

BTEC Level 2 Technical Certificate in **RETAIL OPERATIONS**



SPECIFICATION

First teaching: September 2017 | First certification: Summer 2018

ISSUE 4



Pearson BTEC Level 2 Technical Certificate in Retail Operations

Specification

First teaching September 2017

Issue 4

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 4. Key changes are listed in the summary table on the page after next of the document. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

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Welcome

With a track record built over 30 years of learner success, BTEC qualifications are widely recognised and respected. They provide progression to the workplace, either directly or via study at higher levels. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications.

Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure. In these new BTEC Level 2 Technicals, the focus is on the development of technical, practical and transferable work-related skills, and sector-specific knowledge. The development of these skills is key for learners to progress to work or to an Apprenticeship.

When creating the BTEC Level 2 Technicals, we worked with employers to ensure that the qualifications meet their needs. Employers are looking for recruits with the appropriate technical knowledge, and technical and transferable skills essential for employment.

The BTEC Level 2 Technicals meet these requirements through:

- a range of occupationally-related qualifications, each with a clear purpose, so that there is a qualification to suit each learner's plan for career progression
- up-to-date content that is closely aligned with employers' needs for a skilled future workforce
- assessments and projects chosen to help learners progress to the next stage. This means that some assessments and projects are set by the centre to meet local needs, while others are set and marked by Pearson. This ensures that there is a core of skills and understanding common to all learners. For example, an externally-set test can be used to check that learners are confident in using technical knowledge to carry out a certain job.

We provide a wealth of support, both resources and people, to ensure that learners and their tutors have the best possible experience during their course. See *Section 11 Resources and support* for details of the support we offer.

A word to learners...

BTEC Level 2 Technicals will demand a lot of practical work from you. You will need to:

- complete a range of units
- be organised
- take some assessments that Pearson will set and mark
- take other assessments that will demonstrate your technical and practical skills
- keep a portfolio of your assignments.

But you can feel proud to achieve a BTEC because, whatever your plans in life – whether you decide to go on to work or to an Apprenticeship – success in your BTEC Level 2 Technical qualification will help you to progress to the next stage in your life.

Good luck, and we hope you enjoy your course.

Collaborative development

Learners completing their BTEC Level 2 Technicals will be aiming to go on to employment or to an Apprenticeship. It was essential therefore that we developed these qualifications in close collaboration with experts from professional bodies and businesses, and with the providers who will be delivering the qualifications. We are grateful to all the further education lecturers, tutors, employers, professional body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

Employers, professional bodies and further education providers that have worked with us include:

BT Group

Chartered Institute of Personnel and Development (CIPD)

Chartered Institute of Procurement & Supply (CIPS)

Cooperative Group Ltd

C&T Restaurants Ltd (trading as McDonald's).

In addition, professional bodies and businesses have provided letters of support confirming that these qualifications meet their recruitment requirements. These letters can be viewed on our website.

Summary of Pearson BTEC Level 2 Technical Certificate in Adult Care specification Issue 4 changes

Summary of changes made between the previous issue and this current issue	Page number
The wording in <i>Section 8 Teacher/centre malpractice</i> has been updated to clarify suspension of certification in certain circumstances.	Pages 77, 78
The wording under <i>Section 10 Understanding the qualification grade</i> has been updated to clarify current practice in ensuring maintenance and consistency of qualification standards.	Page 82

Summary of Pearson BTEC Level 2 Technical Certificate in Retail Operations specification Issue 3 changes

Summary of changes made to Issue 3	Page number
Removal of reference to the Data Protection Act 1998	Pages 20, 28 and 33

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Pearson BTEC Level 2 Technicals

Introduction

BTEC Level 2 Technicals are intermediate qualifications for post-16 learners who want to specialise in a specific occupation, occupational area or technical role. They prepare learners for work or an Apprenticeship by giving them the opportunity to develop sector-specific knowledge, technical and practical skills, and to apply these skills in work-related environments. The qualifications also provide progression to Level 3 Tech Level qualifications.

Developed in close conjunction with leading employers, BTEC Level 2 Technicals develop transferable workplace skills, such as good communication and the ability to work in a team, which employers have identified as essential for gaining employment in the sector and for progression once the learner is working.

At the core of these qualifications is the concept of preparing young people for the working world. Through practical activities and occupationally-fit-for-purpose assessments, learners will gain the skills and behaviours needed for sustainable employment.

BTEC Level 2 Technicals are designed to be used flexibly, depending on their size and scope:

- as part of a full-time 16–19 study programme, alongside mathematics and English GCSEs and/or Functional Skills, work placement and enrichment activities
- as the technical qualification within an Apprenticeship or off-the-job training for those already in work
- as a roll-on, roll-off programme for those entering an Apprenticeship or employment.

Pearson has developed the BTEC Level 2 Technicals suite to meet the Department for Education (DfE) requirements for qualifications to be offered as Technical Certificates for 16–19 year olds.

This specification contains the information you need to deliver the Pearson BTEC Level 2 Technical Certificate in Retail Operations 603/0478/9. The specification signposts you to additional handbooks and policies. It includes all the units for this qualification.

This qualification is part of the BTEC Level 2 Technicals suite for the business sector.

Other BTEC Level 2 Technicals available for this sector currently include the:

- Pearson BTEC Level 2 Technical Certificate in Business Administration 603/0481/9
- Pearson BTEC Level 2 Technical Certificate in Business Enterprise 603/0482/0.

1 Pearson BTEC Level 2 Technical Certificate in Retail Operations

Purpose

Who is the qualification for?

This qualification is for learners who want to start a career in retail. It is designed for post-16 learners and can be taken as part of a wider study programme. It is an ideal qualification for learners intending to progress to direct employment in retail or to a retail Apprenticeship.

What does the qualification cover?

The qualification has been developed in consultation with employers in the retail sector. This means that it will enable learners to develop the skills and behaviours that give them the best opportunity to be successful in applying for work.

All the content of the qualification is mandatory and relates directly to the skills, knowledge and behaviours expected by employers in the retail sector. The areas covered include:

- the retail environment
- customer service
- buying and selling
- creating a retail outlet and visual display.

Learners will also cover broader skills in literacy and numeracy, which will help support progression. They will develop other transferable technical and practical skills in communication (working with colleagues, customers and clients), and research and project work (giving them opportunity to show reflective practice by suggesting different approaches to solving a problem).

What could this qualification lead to?

Achieving this qualification will give learners an advantage when applying for a job in retail. The types of jobs they will be ready for are:

- retail sales assistant
- sales purchaser
- stock controller
- retail support advisor
- customer service support assistant.

The qualification gives learners a sound basis to progress to a Level 3 qualification, when studied in a full study programme, such as the BTEC Level 3 Extended Diploma in Business and the BTEC Level 3 Diploma in Enterprise and Entrepreneurship or a BTEC Level 3 Diploma in a Tech Level qualification.

About the retail sector

The retail sector is the UK's largest private sector employer, with an estimated 2.77 million people in the UK working within 286,000 businesses, which range in size from one to thousands of employees. The roles in retail operations are varied, linking the process of sourcing and buying products, marketing, displaying and selling with different opportunities at each stage of the process within the various businesses.

Careers in retail operations offer a fantastic progression pathway into a number of roles throughout an organisation, and the skills you can develop are transferable to most retail businesses.

2 Structure

Total Qualification Time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

The Pearson BTEC Level 2 Technical Certificate in Retail Operations is a qualification that has:

- Total Qualification Time: 360 hours
- Guided Learning: 240 hours.

Centres should take note of these hours in planning their programme but should also use their professional judgement to determine the provision of guided learning and study time across the units.

Qualification structure

Learners are required to complete and achieve all the units included in this qualification.

Pearson BTEC Level 2 Technical Certificate in Retail Operations				
Unit number	Unit title	GLH	Type	How assessed
1	The Retail Environment	60	Mandatory	External
2	Delivering Customer Service in Retail	60	Mandatory	Internal
3	The Retail Buying and Selling Process	60	Mandatory	Internal
4	Creating a Retail Outlet	60	Mandatory	Internal Synoptic

This qualification has 100% mandatory content and 25% external assessment.

Qualification and unit content

Pearson has developed the content of this qualification in collaboration with employers and representatives from relevant professional bodies and further education providers. The content has been aligned to the National Occupational Standards and the Trailblazer Retail Practitioner Apprenticeship Standard. In this way, we have ensured that content is up to date and that it includes the knowledge, technical and practical skills and behaviours required to work in the sector and occupational area.

All units in this qualification are mandatory, which provides a balance of breadth and depth, ensuring that all learners develop the technical and practical skills required in the occupational area. Learners are then offered the opportunity to develop a range of transferable skills and attributes expected by employers. It is expected that learners will apply their learning to relevant employment and sector contexts during delivery and that they will have opportunities to engage meaningfully with employers.

BTECs have always required applied learning that brings together knowledge and understanding (the cognitive domain) with practical and technical skills (the psychomotor domain). This is achieved through learners performing practical, work-related tasks that encourage the development of appropriate work-related behaviours (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork, and planning and completing tasks to high standards, all of which are valued in the workplace.

Our approach provides rigour and balance and promotes the ability to apply learning immediately in new contexts.

Some of the units within the specification may contain references to legislation, policies, regulations and organisations, which may not be applicable in the country you deliver this qualification in (if teaching outside of England), or which may have gone out-of-date during the lifespan of the specification. In these instances, it is possible to substitute such references with ones that are current and applicable in the country you deliver subject to confirmation by your Standards Verifier.

Assessment

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to skills and occupationally-based qualifications at this level.

External assessment

In this qualification, there is one external assessment, which assesses a unit that contributes 25% of the total qualification GLH. The external assessment for this qualification takes the form of an onscreen test that includes a variety of onscreen question types and allows learners to apply their knowledge to several work-related contexts. The external assessment is linked to a specific unit as indicated in the qualification structure on the previous page.

This method has been used to externally assess the identified unit because it is best suited to draw out the evidence to exemplify the expectations of the unit. This is because the unit contains the introductory knowledge and understanding for the sector and is the basis from which the other three units develop understanding and application of skills required for the sector. The assessment method will allow learners to demonstrate their knowledge and skills against the full grade range.

The external assessment is taken under specified conditions, then marked by Pearson and a grade awarded. Learners must achieve the external unit at Pass grade or above to achieve the qualification. Learners are permitted to resit the external assessment once during their programme by taking a new assessment.

For further information on external assessment see *Section 7 External assessment*.

Internal assessment

Units 2, 3 and 4 are assessed through internal assessment. Internal assessment allows learners to apply technical knowledge and demonstrate mastery of practical and technical skills through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

Internal assessment is through assignments that are subject to external standards verification. We provide suggestions in each unit for setting assignments. This means that you can adapt materials to your local contexts and assess assignments that provide the valid and rigorous final assessment for each unit.

You will make grading decisions based on the requirements and supporting guidance given in the units. Learners must achieve all the internal units at Pass grade or above to achieve the qualification. For further information on internal assessment, including resubmissions, see *Section 6 Internal assessment*.

Synoptic internal assessment

There is one internal unit that provides the main synoptic assessment for this qualification. This synoptic assessment is designed to take place towards the end of the programme and draws on the learning throughout. The design of this assessment ensures that there is sufficient stretch and challenge, enabling the assessment of sector-related knowledge and technical and practical skills at the end of the learning period.

The synoptic assessment for this qualification is based on *Unit 4* and takes the form of a practical task to set up a retail outlet. This requires learners to select and apply in an integrated way to a realistic work situation, the knowledge and skills developed in *Units 2 and 3* that are appropriate for the activities to be carried out in planning, organising and setting up the retail outlet.

In delivering the unit, you need to encourage learners to draw on their broader learning so that they are prepared for the assessment.

Language of assessment

Assessment of the internal and external units for this qualification will be available in English. All learner work must be in English. A learner taking the qualification may be assessed in British sign language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 8 Administrative arrangements*.

Grading of the qualification

Achievement in the qualification requires a demonstration of depth of study in each unit, assured acquisition of the practical skills required for employment in the specific sector and successful development of transferable skills.

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. All units in the qualification contribute proportionately to the overall qualification grade.

The qualification is graded using a scale of P to D. Please see *Section 10 Understanding the qualification grade* for more details.

The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of learner performance and in consultation with key users of the qualification.

Employer involvement

Employer involvement in the delivery and/or assessment of technical qualifications provides a clear 'line of sight' to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents and learners, and furthers collaboration between the learning and skills sector and industry.

You need to ensure that all learners have the opportunity to undertake meaningful activity involving employers during their course.

Examples of 'meaningful activity' include:

- structured work experience or work placements that develop skills and knowledge relevant to the qualification/industry
- project(s), exercise(s) and/or assessments/examination(s) set with input from industry practitioner(s)
- units delivered or co-delivered by an industry practitioner(s); this could take the form of masterclasses or guest lectures
- industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work of practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or all assessments for a qualification.

Meaningful employer involvement, as defined above, should be with employers from the retail sector and must contribute significantly to at least one mandatory unit.

For this qualification, the following units have specified requirements for employer involvement in delivery and assessment:

- Unit 2: Delivering Customer Service in Retail
- Unit 3: The Retail Buying and Selling Process.

These units must be completed with involvement of employers. It is strongly recommended that learners take part in work experience as the best way of enabling them to complete the unit and facilitate assessment. A simulation set in a realistic scenario may be used as an alternative to work experience, in which case centres must involve employers, for example through observing learner performance. Please see the units for further information.

We have provided suggestions in *Unit 4: Creating a Retail Outlet* on how employers could become involved in the delivery and/or assessment of this qualification.

These are suggestions only and there will be other possibilities at local level. Centres may choose to use other approaches but must ensure that they meet the requirement for meaningful employer involvement as defined above. Centres must have an employer involvement plan in place at the start of the programme. It must detail their approach to employer involvement and how it will add value to the delivery and assessment of the qualification.

Each centre's approach to employer involvement will be monitored in two ways. It will be monitored at centre level as part of the annual quality management review process and captured as part of the standards verification process that addresses centre strategy for delivery, assessment and quality assurance, when we will ask you to show evidence of how employer involvement is provided for all learners. You will need to show evidence in order to gain reporting clearance for certification. It will also be monitored at programme level as part of the standards verification process to confirm that plans for employer involvement meet the requirements of the specification. These approaches are designed to ensure that additional activities can be scheduled where necessary so that learners are not disadvantaged, see *Section 9 Quality assurance*.

3 Units

Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way. There are two types of unit format:

- internal units
- external units.

This section explains how the units work. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme read and are familiar with the information given in this section.

Internal units

Section	Explanation
Unit number	The number is in a sequence for the qualification.
Unit title	This is the formal title of the unit and appears on certificates.
Level	All units are at Level 2 on the national framework.
Unit type	This says if the unit is mandatory or optional for the qualification. See <i>Section 2 Qualification structure</i> for details.
Assessment type	This says how the unit is assessed – i.e. whether it is external, internal or synoptic internal. See <i>Section 2 Qualification structure</i> for details.
GLH	Units have a GLH value of 60 GLH. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit in brief	A brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures etc.
Unit introduction	This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
Learning aims	These help to define the scope, style and depth of learning of the unit. You can see where learners should be developing and demonstrating their skills or where they should be actively researching or reviewing.
Unit summary	This section helps tutors to see at a glance the main content areas against the learning aims and the structure of the assessment. The forms of evidence given are suitable to fulfil the requirements.
Content	This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.'. Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.

Section	Explanation
Assessment criteria	Each learning aim has assessment criteria to explain the achievement required to obtain Pass, Merit and Distinction grades.
Essential information for assessment decisions	This information gives guidance for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard. This section contains examples and essential clarification. It is important that this is used carefully alongside the assessment criteria.
Assessment activity	This section provides information, suggested scenarios and tasks for summative assessment activities.
Further information for tutors and assessors	The section gives you information to support the delivery and assessment of the unit.
Delivery guidance	This section offers suggestions of ways of delivering the unit. It offers ideas on practical activities in a sector context that can be used to help develop relevant skills and to encourage progress.
Essential resources	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see <i>Section 11 Resources and support</i> .
Links to other units	This section shows you the main relationships of units to other units. This can help you to structure your programme and make the best use of available materials and resources.
Employer involvement	This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.

External units

Section	Explanation
Unit number	The number is in a sequence for the qualification.
Unit title	This is the formal title of the unit and appears on certificates.
Level	All units are at Level 2 on the national framework.
Unit type	This says if the unit is mandatory or optional for the qualification. See <i>Section 2 Qualification structure</i> for details.
Assessment type	This says how the unit is assessed – i.e. whether it is external, internal or synoptic internal. See <i>Section 2 Qualification structure</i> for details.
GLH	Units have a GLH value of 60 GLH. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit in brief	A brief formal statement on the content of the unit.
Unit introduction	This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
Summary of assessment	This sets out the type of external assessment used and the way in which it is used to assess achievement.
Assessment outcomes	These show the hierarchy of knowledge, understanding, skills and behaviours assessed. For tested units, they include information on how this hierarchy relates to command terms in sample assessment materials (SAMs).
Essential content	For external units all the content is obligatory, the depth of content is indicated in the assessment outcomes and sample assessment materials (SAMs). The content will be sampled through the external assessment over time, using the variety of questions or tasks shown.
Grade descriptors	We use grade descriptors when making judgements on grade boundaries. You can use them to understand what we expect to see from learners at particular grades.
Key terms typically used in assessment	These definitions will help you to analyse requirements and to prepare learners for assessment.
Links to other units	This section shows the main relationships of units to other units. This section can help you to structure your programme and make the best use of available materials and resources.
Employer involvement	This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.

Units

This section contains all the units developed for this qualification.

Unit 1: The Retail Environment	13
Unit 2: Delivering Customer Service in Retail	25
Unit 3: The Retail Buying and Selling Process	39
Unit 4: Creating a Retail Outlet	53

Unit 1: The Retail Environment

Level: **2**

Unit type: **Mandatory**

Assessment type: **External**

Guided learning hours: **60**

Unit in brief

Learners examine the environment and context in which retail businesses operate to understand how to provide effective retail services to customers.

Unit introduction

People enjoy shopping whether in high streets, retail parks, outlet villages or on the internet. This demonstrates what a key leisure activity retail is for the public. As retailers compete to win customers, the quality of the service, the experience and the products provided are important to business success. Customers have their favourite stores, whether it be for clothes, coffee or cosmetics, according to how they judge the retail experience.

In this unit, you will learn how important it is for retailers to provide a good service for their customers by selling them the products that meet their needs. You will also consider the importance of recording transactions accurately as retailers must know what they have sold, how much money has been taken and what sells well or poorly. You will examine how legal principles affect retailing, what obligations are placed on retailers and what rights are given to customers. When you work in retail, you need to know what personal skills and attributes are important, such as meeting the retailer's dress code, engaging positively with customers and operating point of sale (POS) terminals efficiently.

This unit will give you the knowledge to support your understanding of the retail environment and the factors that contribute to working successfully in retailing. The knowledge and understanding you develop in this unit will help prepare you for progression to employment in the retail sector.

Summary of assessment

This unit is assessed using an onscreen test, set and marked by Pearson. The test contains different types of question and is worth 60 marks. The test duration is 75 minutes. The assessment is available on demand. The first assessment is available in January 2018.

Sample assessment materials will be available to help centres prepare learners for assessment.

UNIT 1: THE RETAIL ENVIRONMENT

Assessment outcomes

AO1 Demonstrate knowledge and recall of facts and terminology about retailing and its environment that will be useful for the role of a retail assistant

Command words: complete, explain, give, identify, match, name, outline, state

Marks: ranges from 1 to 2 marks

AO2 Demonstrate understanding and application of retail concepts, ideas and principles relating to customer service, operations and the environments in which they operate

Command words: complete, explain, identify, outline

Marks: ranges from 1 to 4 marks

AO3 Be able to assess or analyse retail customer and business information or data, demonstrating the ability to compare information and make connections, predict consequences and suggest alternatives

Command words: analyse, assess, discuss, explain

Marks: ranges from 1 to 6 marks

AO4 Be able to evaluate or assess retail, customer and business information or data, by selecting and using appropriate evidence to support arguments in familiar and unfamiliar situations

Command words: analyse, assess, discuss, evaluate, explain

Marks: ranges from 1 to 6 marks

Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

A Characteristics of the retail environment

Knowledge and understanding of the different types of retail businesses, the methods of identifying customers and their behaviours, and the importance of online retailing.

A1 Features of retail businesses

Understanding and application to the retail sector.

- Business ownership, format and liability – their advantages and disadvantages:
 - private – sole trader, partnership, private limited company (Ltd), public limited company (plc), cooperative
 - public – government department, public corporation
 - not-for-profit – charitable trust, voluntary sector business.
- Purposes, supply of products or services, difference between for profit and not-for-profit businesses.
- Scope of business activities: local, national, international.
- Reasons for success: strong customer service, clarity of vision, innovative products or services.

A2 Customer types and behaviour

- Understanding and explanation of why retailers might target different types of customers based on their:
 - gender
 - age
 - income
 - social class
 - tastes and preferences
 - cultural, ethical and religious needs.
- Understanding and explanation of different behaviour of customers:
 - demanding and undemanding
 - patient and impatient
 - certain and unsure
 - familiar and unfamiliar with product and/or service
 - assertive and passive
 - particular requirements
 - impulsive and measured.

A3 Types of retail outlets

Knowledge and understanding of the different types of retail outlets and the importance of location choice.

- Location and its importance to achieving retail success:
 - high street
 - out of town
 - retail parks
 - online.

UNIT 1: THE RETAIL ENVIRONMENT

- Types of outlet:
 - pop-up shops
 - markets, specialist fairs and events
 - corner, convenience stores
 - department stores with in-store franchises
 - chain stores
 - multichannel retailers
 - online stores or market places.

A4 Online retailing

Understanding of the importance of website/app layout and navigability in achieving online sales. The importance of providing clear product information, secure payment methods and post-sales support. The advantages and disadvantages to customers and business of online selling and buying.

- Website/app home page:
 - importance of design, appearance and layout, need for clear text and images
 - clear instructions for ease of login for new and returning customers
 - information links needed for delivery, returns, customer service, contact details.
- Products available:
 - product images, descriptions, price, technical features should be provided
 - information should be available on stock availability and customer ratings and feedback.
- Ease of website/app navigability needs to include:
 - selecting items and quantities
 - adding items to shopping basket, viewing shopping basket, wish lists
 - checking out, delivery options (courier, click and collect, drop and collect)
 - making payments, providing secure systems, payment methods (credit cards, debit cards, coupon/code redemption, third-party payment systems (SagePay®, PayPal®, Worldpay®, Apple Pay®))
 - post-sale options, return to home page, continue shopping, logout.
- Website post-sale support needs to provide customer support for:
 - order confirmation, processing, tracking
 - online contact and discussion
 - queries, complaints
 - resolving problems.

A5 Retail trends

The importance of trends in retail and the impact of technology on business success.

- Products and services tailored to the needs of identified customer groups and individuals by monitoring sales trends and patterns.
- Building customer loyalty by personalising the retailer-customer relationship.
- Web-based retailing and retailing through multichannels.
- Integrating retail-related activities (omni-channel operations), including physical store operation, online store operation, telephone sales, handling customer enquiries, offering product information and providing customer service.
- Use of technology to improve retail effectiveness and efficiency (e.g. self-scanning, contactless payments, customer loyalty cards).
- Engaging customers through the use of social media.

B Retailing and customer service

The application of customer service across the retail sector, to include pre-service, service and post-service situations, and the skills required.

B1 Meaning, purpose and scope of customer service

- Meaning: what a retail organisation will do to meet and exceed customer needs, wants and expectations.
- Purpose: customer satisfaction, positive reputation/image for organisation, customer loyalty, meeting/exceeding sales and service targets.
- Scope: before, during and after the purchase or use of a product or service.

B2 Customer service

Knowledge and understanding of what customer service involves, the responsibilities and its value to the retail organisation.

- This can include:
 - pricing and range of products and/or services unique to an organisation
 - value-added benefits, loyalty schemes
 - service-level agreements (SLAs), customer charters, pricing policies, returns and refunds policies, guarantees.
- Value to a retail organisation:
 - differentiates an organisation's products and/or services from those of other organisations in the market
 - attracts more business
 - secures customer loyalty
 - sets the standard of excellent customer service.
- Different ways to meet or exceed customer expectations:
 - providing value for money, information and advice quickly
 - providing additional help and assistance to deal promptly with problems
 - offering discounts and additional products or services, providing information on returns policy, advice on technical aspects and features of products
 - providing exceptional help and assistance for customers with special requirements
 - flexible service and innovative ideas to differentiate from competitors.

B3 Features of effective customer service

Application, advantages and disadvantages of customer service.

- Well-trained and polite staff, availability of helpdesk.
- Effective monitoring of customer service, range of methods used and dealing with complaints quickly.
- Meeting legal and regulatory requirements and having ethical standards.
- Ensuring that correct procedures are followed, with customer service practitioners knowing the extent of own authority and when to refer to appropriate manager.
- Minimising hazards and risks in buildings and informing people of dangers, wet floors, fire regulations, security alerts.

B4 Importance of effective customer service

Understanding why it is important that customer service is effective for both the business and the customer.

- High-quality customer service will meet or exceed customer expectations.
- To reduce complaints/increase customer loyalty.

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- Builds a good reputation (quality products, value for money, consistency, reliable and trustworthy service).
- Staff performance (following agreed standards when serving customers, being polite, efficient, knowledgeable, helpful, approachable, smart).
- Increased sales, increased profit, retention of existing customers, gaining new customers.
- Word-of-mouth recommendation, competitive advantage, staff job satisfaction.
- Enables changes to be made to the product/service.
- Keeping up to date with knowledge of competitors' activities: using competitors' services, independent research (media, trade magazines), customer surveys.

B5 Barriers to providing effective customer service

Understanding of how a business may fail to provide customer service that is effective and why.

- Restrictive organisational policies and procedures.
- Inadequate customer service systems such as not operating '24/7'.
- Staff problems (unclear lines of responsibilities and levels of authority, staff shortages, competence levels and knowledge, lack of incentives such as wages or promotion, use of jargon and/or abbreviations).
- Lack of customer service culture.
- Poor communication both internally and externally.

B6 The features of effective follow-up service

Understanding of how a business can be effective and the actions or steps needed to do so.

- Fast response times to complaints and queries, availability of designated helpdesk/helpline.
- Proactively updating customers on new products and/or services linked to initial purchase.
- Contacting customers, following initial service delivery, to confirm customer satisfaction.
- Offering incentives for future sales to help secure customer loyalty.
- Monitoring and measuring customer satisfaction.

B7 Best-practice skills for serving customers in retailing

The importance of personal skills in the selling process and the stages of the process.

- Pre-sale:
 - building rapport with a greeting
 - listening carefully to requirements/specifications or uses for product to be purchased
 - using questioning to establish exact needs.
- Sales and closing them:
 - demonstrating clear product knowledge on price, technical specification, colours, availability, alternatives, delivery time
 - understanding buying signals, both verbal and non-verbal, from the customer
 - knowing when to get help or support
 - knowing acceptable payment methods, taking payment, arranging delivery
 - providing additional products and services – add on/complementary sales, guarantees, warranties, product registration
 - obtaining customer information for the retailer's database and for profiling customers
 - buying signals – asking product-related questions, discussing price, payment methods, seeking approval from others, asking about delivery options
 - tailoring marketing and advertising, offering extra benefits, selling additional products/services, obtaining feedback.

C Payment and stock aspects of retail

The importance of knowing how to use equipment correctly, manage the payment side of selling, deal with related problems and who to report to or seek help from. Ability to apply point of sale (POS) principles to a range of retail types.

C1 Operating point of sale and checkout equipment

The importance of knowing the equipment and materials needed at POS.

- Equipment such as tills, scanners (barcode, till, self), card readers, keyboards, scales, conveyor belts.
- Checking equipment is functioning, reporting malfunctions.
- Ensuring all POS materials are in place, including till rolls, packaging materials, promotional materials, correct float.
- Scanning products automatically or manually entering barcodes.
- All payment methods (face to face, online or telephone), including debit and credit, mobile payments using apps that permit 'tap and go', gift vouchers, promotional codes and coupons.
- Accurate recording of sales and the depositing of money.

C2 Dealing with problems

- Types of problem relating to:
 - payment
 - POS equipment.
- Seeking supervisor assistance:
 - when problem exceeds own authority
 - for logging and reporting problems.

C3 Stock management

The importance of knowing why it is necessary to control stock and the methods used in the retail sector to minimise costs/maximise profit.

- The reasons for controlling stock, including:
 - identifying and avoiding theft and damaged stock
 - identifying popularity or unpopularity of individual stock items
 - stock rotation to avoid wastage
 - identifying reorder points and quantities.

D The legal and regulatory framework for retailing

Knowledge, understanding and application of the principles necessary for the role of a retail assistant and the impact on the business and customer. Current legislation should be used.

D1 Consumer protection

- The principles of the Consumer Rights Act 2015:
 - goods and data must match the description, be of a satisfactory quality and fit for a particular purpose
 - consumer has short-term right to reject, request repair or receive replacement of faulty goods within 30 days of supply
 - the trader must provide repair or replacement at no cost to the consumer, within a reasonable time, without causing significant inconvenience
 - where repair or replacement fails, customer entitlement to further repairs or replacements, a price reduction or the right to reject after six months, if customer can prove defect/fault present at time of purchase
 - service must be carried out with reasonable care and skill, information said or written to the consumer is binding where the consumer relies on it, must be done for a reasonable price, must be carried out within a reasonable time.

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- The principles of the Consumer Protection from Unfair Trading Regulations 2008:
 - criminal offence for a trader to make false statements about goods or services offered for sale, whether in writing, in an illustration or orally by a salesperson.

D2 Distance selling

Clear information must be given where there is no face-to-face contact between the buyer and seller. The Consumer Contracts Regulations (Information, Cancellation and Additional Charges) 2013 state that sellers must display information, including:

- business name and contact details
- description of goods or services
- the price and payment details
- delivery arrangements, costs and how long goods will take to arrive
- information about the customer's right to cancel within 14 days.

D3 Data protection

Principles of the data protection legislation:

- protects how personal information or data is used and stored
- key principles: data should be obtained fairly and used only in connection with the purpose originally intended, should be accurate and kept securely, be kept up to date, and for no longer than necessary and not be transferred outside the European Economic Area (EEA) unless that country has adequate levels of protection
- effects on use and storage of customer information – data (paper and electronic) stored according to legislation (no longer than necessary), sharing of information is restricted and controlled (within an organisation, customers and to external organisations), disclosure of information (confirming identity/security questions).

D4 Health and safety

The principles of the Health and Safety at Work etc. Act 1974 are important for both employers' and employees' rights and duties and have the following impact:

- establishes customer's legal and statutory rights and safeguards them, to include a safe environment free from hazards and risks, safe products and services
- establishes organisation's legal and statutory responsibilities, to include safe work environment, safe working practices, appropriate training for staff, labelling of products
- establishes staff duties, to include need to follow clear organisational procedures, report hazards and accidents
- impact of non-compliance of legislation or regulations on the business, retail assistant and effect on customer service and reputation.

D5 Products restricted under current legislation

The importance of knowing that some products carry restrictions on their sale.

- Sale of licensed and age-restricted products and the responsibilities and obligations in relation to the sale of licensed goods, such as fireworks and alcohol.

E Personal skills for working in retailing

Knowledge and understanding of the personal and communication skills and their appropriate application for a retailing role.

E1 Skills required for working in retailing

- Communication:
 - verbal – appropriate language, pitch and clarity, listening skills
 - written – style, format, language.
- Personal:
 - presentation – professional and appropriate personal presentation, dress and appearance.
- General:
 - self-motivation, positivity
 - time management, able to work under pressure, flexibility
 - good grasp of the retail environment
 - IT.
- Dealing with internal and external customers – diplomacy, patience, tact, initiative, ability to respond appropriately to circumstances such as information, complaint, crisis, compliment, problem solving.
- Dealing with internal customers – team player, supportive, efficient, dependable.
- Dealing with payments and stock – honesty, numeracy.

Grade descriptors

To achieve a grade learners are expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

Level 2 Pass

Learners are able to demonstrate knowledge that underpins the key tasks and role of a retail assistant and apply it to the context of the retail environment and the delivery of customer service. They have a sound understanding of the procedures, considerations, responsibilities and implications associated with the principles and are able to apply this to familiar situations/context. They are able to recall, interpret and apply information about the importance of the role, responsibilities and procedures.

Level 2 Distinction

Learners demonstrate thorough knowledge and understanding of the key responsibilities of the role of a retail assistant, applying this to a range of familiar and unfamiliar situations. They are able to assess the application of these principles and relate them to the role of a retail assistant and the customer service skills required to support the business.

Learners will be able to interpret information about the importance of the role, responsibilities and procedures. They will be able to make reasoned judgements in a range of different contexts, demonstrating understanding of the interrelationships between the role, responsibilities and procedures, and the requirements for providing excellent customer service, demonstrating the range of necessary skills.

Key words typically used in assessment

The following table shows the key words that will be used consistently by Pearson in our assessments to ensure learners are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Analyse	Learners examine in detail the meaning or essential features of a topic or situation, or break something down methodically into its components to say how they are related and explain how each one contributes to the topic or situation.
Assess	Learners present a careful consideration of a variety of factors that apply to a specific situation or identify those that are the most important or relevant in order to arrive at a conclusion.
Complete	Learners provide the item(s) necessary to make a list or order full or entire.
Discuss	Learners consider different aspects of a topic, how they interrelate and the extent to which they are important.
Evaluate	Learners draw on varied information to consider aspects such as strengths or weaknesses, advantages or disadvantages, alternative actions, and relevance or significance, and come to a conclusion.
Explain	Learners show they understand the origins, functions and objectives of a subject and its suitability for purpose. They give reasons to support an opinion, view or argument, with clear details.
Give	Learners provide examples, justifications and/or reasons to a context.
Identify	Learners indicate the main features or purpose of something, and/or are able to discern and understand facts or qualities.
Match	Learners choose a thing that resembles or corresponds to another, to make a similar or complementary pair.
Name	Learners give a term by which the object of the question is identified.

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Command or term	Definition
Outline	Learners provide a general description, showing the essential features of something but not the detail.
State	Learners give a definition or example.

Links to other units

This unit assesses the underpinning knowledge in:

- Unit 2: Delivering Customer Service in Retail
- Unit 3: The Retail Buying and Selling Process
- Unit 4: Creating a Retail Outlet.

Employer involvement

Centres may involve employers in the delivery of this unit if there are local opportunities to do so. There is no specific guidance related to this unit.

Unit 2: Delivering Customer Service in Retail

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners develop skills and understanding to provide customer service in retail situations. Ideally, learners will take part in work experience in a retail environment in order to develop these skills and understanding.

Unit introduction

Do you want to work in an exciting and dynamic retail environment? Would you like to develop skills to help grow a retail business by providing outstanding customer service? To keep ahead of competitors, retail businesses need to offer excellent customer service to help them succeed and grow their business.

In this unit, you will study the principles of customer service and then examine how they are applied in practice in a retail organisation. You will carry out customer service, giving you the opportunity to demonstrate and reflect on practical skills, as well as developing skills in self-management, communication and teamwork.

This unit will prepare you for employment opportunities as an entry-level retail assistant, such as a payment point operator or customer service assistant. The unit will also prepare you for progression to a retail apprenticeship.

Learning aims

In this unit you will:

- A** Examine the application of customer service principles by a retail business
- B** Demonstrate appropriate customer service in different retail situations
- C** Review customer service skills in different retail situations.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Examine the application of customer service principles by a retail business	A1 Features of customer service A2 Gathering information and using customer feedback A3 Complying with legal principles and requirements	Speaker notes and detailed observation record of a presentation on chosen retail business about the features of customer service, the data used to record customer purchases and complaints, assessment of how effective the business is at meeting customer service needs, and legal requirements and recommendations of how to improve customer service in this business.
B Demonstrate appropriate customer service in different retail situations	B1 Different customers B2 Skills required to deliver consistent and reliable customer service B3 Developing customer service skills B4 Limits of authority B5 Preparation of payment points B6 Methods of payment B7 Payment problems	Detailed witness statements and/or observation records of a demonstration of customer service skills while on work placement, to include dealing with customer queries, requests and problems in at least three different retail situations. Leaflet on payment point procedure. Skills audit and review, following practical activities.
C Review customer service skills in different retail situations	C1 Individual initial skills audit C2 Review of customer service skills development	
Key teaching areas in this unit include:		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none">Monitoring and improving customers' experience of a retail storeDealing with people, goods and money	<ul style="list-style-type: none">Features of good and poor customer serviceMethods of collecting and using informationWays to deal with complaintsConsumer protection and data protection legislation	<ul style="list-style-type: none">CommunicationWorking with othersThinking skills/adaptabilitySelf-management and development

Unit content

Knowledge and sector skills

Learning aim A: Examine the application of customer service principles by a retail business

A1 Features of customer service

- Customer service:
 - meeting customer needs by providing and delivering professional, helpful and high-quality service and assistance before, during and after the customer's requirements are met.
- Customer service roles in retail and importance of teamwork.
- Features of good customer service:
 - friendliness and professionalism when meeting and greeting customers
 - positive attitude and body language
 - good level of personal appearance and hygiene
 - clean and tidy sales area with effective product presentation
 - detailed product knowledge
 - effective selling skills.
- Effect of good customer service:
 - increased customer satisfaction levels
 - retaining customers and increased sales
 - improved customer loyalty and business growth
 - improved reputation of business.
- Features of poor customer service:
 - insufficient staffing levels
 - unhelpful staff
 - untidy product displays
 - low stock levels
 - weak display signage.
- Effect of poor customer service:
 - reduced footfall
 - high wastage
 - increased complaints
 - low staff morale, including increased absence and punctuality
 - lower sales and profitability.

A2 Gathering information and using customer feedback

- Customers:
 - internal customers, e.g. colleagues, other departments, service providers
 - external customers, e.g. families, individuals, different ages, different cultures.
- Gathering information:
 - to determine customer needs and preferences
 - use of probing questions from staff and customers
 - questionnaires, surveys, comment cards, complaints, returns information, mystery shoppers.

UNIT 2: DELIVERING CUSTOMER SERVICE IN RETAIL

- Use of feedback to:
 - identify and monitor trends
 - identify and monitor customer preferences
 - make improvements to service and products
 - inform decision making about customer service policies such as refunds and returns, complaints, and employee training
 - inform employee appraisals.
- Customer service policies, procedures and standards in businesses:
 - how they support customer service, e.g. dealing with requests for information, working within limits of authority, responding to complaints, returns and exchange, queue times, employee training, service level quality standards, delivery time standards, age-restricted sales.

A3 Complying with legal principles and requirements

How legislation protects customer rights.

- The Consumer Rights Act 2015:
 - 30-day right to reject goods not of satisfactory quality, not fit for purpose or not as described, receive a full refund
 - right to replacement or repair of faulty goods for up to six months from purchase or a full refund if neither option possible.
- Data protection legislation:
 - right of customers to ask the business not to hold or use personal information stored
 - right to opt out of direct marketing.
- Responsibilities to ensure customer information is:
 - adequate but not excessive
 - processed fairly and lawfully
 - obtained and used only for the specific purpose for which the information provided
 - accurate, up to date and not kept longer than necessary
 - not transferred without permission and without adequate protection
 - stored securely.
- The Consumer Contracts Regulations 2014.
- Sub-sector specific legislation, e.g. Food Safety Act 1990.
- Consequences of not complying with legislation:
 - legal consequences, to include fines, loss of licenses, closure of business, imprisonment
 - commercial consequences, to include loss of repeat business, loss of consumer loyalty and trust, loss of employment for individuals.

(Statutes and regulations as current at the time of teaching should be used. Outline understanding only is expected.)

Learning aim B: Demonstrate appropriate customer service in different retail situations**B1 Different customers**

- Types of customer, including:
 - internal, e.g. managers, supervisors, colleagues in own team or other departments, staff
 - external, e.g. existing and new customers, individuals, groups, members of the public, business-to-business
 - customers with special requirements, e.g. non-English speaking, different ages, different cultures, gender, families, customers with special needs, e.g. visual, hearing, mobility.
- Differences between internal customers and external customers.
- Factors that impact on different customer service expectations, e.g. those relating to age, culture, image of the business, public image of the owner, disposable income continued.

B2 Skills required to deliver consistent and reliable customer service

- Being professional and creating a good impression, e.g. good manners, appropriate dress, using appropriate language, good posture/body language, tidy work area.
- Having a positive attitude, e.g. good timekeeping, being conscientious, being motivated.
- Communicating effectively and appropriately for the situation:
 - face to face, written, email or other electronic media, telephone
 - verbal, e.g. appropriate greeting, speaking clearly, pitch and tone of voice, volume, open and closed questions, using the telephone, speaking to people who do not have English as a first language
 - non-verbal, e.g. smiling, making eye contact, looking at the customer, open body language, facial expression, sign language, listening skills
 - appropriate communication closing techniques, e.g. offering further assistance, confirming service completed
 - barriers to communication.
- Interpersonal skills:
 - personal presentation, approach, e.g. attitude, behaviour, personality, conversation skills, giving a consistent and reliable response, self-management.
- Behaviours, e.g. being positive, offering assistance, showing respect.

B3 Developing customer service skills

- Different retail situations, e.g. face to face, telephone, writing, email.
- Ways of dealing with customer queries, e.g. being polite, showing empathy with the customer, keeping customers informed, not disagreeing, using appropriate body language.
- Ways of dealing with customer problems and complaints, e.g. by offering alternatives or exchanging products, escalating issues to management, knowing when to ask for assistance.
- Customer types, e.g. difficult, abusive, people with disabilities, elderly, those needing technical information.
- Different situations, e.g. providing information about products and/or services, promoting additional products and/or services, giving advice, taking and relaying messages.
- Other customer service skills, e.g. keeping records, dealing with problems, handling complaints, remedial measures, emergency situations.
- Complying with organisational/business policy, e.g. complaints procedure, disclaimers, service specification statements.

UNIT 2: DELIVERING CUSTOMER SERVICE IN RETAIL**B4 Limits of authority**

Limits of own authority when dealing with customer queries and the role of supervisors and management, including:

- service deliverer, e.g. limited authority on amounts to refund, limited authority to offer free products, need to check with line manager
- line manager/supervisor, e.g. greater authority to authorise refunds, can authorise discounts or free goods, supervising staff at lower level, ensuring policies and procedures are carried out
- management, e.g. control of branch, authorising exceptional changes to procedures and policies.

B5 Preparation of payment points

Preparation of payment points:

- opening tills
- checking cash floats
- checking electronic point of sale (EPOS) equipment/self-service payment tills
- ensuring adequate packaging materials are available.

B6 Methods of payment

Monitoring of payment points:

- visual monitoring by supervisors to reduce waiting
- procedures for cash collecting
- balance till contents
- spot checks to identify errors/fraud
- dealing with internal/external theft or credit/debit card fraud by, for example, notifying supervisors, alerting security and obtaining bank authorisation/instructions.

B7 Payment problems

Processing different methods of payment:

- cash, credit/debit cards, gift vouchers, coupons and loyalty vouchers
- processing payments, including use of barcode scanning of goods/coupons/vouchers
- use of chip and pin or contactless payment devices
- recording price and amount tendered
- checking for correct change.

Learning aim C: Review customer service skills in different retail situations**C1 Individual initial skills audit**

- Personal SWOT (strengths, weaknesses, opportunities, threats) analysis to assess any gaps, e.g. interpersonal and communication skills – body language, listening skills, handling complaints, working with others.
- Setting objectives to meet skills development goals for a specified customer services role by:
 - identifying resources and support needed and available to meet the objectives
 - setting review dates to monitor the plan to assess progress against target.

C2 Review of customer service skills development

- Support and feedback from colleagues.
- Support and feedback from manager/supervisor.
- Support and feedback from tutor.
- Own analysis, recording and reflecting on performance in different situations.

Transferable skills**Communication**

- Dealing with customers.

Working with others

- Opportunities during work placement.

Thinking skills/adaptability

- Adapting to the workplace and dealing with customer requests and problems.

Self-management and development

- Reviewing own skills and how they develop on work placement.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine the application of customer service principles by a retail business		
A.P1 Outline the features of both good and poor customer service provided by the selected business, using three suitable examples.	A.M1 Assess how effective the selected business is at using customer information and legal principles to support its provision of customer service.	A.D1 Evaluate the customer service provision of a selected business, recommending improvements where appropriate.
A.P2 Explain how a selected business uses customer information to improve its customer service performance.		
A.P3 Describe how legal principles impact on the customer service operations of the selected business.		
Learning aim B: Demonstrate appropriate customer service in different retail situations		
B.P4 Demonstrate appropriate communication skills to meet customer needs when responding to three different customer types in three customer service situations.	B.M2 Demonstrate effective communication skills when responding to customers in three customer service situations, to include either a customer problem or complaint.	B.D2 Demonstrate consistent and effective communication skills when responding to customers in three customer service situations, to include both a problem and complaint.
B.P5 Demonstrate understanding of payment point procedure.		
Learning aim C: Review customer service skills in different retail situations		
C.P6 Prepare a realistic audit and review of own customer service skills.	C.M3 Prepare a detailed initial audit of own customer service skills and review using feedback from others.	C.D3 Evaluate the effectiveness of own customer service skills in different situations, using own audit and interpreting feedback from others.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will:

- present an evaluation of the customer service provision of a selected business using a range of relevant examples, including how effective it is at meeting the legal obligations placed on it. Learners will make recommendations for improvements to customer service where appropriate, e.g. improving the professionalism, helpfulness and quality of service offered. The recommendations should be fully justified and based on independent research. The presentation must be accompanied by speaker notes and a detailed observation record.

For merit standard, learners will:

- present an assessment of how effective the selected business is at using customer information. Learners will give examples of how it uses legal principles to support its provision of customer service and the consequences of not complying with legislation, i.e. the ways in which the retail outlet could be affected should the business fail to comply. The presentation will be based on independent research and will be accompanied by speaker notes and a detailed observation record.

For pass standard, learners will:

- present an outline of the features of both good and poor customer service provision. Three suitable examples will be given from their selected business to support their presentation. Learners must explain, using examples, how this business uses customer information from questionnaires, surveys, comment cards, complaints, returns information and mystery shoppers to improve its customer service performance as appropriate. Learners must describe how legal principles impact on its customer service operations, e.g. Consumer Rights Act 2015, data protection legislation. The presentation must be accompanied by speaker notes and a detailed observation record.

Learning aims B and C

Evidence for these learning aims must draw on work experience in retail contexts or suitable simulations. Learners must have the opportunity to demonstrate skills and obtain feedback. Suitable evidence would include witness statements from a work supervisor and team members or an employer in a simulation. The assessor should undertake some observation. Supporting evidence should be provided, e.g. diaries, recordings.

For distinction standard, learners will:

- prepare an initial audit and evaluation of their customer service skills. Learners must consistently demonstrate effective use of communication skills when responding to customer problems and complications such as complaints in three retail customer service situations, e.g. face to face, telephone, writing, email. They must deal with three different types of customers and ensure that customer goodwill is retained. One of these customers must be internal. Learners should show understanding of the limits of their own authority, and when to escalate to supervisors or management as appropriate. Learners must review and evaluate their development and the effectiveness of their own customer service skills, e.g. after work experience, looking back at their initial skills audit and using feedback from others to justify their conclusions.

UNIT 2: DELIVERING CUSTOMER SERVICE IN RETAIL

For merit standard, learners will:

- prepare a detailed initial audit of their customer service skills. They must demonstrate effective communication skills when responding to customers in three retail customer service situations, e.g. face to face, telephone, writing, email, including a problem or a complaint. Learners should show understanding of the limits of their own authority, and when to escalate to supervisors or management as appropriate. Learners must then undertake a written review of their developed customer service skills, e.g. after work experience, that takes in feedback from others.

For pass standard, learners will:

- prepare a basic but realistic initial audit of their customer service skills. Learners must demonstrate appropriate use of communication skills to meet customer needs in three retail customer service situations, e.g. face to face, telephone, writing, email. They must deal with three different types of customers, one of which must be internal. Learners must demonstrate understanding of payment point procedure, e.g. how to deal with queries, refunds and exchanges at payment points. Learners must undertake a written review of their own developed customer service skills, e.g. after work experience.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence, provided that they meet the assessment requirements of the unit.

Suggested scenario

You are working on the service desk of a large store and you have been asked to mentor a new employee. She is new to retailing and your role is to familiarise her with the business and for her to demonstrate excellent skills when dealing with customers.

Evidence must include an evaluation of the customer service provision in the store, including:

- how customer information is used to improve customer service
- features of good and poor customer service
- compliance with appropriate legal principles
- suggestions for improvements
- demonstration in workplace of customer service to three different types of customers
- demonstration of understanding of use of pay point procedure
- involvement in handling customer issues and problems in workplace
- audit of own customer service skills
- review and evaluation of own skills using feedback from workplace.

If a retake is necessary, an alternative store example must be used. The following is an example of a retake assessment activity.

The centre should provide alternative materials for the affected criterion/criteria or learners should use a different retail store.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

The introduction to the unit should outline the practical and theoretical aspects of the unit, and how it could lead to an entry-level position in a retail business such as a payment point operator or customer service assistant.

Learners should research a wide range of different retail outlets and then take part in class discussion on the different needs of customers who use them, and the customer service they offer.

Talking about work experience: skills development for assessment may take place in the work experience placement attached to this unit. Although many learners may not have access to payment points while on work experience, they could still observe how they are processed and identify the importance of efficient payment processing.

It should be made clear to learners that while on work experience they must undertake practical activities that demonstrate the provision of good customer service, ensuring communications and self-management skills are fully explored and reviewed. This should include dealing with both internal and external stakeholders.

Suggested time: about 7 hours.

Activity: Investigating customer service

Using video recordings and visits to retail outlets/visits from people employed in retail, learners can investigate what good and bad customer service looks like and discuss this as a class. They can also consider the potential impact of good and bad service on the success of a retail business.

Guest speakers could explain the commercial benefits of effective customer service and handling of customer problems in terms of organisational reputation, expanding the customer base and financial rewards. They could speak about the positive effect of delivering effective customer service to internal customers, including those who may be temporary employees. They may also be able to talk about the use of documents to track customer purchases and preferences, and provide real till receipts to analyse.

Learners could design questionnaires/surveys to measure actual service delivery in a selected business against expected service standards, then use the data gathered to synthesise, analyse and review their findings.

In preparation for their work experience placement, learners could role play good and bad customer service, using their experience as either a customer or from their part-time employment.

Learners could investigate the methods of collecting data on customer service levels and retail policies, such as the returns and exchange policies that can impact on customer satisfaction.

Suggested time: about 10 hours.

Activity: Preparing for the workplace

In preparation for work experience, learners could research payment methods and payment points used in retail outlets. They could then role play the preparation of a payment point before the opening of a retail outlet, showing the different activities that have to be carried out simply to allow customers to pay for goods and services.

Learners could discuss how they would deal with different payment options, how they might handle the varied problems that could arise and how they would handle refunds and exchanges.

Learners could prepare a leaflet or guide that clearly explains a cashier's responsibilities at a payment point. The document could include the processes used for different payment types, the risks and consequences in handling payments, and the procedures for challenging and refusing the sale, e.g. for age-restricted products/services.

Video footage could be used so that learners can analyse the verbal and non-verbal communication skills used throughout a variety of situations, including complaints.

Learners could then discuss the types of complaints that they might encounter on their placement and how they could respond effectively to a wide range of complaints.

Suggested time: about 10 hours.

Activity: Researching legal principles

Using workshops, case studies and group work, learners could carry out research on the principles of the law. They could then participate in class discussions on how legislation protects businesses and customers, and the implications for a retail outlet of not complying with the law.

Learners should explore case studies to exemplify instances where legislation has not been followed and the subsequent commercial cost to the retail outlet of this failure.

Suggested time: about 3 hours.

Activity: Preparing for assessment

Learners should be introduced to the assessment activities for each learning aim before undertaking their work experience placement.

Before undertaking the summative assessment activity, learners could undertake role play in class and practice assessments, receiving peer/tutor feedback.

Mentors from a range of retail formats could support learners when delivering effective customer service to internal and external customers. Mentors could also support and provide guidance to learners when dealing with customer issues such as refunds and exchanges.

Suggested time: about 4 hours.

UNIT 2: DELIVERING CUSTOMER SERVICE IN RETAIL**Essential resources**

For this unit, it is strongly recommended that learners take part in work experience in a retail environment in order to develop the skills for this unit.

Links to other units

This unit has strong links to:

- Unit 1: The Retail Environment
- Unit 3: The Retail Buying and Selling Process
- Unit 4: Creating a Retail Outlet.

Employer involvement

This unit would benefit from employer involvement in the form of the provision of suitable work experience. Where this is not feasible or where it is insufficient for all assessment, then simulations may be used. Employers must be asked to be involved in assessment, for example by providing witness statements on learners' performance or by providing assessment materials such as customer service information.

The use of masterclasses in the following topics will benefit learners:

- using communication skills to provide customer service to customers with special requirements and needs, including disabilities
- how to sell using a practical sales demonstration
- the key points of the new Consumer Rights Act 2015
- developing appropriate techniques in dealing with customers' issues.

Unit 3: The Retail Buying and Selling Process

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners develop their knowledge and understanding of the retail buying and selling process. It is strongly recommended that learners take part in work experience in a retail environment in order to develop the skills for this unit.

Unit introduction

Do you have the drive and ambition for an exciting career in retail? Retail includes roles specialising in both buying and selling. All businesses need to purchase goods and services from external suppliers. They need to purchase the right number at a competitive price and quality. They need efficient sourcing and buying to procure appropriate goods for onward sale to their customers. Use of the internet as a research tool has made the buying process easier but the selling process more difficult. Many customers are fully informed about products before they commence the buying process. Many use the retail outlet to assess a product before buying elsewhere or online. It is more important than ever to have experienced and passionate sales staff to convert these prospects into actual customers.

In this unit, you will study the buying process and stock management, examining how they are applied in practice in a retail organisation. You will carry out sales, giving you the opportunity to demonstrate and reflect on practical skills, and to develop skills in self-management, communication and negotiation, applying them in practice.

On completion of this unit you will have acquired a range of skills needed for employment in the retail sector. This will help prepare you for employment to an entry-level position such as shop-floor sales person or customer service assistant or for progression to an apprenticeship.

Learning aims

In this unit you will:

- A** Examine the buying process in a selected retail business
- B** Explore the importance of managing appropriate stock levels in a selected retail business
- C** Demonstrate the selling process in different retail situations.

UNIT 3: THE RETAIL BUYING AND SELLING PROCESS

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Examine the buying process in a selected retail business	A1 Aspects of buying A2 The sourcing process A3 The buying function in business	Presentation on chosen retail business on features of the buying function and stock-management system of a selected business and an assessment of the effect of market factors. Present findings in a slide show, supported by the research evidence, detailed speaker notes and detailed observation record.
B Explore the importance of managing appropriate stock levels in a selected retail business	B1 Receipt, auditing and storage of stock B2 Managing stock levels B3 Establishing demand	
C Demonstrate the selling process in different retail situations	C1 Types of customer C2 Selling models C3 Preparing to sell C4 The buying signals and closing sales C5 Loyalty and feedback C6 Forecasting trends	Detailed witness or observation records of a demonstration of sales skills for two different products or services. A report recommending how to increase customer loyalty. A skills audit and review, following practical activities.
Key teaching areas in this unit include:		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> Understand buying trends and demand factors Manage the supply of stock for sale Negotiate and sell products or services to customers 	<ul style="list-style-type: none"> Forecasting trends, demand and buying habits Managing stock The selling process and overcoming objections 	<ul style="list-style-type: none"> Communication Problem solving Managing information Self-management and development

Unit content

Knowledge and sector skills

Learning aim A: Examine the buying process in a selected retail business

A1 Aspects of buying

- Common terms used to describe aspects of buying:
 - purchasing
 - procurement
 - supply chain
 - distribution
 - logistics.
- The role of buying in achieving value for money in businesses, including defining value for money.
- The promotion of sustainability through specifying goods and services, selecting suppliers and monitoring standards:
 - socially and ethically responsible purchasing
 - minimising environmental impact through the supply chain
 - delivering economically sound solutions.
- The role of buying personnel in liaising with other internal functions:
 - procurement planning, purchasing, inventory control.
- The benefits of effective buying, including:
 - the impact on profitability, the profit contribution effect
 - assisting in the creation and monitoring of budgets
 - helping to achieve targets.
- The five 'rights' of buying and their impact on the business/customer relationship:
 - right quality
 - right quantity
 - right price
 - right place
 - right time.
- Issues involved in implementing the five 'rights', e.g. to get an item at the right time you may have to lower the quality and/or increase the price, or need to use outsource services.

A2 The sourcing process

The main stages of sourcing:

- identifying needs
- producing specifications
- requesting and receiving quotations
- assessing suppliers' quotations
- awarding contracts
- order placement
- performance and delivery
- payment of suppliers.

UNIT 3: THE RETAIL BUYING AND SELLING PROCESS

A3 The buying function in business

- Links with other functional areas, e.g. production, marketing, sales, IT and finance.
- Links to business goals, centralised or devolved, requirements for compliance and auditing.
- Impact of market factors on the buying function, e.g.:
 - supply and demand
 - strength of competition
 - bargaining power of customers, competitors and suppliers
 - new products or entrants to the market.

Learning aim B: Explore the importance of managing appropriate stock levels in a selected retail business**B1 Receipt, auditing and storage of stock**

- Purpose of stock:
 - product available to sell with the lowest cost.
- Procedures for receiving stock into store/warehouse:
 - sufficient storage area
 - delivery documentation
 - identify discrepancies (wrong item, under/over supply)
 - damage or poor quality
 - need to record all waste
 - stock levels need to be accurate.

B2 Managing stock levels

- Stock management:
 - recording and controlling stock via first in first out (FIFO)
 - tracking stock by warehouse data tracking and radio-frequency identification (RFID); barcoding
 - regular stock counts
 - stock rotation
 - procedures for recording damaged or reduced goods.
- Consequences of not carrying right level of stock:
 - understocking
 - overstocking
 - more space needed
 - higher costs/overheads
 - greater security risk/cost
 - increased potential for waste (perishable or out of date)
 - loss of sales
 - customer dissatisfaction.
- Regulatory requirements for storage of different types of products:
 - food – ambient, perishable, frozen
 - toxic products
 - bonded goods.

- Legislation:
 - Control of Substances Hazardous to Health (COSHH) Regulations 2002 – separate storage for critical products
 - food safety standards (temperature control requirements)
 - security of storage
 - date coding and life of the goods
 - labelling
 - security of packaging
 - pest control.

B3 Establishing demand

- Importance of maintaining correct stock levels:
 - customers can buy what they want and when they want it
 - minimising waste
 - maximising profits
 - fulfilling promotions.
- Factors influencing demand:
 - marketing campaigns
 - seasonal trends – summer, Christmas and Easter promotions
 - advertising
 - use of internal sales records to identify past performance or trends.

Learning aim C: Demonstrate the selling process in different retail situations

C1 Types of customer

- Customer types, to include:
 - loyal customers – small in number but more satisfied and repeat visit over time
 - discount customers – shop regularly but have no firm loyalty and shop when there are discounts on the products and brands they wish to purchase
 - impulsive customers – attracted to offers and promotions
 - convenience (need-based) customers – buy products for a specific need
 - wandering customers (browsers: may be new to the retail outlet or may simply be passing time).
- Selling situations, selling products or services:
 - face to face
 - over the telephone
 - online.
- Focusing on loyal customers and maximising sales by expanding the range they buy (through sales data/loyalty systems).

C2 Selling models

- Multichannel selling models – selling through many different channels, e.g.:
 - face to face
 - direct to the public
 - 'bricks and mortar' retail stores
 - mail order catalogues
 - online/website selling
 - telephone sales
 - direct mail.

UNIT 3: THE RETAIL BUYING AND SELLING PROCESS

- Omni-channel retailing:
 - enhanced customer experience using multichannels and technology to enhance customer experience
 - use of more than one channel at a time to enable customers to shop from a retailer's range of different channels for any given transaction, e.g. buy online and pick up in-store; use mobile in-store to research or make a purchase; buy in-store and initiate a return online.
- Requirements of multi- or omni-channel selling:
 - requires data from any source to be available to all parts of the business
 - needs to provide seamless experience for the customers from pre-sales through to after sales
 - effective order capture systems
 - skilled staff in whichever channel is used, efficient staff-training programmes
 - pricing strategies linked to the channel and competitor offerings
 - consistent and wide product range to offer consumer choice.

C3 Preparing to sell

- Creating rapport with the customer; the approach is important:
 - creating a positive first impression
 - gaining trust
 - projecting a positive and confident image, be relaxed.
- Effective questioning:
 - creating a rapport with customers
 - asking questions to identify needs and wants
 - listening to customer responses, letting the customer do most of the talking
 - finding out what is of value to the customer
 - establishing the facts and the details
 - establishing a budget
 - establishing likes and dislikes
 - establishing who the product/service is for
 - showing how the offer adds value to the customer
 - checking you fully understand the customer's needs.
- Matching products and services to customer needs:
 - ensuring staff have excellent product knowledge, including features and benefits
 - being able to offer alternative products/specification
 - provision of sales literature, including reviews
 - the product meets the identified need/want
 - explain/demonstrate the features and benefits of the product, reassuring the customer they are making the right decision.

C4 The buying signals and closing sales

- Recognising buying signals:
 - questions about specification or different models
 - asking about warranty
 - asking about delivery dates
 - starting to discuss price
 - asking for clarification of points already covered
 - asking for opinion of partner/other present
 - handling the product.

- Closing sales and influencing purchases:
 - overcoming objections or concerns
 - asking if the customer needs further information
 - asking for the order
 - asking when the customer wants to take delivery
 - asking about the choice of colour
 - asking what optional extras are required
 - offering incentives if necessary
 - thanking the customer for the sale
 - reassuring them that they have made a good choice
 - suggesting they contact you should they need further information or purchases, building the relationship.

C5 Loyalty and feedback

- Achieving loyalty and repeat business:
 - customer satisfaction with the selling/buying process
 - follow-up calls for high-purchase-cost items
 - provision of add-on items such as home delivery or set up of technical products
 - effectiveness of after-sales service
 - loyalty cards and rewards.
- Acting on feedback:
 - customer feedback
 - sales-staff feedback and mystery-shopper feedback used to improve selling process, stock provision, product range product displays.

C6 Forecasting trends

Forecasting trends and buying habits:

- use of primary data from a business's own sales records, customer feedback, or competitor analysis to predict future buying habits
- use of secondary research, including trade publications and internet research, to establish social/consumer trends
- know the influence of the internet on the buying habits of consumers (generate research and information online, visit retail outlets for product test/evaluation before buying online).

Transferable skills

Problem solving and communication

- Finding out: obtaining information on selling processes and stock-management processes.
- Communication: demonstrating an effective and confident selling process, research into legislation regarding stock management.

Managing information

- Stock-control methods, information on consumer behaviour and trends.

Self-management and development

- Planning and preparing for a sales demonstration.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine the buying process in a selected retail business		
A.P1 Describe how the buying process in a selected business promotes the 'five rights'.	A.M1 Explain how the sourcing and buying process in a selected business promotes sustainability.	AB.D1 Assess how market factors have affected the buying function and stock-management system of a selected business.
A.P2 Outline the sourcing process in a selected business for a specified product.		
Learning aim B: Explore the importance of managing appropriate stock levels in a selected retail business		
B.P3 Describe the stock-management processes used in a selected business, including legal influences.	B.M2 Explain how different factors can influence demand for stock or services in a selected business.	
B.P4 Outline why it is important to maintain correct stock levels in a selected business.		
Learning aim C: Demonstrate the selling process in different retail situations		
C.P5 Demonstrate the selling process for two different products or services in retail situations.	C.M3 Confidently demonstrate the selling process for two different products or services in retail situations, showing how preparation and planning help to achieve customer loyalty.	C.D2 Demonstrate consistently, confident and effective skills in the selling process for two different products or services in different retail situations, assessing how thorough preparation and planning help to achieve customer loyalty.
C.P6 Outline how a selected business might use feedback to achieve customer loyalty.		

Essential information for assessment decisions

Learning aims A and B

For distinction standard, learners will:

- prepare a presentation that assesses how market factors such as supply and demand, the strength of competition, the bargaining power of customers, competitors and suppliers, and new products or entrants to the market have affected the buying function and stock-management system of a selected business. The presentation will be clear and easy to follow, accompanied by speaker notes and supported by a detailed assessor record.

For merit standard, learners will:

- prepare a presentation on a business that explains buying and sourcing, and how these processes promote sustainability. Learners will investigate the stock-management processes of this business, how legislation can affect these processes and the importance for a business to have the correct stock levels. Learners will identify the factors that can influence demand for its products and the impact of these factors on the stock-management system. The presentation will be clear and easy to follow, accompanied by speaker notes and supported by a detailed assessor record.

For pass standard, learners will:

- prepare a presentation that describes and outlines the buying, sourcing and stock-management processes of a selected business. The presentation will cover how legislation can affect these processes and the importance for a business to have the correct stock levels. Learners may use their work placement business. The presentation will be clear and easy to follow, accompanied by speaker notes and supported by a detailed assessor record.

Learning aim C

Evidence for this learning aim must draw on work experience in retail contexts or suitable simulations. Learners must have the opportunity to demonstrate skills and obtain feedback. Suitable evidence would include witness statements from a work supervisor and team members. The assessor should undertake some observation. Supporting evidence should be provided, e.g. diaries, recordings.

For distinction standard, learners will:

- prepare a written report that examines and gives examples of how a retailer might use feedback and other methods to achieve customer loyalty. Learners will make recommendations as to how the retailer might improve its selling process, therefore increasing customer numbers and/or loyalty. The recommendations should be fully justified and based on independent research
- prepare and plan demonstrations of their selling skills for two different products or services in different situations or channels, consistently demonstrating confident and effective skills.

For merit standard, learners will:

- prepare a written report that outlines how a selected business might use feedback and other methods to achieve customer loyalty
- evidence their preparations and plans for demonstrating their selling skills for two different products or services. They will confidently demonstrate these skills.

For pass standard, learners will:

- prepare a written report that outlines how a selected business might use feedback to achieve customer loyalty
- give a competent demonstration of their selling skills for two different products or services.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence, provided that they meet the assessment requirements of the unit.

Suggested scenario

You are working in a large department store that provides an omni-channel retail experience. You have been asked to mentor a new employee. He is new to retailing and your role is to familiarise him with the business and demonstrate excellent selling skills, from preparing to sell through to completion of sales in order to show how preparation, research, feedback and trends are important to achieve and maintain customer loyalty.

Evidence must include an assessment of how market factors have affected the buying function and stock-management system of a selected business, including:

- the buying process in a selected business
- the sourcing process in a selected business
- how the buying and sourcing process supports sustainability in a selected business
- the stock-management processes used in a selected business, including legal influences
- why it is important to maintain correct stock levels in a selected business
- how different factors can influence demand for stock or services in a selected business
- demonstration of the sales process for two different products or services in retail channels, showing extensive preparation and planning
- a report on how research, preparation and planning help to achieve customer loyalty.

If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

The centre should provide alternative materials for the affected criterion/criteria or learners should use a different retail outlet.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

The introduction to the unit should outline the practical and theoretical aspects of the unit, and how it could lead to an entry-level position in a retail business, such as customer service assistant, or a shop-floor role in a retail environment.

Learners can research a wide range of different retail sectors and retail channels, and then take part in class and group discussions on the different needs of customers who use these channels, and their suitability.

Talking about work experience: assessment of selling skills may take place in a work experience placement. While on work experience, learners could undertake practical activities, demonstrating the selling process for two different products or services. Discussions should be held on the practical requirements for provision of good customer service, the need for good communications and self-management skills, and the need to have up-to-date product knowledge to be able to sell products.

Suggested time: about 4 hours.

Activity: Understanding selling channels

Use internet research, TV programmes, video recordings and visits to retail outlets/visits from people employed in retail to understand the different selling channels used.

Learners can identify the pros and cons of different sales channels, and of multi- and omni-channel selling, discussing this in small groups and as a class.

Learners should investigate trends in retailing or be given case studies or news articles to allow them to analyse and assess current trends and identify the implications of these for retailers.

Suggested time: about 8 hours.

Activity: The selling process

Learners can use work experience to demonstrate the effective selling process for two different products or services. Learners could start by role playing in class the different parts of the process, from creating positive first impressions and gaining trust, the use of effective questioning to identify customer needs and wants, through to the actual closing of the sale or overcoming barriers to the sale.

Learners can carry out individual research into the ways in which a business can obtain feedback from customers of its performance and satisfaction levels, and show how this information can be used to improve sales success.

Guest speakers could be used to add some reality to the theory about selling by giving masterclasses in sales techniques.

Suggested time: about 8 hours.

Activity: Stock management

Use workshops, case studies, group work and simulations to demonstrate how stock management works in a retail business.

Guest speakers could be used to discuss dealing with stock from receipt to storage, and planning, preparing, assembling and dismantling displays. They could also provide business materials as exemplars, e.g. for stock control, floor plans and planograms. They may also be able to act as mentors to support learners in the workplace.

Learners can investigate the impact of legislation on the ability of a business to manage its stock levels, e.g. the regulations regarding the storing of hazardous substances, frozen and fresh food or bonded goods could be researched as part of a team exercise and presentations made to peers. Some basic theory on supply and demand could be used as an introduction to the different factors that can affect demand for products and services.

Suggested time: about 8 hours.

Activity: Preparing for assessment

Learners should be introduced to the assessment activities for each learning aim before undertaking their assessments and any work experience.

Before undertaking the summative assessment activity, learners could undertake practice assessments, receiving peer/teacher feedback.

Suggested time: about 4 hours.

UNIT 3: THE RETAIL BUYING AND SELLING PROCESS**Essential resources**

For this unit, it is strongly recommended that learners take part in work experience in a retail environment in order to develop the skills for this unit.

Links to other units

This unit has strong links to:

- Unit 1: The Retail Environment
- Unit 2: Delivering Customer Service in Retail
- Unit 4: Creating a Retail Outlet.

Employer involvement

This unit would benefit from employer involvement in the form of the provision of suitable work experience. Where this is not feasible or where it is insufficient for all assessment, then simulations may be used. Employers must be asked to be involved in assessment or to provide assessment materials, such as information on buying and selling.

The use of masterclasses in the following topics will benefit learners in:

- using communication skills to provide customer service to customers with special requirements and needs, including disabilities
- how to sell using a practical sales demonstration
- the key points of the Consumer Rights Act 2015
- developing appropriate techniques in dealing with customers' issues.

Unit 4: Creating a Retail Outlet

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal Synoptic**

Guided learning hours: **60**

Unit in brief

Learners create a proposal for an idea for a physical or online retail outlet while working as part of a team.

Unit introduction

As consumers demand different ways to purchase goods, there are more and more retailers offering a variety of ways to buy. Selling models include physical 'bricks and mortar' retail stores, web stores or online 'market places' and 'bricks and clicks' physical stores with online mail-order facilities.

In this synoptic unit, you will be able to pull together the knowledge, understanding and skills already covered in other units, and add new understanding and skills for teamwork and visual merchandising, to deliver a proposal for a retail outlet. This is a team task and you will be required to work as part of a team of between two and four people. Finally, you will reflect on your team skills and create a personal development plan showing how you could improve these skills.

Through this task-based unit you will demonstrate team, communication and visual merchandising skills by exploring a variety of ideas for setting up a retail outlet. Completing this unit will help you to progress to a higher level of study or to a first role in the retail sector.

Learning aims

In this unit you will:

- A** Create a viable and sustainable idea for a retail outlet
- B** Identify the requirements for stocking and selling from a retail outlet
- C** Develop effective team skills through practical activities.

UNIT 4: CREATING A RETAIL OUTLET

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Create a viable and sustainable idea for a retail outlet	A1 Ideas for a proposed retail outlet A2 Importance of good customer service to a retail outlet	Learners will be required to work in groups of between two and four to propose an idea for a physical or online retail outlet. In their teams, learners will explore the options available for their proposed idea. As this is a team task, individual research notes must be kept as evidence, and observation by the tutor can be used to evidence teamwork, as well as individual performance while working as part of the team and presenting ideas.
B Identify the requirements for stocking and selling from a retail outlet	B1 Buying and managing stock for a retail outlet B2 Selling stock from retail outlets	
C Develop effective team skills through practical activities	C1 Team skills C2 Reviewing own performance C3 Personal development planning	Throughout the unit, learners will monitor and keep a record of their own and their team's performance, and feedback from others. This will result in the completion of a personal development plan that recommends how their own team skills, demonstrated in creating the retail outlet, can be improved.
Key teaching areas in this unit include:		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> • Visual merchandising • Retailing • Online retailing • Customer service 	<ul style="list-style-type: none"> • Methods of collecting and using information • Selling models • Customer types • Buying stock • Managing stock • Teamwork 	<ul style="list-style-type: none"> • Communication • Problem solving • Managing information • Self-management and development

Unit content

Knowledge and sector skills

Learning aim A: Create a viable and sustainable idea for a retail outlet

A1 Ideas for a proposed retail outlet

- Retail outlet: a physical or online store that sells products or services to the general public.
- Selling models, e.g. physical 'bricks and mortar' retail store; online shop/web store; 'market places' such as Amazon®, eBay®, Google Shopping™, Etsy®; 'bricks and clicks' physical store with online mail-order facilities.
- Unique selling points (USPs) of the business, what will make the business different to any other, niche markets.
- Types of customer the business will attract and their requirements, e.g. hobbies, location, interests, ethnic requirements, technological skills, demographics, education, gender, trends, buying habits.
- Location and appearance of the physical or online retail outlet, e.g. how it will:
 - attract customers
 - meet the needs and expectations of customers
 - create buying desire.
- Legislation that will affect the business: consumer law, data protection, health and safety.

A2 Importance of good customer service to a retail outlet

- Using different mediums to give good customer service, e.g. face to face, telephone, live chat, email.
- Dealing with routine queries, e.g. having staff trained on product knowledge, delivery times, returns policies, business systems and procedures.
- Responding quickly and accurately to customers, using appropriate language, monitoring situation and expectations of the customer, dealing with complaints effectively.

Learning aim B: Identify the requirements for stocking and selling from a retail outlet

B1 Buying and managing stock for a retail outlet

- Sourcing appropriate stock.
- Identifying delivery costs and deadlines.
- Working to a stock budget.
- Receiving stock, e.g. someone being available to receive goods, checking in goods against delivery notes, rejecting damaged goods, signing for goods.
- Storing stock, e.g. in suitable location, safety and security of stock, keeping stock fresh and in a saleable condition, stock rotation.
- Controlling stock: processes for stocktaking, frequency of stocktakes.

B2 Selling stock from retail outlets

- Visual merchandising: promoting the sale of goods and services by the way they are presented in retail and online outlets, displaying goods in the most attractive manner possible.
- Displaying stock in-store or on web pages, e.g. displaying by theme, promotion, event, season, etc., using props, fixtures and freestanding displays.

UNIT 4: CREATING A RETAIL OUTLET

- Visuals to attract attention and encourage sales, e.g. colour schemes, appropriate images to give the correct marketing message to existing and potential customers, easy on the eye and easy-to read-fonts.
- Payment arrangements and processing, e.g. cash, credit card, debit card, Amazon Payments®, PayPal®, Google Wallet, Worldpay®.
- Distribution of stock for online sales, e.g. packing goods, working with delivery companies, meeting customer expectations for delivery timescales, returns policy.

Learning aim C: Develop effective team skills through practical activities**C1 Team skills**

- Negotiating roles and responsibilities.
- Setting objectives.
- Agreeing tasks and timescales.
- Showing trust and respect for all.
- Giving and receiving feedback.
- Interpersonal and communication skills.
- Demonstrating motivation.
- Acting responsibly.

C2 Reviewing own performance

- Measuring own performance against, for example, own objectives, team objectives, tasks set within the team, working to timescales.
- Seeking feedback from team members, assessor or others.
- Strengths and areas for improvement.

C3 Personal development planning

- Reflecting on your own performance and achievements.
- Recording your achievements.
- Planning your skills development and areas for improvement.

Transferable skills**Problem solving and communication**

- Finding out: research skills in obtaining information in order to propose an idea for a physical or online business.
- Communication: working as part of a team, seeking information from others.

Management of information

- Calculating and producing stock budget, obtaining and controlling costs, monitoring and meeting customer needs.

Self-management and development

- Meeting individual objectives, measuring own performance.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Create a viable and sustainable idea for a retail outlet		
A.P1 Present an outline idea for a proposed retail outlet.	A.M1 Explain an idea for a proposed retail outlet and the importance of this outlet offering good service.	A.D1 Evaluate an idea for a retail outlet and its proposed customer service.
A.P2 Describe how customer service would operate in the proposed retail outlet.		
Learning aim B: Identify the requirements for stocking and selling from a retail outlet		
B.P3 Identify the stock that would need to be bought for the proposed outlet.	B.M2 Explain how stock would be bought, managed and sold in the proposed outlet.	B.D2 Create a clear process for managing and selling stock in the proposed outlet.
B.P4 Outline the process for selling the stock in the proposed outlet.		
Learning aim C: Develop effective team skills through practical activities		
C.P5 Demonstrate the ability to work as a team member through active participation in a team activity to develop a retail outlet.	C.M3 Work efficiently as a member of a team to develop a retail outlet and use feedback to create a plan to improve performance.	C.D3 Recommend how own team skills can be improved, using a personal development plan.
C.P6 Reflect on your own effectiveness in the team activity to develop a retail outlet.		

Essential information for assessment decisions

Learning aims A and B

Evidence to support the criteria must be individually produced and learners must be prepared to answer audience questions individually during the presentation, showing a firm grasp and understanding of the research, decisions and information presented. A detailed observation statement will be provided for each individual learner, supported by individual learner evidence.

For distinction standard, learners will:

- create a coherent plan for a retail outlet with a clear image and processes. There will be evidence of individual contribution and collaborative work within the team that results in the final version of a proposal for their retail outlet. The evaluation will come to a clear conclusion and be supported by justified arguments.

For merit standard, learners will:

- draw up a proposal for their retail outlet, where they will explain the idea and the processes for buying, managing and selling stock.

For pass standard, learners will:

- outline their proposal for a retail outlet and its customer service offering, describing how they would buy and sell stock.

Learning aim C

For distinction standard, learners will:

- review their performance as a team member against the skills required and independently recommend how their own team skills can be improved using a personal development plan. Learners will use feedback from team members and assessors to inform areas that they could improve on.

For merit standard, learners will:

- provide evidence of efficient teamwork. They will seek feedback from team members and assessors to inform a personal development plan to improve their own performance.

For pass standard, learners will:

- demonstrate the ability to work as team members through active participation in research and writing up their proposal for a retail outlet. They will reflect on their own effectiveness in the team activity, looking at what they did well and what did not go as well.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence, provided that they meet the assessment requirements of the unit.

Suggested scenario

You are working with the local business partnership in your community who have asked for a variety of ideas for new businesses that could be viable in the area.

You must work in a team with a maximum of four members to create a proposal for a new business idea, looking at what type of unit it would be, the type of customer it is aimed at, where it is located, the customer service it offers, how it is stocked and how it sells these goods.

You will be required to keep a log of your team participation and assessment of your team skills.

Finally, you will produce a personal development plan using feedback from your team and others.

If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

The centre should provide alternative materials for the affected criterion/criteria or learners should create a different proposal for the community.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Group activity where learners discuss their experiences of physical and online retail outlets. Learners should discuss the different types of outlets such as those in towns and on the high street, in retail parks, online shops, web stores and marketplace sites such as Amazon®, eBay® and Etsy®.

Learners can discuss positive customer service experiences and what made them positive, followed by less positive experiences and what made them less positive.

This could be followed up with learners working in groups to establish a list of criteria that makes a retail outlet a positive and successful business.

Learners could then undertake independent research to rate different retail outlets based on the set of criteria established with the group.

Learners must be introduced to the concept that they will be working as part of a small team for this unit and start to think about who they would like to work with, alternatively the tutor may wish to select group members.

Learners discuss how and why a team should work together, recognising that it can be an advantage for everyone in the team to have differing skills, rather than everyone having the same skills set.

Suggested time: about 3 hours.

Activity: Ideas for retail outlets

Learners should spend time early on in the course focusing on what their ideas are for a retail outlet. All theory-based lessons can then be linked directly to their own ideas.

A tutor-led group discussion looking at how customers are categorised and the purpose of this categorisation. Group work to follow where learners match different products and services to different customer types in relation to their idea.

In their selected or chosen groups, learners spend time looking at different selling models for retail outlets. It should be established why different models are used for different types of businesses.

A tutor-led session on consumer law and data protection should be incorporated before learners are asked to go and research the legislation that would apply to their idea for a retail outlet.

Learners undertake their own research to find key points for relevant acts, returning to the class once research is exhausted.

Learners present their findings to the rest of the class. If class numbers are small, the different acts may be divided between the groups and information shared through the presentation. With larger classes, the tutor may wish to allocate groups to research all of the acts and then compare their findings to ensure that there is a shared and accurate knowledge base across the class.

Teams work together to formalise their ideas and begin the process of coming up with ideas for the appearance of their retail outlet.

Suggested time: about 6 hours.

Activity: Visual merchandising in outlets

Guest speaker from a retail outlet business to talk about visual merchandising in their business.

Following the visit from the speaker, tutor-led presentation on visual merchandising, using examples from different stores, websites, online shops and other online retail outlets.

Tutor to create handouts of a variety of retail outlets, demonstrating their use of visual merchandising to attract customers. Learners discuss the different examples, directed by the tutor to look at colour schemes, images used and text on signage and web pages. Learners share their ideas in their groups and then to the whole class.

Learners should work in their selected or chosen teams to discuss how they can apply what they have learned about visual merchandising to their own retail outlet.

Learners return to the classroom to present their findings to the whole class, where they can compare and discuss each other's findings.

Payment arrangements should also be brought into this session in order for learners to think through the options available to them when deciding on their own retail outlet and the most suitable selling model to use.

Learners should then work in the selected or chosen teams to discuss how they can apply what they have learned and discussed in order to inform what they will need to consider in their own retail outlet.

Suggested time: about 8 hours.

Activity: Stock management

Group work to establish what learners already know about buying, managing and selling stock. Learners feed back to the whole class.

Visit to a local employer who can demonstrate how they treat stock – this may be a local retail 'bricks and mortar' retail outlet.

Following visit to an employer, tutor-led discussion on sourcing and purchasing stock. Tutor presentation on the options available to purchase stock, looking at the advantages and disadvantages of buying online versus visiting a wholesaler, how this will depend on the stock being purchased.

Follow discussion with group work where learners research the options available to them for sourcing stock for their retail idea.

Tutor-led discussion on receiving stock – establish from the group if anyone already does this in their part-time job or work experience. Go through the key elements of receiving stock, the purpose and reasons of following a process.

Tutor-led discussion on storing stock – examples of different online retailers should be used by the tutor, using visual images of stock rooms and warehouses where possible.

These tutor-led sessions should be followed with group work where learners design a process for receiving and storing stock. Learners should be given different types of stock per group to ensure a variety of different types of goods is covered. Learners present their processes via a formal presentation to the rest of the group. Those listening to the presentations should be encouraged to ask questions at the end in order to 'test' the process the presenting group has suggested.

Selling stock – tutor-led discussion introducing the topic, to be followed with group work where learners look at the ways stock is sold in a face-to-face or online situation. Learners will need to consider how this stock will reach the customer and research can be carried out into the pros and cons of using carriers such as myHermes® and Yodel®.

Suggested time: about 8 hours.

UNIT 4: CREATING A RETAIL OUTLET

Activity: Successful teamwork

Tutor-led discussion on the skill sets required to work in a team, how skills gaps can be identified and a plan on how to improve those skills put into place.

Group work – looking at the skills in the selected or chosen teams and how suitable roles and responsibilities were given to each person.

Tutor-led discussion on setting goals and targets, followed by group work on how the teams applied this to their own retail outlet idea.

Tutor-led session on personal development plans, how they can be created, their value and how to use them.

Learners discuss the skills they have and those they think they need to improve, then use the feedback they are given to draw up their own personal development plans.

Suggested time: about 4 hours.

Links to other units

This unit draws on the knowledge and skills taught in:

- Unit 1: The Retail Environment
- Unit 2: Delivering Customer Service in Retail
- Unit 3: The Retail Buying and Selling Process.

Employer involvement

This unit would benefit from employer involvement in the form of:

- masterclasses by professionals from a range of retail formats
- support from local business staff as mentors
- work experience
- own business materials as exemplars.

4 Planning your programme

Is there a learner entry requirement?

As a centre, it is your responsibility to ensure that recruited learners have a reasonable expectation of success on the programme. There are no formal entry requirements but we expect learners to have qualifications at or equivalent to Level 1.

Learners are most likely to succeed if they have:

- three or four GCSEs at intermediate grades and/or
- BTEC qualification(s) at Level 1 or Level 1/2
- Level 1 equivalent achievement in English and mathematics through GCSE or Functional Skills.

Learners may demonstrate ability to succeed in various ways. For example, learners may have relevant work experience or specific aptitude shown through diagnostic tests or non-education experience.

What is involved in becoming an approved centre?

All centres must be approved before they can offer this qualification – so that you are ready to assess learners and so that we can provide the support needed. Further information is given in *Section 8 Administrative arrangements*.

What level of sector knowledge is needed to deliver this qualification?

We do not set any requirements for tutors but expect centres to assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date with current industry practice. This will give learners a rich programme to prepare them for progression.

What resources are required to deliver this qualification?

As part of your centre approval, you will need to show that the necessary material resources and workspaces are available to deliver the qualification. For some units, specific resources are required.

What makes good vocational teaching?

The approach to vocational teaching must be led by what is right for the particular sector. Therefore, each unit includes delivery guidance and suggested assessment tasks. Using the delivery guidance and suggested assessment tasks, and our additional free delivery guidance and assignment briefs, you can build a course that contextualises learning in real-life and/or employment scenarios. This will naturally draw in the kind of broader attributes valued in the sector, for example provide a personalised customer experience in retail, as well as the more general skills needed in work that fit well with project-based learning, for example teamwork, independent learning.

What are the requirements for meaningful employer involvement?

This qualification has been designed as a Technical Certificate qualification and as an approved centre you are required to ensure that during their study, every learner has access to meaningful activity involving employers. See *Section 2 Structure* for the requirements for employer involvement.

Support for employer involvement

It is important that you give learners opportunities that are of a high quality and that are directly relevant to their study. We will support you in this through guidance materials and by giving you examples of best practice. See *Section 11 Resources and support* for details of the support available, including the Work Experience Toolkit.

What support is available for delivery and assessment?

We provide a wealth of support materials, including schemes of learning, delivery plans, assignment briefs, additional papers for external assessments and examples of marked learner work.

To support you with planning your assessments, you will be allocated a Standards Verifier early in the planning stage. There will be extensive training programmes and support from our Subject Advisor team.

For further details see *Section 11 Resources and support*.

How will my learners become more employable through this qualification?

This qualification is mapped to relevant occupational standards:

- CFACSA1 Maintain a positive and customer-friendly attitude
- CFACSA2 Behave in a way that gives a good customer service impression
- CFACSA3 Communicate effectively with customers
- CFACSA4 Give customers a positive impression of yourself and your organisation
- CFACSA10 Deal with customers face to face
- CFACSF1 Communicate in a customer service environment.

Learners will be acquiring the key technical and sector knowledge, and practical and technical skills that employers need. Employability skills, such as teamwork and entrepreneurialism, and completing realistic tasks have also been built into the design of the learning aims and content. This gives tutors the opportunity to use relevant contexts, scenarios and materials to enable learners to develop a portfolio of evidence that demonstrates the breadth of their skills and knowledge in a way that equips them for employment.

5 Assessment structure

The Pearson BTEC Level 2 Certificate in Retail Operations is assessed using a combination of *internal assessments*, which are set and marked by tutors, and an *external assessment*, which is set and marked by Pearson.

We have taken great care to ensure that the assessment method chosen is appropriate to the content of the unit and is in line with requirements from employers.

In developing an overall plan for delivery and assessment for the programme, you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place.

One internally-assessed unit in the qualification is defined as synoptic (see *Section 2 Structure*). A synoptic assessment is one that a learner should take later in a programme and in which they will be expected to apply learning from a range of units. As such, you must plan the assignments so that learners can demonstrate learning from across their programme.

We have addressed the need to ensure that the time allocated to final assessment of internal and external units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

In administering internal and external assessment, the centre needs to be aware of the specific procedures and policies that apply, for example to registration, entries and results. An overview with signposting to relevant documents is given in *Section 8 Administration arrangements*.

6 Internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *Pearson Guide to Quality Assurance* available on our website. All members of the assessment team need to refer to this document.

For this qualification, it is important that you can meet the expectations of stakeholders and the needs of learners by providing a programme that is practical and applied. You can tailor programmes to meet local needs and use links with local employers and the wider vocational sector.

When internal assessment is operated effectively, it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet national standards.

Principles of internal assessment

Our approach to internal assessment for this qualification offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, which we explain in *Section 3 Units*, and the requirements for delivering assessment given in *Section 8 Administrative arrangements*.

Operating internal assessment

The assessment team

It is important that there is an effective team for internal assessment so that all assessment is planned and verified. For this qualification it is likely that the team will be small but it is still necessary to ensure that the assessment process is followed. Full information is given in the *Pearson Guide to Quality Assurance*.

The key roles are:

- the Lead Internal Verifier (Lead IV) for the qualification has responsibility for the planning, record keeping and standard setting for the qualification. The Lead IV registers with Pearson annually and organises training using our support materials
- Internal Verifiers (IVs) check that assignments and assessment decisions are valid and that they meet our requirements. In a small team, all people will normally be assessors and IVs. No one can verify their own actions as an assessor
- assessors set or use assignments to assess learners to national standards.

Planning and record keeping

The Lead IV should make sure that there is a plan for assessment of the internally-assessed units and maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Guide to Quality Assurance*.

Effective organisation

Internal assessment needs to be well organised so that learners' progress can be tracked and so that we can monitor that assessment is being carried out in line with national standards. We support you through, for example, providing training materials and sample documentation. Our online myBTEC service can help support you in planning and record keeping. Further information on using myBTEC can be found in *Section 11 Resources and support* and on our website.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

Learner preparation

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme, and how learners should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

You are encouraged to employ a range of formative assessment approaches before putting learners through to the assignments to formally assess the units. Formative assessment supports teaching and learning, and should be ongoing throughout the learning process. It enables tutors to enhance learning by giving learners constructive feedback so that they can identify their strengths and weaknesses and to put measures in place to target areas that need work. Formative assessment approaches that incorporate reflective learning and regular skills assessment are important in encouraging self-development and reflective practice, to ensure that learners progress.

Setting assignments

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. This assignment will be separate from the practice and exploration activities that have been used during the learning period, and learners must understand that the assignment is being used to judge the learning aims. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome, based on the assessment criteria.

When setting your assignments, you need to work with the information given in the *Essential information for assessment decisions* and the *Assessment activity* sections of the units. You can choose to use the suggested scenarios or to adapt them to take account of local circumstances, provided that assignments are verified.

In designing your own assignment briefs you should bear in mind the following points.

- A learning aim must always be assessed as a whole and must not be split into two or more tasks.
- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- Learners should be given clear tasks, activities and structures for evidence; the criteria should not be given as tasks.
- You must ensure that assignments for synoptic assessment are designed to enable learners to draw on the specific units identified and demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge in an integrated way. Assignments for the synoptic unit will be monitored at programme level as part of the standards verification process to ensure that they encourage learners to select and apply their learning from across the qualification in an integrated way.
- Where there is a requirement for assessment to be conducted in the real work environment (mandatory work placement), assignments must be designed to facilitate this. Where there is no mandatory requirement for workplace assessment but learners will be in work placement or work experience settings as a part of the programme, then it would be worthwhile if these assignments were also designed for completion in the real work environment. You must ensure that the work placement or work experience setting gives learners the opportunity to achieve at all grade levels.

As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning objective. The specified teaching content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out a practical performance, then they must address all the relevant range of content that applies in that instance.

An assignment brief should have:

- a vocational scenario or context that motivates the learner to apply their learning through the assignment
- an audience or purpose for which the evidence is being provided
- clear instructions to the learner about what they are required to do, normally set out through a series of tasks.

Forms of evidence

The units allow for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim and the learner being assessed. For most units, the practical demonstration of skills is necessary. The units give you information on suitable forms of evidence that would give learners the opportunity to apply a range of transferable and sector skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

The main forms of evidence include:

- observation and recordings of practical tasks or performance in the workplace with supporting evidence
- projects
- recordings of role play, interviews and other types of simulated activities
- oral or written presentations with assessor questioning
- work logbooks, reflective journals.

It is important to note that an observation record is a source of evidence and does not confer an assessment decision. It must be sufficiently detailed to enable others to make a judgement about the quality and sufficiency of the performance and must clearly document the rationale for the assessment decision. Observation records should be accompanied by supporting evidence, which may take the form of videos, audio recordings, photographs, preparation notes, learner logs and other similar types of record.

The form(s) of evidence selected must allow:

- the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- the learner to produce evidence that is their own independent work
- a verifier to independently reassess the learner to check the assessor's decisions.

Centres need to take particular care in ensuring that learners produce independent work.

Making valid assessment decisions

Assessment decisions through applying unit-based criteria

Assessment decisions for this qualification are based on the specific criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of sector-specific knowledge, technical and practical skills, and transferable skills appropriate to the purpose of the qualification.

Pass, Merit and Distinction criteria all relate to individual learning aims. The assessment criteria for a unit are hierarchical and holistic where in satisfying the M criteria a learner would also have satisfied the P criteria. The unit assessment grid shows the relationships among the criteria so that assessors can apply all the criteria to the learner's evidence at the same time.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and all the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and all the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 2 of the national framework.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as Unclassified.

Making assessment decisions using criteria

As an assessor, you review authenticated learner work and make judgements on standards using the assessment criteria and the supporting information provided in units and training materials. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

Assessors should use the following information and support in reaching assessment decisions:

- the *Essential information for assessment decisions* section in each unit
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Once the team has agreed the outcome, a formal assessment decision is recorded and reported to learners. The information given:

- must show the formal decision and indicate where criteria have been met
- may show where attainment against criteria has not been demonstrated
- must avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher grade.

Authenticity of learner work

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, learners must work independently.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 8 Administrative arrangements*.

Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, for example that the learner has not performed as expected
- making sure that giving a further opportunity does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who did not complete assignments by your planned deadline or an authorised extension deadline, if one was given for specific circumstances, may not have the opportunity to subsequently resubmit. Similarly, learners who submit work that is not their own should not be given an opportunity to resubmit.

The outcome of any resubmission of the assignment by the learner is then recorded as the final decision.

A learner who has not achieved their expected level of performance in the relevant learning aims **after resubmission** of an assignment may be offered a single retake opportunity using a new assignment. The highest grade that may be awarded is a Pass.

The Lead IV must authorise a retake with a new assignment only in exceptional circumstances and where it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity you should refer to the *BTEC Centre Guide to Assessment* available on our website. We provide information on writing assignments for retakes on our website (www.btec.co.uk/keydocuments).

7 External assessment

A summary of the type and availability of external assessment for this qualification is given below. This external assessment assesses a unit that is 25% of the total qualification GLH and is weighted to contribute the same proportion of the overall qualification grade.

See the units and sample assessment materials for more information.

Unit	Type	Availability
Unit 1: The Retail Environment	<ul style="list-style-type: none"> Onscreen test set and marked by Pearson. 75 minutes. 60 marks. 	On demand First assessment January 2018

Learners must be prepared for external assessment by the time they undertake it. In preparing learners for assessment, you will want to take account of required learning time and opportunities for retaking. Learners are permitted two attempts at an external assessment and the better of the grades achieved will be the one used in the final grade calculation for the qualification.

Units

The externally-assessed units have a specific format, which we explain in *Section 3 Units*.

The content of units will be sampled across external assessments over time through appropriate papers. The ways in which learners are assessed are shown through the assessment outcomes and grading descriptors.

Sample assessment materials

Each externally-assessed unit has a set of sample assessment materials (SAMs) that accompanies this specification. The SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment.

The SAMs show the range of possible activity types that may appear in the actual assessments and give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners, as with any assessment the content covered and specific details of the activities will vary in each assessment.

These sample assessments can be downloaded from our website.

Conducting external assessments

Centres must make arrangements for the secure delivery of external assessments. You need to ensure that learners are aware that they need to work independently and be aware of the requirements for any external assessment.

Each external assessment has a defined degree of control under which it must take place. We define degrees of control as follows.

High control

This is the completion of assessment in formal invigilated examination conditions. This applies to onscreen tests.

Medium control

This is completion of assessment, usually over a longer period of time, which may include a period of controlled conditions. The controlled conditions may allow learners to access resources, prepared notes or the internet to help them complete the task. This applies to task-based assessments.

Further information on responsibilities for conducting external assessment is given in the document *Instructions for Conducting External Assessments*, available on our website.

8 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It will be of value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to our *Information Manual* for information on making registrations for the qualification and entries for external assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

Access to assessment

Both internal and external assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires that all learners have equal opportunity to access our qualifications and assessments, and that our qualifications are 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 for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

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*.

Administrative arrangements for internal assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *Information Manual*. Records must be maintained as specified as we may ask to audit them.

Reasonable adjustments to assessment

To ensure that learners have fair access to demonstrate the requirements of the assessments, a reasonable adjustment is one that is made before a learner takes an assessment. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*.

Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration only in line with the policy.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment being conducted unfairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our policy *Enquiries and appeals about Pearson Vocational Qualifications*.

Administrative arrangements for external assessment

Entries and resits

For information on the timing of assessment and entries, please refer to the annual examinations timetable on our website. Learners are permitted to have one resit of an external assessment.

Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow learners with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what type of arrangements are available in place for them.

Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that we agree to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors to include the:

- needs of the learner with the disability
- effectiveness of the adjustment
- cost of the adjustment; and
- likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs, timeframes or affects the integrity of the assessment.

Special consideration requests

Special consideration is an adjustment made to a learner's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners who they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

Internally-assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Externally-assessed units

External assessment means all aspects of units that are designated as external in this specification, including preparation for tasks and performance. For these assessments, centres must follow the JCQ procedures set out in the latest version of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* (www.jcq.org.uk).

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice) and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of centres are requested to inform the Investigations Team by submitting a *JCQ Form M2(a)* (available at www.jcq.org.uk/exams-office/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see Section 6.15 of the *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* document.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for external assessments
- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from heads of centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and Appeals* policy, which is on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via pqsmalpractice@pearson.com who will inform you of the next steps.

Certification and results

Once a learner has completed all the required units for a qualification, even if final results for external assessments have not been issued, then the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Results issue

Results for external assessment will be issued once marking is complete.

Qualification results will be issued once a learner has completed all components of the qualification and you have claimed certification. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

Post-assessment services

Once results for external assessments are issued, you may find that the learner has failed to achieve the qualification or to attain an anticipated grade. It is possible to transfer or reopen registration in some circumstances. Our *Information Manual* gives further information.

Changes to qualification requests

Where a learner who has taken a qualification wants to resit an externally-assessed unit to improve their qualification grade, you firstly need to decline their overall qualification grade. You must decline the grade before the certificate is issued. For a learner receiving their results in August, you should decline the grade by the end of September if the learner intends to resit an external assessment.

Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Lead Examiners' Reports*: these are produced after each series for each external assessment and give feedback on the overall performance of learners in response to tasks or questions set.
- *Instructions for the Conduct of External Assessments*: explains our requirements for the effective administration of external assessments, such as invigilation and submission of materials.
- Regulatory policies: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
 - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
 - age of learners
 - centre guidance for dealing with malpractice
 - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

9 Quality assurance

Centre and qualification approval

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

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development 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 qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

Continuing quality assurance and standards verification

On an annual basis, we produce the Pearson Quality Assurance Handbook. It contains detailed guidance on the quality processes required to underpin robust assessment, internal verification and planning of appropriate employer involvement.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Technical Certificate and Diploma qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- undertaking an overarching review and assessment of a centre's strategy for ensuring sufficient and appropriate engagement with employers at the beginning of delivery of any BTEC programme(s)
- undertaking a review of the employer involvement planned at programme level to ensure its appropriateness at a time when additional activities can be scheduled where necessary
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for the BTEC Technical Certificate and Diploma qualifications. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

10 Understanding the qualification grade

Awarding and reporting for the qualification

This section explains the rules that we apply in providing an overall qualification grade for each learner. The final grade awarded for a qualification represents a holistic performance across all of the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units will be balanced by a lower outcome in others.

Eligibility for an award

In order to be awarded the qualification, a learner must complete all units and achieve a Pass or above in all units. See *Section 2 Structure* for full details.

To achieve the qualification grade, learners must:

- achieve and **report a grade** (D, M or P) for all units within a valid combination
- achieve the **minimum number of points** at a grade threshold.

Where there are optional units in a qualification, it is the responsibility of the centre to ensure that a correct unit combination is adhered to. Learners who do not pass all the required units shown in the structure will not achieve the qualification. For example, learners who have not passed the required external unit or who have not taken enough mandatory units will not achieve that qualification even if they have enough points.

Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number of optional units (where available), the mandatory units along with the optional units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

The qualification is awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Certificate	P to D

The *Calculation of qualification grade* table, shown further on in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. The most up to date table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. Our *Information Manual* gives full details.

Points available for internal units

The table below shows the number of **points** available for internal units. For each internal unit, points are allocated depending on the grade awarded.

Unit size	
	60 GLH
U	0
Pass	16
Merit	24
Distinction	32

Points available for the external unit

Raw marks from the external unit will be awarded **points** based on performance in the assessment. The points scores available for the external unit at grade boundaries are as follows.

Unit size	
	60 GLH
U	0
Pass	16
Merit	24
Distinction	32

We will automatically calculate the points for the external unit once the external assessment has been marked and grade boundaries have been set. For more details about how we set grade boundaries in the external assessment please go to our website.

Claiming the qualification grade

Subject to eligibility, we will automatically calculate the qualification grade for your learners when the internal unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant calculation of qualification grade table for the cohort.

Calculation of qualification grade table

Certificate	
Grade	Points threshold
P	64
M	88
D	112

The table is subject to review over the lifetime of the qualification.
The most up-to-date version will be issued on our website.

Examples of grade calculations based on table applicable to registrations from September 2017

Example 1: Achievement of a Certificate with a P grade

Unit	GLH	Type	Grade	Points
1	60	External	Pass	16
2	60	Internal	Pass	16
3	60	Internal	Pass	16
4	60	Internal	Pass	16
	240		P	64

The learner has achieved a Pass or above in all units.

The learner has sufficient points for a P grade.

Example 2: Achievement of a Certificate with a D grade

Unit	GLH	Type	Grade	Points
1	60	External	Merit	24
2	60	Internal	Merit	24
3	60	Internal	Distinction	32
4	60	Internal	Distinction	32
	240		D	112

The learner has sufficient points for a D grade.

Example 3: Achievement of a Certificate with an Unclassified result

Unit	GLH	Type	Grade	Points
1	60	External	Unclassified	0
2	60	Internal	Distinction	32
3	60	Internal	Distinction	32
4	60	Internal	Distinction	32
	240		U	96

The learner has a U in Unit 1.

The learner has sufficient points for an M but has not met the requirement for a Pass, or above, in all units.

11 Resources and support

Our aim is to give you support to enable you to deliver Pearson BTEC Level 2 Technicals with confidence. You will find resources to support teaching and learning, assessing, and professional development on our website.

Support for setting up your course and preparing to teach

Schemes of Learning

Our free Schemes of Learning give you suggestions and ideas for how to deliver the units in the qualifications, including opportunities to develop employability skills, tips on embedding mathematics and English, and how to link units through holistic assessments.

Delivery planner

High-level models showing how the course can be delivered over different timescales, for example six months, one year or two years.

myBTEC

myBTEC is a free, online toolkit that lets you plan and manage your BTEC provision from one place. It supports the delivery, assessment and quality assurance of BTEC qualifications in centres and supports teachers with the following activities:

- checking that a programme is using a valid combination of units
- creating and verifying assignment briefs (including access to a bank of assignment briefs that can be customised)
- creating assessment plans and recording assessment decisions
- tracking the progress of every learner throughout their programme.

To find out more about myBTEC, visit the myBTEC page on the support services section of our website.

Support for teaching and learning

Work Experience Toolkit

Our free Work Experience Toolkit gives guidance for tutors, assessors, work-based supervisors and learners on how to make the most of work placements and work experience.

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications. Teaching and learning resources may also be available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources are on our website.

Support for assessment

Sample assessment materials for externally-assessed units

Sample assessment materials (SAMs) are available for externally-assessed units and can be downloaded from the Pearson Qualifications website. An additional set of sample assessment materials for externally-assessed units will also be available, giving your learners further opportunities for practice.

Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences.

We provide assignment briefs which are approved by Pearson Standards Verifiers.

Sample marked learner work

To support you in understanding the expectation of the standard at each grade, examples of sample marked learner work will be made available on our website.

Training and support from Pearson

People to talk to

There are lots of people who can support you and give you advice and guidance on delivering your Pearson BTEC Level 2 Technicals. They include the following.

- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, in preparing learner work and providing quality assurance through sampling.
- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment.
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events.
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of the Pearson BTEC Level 2 Technicals.

These sector-specific events, developed and delivered by specialists, are available both face to face and online.



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