasing and supply website

www.supplymanagement.com/resources/2010/what-to-check – Chartered Institute of Procurement and Supply

Assessment

The centre will devise and mark the assessment for learning outcomes 1 and 2 in this unit. Learning outcomes 3 and 4 must be assessed in work-based situations.

The assessment criteria for learning outcomes 1 and 2 can be covered in one assignment brief separated into manageable tasks or a separate assignment brief for each learning outcome. The learners should be given the opportunity to present their evidence in a range of different formats, such as reports, written assignments, case studies, floor plans and presentations.

If learners meet any criteria through oral presentations then this achievement should be supported by a witness statement from the tutor, giving sufficient detail on how each assessment criterion has been met. Copies of the presentation slides should be made available and be supported by the learner's notes or prompt cards. Attention should be paid to the verbs used in the assessment criteria in learning outcomes, which are mainly 'explain' or 'describe', so a list of points would not meet the requirements.

Simulation is not allowed as evidence for learning outcomes 3 and 4. This means that assessments must be authentic and generated through the learner's employer or work placement provider. Evidence of Recognition of Prior Learning (RPL) can be used within the unit to confirm competence.

Unit assessment requirements

This unit assesses both occupational competence and underpinning knowledge. Simulation is not allowed for any performance evidence within this unit.

Underpinning knowledge assessment requirements must be independently assessed.

People 1st Assessment Principles for Retail Qualifications can be found on their website (www.people1st.co.uk.)

Unit assessment guidance

For learning outcomes 1, learners need to provide evidence that they understand the importance and use of analyses of product sales, stock and profit performance. Learners could use a case study or a reflective account to review and explain why accurate data is required and over what time span. Learners must also explain the importance of analyses used, focusing on the different products, categories or ranges when analysing data, and the difference between the routine and non-routine analysis that takes place within their organisation.

For learning outcome 2, learners need to provide evidence that they understand the factors to consider when analysing information regarding product sales, stock and product performance. Learners could be given an assignment brief requiring detailed explanations of the different terminology and numerical units used. Additionally learners could be briefed to explain how data can be used to identify pattern and variations in sales across different scenarios. The data would have to be presented clearly and in a formal manner. It must also allow learners to identify who would need to see these reports in their organisation.

For learning outcomes 3 and 4, the main source of evidence for demonstrating the achievement of the assessment criteria could be through a combination of direct observation, case studies, professional discussion and reflective accounts. In addition to these a presentation that the learner has given to their own organisation on emerging patterns and variations on sales, stock and profit performance could provide sufficient evidence for learning outcome 4. These could be backed up by the learner's use of technology to produce business documents, work products and questions and answers (Q&A). In particular, copies of all data collected and analysed should be referred to in any case study or reflective account.

As much of this product is likely to be commercially sensitive, it is recommended that this evidence is signposted and left in the workplace. Tutors could provide annotations to show that evidence has been seen by them and to provide a clear audit trail.

Unit 21: **Checking the storage and care of stock in a retail environment**

Unit reference number: M/505/9726

QCF level: 3

Credit value: 3

Guided learning hours: 24

Unit aim

This unit provides learners with the knowledge and understanding of the legal and organisational requirements relating to the storage and care of stock, and the factors that impact on storage.

In this unit, the learner will be able to carry out checks on the quality of goods; they will evaluate the way in which goods are moved and stored within a retail environment, and take steps towards increased profitability.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand legal and organisational requirements relating to checking the storage and care of stock in their retail environment	1.1	Describe relevant legal and organisational requirements for removing out of date stock within their area of operations	<ul style="list-style-type: none"> □ <i>Legal:</i> Food Safety Act 1990; Health and Safety at Work Act 1974 and regulations e.g. The Control of Substances Hazardous to Health (COSHH), The Construction (Design and Management), The Pressure Systems and Transportable Gas Containers. □ <i>Organisational:</i> policies that classify how the stock is removed, e.g. health and safety, pest control, disposal; safety training, e.g. manual handling, fork lift driving, prevention of slips, trips and falls; record keeping; damaged goods; returned goods; quality management; procedures providing explicit details on how to manage different situations, e.g. how out of date stock is to be disposed of, how this is to be recorded
		1.2	Explain organisational requirements and quality standards for the storage of stock within their area of operations	<ul style="list-style-type: none"> □ <i>Organisational:</i> when inventory checks are undertaken; type and volume of goods; number of staff required and any training needs; specific storage requirements e.g. food (ambient, chilled, frozen), medical supplies; speed of through-put; stock rotation; returned merchandise; breaking bulk goods; areas for sorting goods; mechanical handling equipment; barcodes and electronic tags. □ <i>Quality standards:</i> follow quality management policies e.g. physical checks, data collection, any legal requirements met, records made; use of Warehouse Management Systems (WMS)
		1.3	Describe when and how to check stock and its storage, including both routine and spot checks	<ul style="list-style-type: none"> □ <i>Stock checks:</i> follow legal requirements and organisational policies and procedures; planned stock takes; use of WMS and barcodes; also carry out non-routine checks e.g. attractive items, items with limited shelf life, specific storage requirements e.g. temperature dips for chilled food.

Learning outcomes		Assessment criteria		Unit amplification
		1.4	Describe organisational requirements for storing and moving stock, including how to check that these requirements are being met	<ul style="list-style-type: none"> □ <i>Storing and moving stock</i>: determine levels of operating stocks based on through-put; review stock levels dependent on forecasts and sales □ <i>Checking stock</i>; weekly and monthly stock balances; stock usage reports of each stock item; review and report as required by the organisation; stock at the correct place at the correct time.
		1.5	Explain organisational policy and procedures for protecting goods that are at risk of damage or deterioration	<ul style="list-style-type: none"> □ <i>Protecting goods</i>: specific policies and procedures for different goods e.g. medical supplies, food items, items with COSHH regulation requirements non-specific items; check goods that customers or staff may damage.
		1.6	Describe organisational systems and procedures for moving and storing stock	<ul style="list-style-type: none"> □ <i>Moving and storing stock</i>: quality control and management policy is key to this area; records and reports must be accurately kept; removal of damaged and out of date goods also dealt with according to legal and organisational requirements; environmental policy and procedures; receiving and storing items correctly.
2	Understand factors impacting upon storing and improving the storage of stock effectively within their area of operations	2.1	Explain the information that colleagues require to use the storage system effectively	<ul style="list-style-type: none"> □ <i>Information</i>: retail stock could be in a shop or store and also a warehouse; stock could also be in transit to the retail environment; if stock uncontrolled and unaccounted for it will be difficult to manage, which could affect cash flow; stock information for, e.g. goods on sale and ready for sale, returned goods ready for resale, goods returned to the manufacturer, stock in transit, consignment stock; all information needs to be accurate and used with any database and software recording system within the organisation.

Learning outcomes		Assessment criteria		Unit amplification
		2.2	Explain the causes of stock deterioration and damage relevant to their area of operations	<ul style="list-style-type: none"> □ <i>Causes of deterioration and damage:</i> incorrect storage of items e.g. food, temperatures, sell-by dates; stock damaged prior to arrival in transit; staff handling errors through lack of training; incorrect movement of stock e.g. manual handling, mechanical handling equipment; customers mishandle stock in store.
		2.3	Explain how stock deterioration and damage affects products	<ul style="list-style-type: none"> □ <i>Effect of deterioration and damage:</i> stock cannot be sold or has to be sold at reduced prices; stock cannot be returned to suppliers; reduces profit margins; reduces shopping experience for customers.
		2.4	Explain how to work out whether ideas for improving the way stock is stored and moved are likely to be profitable	<ul style="list-style-type: none"> □ <i>Improving stock movement:</i> record current data e.g. sales, stock, returns, damage, deterioration, margins: implement changes and record same data; identify changes; packaging; repackaging; storage solutions; single handling; double/multi- handling; product journey.
3	Be able to carry out checks upon the storage and care of stock within their area of operations	3.1	Keep up a routine for checking storage facilities and stock	<ul style="list-style-type: none"> □ <i>Check storage facilities:</i> hygiene checks; health and safety checks; equipment checks; weekly and monthly stock balances; stock usage reports of each stock item; full stock takes; use of technology e.g. barcodes; review and report as required by the organisation; manual checks.
		3.2	Carry out spot checks of storage facilities and stock at intervals suitable for monitoring and maintaining the condition of the stock	<ul style="list-style-type: none"> □ <i>Spot checks:</i> spot checks e.g. attractive items, items with limited shelf life; specific storage requirements e.g. temperature dips for frozen food; follow legal requirements and organisational policies and procedures;

Learning outcomes		Assessment criteria		Unit amplification
		3.3	<p>Make sure staff have the information and training they need to:</p> <ul style="list-style-type: none"> • identify stock that is out of date or at risk of deteriorating • deal with such stock in line with legal and organisational requirements 	<ul style="list-style-type: none"> □ <i>Identify organisation stock:</i> foodstuff e.g. hot, ambient, chilled, frozen; medical supplies; fragile items; plants; flowers; chemicals and dangerous goods; electrical goods. □ <i>Deal with out of date or deteriorating stock:</i> provide appropriate training for staff e.g. use of mechanical handling equipment, temperature dips for frozen food, COSHH training; specific training for equipment or specific goods; follow legal requirements and organisational policies and procedures;
		3.4	<p>Monitor the storage and movement of stock to make sure that stock is reaching the correct site as it is needed</p>	<ul style="list-style-type: none"> □ <i>Monitor the storage and movement of stock:</i> determine levels of operating stocks based on through-put; review stock levels dependant on forecasts and sales; stock usage reports of each stock item; review and report as required by the organisation; stock at the correct place at the correct time; track the accuracy of the records.
4	Be able to recommend improvements to the storage, care and movement of stock within their area of operations	4.1	<p>Evaluate the storage, care and movement of stock</p>	<ul style="list-style-type: none"> □ <i>Evaluate stock management:</i> use of technology e.g. Automated Data Collection (ADC) or manual records to collect data; analysis of the problem.
		4.2	<p>Recommend ways of running storage and movement systems more profitably</p>	<ul style="list-style-type: none"> □ <i>Changes to systems:</i> review the processes; implement procedures; train staff; ensure accountability; review on a regular basis.
		4.3	<p>Make sure that recommendations are evidence based</p>	<ul style="list-style-type: none"> □ <i>Evidence based:</i> use accurate data to analyse the issue; have the data available; re-evaluate, review and have procedures in place.
		4.4	<p>Present their recommendations to the relevant person in line with organisational procedures</p>	<ul style="list-style-type: none"> □ <i>Present recommendations:</i> present audit trail of data including source; in house style; presentations; documents; graphs; spreadsheets; databases; software packages.

Information for tutors

Suggested resources

Books

Asefeso A - Lean Procurement and Supply Chain Management
(AA Global Sourcing Ltd) ISBN 9781499755657

McKeller J - Supply Chain Management DeMystified (McGraw-Hill April 2014)
ISBN 9780071805124

Supply Chain Management For Dummies John Wiley & Sons Inc
ISBN 9781118689677

Website

www.amazon.co.uk - Retail site: what people are buying and bestsellers

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www.google.com/trends - Free trend tracking tool from Google

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Chartered Institute of Procurement and Supply

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Unit assessment requirements

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Unit assessment guidance

For learning outcome 1, learners need to provide evidence that they understand the legal and organisational requirements relating to the checking and storing of stock. Learners could produce a case study or detailed statement explaining the organisation's procedures for checking stock, detailing the specific quality standards that need to be checked in their organisation. The case study or statement should also provide examples of when these take place, the different types of stock check that occur, how goods at risk are protected and how all goods are moved and stored. It is important that as part of the evidence for this learning outcome that a full understanding of the storage systems and procedures used in the learner's organisation is fully explained.

For learning outcome 2, learners need to provide evidence that they understand the factors that impact on storing and improving the storage of stock. Learners could produce a document explaining the information required for the stock checks that take place in their own organisation. It could focus on the importance of explaining the causes of any damage or deterioration to any goods and how these goods should be reported on and managed. Learners could also explain how any changes to the storage or movement of stock might reduce damage and consequently raise profits.

For learning outcomes 3 and 4, the main source of evidence for demonstrating the achievement of the assessment criteria could be through a combination of direct observation, case studies, professional discussion and reflective accounts. For learning outcome 4, a presentation by the learner given to their own organisation evaluating the storage systems and identifying improvements to the reduction of damaged and deteriorated goods through reformed storage and movements could be a key piece of evidence. These could be backed up by the learner's use of technology to produce business documents, work products and questions and answers (Q&A). Witness testimony from staff who have been given support and training in order for them to be able to carry out their role by the learner could also be used as evidence.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand organisational procedures for checking stock levels and for sorting out any problems with stock levels	1.1	Explain how accurate stock counting contributes to maintaining stock levels and to customer satisfaction and sales	<ul style="list-style-type: none"> □ Accurate stock levels: maintains stock availability, identifies any form of stock loss and enables restocking to take place; correct information for forecasting and budgeting; loss of stock through shrinkage or inaccuracy of stock holdings can result in an impact on profit; enables perishable goods to not be held in stock for too long. □ Customer satisfaction: expectation of wide selection of stock being in store and on the shelves; part of the requirement that customers want to be able to find what they want in a short period of time; reduced stock write-offs enable better prices for customers; online ordering and immediate stock availability; wait times; delivery times.
		1.2	Describe their own organisation's procedures for counting stock and for recording stock levels, including relevant health and safety procedures	<ul style="list-style-type: none"> □ <i>Counting and recording stock procedures</i>: different review systems e.g. single period, continuous, periodic; pre-stocktaking activities e.g. produce schedules, assign activities, identify and prepare equipment; stocktaking e.g. follow procedures, formal checks in place, manual or electronic scanning stock take; specific checks for individual items e.g. food, medical goods, dates; record all information and data. □ <i>Health and safety</i>: legal requirements; organisational requirements; correct use of lifting equipment; use of appropriate Personal Protective Equipment; environmental requirements; specific checks e.g. temperatures, dates.

Learning outcomes		Assessment criteria		Unit amplification
		1.3	Explain the types of problems with stock and stock levels with which they are authorised to deal	<ul style="list-style-type: none"> □ <i>Type of stock issues</i>: insufficient product item data accuracy; lack of point of sale data; stock with out of date use by and sell by dates; stock rotation; over-stocked; out of stock items; under stocked items; lack of storage; in store shelf capacity; unable to deal with the delivery frequency; damaged items management; returned stock capacity and management; environmental issues.
		1.4	Explain the procedures for noting and sorting out problems with stock and stock levels with which they are authorised to deal	<ul style="list-style-type: none"> □ <i>Dealing with stock issues</i>: organisation requirements e.g. policies, procedures, electronic or paper-based records; work within the reporting chain
		1.5	Identify who to inform about problems with stock and stock levels with which they are not authorised to deal	<ul style="list-style-type: none"> □ <i>Informing management</i>: named colleagues; directly through management chain e.g. middle, senior, executive; finance; sales; marketing.
		1.6	Explain how to find out which stock they must count and when to count it	<ul style="list-style-type: none"> □ <i>Stock detail</i>: legal requirements e.g. chilled or frozen food items; organisational requirements e.g. follow different review systems e.g. single period, continuous, periodic.
		1.7	Explain why it is important to minimise disturbance to others when counting stock	<ul style="list-style-type: none"> □ Minimise disturbance: <ul style="list-style-type: none"> ○ Customers: no change in the standard or level of customer service even when stock taking is taking place; restocking of shelves in 24 hour store can provides a physical presence; ensuring items are replaced before stock runs out; items moved or handled by customers are replaced as quickly as possible; ensure all health and safety regulations are followed. ○ Colleagues: use a dedicated team for the stock take to ensure that colleagues with other roles can continue to fulfil them; ensure all health and safety regulations are followed.

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to count and record retail stock within their own area of operations	2.1	Count stock correctly in the relevant areas and at the right times, in line with organisational procedures	<ul style="list-style-type: none"> □ <i>Count stock</i>: follow legal and organisational requirements e.g. established review systems, pre-stock taking activities, complete the stock take, record all information and data.
		2.2	Record stock levels in line with organisational procedures	<ul style="list-style-type: none"> □ <i>Record stock</i>: follow legal and organisational requirements e.g. manual or electronic scanning, specific checks for individual items, record all information and data.
		2.3	Take action to minimise the disturbance, whilst treating others with courtesy, where it is necessary to disturb others in order to count stock accurately and within the time allowed	<ul style="list-style-type: none"> □ <i>Minimise disturbance</i>: ensure customer service is not reduced whilst the stock take is being carried out; the stock take team should be trained to lessen any disturbance; other colleagues should be left to continue in their role. □ <i>Keep to timescales</i>: follow organisation guidelines and expectations; in 24 hour retail environments care must be taken when in contact with customers.
		2.4	Follow organisational procedures for safeguarding their own and others' health and safety whilst counting stock	<ul style="list-style-type: none"> □ <i>Health and safety</i>: follow legal requirements and organisational requirements; use lifting equipment correctly; manual handling procedures; wear appropriate Personal Protective Equipment; meet all environmental requirements; complete specific checks where necessary e.g. temperatures, dates.

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to address problems with stock and stock levels in line with organisational procedures	3.1	Identify any problems with stock and stock levels correctly	<ul style="list-style-type: none"> □ <i>Identify issues with stock:</i> utilise organisational regulations to collect and collate stock data by electronic or paper-based means; check for under or over stocked items; check items with sell by dates or specific storage requirements; out of date stock must be dealt with correctly; returned stock accurately dealt with; health and safety regulations must be followed when dealing with environmental issues.
		3.2	Deal with any problems with stock and stock levels promptly, in line with their own level of authority and organisational procedures	<ul style="list-style-type: none"> □ <i>Deal with stock issues:</i> follow organisational policies and regulations; use appropriate stock taking and reporting systems; check data before dealing with any problems; action problems within own level of authority and record accurately.
		3.3	Inform the right person promptly regarding any problems with stock and stock levels with which they are not authorised to deal	<ul style="list-style-type: none"> □ <i>Inform management:</i> follow the organisational reporting chain; ensure correct people are briefed and provided with detailed and accurate information; report to appropriate named colleagues; directly through management chain e.g. middle, senior, executive; finance; sales; marketing.

Information for tutors

Suggested resources

Books

Asefeso A – *Lean Procurement and Supply Chain Management*
(AA Global Sourcing Ltd) ISBN 9781499755657

Emmett S – *Quick Guide To Supplier Relationship Management in the Supply Chain*
(Liverpool Academic Press Dec 2012) ISBN 9781903499696

McKeller J – *Supply Chain Management DeMystified* (McGraw–Hill April 2014)
ISBN 9780071805124

Supply Chain Management For Dummies – John Wiley & Sons Inc
ISBN 9781118689677

Websites

www.amazon.co.uk – Retail site: what people are buying and bestsellers

www.google.com/alerts – Sign up for news, blog entries, website updates by topic

www.google.com/trends – Free trend tracking tool from Google

www.ioscm.com/ – Institute of Supply Chain Management

www.ism.ws/ – Institute of Supply Management

www.keycompetite.com – Lists of key words competing businesses are buying on search engines

www.ofcom.org.uk – OFCOM: communications regulator for TV, radio, telecoms, postal services, wifi, airwaves

www.supplymanagement.com – The purchasing and supply website

www.supplymanagement.com/resources/2010/what-to-check

Chartered Institute of Procurement and Supply

Assessment

The centre will devise and mark the assessment for learning outcome 1 in this unit. Learning outcomes 2 and 3 must be assessed in work-based situations.

The assessment criteria for learning outcome 1 can be covered in one assignment brief separated into manageable tasks or a separate assignment brief for each learning outcome. The learners should be given the opportunity to present their evidence in a range of different formats, such as reports, written assignments, case studies, floor plans and presentations.

If learners meet any criteria through oral presentations then this achievement should be supported by a witness statement from the tutor, giving sufficient detail on how each assessment criterion has been met. Copies of the presentation slides should be made available and be supported by the learner's notes or prompt cards. Attention should be paid to the verbs used in the assessment criteria in learning outcomes, which are mainly 'explain' or 'describe', so a list of points would not meet the requirements.

Simulation is not allowed as evidence for learning outcomes 2 and 3. This means assessments must be authentic and generated through the learner's employer or work placement provider. Evidence of Recognition of Prior Learning (RPL) can be used within the unit to confirm competence.

Unit assessment requirements

This unit assesses both occupational competence and underpinning knowledge. Simulation is not allowed for any performance evidence within this unit.

Underpinning knowledge assessment requirements must be independently assessed.

People 1st Assessment Principles for Retail Qualifications can be found on their website (www.people1st.co.uk).

Unit assessment guidance

For learning outcome 1, learners need to provide evidence that they understand why accurate stock counting impacts on customer satisfaction and what their organisational procedures are when completing this activity. Learners could produce a case study or detailed statement explaining the organisation's procedures for checking stock and how this ensures customer satisfaction. The case study or statement should also provide examples of the problems faced, how they are dealt with and who the learner has to inform if they cannot resolve them.

For learning outcome 2, the main source of evidence for demonstrating the achievement of the assessment criteria could be through a combination of direct observation, case studies, professional discussion and reflective accounts. These could be backed up by the learner's use of technology to produce business documents, work products and questions and answers (Q&A). Any presentations given by the learner or formal reports could also be used as evidence as part of a reflective account, professional discussion or case study. As much of this product is likely to be commercially sensitive, it is recommended that this evidence is signposted and left in the workplace.

For learning outcome 3, the main source of evidence for demonstrating the achievement of the assessment criteria could be through a combination of direct observation, case studies, professional discussion and reflective accounts. These could be backed up by the learner's use of technology to produce business documents, work products and questions and answers (Q&A). Any presentations given by the learner or formal reports could also be used as evidence as part of a reflective account, professional discussion or case study. As much of this product is likely to be commercially sensitive, it is recommended that this evidence is signposted and left in the workplace.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the purpose of checking levels of stock within their own organisation	1.1	Explain why the organisation needs to carry the right levels of stock	<ul style="list-style-type: none"> □ <i>Right levels of stock</i>: maintains stock availability, sales maximisation; space optimisation; identifies any form of stock loss and enables restocking to take place; correct information for forecasting and budgeting; loss of stock through shrinkage or inaccuracy of stock holdings can result in an impact on profit; enables perishable goods to not be held in stock for too long; use-by and sell-by dates; maintains customer satisfaction e.g. repeat business.
		1.2	Explain why the quality of stock needs checking regularly	<ul style="list-style-type: none"> □ <i>Check the quality of stock</i>: customers have an expectation of a wide selection of stock being in store; on the shelves; online; customers want to be able to find what they want in a short period of time; all stock with date or specific storage requirements need to be checked; reduced stock write-offs enable better prices for customers; loss of stock through shrinkage e.g. theft, damage and/or loss
		1.3	Explain the levels of stock that the organisation aims to carry	<ul style="list-style-type: none"> □ <i>Levels of stock carried</i>: based on customer demand forecast; lead time taken into account; sufficient stock available; surge capacity; protection against supply shortages; quantity discounts.
		1.4	Describe where stock is held within the organisation, relevant to their area of operations	<ul style="list-style-type: none"> □ <i>Where stock is held</i>: dependent on retail organisation; in transit; in store; in warehouse for direct delivery; at manufacturer for specialist products.

Learning outcomes		Assessment criteria		Unit amplification
2	Understand how to undertake checks on the levels and quality of stock within their area of retail operations	2.1	Explain the factors that can affect demand for stock	<ul style="list-style-type: none"> □ <i>Factors that affect demand:</i> consumer behaviour; seasonal adjustments; marketing campaigns; trends and fads; new product launches; unknown economic indicators.
		2.2	Explain how to work out how often stock levels need to be checked	<ul style="list-style-type: none"> □ <i>How often stock levels need to be checked:</i> follow legal requirements and organisational policies and procedures; planned stock takes; to prepare financial statements; make tax returns; for shareholders reports; stocktake calendar, e.g. full store quarterly versus departmental rolling program; depends on cost of stocktakes versus results produced; use of WMS and barcodes; also carry out non-routine checks e.g. attractive items, items with limited shelf life, specific storage requirements e.g. temperature dips for chilled food; when sales revenue/profits not at expected levels to identify potential issues
		2.3	Explain how to plan and organise their time so that they can check stock at suitable intervals	<ul style="list-style-type: none"> □ <i>Plan and organise stock checks:</i> follow legal requirements and organisational policies and procedures; good use of time management; use of recording systems; use of other staff; during; during opening hours; outside opening hours; cost/benefit analysis
		2.4	Explain how to use the stock control system to identify: <ul style="list-style-type: none"> • current stock levels • the stock levels needed • any shortfalls in stock 	<ul style="list-style-type: none"> □ <i>Identify current stock:</i> different review systems e.g. single period, continuous, periodic; pre-stocktaking activities e.g. produce schedules, assign activities, identify and prepare equipment; stocktaking e.g. follow procedures, formal checks in place, manual or electronic scanning stock take; specific checks for individual items e.g. food, medical goods, dates; record all information and data. □ <i>Stock levels required:</i> sales stock; buffer stocks; reorder levels; special orders; stocktaking e.g. manual or electronic scanning □ <i>Stock shortfalls:</i> sell-out; different review systems e.g. single period, continuous, periodic; specific checks for individual items.

Learning outcomes		Assessment criteria		Unit amplification
		2.5	Explain what constitutes unsaleable stock and how such stock is identified	<ul style="list-style-type: none"> □ <i>Identify unsaleable stock</i>: out of date items; damaged stock; soiled stock; recalled stock; returned stock that is not original.
		2.6	Explain how to deal with unsaleable stock	<ul style="list-style-type: none"> □ <i>Deal with unsaleable stock</i>: follow legal regulations and organisational guidelines; store in designated areas away from other stock; meet all health and safety and environmental factors e.g. temperature, disposal.
		2.7	Explain how to update information held on the stock control system to reflect changes in stock levels	<ul style="list-style-type: none"> □ <i>Update information on stock control</i>: follow legal and organisational requirements e.g. manual or electronic scanning, specific checks for individual items, record all information and data.
3	Be able to check the levels of stock available for sale within their own area of operations	3.1	Use the stock control system to identify: <ul style="list-style-type: none"> • current stock levels • the stock levels needed • any shortfalls in stock 	<ul style="list-style-type: none"> □ <i>Use the stock control system</i>: adhere to different review systems e.g. single period, continuous, periodic; pre-stocktaking activities e.g. produce schedules, assign activities, identify and prepare equipment; stocktaking e.g. follow procedures, formal checks in place, manual or electronic scanning stock take; specific checks for individual items e.g. food, medical goods, dates; record all information and data. □ <i>Stock levels required</i>: sales stock; buffer stocks; reorder levels; special orders; stocktaking e.g. manual or electronic scanning □ <i>Stock shortfalls</i>: sell-out; different review systems e.g. single period, continuous, periodic; specific checks for individual items.
		3.2	Work out how often to check stock so that there will be enough time to replace stocks before these run out	<ul style="list-style-type: none"> □ <i>Identify stock check timings</i>: follow legal requirements and organisational policies and procedures; carry out routine stock takes; use data processing if used; also carry out non-routine checks e.g. attractive items, items with limited shelf life, specific storage requirements e.g. temperature dips for chilled food.

Learning outcomes		Assessment criteria		Unit amplification
		3.3	Check stock at suitable intervals	<ul style="list-style-type: none"> □ <i>Check stock</i>: follow legal and organisational requirements e.g. established review systems, pre-stock taking activities, complete the stock take, record all information and data.
		3.4	Tell the right person promptly when stock needs replacing	<ul style="list-style-type: none"> □ <i>Inform appropriate person</i>: follow the organisational reporting chain; ensure correct people are briefed and provided with detailed and accurate information; report to appropriate named colleagues; directly through management chain e.g. middle, senior, executive; finance; sales; marketing; departmental supervisors; merchandisers
		3.5	Identify where stock is no longer saleable	<ul style="list-style-type: none"> □ <i>Identify unsaleable stock</i>: out of date items; damaged stock; soiled stock; recalled stock; returned stock that is not original.
		3.6	Remove unsaleable stock from sale promptly	<ul style="list-style-type: none"> □ <i>Remove unsaleable stock</i>: follow legal regulations and organisational guidelines; store in designated areas away from other stock; meet all health and safety and environmental factors e.g. temperature.
		3.7	Make sure that the stock control system is up to date	<ul style="list-style-type: none"> □ <i>Update stock control system</i>: follow legal and organisational requirements e.g. manual or electronic scanning, specific checks for individual items, record all information and data.

Information for tutors

Suggested resources

Books

Asefeso A – Lean Procurement and Supply Chain Management (AA Global Sourcing Ltd) ISBN 9781499755657

Emmett S – Supply Chain in 90 Minutes (Management Books 2000 Ltd 2005) ISBN 1–852524766

McKeller J – Supply Chain Management DeMystified (McGraw–Hill April 2014) ISBN 9780071805124

Supply Chain Management For Dummies John Wiley & Sons Inc ISBN 9781118689677

Websites

www.google.com/alerts

Sign up for news, blog entries, website updates by topic

www.google.com/trends

Free trend tracking tool from Google

www.ioscm.com/

Institute of Supply Chain Management

www.ism.ws/

Institute of Supply Management

www.supplymanagement.com

The purchasing and supply website

Assessment

The centre will devise and mark the assessment for learning outcomes 1 and 2 in this unit. Learning outcome 3 must be assessed in work-based situations.

The assessment criteria for learning outcomes 1 and 2 can be covered in one assignment brief separated into manageable tasks or a separate assignment brief for each learning outcome. The learners should be given the opportunity to present their evidence in a range of different formats, such as reports, written assignments, case studies, floor plans and presentations.

If learners meet any criteria through oral presentations then this achievement should be supported by a witness statement from the tutor, giving sufficient detail on how each assessment criterion has been met. Copies of the presentation slides should be made available and be supported by the learner's notes or prompt cards. Attention should be paid to the verbs used in the assessment criteria in learning outcome, which are mainly 'explain' or 'describe', so a list of points would not meet the requirements.

Simulation is not allowed as evidence for learning outcome 3. This means that assessments must be authentic and generated through the learner's employer or work placement provider. Evidence of Recognition of Prior Learning (RPL) can be used within the unit to confirm competence.

Unit assessment requirements

This unit assesses both occupational competence and underpinning knowledge. Simulation is not allowed for any performance evidence within this unit.

Underpinning knowledge assessment requirements must be independently assessed.

People 1st Assessment Principles for Retail Qualifications can be found on their website (www.people1st.co.uk).

Unit assessment guidance

For learning outcome 1, learners need to provide evidence that they understand why stock checks take place and what levels of stock are carried. Learners could produce a case study detailing the stock that their organisation carries, why the specific levels of stock are held, why quality checks are important, and explain where it is stored.

For learning outcome 2, learners could produce a document explaining the stock checks that take place in their own organisation. It could focus on the importance of time management when checking stock and why unsaleable stock needs to be dealt with correctly. It must specifically focus on the levels of stock that might be identified and how to update the recording systems.

For learning outcome 3, the main source of evidence for demonstrating the achievement of the assessment criteria could be through a combination of direct observation, case studies, professional discussion and reflective accounts. These could be backed up by the learner's use of technology to produce business documents, work products and questions and answers (Q&A). Any presentations given by the learner or formal reports could also be used as evidence as part of a reflective account, professional discussion or case study. As much of this product is likely to be commercially sensitive, it is recommended that this evidence is signposted and left in the workplace.

Unit 24: Use digital technology for marketing purposes

Unit reference number: M/502/9965

QCF level: 3

Credit value: 5

Guided learning hours: 15

Unit aim

The purpose of this unit is to provide learners with the knowledge and understanding of using digital tools for marketing purposes. They will carry out marketing research using the internet, create digital marketing devices and messages and use digital technology for social media marketing purposes.

In this unit, the learner will use digital technology for marketing products. They will ensure that web content is effective as a marketing tool, carry out research regarding customer use of the trading website and create digital marketing devices and messages.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to use digital tools for marketing purposes	1.1	Create digital marketing publicity that optimises the use of search engines	<ul style="list-style-type: none"> □ <i>Digital marketing</i>: organisational marketing plan; marketing objectives; digital marketing strategies; digital marketing mix; □ <i>Digital marketing publicity campaign</i>: plan; brand values; purpose; message; channels, strategies; components; multi channels; website; email; mobile technologies; social media; in store technologies □ <i>Search Engine Optimisation (SEO)</i>: meta tags; keywords; content; above the fold; social media platforms; bounce rate; site speed; technical audits; backlinks analysis; competitor analysis
		1.2	Evaluate the cost-effective use of PayPerClick (PPC) facilities	<ul style="list-style-type: none"> □ <i>Pay Per Click (PPC) facilities</i>: definition; role of PPC advertising PPC campaign budget; objectives; quantifiable goals; testing and measuring; analytics; traffic; click through rates; conversion rates; junk traffic; comparisons to SEO; traffic; organic search results; SEO analytics □ <i>PPC cost/benefit analysis</i>: costs per click; conversion rates; Return on Investment (ROI); profit per conversion; quality scores; rankings; keyword niches; auctions; bid inflation: benefits to searchers; advertisers; search engines
		1.3	Ensure the consistency and relevance of Meta Tags to the marketing message	<ul style="list-style-type: none"> □ <i>Meta tags</i>: definition; W3C conventions; types of meta tags; title tags; meta descriptions; meta keywords; robots meta tag; charset meta tag; other tags; search engine algorithms; search engine results page (SERP); content rich meta tags

Learning outcomes		Assessment criteria		Unit amplification
		1.4	Ensure that web content is keyword rich	<ul style="list-style-type: none"> □ <i>Keywords</i>: types; long tail keywords; short keywords; paid keywords; organic keywords; keyword search types; adwords; topics; niche; keyword services platforms (KSP); keyword group detection; keyword mutation detection; entity association graphs
		1.5	Use offsite Search Engine Optimisation (SEO) in a way that meets the marketing strategy	<ul style="list-style-type: none"> □ <i>Search Engine Optimisation</i>: Organisational marketing plan; marketing objectives; sales objectives; Return on Investment □ <i>Technical audits</i>: bounce rate; site speed; competitor analysis; Keyword search analyses: Visitor paths, e.g. series of pages visited; what visitors are looking for □ <i>SEO content</i>: above the fold; below the fold; Links, backlinks analysis; sufficient links, broken links, missing links
		1.6	Explain the use of response systems in SEO activities	<ul style="list-style-type: none"> □ <i>SEO response systems</i>: functions; crawlers; spiders; index building; algorithms; link structures; content; keywords; relevance; importance: organic search; paid search: White Hat; Grey Hat; Black Hat
		1.7	Explain the importance of a keyword strategy	<ul style="list-style-type: none"> □ <i>Keyword strategy</i>: organisational marketing plan; marketing objectives; digital marketing strategies; keyword strategy; purpose; objectives; branding; conversion rates; success measures: relevance to SEO; search terms; traffic; search engine rankings; ratings scores
		1.8	Explain the benefits and risks of a link strategy	<ul style="list-style-type: none"> □ <i>Link strategy</i>: organisational marketing plan; link strategy; inbound links; outbound links; backlinks; relevance; networks; No Follow link; Do Follow link □ <i>Benefits</i>: SEO rankings; trusted domains; communities; anchor text; keyword targeting; traffic; social signals; analytics □ <i>Risks</i>: Automated filters; ranking devaluation; site trust loss; manual reviews; de-indexing; over-optimised filters; dangerous techniques; buying links; sidebars and website footers; automated blog network; duplicate/spun content; bulk links

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to carry out marketing research using the internet	2.1	Adapt and use browser facilities and search engines to identify required marketing information	<ul style="list-style-type: none"> □ <i>Identifying required marketing information</i>: organisational marketing plan; marketing objectives; market research plan; research specification; browsers and search engine analytics; marketing information system; sources of information; decision making requirements; purpose □ <i>Marketing mix</i>: channels of distribution; media selection; product development/ improvement; pricing; promotion; people; equipment; procedures
		2.2	Mine and extract marketing data using multiple selection criteria in accordance with the research specification	<ul style="list-style-type: none"> □ <i>Mining and extracting data</i>: market research plan; research specification □ <i>Selection criteria</i>: analytical requirements; product information; sales performance; competitor analysis; customer behaviours; content consumption methods □ <i>analytics</i>; sharing metrics; lead metrics; sales funnel metrics; retention; engagement; customer service metrics; costs; Return on Investment (ROI)
		2.3	Identify marketing trends, patterns and opportunities from multiple-table relational databases	<ul style="list-style-type: none"> □ <i>Identifying marketing trends and patterns</i>: trend tracking tools; search engines; commercial software programmes; retail sites; Amazon page listings, best sellers, buyer reviews, cluster products ('people who bought this also bought'); eBay Pulse bookmarking sites: e.g. Technorati; Reddit; Digg □ <i>Supply side</i>: Keyword effectiveness Indicators (KEI); demand side: e.g. predicted searches; seasonality; emerging trends; audience intelligence tools; demographic predictions; detecting online commercial intention; recently visited URLs; search volume seasonality forecasting □ <i>Multiple-table relational databases</i>: definition; overview; normalised databases; de-normalised databases; big data

Learning outcomes		Assessment criteria		Unit amplification
		2.4	Explain the strengths and weaknesses of a range of tools and techniques to search the internet	<ul style="list-style-type: none"> □ <i>Range of search tools</i>: search engines; metasearch tools; subject directories; software; social media □ <i>Range of search techniques</i>: Keyword search; links to trusted sites; bookmarking; discussion groups; message boards; customer forums
		2.5	Describe different ways of saving marketing information and sources of marketing information	<ul style="list-style-type: none"> □ <i>Saving marketing information</i>: offline use; print out; 'save as' facilities (text); offline storage media; hard drive; USB drives; SD cards □ <i>Online use</i>: bookmarking; tagging systems; archiving; links; favourites; back-ups: online storage media; cloud storage; data farms; web collection utility; notebook apps
		2.6	Explain how intellectual property rights affect the use of marketing information downloaded from the internet	<ul style="list-style-type: none"> □ <i>Intellectual Property</i>: ownership of intellectual property rights; copyright issues; National and International regulations; disclaimers; permissions for use of images in photographs and videos; use of children's images; quoting sources and attributions □ <i>Copyright Law</i>: Intellectual Property Rights; re-use of public sector information-UK Open Government Licence, e.g. fair trader scheme □ <i>Copyright Licensing Agency</i>: Newspaper Licensing Agency; Design and Artists Copyright Society; Ordnance Survey; The National Archive; Creative Commons □ <i>Patents</i>: trade-marks and service marks; company names; logos; domain names – Uniform Domain-Name Dispute-Resolution Policy □ <i>Potential consequences</i>: reputation; media reporting; professional credibility; prosecution, penalties and fines; staff disciplinary processes

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to create digital marketing devices and messages	3.1	Specify a Customer Relationship Management (CRM) system that is capable of identifying customer buying preferences and patterns	<ul style="list-style-type: none"> □ <i>Customer Relationship Management (CRM) systems</i>: definition; overview; CRM strategy; vision; purpose; objectives; key performance indicators (KPIs); processes; customers □ <i>Holistic approaches</i>: marketing; sales; customer care; technical support; business intelligence; customer analytics; Processes; business; technology; people □ <i>Requirements</i>: users – department/ individuals; functionality; processes; integration; scalability; connectivity; sources of information; technology platform e.g. cloud; on-premises; legacy systems; mobile solutions; ownership; costs; □ <i>Channels</i>: website; mobile; social media; call centres; retail branches; self-service; sales service partners
		3.2	Create a range of digital marketing devices that are targeted on identified market segments	<ul style="list-style-type: none"> □ <i>Digital marketing devices</i>: SEO content marketing; brand building and core value propositions; micro targeting ads paid, social and owned media; sales funnel touch points; interactive content marketing; auto responder email series □ <i>Target market segments</i>: Customer segmentation; Demographic: age; gender; income; education; occupation; social class; life stage; geographic region e.g. town, country; buyer behaviours e.g. common passions, likes; dislikes; product usage; brand loyalty; benefits acquired □ <i>Customer profiles</i>; buyer personas; demographics; psychographics e.g. personality types, preferences; behaviours group, e.g. deal hunters, recreational shoppers, flitters, rewards shopper; researcher, day dreamer, impatient shopper

Learning outcomes		Assessment criteria		Unit amplification
		3.3	Create response systems appropriate for each marketing device	<ul style="list-style-type: none"> □ <i>Digital marketing devices</i>: SEO content marketing; brand building and core value propositions; micro-targeting ads; paid, social and owned media; sales funnel touch points; interactive content marketing; blogs; newsletters; direct mail; email; □ <i>Response systems</i>: auto responder series; mobile responsive landing pages; calls to action; sign-ups; sales conversions; sales services; loyalty systems; social media interactions; links; relationship building; mobile responsive landing pages; lead magnets; information products
		3.4	Use tracking systems that are capable of adding value to marketing information databases	<ul style="list-style-type: none"> □ <i>Tracking systems</i>: sales funnel analytics; website analytics; heat maps; competitive intelligence tools; experimentation tools; social media analytics; mobile analytics; customer services; customer feedback systems
4	Be able to use digital technology for social media marketing purposes	4.1	Use CRM systems to identify target customers	<ul style="list-style-type: none"> □ <i>Customer Relationship Management (CRM) systems</i>: definition; overview; CRM strategy; vision; purpose; objectives; key performance indicators (KPIs); processes; customers □ <i>Target customers</i>: demographic: age; gender; income; education; occupation; social class; life stage; Geographic: region; town; country □ <i>Buyer behaviours</i>: common passions, likes; dislikes; product usage; brand loyalty; benefits acquired □ <i>Customer profiles</i>: buyer personas; demographics; psychographics e.g. personality types, preferences; behaviours group, e.g. deal hunters; recreational shoppers; flitters; rewards shopper; researcher; day dreamer; impatient shopper
		4.2	Use the digital medium that is most appropriate for the marketing message to be conveyed	<ul style="list-style-type: none"> □ <i>Digital medium</i>: multi-channels; website; email; mobile technologies; social media; in store technologies

Learning outcomes		Assessment criteria		Unit amplification
		4.3	Adopt writing and visual styles that are best suited to the chosen digital marketing medium	<ul style="list-style-type: none"> □ <i>Writing and visual styles:</i> house style; brand; recognition; consistency; style guide; colour palette; Layout; persuasive copy; personal connections; target customer's language; layout; opening and set-up; headlines; meaningful subheadings; lede; bullet points; body and exposition; proof; strong calls to action □ <i>Digital medium:</i> Multi-channels; website; email; mobile technologies; social media; in store technologies
		4.4	Integrate the use of multiple digital tools and devices to optimise their marketing potential	<ul style="list-style-type: none"> □ <i>Integrating digital tools and devices:</i> technologies; tablet; laptop; desktop PC; smartphone; online TV; interactive TV; games consoles; Smartphone; tablet; laptop; PC; in-store kiosks □ <i>Access points:</i> wifi; browsers; apps; internet; mobile technologies; channels; website, direct entry, organic search, paid search; email, click- to-chat, web, social media, referrals; mobile apps; responsive web design; mobile technologies; device breakpoint readability; accessibility; load times; universal image optimisation
		4.5	Present non-standard marketing reports and recommendation that are supported by statistical evidence	<ul style="list-style-type: none"> □ <i>Reporting results:</i> evidence based reporting, research results; data led; statistical analysis; timely; sufficient; reliable; recommendations □ Evidence based reporting, research results; data led; statistical analysis; timely; sufficient; reliable; recommendations
		4.6	Explain the strengths and weaknesses of a range of digital technologies for marketing purposes	<ul style="list-style-type: none"> □ <i>Range of digital technologies:</i> Technologies; Tablet; laptop; desktop PC; smartphone; online TV; interactive TV; games consoles; Smartphone; tablet; laptop; PC; in-store kiosks

Learning outcomes		Assessment criteria		Unit amplification
		4.7	Explain the precaution used to prevent marketing messages being identified as 'spam'	<ul style="list-style-type: none"> □ <i>Legislation:</i> Data Protection Act 1998; Privacy and Electronic Communications Regulations(PECR); CAN_SPAM 2003 UK CAN-SPAM 2003 and 2007 (USA); EU Directives □ <i>Spam trigger words:</i> phishing phrases; text and HTML versions; permissions marketing techniques; text to image ratios; opt-in processes; attachment types; attachment sizes; secure file transfer services; domain set-up; sender identification; spam checkers; blacklists; spam traps
		4.8	Explain the structure of social networking sites	<ul style="list-style-type: none"> □ <i>Structures of social networking sites:</i> brand identity; standard features; applications; widgets; add-ons; brand differentiation; additional features; social status; securities
		4.9	Explain techniques for increasing hits on social networking sites	<ul style="list-style-type: none"> □ <i>Social media techniques:</i> Social media content; company blogs; shared content; shared keywords; videos/vlogs; calls to action; landing pages; links to free information products; optimised for mobile technologies; influencer relations community management; start groups; start forums; question and answer sessions; send updates; user generated content; referrals Social media analytics; track channels; track changes; A/B split testing; measure downloads

Information for tutors

Suggested resources

Books

Chaffey Dave, Smith PR – *E-marketing Excellence: Planning and Optimizing Your Digital Marketing, 4th Edition* (Butterworth Heinemann/Elsevier, 2013)
ISBN: 9780415533355

McArthur Andrew – *500 Social Media Marketing Tips* (Andrew McArthur, 2014)

Websites

www.portent.com/services/ppc/pay-per-click-explained

Pay Per Click (PPC)

www.searchenginejournal.com/maximizing-your-meta-tags-for-seo-and-ctr/

Meta Tags

<http://uri.libguides.com/c.php?g=42391&p=268486>

Pros and Cons of some search tools

Assessment

All of the learning outcomes in this unit must be assessed in work-based situations. The learners should be given the opportunity to present their evidence in a range of different formats, such as reports, written assignments, case studies, floor plans and presentations.

If learners meet any criteria through oral presentations then this achievement should be supported by witness statements from the tutor and/or professional audience, giving sufficient detail on how each assessment criterion has been met. Copies of the presentation slides should be made available and be supported by the learner's notes or prompt cards. Attention should be paid to the verbs used in the assessment criteria in learning outcomes, which are mainly 'create', 'explain' or 'describe', so a list of points would not meet the requirements.

Simulation is not allowed as evidence for any of these learning outcomes. This means that assessments must be authentic and generated through the learner's employer or work placement provider. Evidence of Recognition of Prior Learning (RPL) can be used within the unit to confirm competence.

Unit assessment requirements

This unit assesses both occupational competence and underpinning knowledge. Simulation is not allowed for any performance evidence within this unit.

Underpinning knowledge assessment requirements must be independently assessed.

People 1st Assessment Principles for Retail Qualifications can be found on their website (www.people1st.co.uk).

Unit assessment guidance

For learning outcome 1, learners are required to use digital tools for marketing purposes. The main source of evidence for demonstrating the achievement of the assessment criteria could be through a combination of direct observation, professional discussion and reflective accounts. These could be backed up by the learner's use of technology to produce business documents, work products and questions and answers (Q&A). In particular, copies of all digital devices used as marketing material could be referred to in any case study or reflective account.

For learning outcome 2, learners are required to carry out marketing research using the internet. The main source of evidence for demonstrating the achievement of the assessment criteria could be through a combination of direct observation, professional discussion and reflective accounts. However, a presentation that the learner has given to their own organisation on how they have used and adapted browser and search engine facilities, mined and extracted marketing data, identified marketing trends, could provide sufficient evidence for this learning outcome. These could be backed up by the learner's use of technology to produce business documents, work products and questions and answers (Q&A) to explain strengths and weaknesses of internet search tools and techniques, information sources and intellectual property rights. As much of this product is likely to be commercially sensitive, it is recommended that this evidence is signposted and left in the workplace. Witness testimony from senior managers who have sat in on presentation or read any other reports by the learner could also be used as supplementary evidence for this unit.

For learning outcome 3, learners need to create digital marketing devices and messages. The main source of evidence for demonstrating the achievement of the assessment criteria could be through a combination of direct observation, professional discussion and reflective accounts. However, the learner could provide copies of the actual digital marketing devices with responses and tracking they have developed to reach different target market segments, could provide sufficient evidence for this learning outcome. These could be backed up by the learner's use of technology to produce business documents, work products and questions and answers (Q&A).

For learning outcome 4, learners need to use digital technology for social media marketing purposes. The main source of evidence for demonstrating the achievement of the assessment criteria could be through a combination of direct observation, professional discussion and reflective accounts. The learner is required to carry out a digital marketing campaign and produce a non-standard marketing report to presents in their own organisation, with recommendations supported by statistical evidence to provide further evidence for this learning outcome. This could be backed up by the learner's use of technology to produce business documents, work products and questions and answers (Q&A).

Where the product is commercially sensitive, it is recommended that this evidence is signposted and left in the workplace. Witness testimony from senior managers who have sat in on presentations or reviewed the work produced by the learner could also be used as supplementary evidence for the learning outcomes in this unit.

Unit 25: Contributing to marketing and promotional campaigns for retail products

Unit reference number: T/505/9730

QCF level: 3

Credit value: 6

Guided learning hours: 48

Unit aim

The purpose of this unit is to provide learners with the knowledge and understanding of an organisation's marketing campaign and associated promotional strategy, including how well sales respond.

In this unit, the learner will be able to contribute to the marketing and associated promotional campaigns for retail products. Learners are likely to work within functions responsible for buying and/or merchandising. They will offer advice and information towards developing campaigns, based upon their own judgement and analyses of the current and predicted market for the products, the buying strategy and the product vision being progressed.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the nature of their organisation's marketing and associated promotional strategy and campaigns, relevant to the retail products within their own area of operations	1.1	Outline their own organisation's marketing strategy	<ul style="list-style-type: none"> □ <i>Organisational marketing strategy</i>: marketing plan; marketing objectives; digital marketing publicity campaign plan; social media policy
		1.2	Describe the marketing and promotional activities available for use within their own organisation	<ul style="list-style-type: none"> □ <i>Marketing and promotional activities</i>: Promotional and campaigns events calendar; seasonality; special events; linked/niche offers; charitable events; brand promotions □ <i>Special offers and deals</i> cross selling; up-selling; cluster selling; complementary selling; bundle packages; wish lists; two for one (BOGOF) □ <i>Incentives and rewards</i>: price markdowns; referral bonuses; loyalty programmes; coupons; next shop rebates □ <i>Promotional tools</i>: point of sales; frequent shopper; free gifts; prizes; samples; demonstrations; contests; □ <i>Optimised web pages</i>: layout; search criteria; visual appeal; colour palette; reading patterns; above/below the fold □ <i>In-store push strategies</i>: signage; displays; floor decals; digital screens; television; video; in-store kiosks; shelf edge talkers; gondola end cards product trials/tasting; demonstrations

Learning outcomes		Assessment criteria		Unit amplification
		1.3	Explain the needs and expectations of their own organisation's actual and potential customers from the retail products to be marketed	<ul style="list-style-type: none"> □ <i>Customer needs</i>: identify customer needs; needs versus wants; functional needs; emotional needs; courtesy; friendly service; fairness; control over purchases; information; options and alternatives □ <i>Expectations</i>: brand positioning; desired versus sufficient service levels; responsiveness; relationship management; customer delight
		1.4	Describe the nature of the marketing and promotional campaigns being considered for the retail products within their area of operations, including the: <ul style="list-style-type: none"> • Activities proposed • Duration of the campaigns 	<ul style="list-style-type: none"> □ <i>Proposed marketing and promotional activities</i>: promotional and campaigns events calendar; seasonality; special events; linked/niche offers; charitable events; product promotions; brand promotions; incentives and rewards; special offers and deals; promotional tools; in-store push strategies □ <i>Duration</i>: goals; short, medium, long term objectives; media used; timing; offer deadlines; cross promotional activities e.g. web, social media, in-store, television, public relations (PR); purpose; brand building; special offers; develop audience; drive traffic; engage communities; build customer relationships
		1.5	Describe their own organisation's competitors in relation to the products which they offer, including the nature of the competition which they provide	<ul style="list-style-type: none"> □ <i>Nature of the competition</i>: competitor profile, e.g. competitive advantage; marketing profile, e.g. target market, market share, marketing strategies; competitor data; research competitor sites, e.g. value proposition, price comparisons, images and visuals, product descriptions, freight and shipping options and costs, calls to action, site optimisation, social media presence □ <i>Competitor analysis</i>: observed data, e.g. as for competitor websites plus – price list, catalogues, advertising campaigns, promotions, tenders, patents applications; recorded data, e.g. annual reports and accounts, press releases, newspaper articles, regulatory reports, government reports; organic and paid for keywords; keywords competitors rank well for; identify competitors online; incognito keyword search; SEO rankings; keywords used by competitors; competitors by topic area; associated comparison tools

Learning outcomes		Assessment criteria		Unit amplification
		1.6	Describe the nature of the competitors promotional and marketing campaigns relating to the retail products within their own area of operations	<ul style="list-style-type: none"> □ <i>Nature of competitors promotional and marketing campaigns:</i> Product/Service profile, e.g. product/services offered, pricing and costs, channels; SWOT analysis; price comparisons, images and visuals, product descriptions, calls to action, sale markdowns, special offers; incentives and rewards; social media presence; in-store strategies
2	Understand how sales of the retail products within their own area of operations might respond to marketing and promotional campaigns and the factors to consider	2.1	Explain the features of the products within their area of responsibility which are most likely to attract customers' attention and sales.	<ul style="list-style-type: none"> □ <i>Sales techniques and features:</i> Factual statements about the products: what the product does; functionality; descriptions □ <i>Attracting customers' attention:</i> benefits: e.g. 'what's in it for me' (customer); emotional benefits; problem solving; achieving objectives and ambitions
		2.2	Outline the relationship between the products within their area of responsibility and the brand values of the organisation, with the brand values being the core values and qualities of their own organisation from the customers' viewpoint	<ul style="list-style-type: none"> □ <i>Area of responsibility:</i> department; product lines □ <i>Brand values:</i> promise; character; personality; story; culture; mission; consistency; positioning; differentiation from competitors; delivery; customer experience; customer target segments; customer expectations; image □ <i>Core values and qualities:</i> organisational customer service policies and procedures; brand core values; consistent messages; competitive edge; customer service; market positioning e.g. luxury goods, value for money
		2.3	Explain any links in the sales patterns of the products within their area of responsibility and those of other products within the same or other product ranges or categories	<ul style="list-style-type: none"> □ <i>Area of responsibility:</i> department; product lines □ <i>Sales links and patterns:</i> Cross selling; up-selling; cluster selling; complementary selling; bundle packages; relevant products; wish lists; promotions; incentives and rewards

Learning outcomes		Assessment criteria		Unit amplification
		2.4	Outline key trends which are likely to influence customers' demands for the products	<ul style="list-style-type: none"> □ <i>Outlining key trends:</i> trend tracking tools; search engines; retail sites; print publications; online newsletters; competitors sites; bookmarking sites Audience intelligence tools; demographic predictions; detecting online commercial intention; analyse publisher website content; audience information; ad placement; search volume seasonality forecasting customer surveys; customer forums; competitors sites
		2.5	Explain how their own organisation's buying and merchandising function interacts with marketing to achieve the organisation's objectives	<ul style="list-style-type: none"> □ <i>Merchandising function:</i> Four 'Ps' product, place, promotion, price; product planning; distribution; stock management; sampling; placement; store planograms; internal/ external communications; promotions; store-level selling; display selling and set-up; Point of Purchase (POP) placement; coordination; quality checks; pricing □ <i>Buying function:</i> purchasing policy and compliance; predicts trends; selects products for retail sale; right quantity; right quality; negotiate best price; engage reliable suppliers; complete documentation; follow accounting procedures
3	Be able to provide advice and information towards developing marketing and promotional campaigns for retail products	3.1	Provide clear, accurate and up to date information about the current and predicted performance of the products included in campaigns	<ul style="list-style-type: none"> □ <i>Providing information:</i> preparing information; product research; customer information; brand message; trends; product information; features; benefits; trends; product life cycle □ <i>Customer information:</i> target audience segments; buyer personas; buyer behaviours; analytics tools: audience intelligence tools; web analytics tools; quantitative and qualitative data; competitor intelligence tools; trend tracking tools; Internal sales data; this time last year/last month/last week

Learning outcomes		Assessment criteria	Unit amplification
	3.2	<p>Use their judgement and experience to offer constructive ideas and suggestions in relation to:</p> <ul style="list-style-type: none"> • The features of the product most likely to attract customers' attentions and sales • The relationship between the product and the core values and qualities of their own organisation as perceived from the customers' viewpoint • Links between the products and others within the same or other ranges or categories • How they consider the products will be used by customers in relation to the customers' lifestyle and other characteristics 	<ul style="list-style-type: none"> □ <i>Features</i>: Factual statements about the products: what the product does; functionality; descriptions; Attracting customers: benefits: e.g. 'what's in it for me' (customer); emotional benefits; problem solving; achieve objectives/achieve ambition □ <i>Core values and qualities</i>: Organisational customer service policies and procedures; brand core values; consistent messages; competitive edge; customer service; market positioning e.g. luxury goods, value for money □ <i>Product links</i>: Up-selling; cluster products; complementary product; complementary offers; gift services □ <i>Customer lifestyles and characteristics</i>: customer information; customer segmentation; demographic: age; gender; income; education; occupation; social class; life stage; geographic: region town; country; buyer behaviours; common passions, likes; dislikes; product usage; brand loyalty; benefits acquired; customer profiles: buyer persona; demographics; psychographics; personality types, preferences; behaviours customer location e.g. where to find them; what websites they visit; blogs they read; forums and membership sites they belong to; what do they read online and offline; what do they search for online; what sort of content appeals □ <i>Considering products</i>: purchasing process; where they begin research; what their need or problem is; what the benefits are for which they need to find a solution; buyer personas; specific segments of current customers; ideal customer written profiles; specific persona for each client group; name each group, e.g. deal hunters, recreational shoppers, flitters, rewards shopper, researcher, day dreamer, impatient shopper
	3.3	<p>Respond promptly and positively to requests for information and advice from others</p>	<ul style="list-style-type: none"> □ <i>Responding to requests</i>: from others; marketing; merchandising; colleagues; customers; line managers □ <i>Prompt responses</i>: timeliness of response; positive responses; communications methods

Information for tutors

Suggested resources

Books

Mullin Roddy – *Promotional Marketing: How to create, implement and integrate campaigns that really work, Sixth Edition* (Kogan Page, 2014)

ISBN: 978-0-7494-7246-7

Varley Rosemary – *Retail Product Management: Buying and Merchandising, 3rd Edition* (Routledge, 2014) ISBN 978-0-415-57758-8

Websites

www.blog.markarnold.org/2012/03/the-ideal-length-of-a-marketing-promotion.html

Duration of promotional activities

www.retail-focus.co.uk/

Retail design and visual merchandising news

www.shopify.co.uk/blog/13955461-visual-merchandising-101-how-to-create-store-designs-with-high-converting-displays

Visual merchandising

<http://www.yourarticlelibrary.com/marketing/4-most-important-elements-of-promotion-mix-business-marketing/8796/>

Elements of the promotional mix

Assessment

The centre will devise and mark the assessment for learning outcomes 1 and 2 in this unit. Learning outcome 3 must be assessed in work-based situations.

The assessment criteria for learning outcomes 1 and 2 can be covered in one assignment brief separated into manageable tasks or a separate assignment brief for each learning outcome. The learners should be given the opportunity to present their evidence in a range of different formats such as reports, written assignments, case studies, floor plans and presentations.

If learners meet any criteria through oral presentations then this achievement should be supported by a witness statement from the tutor, giving sufficient detail on how each assessment criterion has been met. Copies of the presentation slides should be made available and be supported by the learner's notes or prompt cards. Attention should be paid to the verbs used in the assessment criteria in learning outcomes, which are mainly 'explain' or 'describe', so a list of points would not meet the requirements.

Simulation is not allowed as evidence for learning outcome 3. This means that assessments must be authentic and generated through the learner's employer or work placement provider. Evidence of Recognition of Prior Learning (RPL) can be used within the unit to confirm competence.

Unit assessment requirements

This unit assesses both occupational competence and underpinning knowledge. Simulation is not allowed for any performance evidence within this unit.

Underpinning knowledge assessment requirements must be independently assessed.

People 1st Assessment Principles for Retail Qualifications can be found on their website (www.people1st.co.uk).

Unit assessment guidance

For learning outcome 1, learners need to provide evidence that they understand the nature of their organisation's marketing, associated promotional strategy and campaigns that relate to the learner's own area of operations. Learners will need to review their own organisation's marketing strategy as the basis of their assignment. The learner must explain the promotional and marketing activities available and relate them to their own customers' needs and expectations of the retail products within their own departments. Learners must also be able to explain the nature of competitors and their promotional activities and marketing campaigns relating to the retail products in the learner's own department. This could be covered through an assignment brief and/or as part of a professional discussion with the tutor.

For learning outcome 2, learners need to demonstrate understanding of how sales of retail products in their own departments might respond to marketing and promotional campaigns. Learners could be given an assignment brief that requires them to explain the features and benefits of products in their own departments. Learners should also link the organisation's brand values, core values and qualities to their assignment. Tutors need to ensure that learners are aware of the information required to link sales patterns of different products, and emerging trends that could influence customer's demands for their products. The assignment brief would require learners to explain the how the merchandise function interacts with marketing to achieve the organisation's key objectives.

For learning outcome 3, the main source of evidence for demonstrating the achievement of the assessment criteria could be through participation in marketing and promotional campaigns or professional discussions. These could be backed up by the learner's use of technology to produce records of meetings, work products and questions and answers (Q&A). Product such as preparation material, notes, minutes, samples of marketing and promotional material and presentations could all be referred to. As much of this product is likely to be commercially sensitive, it is recommended that this evidence is signposted and left in the workplace. Witness testimony from colleagues who participated in the planning of marketing and promotional campaigns, or senior managers who reviewed the results created by the learner, could also be used as supplementary evidence for this unit.

Unit 26: Promoting particular retail products using web-based retail channels

Unit reference number: F/505/9729

QCF level: 3

Credit value: 6

Guided learning hours: 48

Unit aim

The purpose of this unit is to give learners knowledge and understanding of the factors to consider when planning promoting particular products. The unit will also help learners to understand how to evaluate the outcomes from promotions.

The unit will enable learners to prepare for the promotion of a campaign for a particular product. This will include planning the campaign, implementing it and evaluating the outcomes. This kind of promotional campaign is separate from just promoting products as part of normal sales transactions.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the factors to be taken into account in planning to promote particular products	1.1	Explain the needs and expectations of the target customers for the products being promoted	<ul style="list-style-type: none"> □ <i>Identify customer needs</i>: customer needs versus wants; functional needs; emotional needs courtesy; friendly service; fairness; control over purchases; information; options and alternatives □ expectations: brand positioning; desired versus sufficient service levels; responsiveness; relationship management; customer delight
		1.2	Explain the features of the products being promoted	<ul style="list-style-type: none"> □ <i>Features</i>: factual statements about the products: what the product does; functionality; descriptions
		1.3	Explain the benefits of interest to target customers associated with the features	<ul style="list-style-type: none"> □ <i>Benefits</i>: what's in it for me' (customer); emotional benefits; problem solving; achieve objectives/ achieve ambitions'
		1.4	Outline their own organisation's overall marketing strategy, including how the proposed promotion will support this	<ul style="list-style-type: none"> □ <i>Organisational marketing strategy</i>: publicity campaign plan; social media policy; promotional plan
		1.5	Explain techniques for encouraging customers to buy the product being promoted which are in line with their own organisation's overall marketing strategy	<ul style="list-style-type: none"> □ <i>Sales techniques</i>: Sales funnel: stages; lead (suspect); prospect; qualified prospect; committed; transacted □ <i>Optimised web pages</i>: layout; search criteria; reading patterns; visual appeal; colour palette; above/below the fold; calls to action; typography; negative space; persuasive content; style; connections; emotive content; motivational; language; voice □ <i>Overcoming resistance</i>: buyer's agenda; seller's agenda; anticipating the actions; benefits and features; illogical approaches; revealing the 'hooks'

Learning outcomes		Assessment criteria		Unit amplification
		1.6	Explain techniques for building customers interest in buying regularly the product which they are promoting and which are in line with their own organisation's overall marketing strategy	<ul style="list-style-type: none"> □ <i>Building customers interest</i>: Engagement strategy; social media links; promotions and offers; regular new content; communications techniques; build relationships; encourage traffic □ <i>Promotional campaigns</i>: special offers and deals; incentives and rewards; promotional tools; push/pull strategies □ <i>Customer relationships</i>: understand your customer; identify needs and wants; multiple lines of communications; build trust; seek feedback; deal with concerns/complaints promptly and politely; personalised interactions; use customer's name; be honest
		1.7	Identify colleagues and any other key stakeholders involved in the promotion, including their needs and expectations	<ul style="list-style-type: none"> □ <i>Colleagues</i>: marketing manager; sales and marketing team; web analyst; customer service team; merchandisers; buyers; other key stakeholders e.g. customers, suppliers □ <i>Other key stakeholders</i>: customers; suppliers
2	Understand how to evaluate the outcomes from promotions of particular products	2.1	Explain the information that is relevant in evaluating the success of promotions	<ul style="list-style-type: none"> □ <i>Evaluating success</i>: Key Performance Indicators (KPIs); Return On investment (ROI); website analytics; traffic; conversion rates; sales tracking; communication rates; A/B split testing results
		2.2	Identify who needs this information within their own organisation	<ul style="list-style-type: none"> □ <i>Who needs information</i>: senior managers; sales and marketing team; web analyst; merchandisers; buyers; finance department
		2.3	Describe sources of information that can assist in monitoring and evaluating the promotion	<ul style="list-style-type: none"> □ <i>Sources of information to monitor and evaluate</i>: Internal site analytics tools: audience intelligence tools; Customer Relationship Management (CRM) database; Web analytics; content consumption methods; sharing metrics; lead metrics; sales funnel metrics; retention; engagement; customer service metrics; costs; Return on Investment (ROI); experimentation tools; social media analytics; mobile analytics; people: e.g. marketing manager; sales department; purchasing department; finance department

Learning outcomes		Assessment criteria		Unit amplification
		2.4	Explain how to evaluate and record the results of promotions in line with organisational requirements	<ul style="list-style-type: none"> □ <i>Evaluate and record results</i>: quantitative; estimated targets versus actual results; statistical analysis; numerical data; A/B split tests; qualitative: narrative data; by theme, topic or category; documentary data; observations; feedback systems; measured responses per campaign; website analytics; customer feedback; confirmed results; tested campaigns; control copy; traffic; conversion rates; bounce rates; social media results □ <i>Organisational requirements</i>: KPIs; campaign targets; engagement levels e.g. awareness, interest; understanding alternative evaluations; trial; repeat purchase
3	Be able to prepare for the promotion of particular products	3.1	Identify and prioritise the promotional objectives for the retail products	
		3.2	Make sure that the promotional objectives are in line with their own organisation's overall marketing objectives	
		3.3	Confirm the objectives, budget and target customer audience for the promotion	<ul style="list-style-type: none"> □ <i>Confirming objectives</i>: campaign KPI's; promotional plan; defined objectives; target audience; key messages; communications; impacts; promotional tools; products; branding; context; quality; customer engagement; social media contribution □ <i>Budget factors</i>: historical data; goals; targets; projected costs; duration; budget monitoring procedures □ <i>Target customers</i>: customer segmentation; demographics; geographic; buyer behaviours; psychographics; create buyer personas; ideal customer written profiles; specific persona for each client group; name each group, e.g. deal hunters, recreational shoppers, flitters, rewards shopper, researcher, day dreamer impatient shopper

Learning outcomes	Assessment criteria		Unit amplification
	3.4	Determine the most effective actions towards converting promotional sales into regular future sales	<ul style="list-style-type: none"> • <i>Converting promotional sales to future sales:</i> create compelling experience; know your customer preferences; targeted messages; offer complementary products to first purchase; clear calls to action; brand values; customer reviews; case studies; success stories; user generated content; additional promotions; offer return discounts; loyalty programmes; build lists; communicate regularly; Communications; timing; frequency
	3.5	Agree the content of the promotional message, making sure that it is: <ul style="list-style-type: none"> • Clear • Accurate • Justifiable • Interesting and attractive to target customers 	<ul style="list-style-type: none"> • <i>Clarity of message:</i> Targeted and to the point; easy to understand; obvious • <i>Accurate:</i> Product information; up to date; price; delivery; payments • <i>Justifiable:</i> Relevant; required • <i>Interesting and attractive:</i> appealing; innovative; engages customers emotional/practical needs; addresses AIDA; Attention/awareness; Interest; Desire; Action
	3.6	Demonstrate that the promotional strategy: <ul style="list-style-type: none"> • Is in line with overall marketing strategy • Integrates with other associated marketing activities 	<ul style="list-style-type: none"> • <i>Organisational marketing strategy:</i> marketing plan; marketing objectives; promotional plan; events campaign calendar • <i>Integrates with other marketing activities:</i> digital marketing publicity campaign; social media policy and plan
	3.7	Agree the promotional campaign with the relevant person	<ul style="list-style-type: none"> • <i>Relevant person:</i> content editor; social media manager; marketing manager; promotions manager

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to implement and evaluate the promotional campaign	4.1	Implement the promotional campaign in line with the agreed plan and organisational requirements	<ul style="list-style-type: none"> □ <i>Organisational requirements</i>: marketing plan; promotional campaign plan □ <i>Implementation</i>: promotional and campaigns events calendar; promotional activities
		4.2	Monitor the progress of the campaign against its objectives and budget	<ul style="list-style-type: none"> □ <i>Budgets</i>: key performance indicators (KPIs); campaign objectives; estimated costs; duration; budget monitoring; slippage; actual costs; Return on Investment(ROI)
		4.3	Address any variances against the agreed budget promptly, in line with organisational requirements	<ul style="list-style-type: none"> □ <i>Agreed budget</i>: factors of budget; historical data; goals; targets; projected costs □ <i>Budget variances</i>: actual results; actual costs; analysis of actual figures; reasons for variance □ <i>Addressing variances</i>: Actions; adjusted budgets; reassessed goals and targets; changes to plan; feasible choices
		4.4	Gather relevant and accurate information about the effectiveness of promotions	<ul style="list-style-type: none"> □ <i>Relevant information on effectiveness of promotions</i>: KPIs; campaign targets; engagement levels; web analytics; lead metrics; sales funnel metrics; retention; engagement; customer service metrics Return on Investment (ROI); costs versus sales revenues; market share; traffic; conversion rates; Social media analytics; mobile analytics; sharing metrics; media coverage
		4.5	Evaluate the outcomes of the promotion against the objectives and in a way that will inform future promotional campaigns	<ul style="list-style-type: none"> □ <i>Evaluate outcomes</i>: marketing objectives; promotional campaign goals; target customer profiles; website effectiveness; social media presence; messaging strategies; Return on Interest (ROI) ; costs versus sales revenues; market share; traffic; conversion rates; Social media analytics; mobile analytics; sharing metrics; media coverage

Learning outcomes		Assessment criteria		Unit amplification
		4.6	Communicate information regarding the outcomes of the promotion clearly to the right person	<ul style="list-style-type: none"> □ <i>Communicating outcomes:</i> reporting results; summarise objectives; competitive landscape; findings; campaign results; evaluations; recommendations
		4.7	Record clearly and accurately the results of promotions	<ul style="list-style-type: none"> □ <i>Recording results:</i> clear and accurate recording; quantitative results; qualitative results; recording feedback; measured responses per campaign; website analytics; confirmed results; tested campaigns; control copy; traffic; conversion rates; bounce rates; social media

Information for tutors

Suggested resources

Books

McDonald Malcolm, Morris Peter – *Marketing Plans: A Complete Guide in Pictures* (John Wiley & Sons Ltd, 2012) ISBN: 978-1-119-94313-6

Mullin Roddy – *Promotional Marketing: How to create, implement and integrate campaigns that really work*, 6th Edition (Kogan Page, 2014)
ISBN: 978-0-7494-7246-7

Ostewalder Alex, et al – *Value Propositions: How to Create Products and Services Customers Want* (John Wiley & Sons, 2014) ISBN: 978-1-118-96805-5

Secrett Malcolm – *Brilliant Budgets and Forecasts: Your Practical Guide to Preparing and Presenting Financial Information* (Pearson Education Limited, 2010)
ISBN: 978-0-273-73091-0

Websites

www.marketingdonut.co.uk/search/node/promotional%20plan –
Promotional planning for businesses

www.retailgazette.co.uk – Leading retail industry news

Assessment

The centre will devise and mark the assessment for learning outcomes 1 and 2 in this unit. Learning outcomes 3 and 4 must be assessed in work-based situations.

The assessment criteria for learning outcomes 1 and 2 can be covered in one assignment brief separated into manageable tasks or in a separate assignment brief for each learning outcome. Learners should be given the opportunity to present their evidence in a range of different formats such as reports, written assignments, case studies, floor plans and presentations. If learners meet any criteria through oral presentations it should be supported with a witness statement from the tutor that provides sufficient detail on how each assessment criterion has been met. Copies of the presentation slides should be made available and be supported by the learner's notes or prompt cards. Attention should be paid to the verbs used in the assessment criteria in learning outcomes which are mainly 'explain' or 'describe', therefore a list of points would not meet the requirements. Simulation is not allowed as evidence for learning outcomes 3 and 4. This means that assessments must be authentic and generated through the learner's employer or work-placement provider. Evidence of Recognition of Prior Learning (RPL) can be used within the unit to confirm competence.

Unit assessment requirements

This unit assesses both occupational competence and underpinning knowledge. Simulation is not allowed for any performance evidence within this unit.

Underpinning knowledge assessment requirements must be independently assessed.

People 1st Assessment Principles for Retail Qualifications can be found on their website (www.people1st.co.uk).

Unit assessment guidance

For learning outcome 1, learners need to provide evidence that they understand the factors to take into account in planning to promote particular retail products. Learners will need to review their own organisation's marketing strategy as the basis of their assignment. They must explain the target customers' needs and expectations of the retail products being promoted. Learners must also be able to explain the features and benefits of the products being promoted and the techniques they are using to build interest and encourage sales. Learners need to be able to identify the needs and expectations of colleagues and key stakeholders involved in the promotion. This could be covered through an assignment brief and/or as part of a professional discussion with the tutor. It may be possible to work on this in conjunction with the assignment required in Unit 25, contributing to marketing and promotional campaigns for retail products.

For learning outcome 2, learners need to demonstrate understanding of how to evaluate the outcomes from promotions of particular products. Learners could be given an assignment brief that requires them to explain the information that is relevant to evaluating the success of promotions and how to record the results. Learners should also explain the sources of information that can help with the monitoring and evaluations. Tutors need to ensure that learners are aware of who needs this information within their own organisations.

For learning outcome 3, the main source of evidence for demonstrating the achievement of the assessment criteria could be through participation in the preparations for promotional campaigns. These could be backed up with the learner's use of technology to produce records of meetings, work products and questions and answers (Q&A). Products such as preparation material, notes, minutes, samples of marketing and promotional material and presentations could all be referred to. As much of this product is likely to be commercial in confidence it is recommended that this evidence could be sign-posted and left in the workplace. Witness testimony from colleagues who participated in the preparations for the promotional campaigns, or senior managers who reviewed the results reported by the learner, could also be used as supplementary evidence for this unit.

For learning outcome 4, the main source of evidence for demonstrating the achievement of the assessment criteria could be through participation in the implementation and evaluation of promotional campaigns. These could be backed up with the learner's use of technology to produce reports on evaluation results, records of monitoring and meetings, work products and questions and answers (Q&A). Products such as preparation material, notes, minutes, samples of marketing and promotional material and presentations could all be referred to. As much of this product is likely to be commercial in confidence it is recommended that this evidence could be sign-posted and left in the workplace. Witness testimony from colleagues who participated in the implementation of the promotional campaigns, or senior managers who reviewed the results reported by the learner, could also be used as supplementary evidence for this unit.

Unit 27: Processing returns of retail products

Unit reference number: H/505/9724

QCF level: 2

Credit value: 2

Guided learning hours: 18

Unit aim

The purpose of this unit is to give learners knowledge and understanding of the factors to consider when planning promoting particular products. The unit will also help learners to understand how to evaluate the outcomes from promotions.

The unit will enable learners to prepare for the promotion of a campaign for a particular product. This will include planning the campaign, implementing it and evaluating the outcomes. This kind of promotional campaign is separate from just promoting products as part of normal sales transactions.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand their own organisation's procedures for processing returned products	1.1	Identify the relevant persons within the organisation who can raise credit notes and refund payments in relation to returned products	
		1.2	Explain the information required by those raising credit notes and refund payments in relation to returned products	Information required by those who are authorised to raise credit notes and refund payments in relation to returned products can be <ul style="list-style-type: none"> • receipt • barcode for product • name • address • postcode • reason for return • signature
		1.3	Explain how to update the stock control system accurately and fully, including why this needs to be undertaken promptly	Information on returned goods can be updated manually, inputted via HHT guns or main systems through EPOS or barcode data. Specifically designed software companies helping manage multi-channel retailing systems can be used

Learning outcomes		Assessment criteria		Unit amplification
		1.4	Describe how to label products for return to the supplier or manufacturer	<p>The products must be fully labelled to include</p> <ul style="list-style-type: none"> • despatch paperwork • name of product and barcode • date sold and date returned • price sold and current price • reason for return • address of where the product is being sent from
		1.5	Describe where to place returned products that cannot be re-sold	<p>The following should be considered when dealing with products that are unsuitable for sale</p> <ul style="list-style-type: none"> • The Food And Safety Act • Control of Substances Hazardous to Health Regulations (COSHH) with regard to toxic substances • Waste management laws in terms of hazardous substances, electrical goods, paints, etc • company policies and procedures should be adhered to • charities, recycling and donations • using spare parts of products where applicable <p>Ensure returned products are moved to the correct place separating unsalable products from sales stock</p>

Learning outcomes		Assessment criteria		Unit amplification
		1.6	Describe where to place products that can be re-sold	<p>Different areas can include</p> <ul style="list-style-type: none"> • original location on sales floor/warehouse for stock sold at full retail value • last chance to buy area • take advantage of multi-channel retailing and choose most appropriate method for product to be sold, e.g. order online and return to store • designated area in store or online where consumers can purchase discounted or damaged goods • sending stock to pop up, outlet stores or eBay • selling to third parties, discounting and de-branding
2	Be able to make sure that returns of retail products are processed correctly	2.1	Check accurately the type, quantity and condition of returned products	<p>Unsalable stock can be</p> <ul style="list-style-type: none"> • unsuitable • returned • damaged • faulty • out of date • soiled • dirty • recalled • does not meet trading standard guidelines

Learning outcomes	Assessment criteria		Unit amplification
	2.2	Give accurate and complete information to the person who can raise a credit note or refund the payment	Information required by those who are authorised to raise credit notes and refund payments in relation to returned products can be <ul style="list-style-type: none"> • receipt • barcode for product • name • address • postcode • reason for return • signature
	2.3	Update the stock control system: <ul style="list-style-type: none"> • promptly • accurately • fully 	It is important the organisation needs to carry the right levels of stock and it is checked regularly in order to <ul style="list-style-type: none"> • update stock data promptly, accurately and fully • meet supply and demand • maintain levels of profit • regularly assess the levels of stock loss and sales of stock • check the effectiveness of delivery acceptance procedures and administration processes • identify any trends in returned stock • improve levels of turnover • reduce levels of sale stock and reductions

Learning outcomes		Assessment criteria		Unit amplification
		2.4	Label clearly any products that are to be returned to the supplier or manufacturer	<p>It is important to follow individual company policies and procedures for returns. Products unsuitable for sale can be sent back to supplier or manufacturer</p> <p>The products must be fully labelled to include</p> <ul style="list-style-type: none"> • despatch paperwork • name of product and barcode • date sold and date returned • price sold and current price • reason for return • address of where the product is being sent from
		2.5	Move returned products to the correct place, positioning unsaleable products separately from sales stock	
3	Be able to analyse the reasons given by customers for returning products	3.1	Select a reliable source from which to gather data on returned products from the retail channels through which their own organisation trades	<ul style="list-style-type: none"> • good returns note completed by customer, which states the exact reason for returning the goods
		3.2	Assess available data to identify clearly the reasons given by retail customers for returning products	
		3.3	Analyse data regarding product returns	

Learning outcomes		Assessment criteria		Unit amplification
		3.4	Identify and highlight trends regarding product returns within their own organisation	

Information for tutors

Suggested resources

Books

Charles Dennis, Eleonora Pantano), Sabine Gerlach – *e-Retailing* (Routledge; 1 edition) ISBN-13: 978-0415311427

Other

Article : James R. Stock, and Jay P. Mulki – *Product Returns Processing: an examination of practices of manufacturers, wholesalers/distributors, and retailers* (onlinelibrary.wiley.com)

Websites

www.inboundlogistics.com/cms/article/managing-retail-returns-the-good-the-bad-and-the-ugly/

Tips for retailers on managing returned goods

<http://sloanreview.mit.edu/article/managing-product-returns-for-competitive-advantage/>

Professional subscription retail management site

www.retail-week.com/topics/supply-chain/analysis-the-value-of-returns-what-does-it-mean-for-your-business/5045410.article#

Retail sector specific professional's website

Assessment

The centre will devise and mark the assessment for learning outcomes 1, learning outcomes 2 and 3 must be assessed in work-based situations.

The assessment criteria for learning outcomes 1 can be covered in one assignment brief separated into manageable tasks or in a separate assignment brief. Learners should be given the opportunity to present their evidence in a range of different formats such as reports, written assignments, case studies, floor plans and presentations. If learners meet any criteria through oral presentations it should be supported with a witness statement from the tutor that provides sufficient detail on how each assessment criterion has been met. Copies of the presentation slides should be made available and be supported by the learner's notes or prompt cards. Attention should be paid to the verbs used in the assessment criteria in learning outcomes which are mainly 'explain' or 'describe', therefore a list of points would not meet the requirements. Simulation is not allowed as evidence for learning outcomes 2 and 3. This means that assessments must be authentic and generated through the learner's employer or work-placement provider. Evidence of Recognition of Prior Learning (RPL) can be used within the unit to confirm competence.

Unit assessment requirements

This unit assesses both occupational competence and underpinning knowledge. Simulation is not allowed for any performance evidence within this unit.

Underpinning knowledge assessment requirements must be independently assessed.

People 1st Assessment Principles for Retail Qualifications can be found on their website (www.people1st.co.uk).

Unit assessment guidance

For learning outcome 1, learners need to provide evidence that they understand their organisations procedures for processing returned goods. Learners will need to review their organisation's returns policy as the basis of their assignment. They must know who the approved people are to raise credit notes and refunds, explain what information is required to raise a credit and refund and how stock is updated. Learners must also be able to describe how to label and store goods, and differentiate between goods that are approved for re-sale.

For learning outcome 2, the main source of evidence for demonstrating the achievement of the assessment criteria could be through participation in the raising of credits and refund of returned goods, work products of completed refund transactions and stock labelling, and questions and answers (Q&A). As much of this product is likely to be commercial in confidence it is recommended that this evidence could be sign-posted and left in the workplace. Witness testimony from colleagues who participated in the preparations for the promotional campaigns, or senior managers who reviewed the results reported by the learner, could also be used as supplementary evidence for this unit.

For learning outcome 4, the main source of evidence for demonstrating the achievement of the assessment criteria could be through participation in undertaking an analysis of goods returned during a specific period. The learner will be expected to select the data source, assesses and analyse the data and highlight any trends and circulate information to relevant colleagues.

13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- for Pearson Edexcel and BTEC enquiries:
<http://qualifications.pearson.com/en/support/contact-us>
- for Pearson Work Based Learning enquiries:
<http://qualifications.pearson.com/en/support/support-for-you/work-based-learning.html>
- to learn more about our books, software and online resources for UK schools and colleges: <http://qualifications.pearson.com/en/support/support-for-you/work-based-learning.html>

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *UK Quality Vocational Assurance Handbook* (Pearson).

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website.

14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: www.edexcel.com/Aboutus/contact-us/Pages
- **Ask the Expert:** submit your question online to our Ask the Expert online service www.edexcel.com/aboutus/contact-us/ask-expert/Pages and we will make sure your query is handled by a subject specialist.

Annexe A

Mapping National Occupational Standards

The grid below maps the knowledge covered in the Pearson BTEC Level 3 Specialist qualifications in Multi-channel Retail against the underpinning knowledge of the National Occupational Standards in Multi-channel Retail. Centres can use this mapping when planning holistic delivery and assessment activities.

KEY

indicates partial coverage of knowledge in the NOS unit

A blank space indicates no coverage of the knowledge

BTEC Specialist units		NOS												
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13
PPLMCR01	multi-channel retail suite	#												
PPLMCR02	multi-channel retail suite		#											
PPLMCR 03	multi-channel retail suite			#										
PPLMCR04	multi-channel retail suite				#									
PPLMCR 05	multi-channel retail suite					#								
PPLMCR 06	multi-channel retail suite						#							
PPLMCR 07	multi-channel retail suite							#						
PPLMCR 08	multi-channel retail suite								#					
PPLMCR 09	multi-channel retail suite									#				
PPLMCR 10	multi-channel retail suite										#			
PPLMCR 11	multi-channel retail suite											#		
PPLMCR 12	multi-channel retail suite												#	
PPLMCR 13	multi-channel retail suite													#

BTEC Specialist units		NOS													
		Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27
PPLMCR 14	multi-channel retail suite	#													
PPLMCR 18	multi-channel retail suite		#												
SSR.A401	retail buying suite			#											
SSR.A402	retail merchandising suite				#										
SSR.B408	retail buying suite					#									
SSR.B412	retail merchandising suite						#								
SSR.E403	retail buying suite							#							
SSR.B303	retail suite								#						
SSR.B247	retail suite									#					
SSR.B205	retail suite										#				
	marketing suite											#			
SSR.C403	retail merchandising suite												#		
SSR.C207	retail suite													#	
SSR.B210	retail suite														#

Annexe B: Assessment strategy

People 1st Retail Sector's Assessment Principles for the Qualifications & Credit Framework

1 Key principles

Assessment methodologies and guidance for qualifications in the retail sector are developed and interpreted in accordance with the following key principles:

Principle 1: Assessment should contribute to developing a skilled workforce	Assessment practice in the retail sector should contribute to the development of a skilled workforce. The choice and application of assessment methods must be consistent with this principle.
Principle 2: Systems for capturing evidence of competence should be integrated	Skills formation in the retail sector, as delivered through staff induction and ongoing training and development programmes, reflects the unique character and culture of the organisation. To this end, the assessment systems for both competence-based and the knowledge-based qualifications should, where possible, be integrated with organisations' training and HR models for developing and recognising the knowledge and competence of their workforce.
Principle 3: Assessment methods should be appropriate for the level and nature of the qualification units to be assessed	Methods of assessing achievement against learning outcomes and assessment criteria must be appropriate for the level being assessed and sector expectations of candidates at that level.
Principle 4: Evidence of competence should come from workplace activity	The sector's competence-based qualifications recognise competence in the workplace. Evidence of competence should therefore come from workplace activity and aim to reflect attainment within an organisational context. Observation should be the principle method to assess individuals at Level 2, but other methods such as professional discussion and assignments may be appropriate to assess achievement at Levels 3 and above.

2 Knowledge-based qualifications

Assessment methodologies for the retail sector's knowledge-based qualifications are developed by the Awarding Organisations that offer them. Assessment methodologies should be consistent with Principles 1, 2 and 3 as set out in section 1 of this document.

3 Applied qualifications

Qualifications have been developed by Awarding Organisations and People 1st that use applied learning techniques and are delivered through full and part-time education. Qualifications for the fashion retail sector are included in this category. Applied qualifications typically combine theory and its practical application. They are based on shared units and are open to be offered by all retail awarding partners. The assessment methodology for these qualifications is developed by Awarding Organisations and the evidence of success gathered must include evidence of the practical application of knowledge and, where required, work placements.

4 Competence-based and combined qualifications (Retail Skills)

4.1 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 & Safety and Security, and
- some basic functions that do not involve interaction with customers.

People 1st requires that Awarding Organisations:

- a Discourage the inappropriate use of competence-based qualifications by organisations that do not assess candidates in a working environment. Competence-based qualifications are suitable only for learners who are in some form of employment 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 4.1.2 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 qualification, except where allowed for specific units that meet the criteria set out in Section 4.1.1 of these Assessment Principles. 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 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' (i.e. fulltime students placed into a working environment for a day per week) although supporting evidence from a supervisor or manager, associated with some form of work activity, must supplement the assessment process.

4.1.1 Use of simulation as an assessment method

Assessment for competence-based units must always be carried out in a retail environment except where a Realistic Working Environment (as defined in 4.1.2) is permitted for simulation. Simulation is allowed only where:

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

A list of those units for which simulation is allowed is appended to this document. Evidence generated from simulated activities will not be acceptable for any other unit.

4.1.2 Definition of a Realistic Working Environment (RWE)

Where simulation is used the sector requires that:

- a Simulation must be undertaken in a Realistic Working Environment
- b Awarding Organisations provide guidance for centres that requires that Realistic Working Environments:

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

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

4.2 The role and competence of assessors, expert witnesses and verifiers

A wide variety of factors affect the participation of organisations and take-up by individuals of competence-based qualifications. These issues relate to other matters as well as the quality of an assessment process but are central to the way assessment is managed.

To this end, People 1st requires that the following conditions be fulfilled.

4.2.1 The role of supervisors and managers in the assessment process

Wherever possible, assessment should be conducted by 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, services external 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 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 Organisation may choose between:

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

OR

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

The alternative option described in (b) above, which waives the need for the regulatory approved units in the retail sector, must be applied on 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 NOS in association with the prospective Awarding Organisation who will be offering the qualification.**

4.2.2 The role of peripatetic assessors and internal verifiers in the assessment process

Peripatetic assessors and internal verifiers must hold or be working towards the appropriate regulatory authority 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.

4.2.3 The role of expert witnesses in the assessment process

There are a number of specialist sub-sectors in retail. Consequently the sector has competence-based units relating to specialisms such as bakery, beauty consultancy and visual merchandising. In many cases assessors will not have the requisite experience of these specialist areas. In these instances the assessor **must use** an expert witness to provide evidence in confirming to the candidate's competence.

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. The assessor will make the final judgement.

A list is appended of those units for which expert witness testimony is required, should the assessor lack the necessary occupational competence.

4.2.4 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. People 1st requires that expert witnesses have proven practical experience and knowledge relating to the content of the unit being assessed.

It is unlikely that someone could become an expert in their entire job role in less than six to twelve months of being employed in the retail sector. They could, however, very quickly become an expert in the content of a single unit if this was the focus of their job role. The assessor should make a judgement as to the level of expertise held by a potential expert witness and, where necessary, confirm this with a member of the store management team.

4.2.5 Occupational competence of assessors

Assessors in the retail sector should have an in-depth knowledge of, and be competent in performing, the occupational requirements of the generic competence-based units as well as any specialist units for which they do not use expert witness testimony.

This competence will have been acquired either in direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role.

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

4.2.6 Occupational competence of verifiers

Internal Verifiers (or equivalent quality assurance experts) in the retail sector must have a current understanding of the structure, content and occupational requirements of the units that they are internally verifying. This understanding will have been acquired while working directly within the relevant occupational area in either an operational or a support function.

The level of understanding should be sufficient to allow the Internal Verifier to judge whether the assessor has fully assessed learners against all the assessment criteria in the unit.

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) in the retail sector must have a current understanding of the occupational requirements of the units they are verifying. This understanding will have been acquired while working within the relevant occupational area in either an operational or a support function.

The External Verifier must understand the requirements of the units sufficiently well to be able to determine whether sufficient evidence of the learner's competence has been collected.

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.

4.2.7 Continuing professional development of assessors and verifiers

All assessors and verifiers, if not currently employed within a retail organisation, 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 Organisations

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

4.3 External quality control of assessment

The application and implementation of external quality control (i.e. independent assessment, external moderation, tests and projects) has been thoroughly researched and employers felt it was 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 Organisation's risk rating system must be auditable by the regulatory authority.

4.3.1 Risk identification

In order to achieve the required level of external quality control, the Awarding Organisation must undertake a risk assessment of **each** prospective centre at the point of **application for approval to offer any retail qualification**. The Awarding Organisation must obtain information on a number of specified 'risk factors' for each prospective centre at the point of approval. People 1st would recommend the following, but Awarding Organisations should feel free to recommend alternative risk factors if more appropriate:

- Prospective centres' experience of operating competence-based qualifications;
- The appropriateness of existing systems, or systems developed to meet the requirements of other quality assurance regimes, for the delivery of competence-based 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;
- Whether candidates are going to be in employment (paid or voluntary), on work placements or learning in a Realistic Working Environment (see section 4.1.2 for definition).

The Awarding Organisation must have a **method of rating** the prospective centre against each of the risk factors noted above, including an overall rating that identifies the level of risk associated with the prospective centre. The rating should then be used by the Awarding Organisation in determining the degree of support during the first year of approval.

4.3.2 Risk management

In order to identify and manage risk during ongoing centre operation, the Awarding Organisation must undertake a **yearly risk assessment of each active centre for the retail sector competence-based qualifications**. The Awarding Organisation must obtain information on a number of specified 'risk factors' for each centre. People 1st would recommend the following, but Awarding Organisations 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 qualifications.
- Whether candidates are in employment (paid or voluntary), on work placements or learning in a realistic working environment (see section 4.1.2 for definition).

The Awarding Organisation 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 Organisation to assist in determining the level of ongoing support for the centre, including the level of external verification activity.

4.4 Combined qualifications

The multi-channel retail specific qualifications are made up of combined units as requested by employers. These units contain both competence and knowledge assessments. Competence assessments should be carried out in line with the guidance for retail skills qualifications as outlined in section 4 of this assessment strategy. The knowledge assessments should be carried out independently in line with the guidance in section 2 of this assessment strategy.

Appendix 1: Qualifications covered by these Assessment Principles

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 Skills (Sales Professional)

Level 3 Certificate in Retail Skills (Visual Merchandising)

Level 3 Certificate in Retail Skills (Management)

Level 3 Diploma in Retail Skills (Sales Professional)

Level 3 Diploma in Retail Skills (Visual Merchandising)

Level 3 Diploma in Retail Skills (Management)

Combined

Level 3 Diploma in Multi-channel retail

Knowledge-based

Level 1 Award in Retail Knowledge

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

Level 2 Award in Retail Knowledge

Level 2 Certificate in Retail Knowledge

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

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

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

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

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

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

Appendix 2: Retail Skills units for which simulated activities are allowed

This list includes only People 1st units. For guidance on assessing imported units, please refer to the relevant sector's own assessment principles.

P1st ref.	Unit title	URN on RITS
B.01	Move goods and materials manually in a retail environment	F/503/5656
B.02	Keep stock at required levels in a retail environment	J/503/5657
B.17	Organise own work to meet a dough production schedule in a retail environment	A/503/5672
C.01	Wrap and pack goods for customers in a retail environment	K/503/5683
E.01	Recognise and report security risks in a retail environment	F/503/5723
E.02	Comply with workplace health and safety requirements in a retail environment	J/503/5724
E.03	Work effectively in a retail team	L/503/5725
E.04	Keep the non-food retail environment clean and tidy	R/503/5726
E.06	Protect own and others' health and safety when working in a retail environment	Y/503/5727
E.07	Reduce security risks in a retail environment	D/503/5728
E.11	Manage the prevention of wastage and loss in a retail environment	H/503/5732
E.18	Monitor and maintain health and safety in a retail environment	M/503/5734

Appendix 3: Retail Skills units for which expert witness testimony is allowed if the assessor is not expert in the specialism covered by the unit

This list includes only People 1st units. For guidance on assessing imported units, please refer to the relevant sector's own assessment principles.

P1st ref.	Unit title	URN on RITS
B.11	Hand-process fish in a retail environment	K/503/5666
B.12	Process greengrocery products for sale in a retail environment	M/503/5667
B.13	Finish meat products by hand in a retail environment	T/503/5668
B.17	Organise own work to meet a dough production schedule in a retail environment	A/503/5672
B.20	Maintain food safety while working with food in a retail environment	F/503/5673
B.21	Maintain food safety while working with food in a retail environment	J/503/5674
B.22	Monitor and help improve food safety in a retail environment	L/503/5675
B.35	Finish bake-off food products in a retail environment	H/503/5679
B.36	Glaze, coat or decorate bake-off products for sale in a retail environment	Y/503/5680
C.09	Process applications for credit agreements offered in a retail environment	F/503/5690
C.12	Promote loyalty schemes to customers in a retail environment	J/503/5691
C.17	Provide a bra fitting service in a retail environment	Y/503/5694
C.18	Follow guidelines for planning and preparing visual merchandising displays	D/503/5695
C.19	Dress visual merchandising displays to attract customers	H/503/5696
C.20	Order and position signage and graphics for visual merchandising displays	K/503/5697
C.21	Dismantle and store props and graphics from visual merchandising displays	M/503/5698
C.22	Make props and decorate fixtures and panels for visual merchandising displays	T/503/5699
C.23	Assemble visual merchandising displays	D/503/5700

P1st ref.	Unit title	URN on RITS
C.24	Choose merchandise to feature in visual merchandising displays	H/503/5701
C.25	Manage the use of signage and graphics in visual merchandising displays	K/503/5702
C.26	Evaluate the effectiveness of visual merchandising displays	M/503/5703
C.27	Manage budgets for visual merchandising projects	T/503/5704
C.28	Contribute to improving a retail organisation's visual merchandising policy	A/503/5705
C.29	Design visual merchandising display layouts	F/503/5706
C.37	Provide National Lottery products to customers	L/503/5708
C.42	Advise customers on the fixing and care of tiles	R/503/5709
C.45	Help customers to choose alcoholic beverages in a retail environment	J/503/5710
C.47	Promote a retail store's credit card to customers in a retail environment	R/503/5712
C.52	Help customers to apply for a retail store's credit card and associated insurance products	M/503/5717
C.54	Help customers to choose delicatessen products in a retail environment	T/503/5718
C.55	Portion delicatessen products to meet customer requirements in a retail environment	A/503/5719
C.59	Demonstrate make-up and skincare products to customers at a beauty counter in a retail environment	T/503/5721
C.60	Operate a customer record card system on a beauty counter in a retail environment	A/503/5722
E.12	Produce staffing schedules to help a retail team to achieve its targets	K/503/5733

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