Pearson BTEC Level 1 Award/Certificate in Retail Knowledge

Specification

First teaching September 2009

Issue 3

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

This specification is Issue 3. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

These qualifications were previously known as:

Edexcel BTEC Level 1 Award/Certificate in Retail Knowledge (QCF)

The QNs remain the same.

Summary of Pearson BTEC Level 1 Award/Certificate in Retail Knowledge specification Issue 3 changes

Summary of changes made between previous Issue 2 and this current Issue 3	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
TQT value added	Section 2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	Section 2
Reference to credit transfer within the QCF removed	Section 6
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

Purpose of this specification

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

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

1 Introducing BTEC Specialist qualifications

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

Sizes of Specialist qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)

- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)

- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

2 Qualification summary and key information

Qualification title	**Pearson BTEC Level 1 Award in Retail Knowledge**
Qualification Number (QN)	500/6548/8
Date registrations can be made	1st September 2009
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	7
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	70
Guided learning hours	47
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see Section 10, Access and recruitment)

Qualification title	Pearson BTEC Level 1 Certificate in Retail Knowledge
Qualification Number (QN)	500/6549/X
Date registrations can be made	1st September 2009
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	13
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	130
Guided learning hours	87
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see Section 10, Access and recruitment)

Qualification title and Qualification Number

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual,* available on our website, qualifications.pearson.com

Objective of the qualifications

The Pearson BTEC Level 1 Award and Certificate in Retail Knowledge has been developed to give learners the opportunity to:

• engage in learning which is relevant to them and will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life

• achieve a nationally recognised Level 1 vocationally-related qualification

• progress to employment in a particular vocational sector

• progress to related general and/or vocational qualifications.

Progression opportunities through Pearson qualifications

BTEC Level 1 qualifications are designed to enhance learners' work and life skills in a range of vocational contexts. They are appropriate for a diverse range of learners including:

• 14-19 year old learners

• adults returning to study

• those seeking to develop greater independence

• those who have not yet achieved accredited qualifications

• those with specific learning needs.

The intended destinations for learners successfully achieving these qualifications include:

• GCSEs and/or A levels

• Diplomas

• apprenticeships

• supported employment

• independent living.

The 7-credit Pearson BTEC Level 1 Award provides an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

The 13-credit Pearson BTEC Level 1 Certificate extends the work-related focus from the Pearson BTEC Level 1 Award and covers some of the knowledge and practical skills required for a particular vocational sector.

The Pearson BTEC Level 1 Certificate offers an engaging programme for those who are clear about the vocational area that they wish to learn more about. These

learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners, the Pearson BTEC Level 1 Certificate can extend their knowledge and understanding of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

Industry support and recognition

These qualifications are supported by Skillsmart Retail, the SSC for the retail sector.

Relationship with National Occupational Standards

These qualifications relate to the National Occupational Standards in Retail. The mapping document in *Annexe A* shows the links between the units within this qualification and the National Occupational Standards.

3 Centre resource requirements

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

General resource requirements

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to make sure continuing professional development for staff delivering the qualifications.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.

Specific resource requirements

As well as the general requirements above, there are specific resource requirements that centres must meet:

Unit	Resources required
Unit 1: Understanding the Business of Retail	Learners would benefit from access to the internet, as well as access to a local high street or shopping centre.
Unit 2: Understanding Customer Service in the Retail Sector	It would be helpful if learners had access to a guest speaker working in customer service.
Unit 3: Understanding how a Retail Business Maintains Health, Safety and Security on its Premises	Learners would benefit from the opportunity to visit a retail outlet to question a manager on health, safety and security.
Unit 5: Understanding the Control, Handling and Replenishment of Stock in a Retail Business	Learners would benefit from the opportunity to practise lifting different items of different weights and sizes, and access to a retail outlet to observe methods of stock control.
Unit 9: Being Responsible for Other People's Money	Learners will need access to real-life situations where they are required to carry out simple calculations with money.

Unit	Resources required
Unit 10: Understanding Customer Retail Law	Effective delivery of the unit should include visits to learners' chosen retail localities. Learners will need access to a learning resources centre with a good range of retail textbooks, retail trade journals and national and local newspapers. Presentations by Trading Standards professionals will help learners appreciate how serious the enforcement of retail consumer law is taken.

4 Qualification structures

Pearson BTEC Level 1 Award in Retail Knowledge

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

Minimum number of credits that must be achieved	7

Unit	Unique Reference Number	Optional units	Level	Credit	Guided Learning Hours
1	A/502/5756	Understanding the Business of Retail	1	1	8
2	T/502/5819	Understanding Customer Service in the Retail Sector	1	2	17
3	M/502/5804	Understanding how a Retail Business Maintains Health, Safety and Security on its Premises	1	2	15
4	T/502/5805	Understand the Retail Selling Process	1	2	13
5	J/502/5808	Understanding the Control, Handling and Replenishment of Stock in a Retail Business	1	2	11
6	R/502/5780	Understanding how Individuals and Teams Contribute to the Effectiveness of a Retail Business	1	2	15

Pearson BTEC Level 1 Certificate in Retail Knowledge

Minimum number of credits that must be achieved	13
Number of mandatory credits	11
Number of optional credits	2

Unit	Unique Reference Number	Mandatory units	Level	Credit	Guided Learning Hours
1	A/502/5756	Understanding the Business of Retail	1	1	8
2	T/502/5819	Understanding Customer Service in the Retail Sector	1	2	17
3	M/502/5804	Understanding how a Retail Business Maintains Health, Safety and Security on its Premises	1	2	15
4	T/502/5805	Understand the Retail Selling Process	1	2	13
5	J/502/5808	Understanding the Control, Handling and Replenishment of Stock in a Retail Business	1	2	11
6	R/502/5780	Understanding how Individuals and Teams Contribute to the Effectiveness of a Retail Business	1	2	15
Unit	Unique Reference Number	Optional units	Level	Credit	Guided Learning Hours
7	F/501/5942	Planning an Enterprise Activity	1	1	10
8	F/501/5939	Running an Enterprise Activity	1	1	10
9	F/501/5827	Being Responsible for Other People's Money	1	1	10
10	D/502/5801	Understanding Retail Consumer Law	2	2	11
11	H/502/5797	Understanding the Handling of Customer Payments in a Retail Business	2	2	8

5 Assessment

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

Units	Assessment method
All units	Centre-devised assessment

Centre-devised assessment (internal assessment)

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

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

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

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

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

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

There is more guidance about internal assessment on our website. See *Section 13. Further information and useful publications.*

6 Recognising prior learning and achievement

Recognition of Prior Learning

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

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

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

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

7 Centre recognition and approval

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications. New centres must complete a *Pearson Vocational Centre & Qualification Approval Form (VCQA)*.

Existing centres get 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres that already hold Pearson Centre approval are able to apply for qualification approval for a different level or different sector via Edexcel Online, up to and including level 3 only.

In some circumstances, qualification approval using Edexcel Online may not be possible. In such cases, guidance is available as to how an approval application may be made.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

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

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

1   Delivery of the qualification as part of a BTEC apprenticeship ('single click' registration):

- an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions

2   Delivery of the qualification outside the apprenticeship:

- an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems

- Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will annually allocate annually a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, go to the *UK BTEC Quality Assurance Handbook* on our website.

9 Programme delivery

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

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

- liaising with employers to make sure a course is relevant to learners' specific needs

- accessing and using non-confidential data and documents from learners' workplaces

- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector

- giving learners the opportunity to apply their learning in practical activities

- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment

- making full use of the variety of experience of work and life that learners bring to the programme.

Centres must make sure that any legislation is up to date and current.

10 Access and recruitment

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

- they should be available to everyone who is capable of reaching the required standards

- they should be free from any barriers that restrict access and progression

- there should be equal opportunities for all those wishing to access the qualifications.

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

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

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

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

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

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments 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 from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information on reasonable adjustments and special consideration in *Section 4, Assessment.*

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

12 Units

Units have the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

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

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

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

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

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

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Learning outcomes

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

Assessment criteria

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

Unit amplification

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

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance on possible approaches to delivery.

- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.

- *Indicative resource materials* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1: Understanding the Business of Retail

Unit reference number: A/502/5756

Level: 1

Credit value: 1

Guided learning hours: 8

Unit aim

The purpose of this unit is to provide learners with knowledge and understanding of the retail sector. It introduces learners to the supply chain and the different types of retail outlets and occupations found within the sector.

Unit introduction

Learners who are interested in working in the retail environment need to understand the different aspects of the business of retail. They need to understand how retail outlets differ in size and the many different occupations undertaken in these outlets. They will need to understand how the supply chain works and the contribution that the retail sector makes to the UK economy. Learners also need to be aware of how customer concerns can affect the type of products and services the retail sector offers.

This unit introduces learners to all of the above. Learners will be able to gain understanding by participating in a variety of mainly practical activities.

Essential resources

There are no specialist resources needed for this unit. However, learners would benefit from access to the internet, as well as access to a local high street or shopping centre.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand how retail outlets differ in size and type	1.1	list the different retail channels and state the main features of each one	□ Retail channels: type of channel eg shops, market stalls, show rooms, e-tailing, catalogues, e-shopping □ Main features: features of retail channels eg location, cost, convenience, meeting needs of market, transport links, technology □ Size and type of retail outlet: small and medium eg corner shop, market stall, kiosk, general store, convenience store; large eg supermarket, hypermarket, department store; chain stores
		1.2	identify the sizes and types of retail outlets typically found in a variety of retail locations such as high streets or retail business parks	
2	Understand the range of retail occupations	2.1	state how different retail occupations differ between small, medium and large retail businesses	□ *Range of retail occupations*: sales assistant, working in a warehouse, shelf stacker, general manager, section manager; finance and administration; buying; marketing; customer service; security personnel □ *Personal qualities*: friendly; reliable; flexible; paying attention to detail □ *Skills*: communication; numeracy; problem solving; time keeping □ *Progression*: progression routes; training; sources of information eg job centres, local, national and trade press, employment agencies, internet
		2.2	identify the usual entry points and progression opportunities for a variety of retail occupations	
		2.3	outline the skills, personal attributes and behaviours required for a range of retail occupations	

Learning outcomes		Assessment criteria		Unit amplification
3	Understand the retail supply chain	3.1	list the sources from which retailers obtain products	□ *Sources*: different sources eg manufacturer, producer, farmer, wholesaler
		3.2	outline the key stages of a product's journey through the supply chain	□ *Key stages*: sources; retailer; customer; disposal or recycling
4	Understand the contribution which the retail sector makes to the economy of the United Kingdom	4.1	outline the size of the retail sector using information such as: • the number of people employed • the number of retail businesses • the amount of money spent by customers each year	□ *Contribution*: factors showing contribution of retail sector to UK economy eg employment, number of retail outlets, money generated from retail
5	Understand how customers' concerns influence the products and services offered by retailers	5.1	outline environmental issues of concern to retail customers	□ *Environmental*: transportation of goods; carbon footprint; production of goods eg organic food; recycling; no plastic carrier bags
		5.2	outline ethical issues of concern to retail customers	□ *Ethical*: production of goods eg child labour, fair trade products, organic products, genetically modified foods, processed foods, products tested on animals
		5.3	list the main advantages to retailers of being responsive to customers' environmental and ethical concerns.	

Information for tutors

Delivery

Tutors delivering this unit have the opportunity to use a diverse range of techniques. These include guest speakers, external visits, role play, discussion, video and presentations. It is important to make the unit as practical as possible.

For learning outcome 1, the tutor could start delivery by engaging learners in a discussion. This will ascertain their perception and knowledge of retail channels and outlets. The tutor can introduce the aspects they need to understand ie size, type etc. Learners can then visit a local high street or retail park to identify the outlets by size, ownership, goods sold etc. These findings can then be transferred to a wall chart. Alternatively, photographs could be taken and again transferred to a wall chart with an identification of each photograph.

For learning outcome 2, the tutor could arrange for a visiting speaker, for example a human resource manager who can explain how they hire staff and the attributes they look for. Alternatively, a visit may be arranged to a local retail outlet where learners interview the manager, to obtain the above information. The tutor should give learners time to prepare some questions. If a visiting speaker is used, with permission, they could be taped so that it can be played back later.

Learners could complete a personal skills audit. They can look at the skills they have or where there are areas for development. The skills they need to have to work in retail are listening and communication skills, problem solving, being able to work as part of a team and also being able to show initiative if there is no one to supervise them. Qualities they need are their personal presentation and a pleasant and polite personality, and also to have good time management. It may be useful to do this in small groups so their peers can agree or disagree. Often it is hard for learners at this level to state their strengths.

For learning outcome 3, the tutor needs to lead a discussion on the supply chain or show a DVD which demonstrates the path a product takes from its manufacture to reaching the shelf. This may also lead to the tutor drawing a diagram as it could be a difficult concept to understand at this level. Tutors need to explain something they are familiar with, for example a breakfast cereal, its production, packaging, transport to a warehouse or distribution centre and then to retail outlets for customers to purchase. This should generate discussion on other products. Goods that are imported may need to be explained, for example bananas – grown in another country, sold to a company, packed and sent by ship, then transported by lorries to a warehouse or distribution centre and then to the retailer for customers to purchase. If learners then produce a flow chart, on a product of their choice, it will be easy to follow and can also be easily altered if something is left out or in the wrong order.

Tutor input will be needed for learning outcome 4 as learners need to be directed to suitable websites to complete research. They should be able to print out relevant information on how retail is a large part of the UK economy.

For learning outcome 5, the tutor could explain ethical and environmental issues and then invite learners to join in a discussion. This is quite a topical issue so they should be able to contribute. Learners can then complete a practical activity to provide evidence, for example research a retail business to discover how they address ethical and environmental concerns.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and structure of the programme of learning. Group discussion – What is retail? • identification of retail channels • identification of different retail outlets • identification of their main features. Practical – visit local high street or similar in small groups and list size and types of retail outlets. Activity – learners provide information on different retail channels, their main features and sizes and types of retail outlets. (Learning outcome 1)
Tutor-led discussion on retail occupations. Activity – learners research, using newspapers, trade press and the internet, types of occupations in retail and progression opportunities. Activity – each learner completes a personal skills audit. Visiting speakers – explaining what type of business they are in and the qualities and skills they look for when hiring staff. OR Research – visit a shopping centre and interview managers of retail businesses to collect the above information. Assessment – under headings of Retail Business, Size, Job, Entry Requirements, Skills and Qualities required, learners word process a chart. (Learning outcome 2)
Tutor-led discussion identifying sources and key stages in the supply chain. Group activity – learners produce a spider diagram to illustrate the sources. Tutor feedback on the relevant points identified. Assessment – learners each produce an individual flow chart showing the sources and their journey, inserting some pictures. (Learning outcome 3)
Tutor-led explanation of retail statistics and how to analyse them regarding their contribution to the UK economy. Research – looking at internet sites eg retailindustry.about.com. Assessment – results of learner research showing size of the retail sector in the UK to include, for example, the number of people employed, the number of outlets, the amount of money spent annually. (Learning outcome 4)
Tutor-led – explanation of environmental and ethical issues generating a discussion on services and products offered by the retail industry eg recycling, fair trade products. Assessment – learners each produce an individual chart listing four retail businesses and what they offer to help address environmental and ethical concerns. Add a brief sentence on how it benefits the business. (Learning outcome 5)
Assessment feedback, review and evaluation of unit.

Assessment

This unit is best delivered in as practical way as possible, using local resources. It is best to deliver it in a series of tasks so learners are not overwhelmed, but time limits need to be given.

Learners can provide evidence for 1.1 and 1.2 through a discussion with the tutor or through presenting the information as a poster or wall chart. Learners should be able to name at least three types of retail channel and at least three types of retail outlets of different sizes.

Assessment criteria 2.1, 2.2 and 2.3 are best assessed together. Learners need to know the size and type of the retail outlet, what jobs are available, how jobs are advertised and the progression route available for employees. They also need to understand and identify the different skills and attributes required for a range of occupations. Learners can then produce a chart on the computer to show this information. It could be in table format or under a heading, for example jobs, skills and entry requirements.

For 3.1, learners need to list the sources from which retailers obtain products. This can be assessed through a verbal question and answer session, or through completion of a worksheet or pro forma.

For 3.2 learners can, individually, produce a flow chart showing the product's journey. This can be hand drawn or computer generated.

For 4.1, the tutor needs to spend time explaining statistics and showing examples of how information can be extracted from them. At this level it may be a difficult concept to understand. Learners need to be directed to websites where they can research some statistics showing the contribution the retail sector makes to the UK economy. It could be the number of jobs created, the number of retail businesses and the amount of money generated from retail sales. They could perhaps compare their own area with another part of the country.

To achieve 5.1, 5.2 and 5.3, learners need to choose four retail outlets and, in chart format, show how they respond to ethical and environmental issues.

Suggested resources

Books

Cox R and Brittain P – *Retailing – An Introduction* (FT Prentice Hall, 2004) ISBN 9780273678199

Dion J – The Complete Idiot's Guide to Starting and Running a Retail Store (Alpha Books, 2008) ISBN 9781592577262

Segal R – *Retail Business Kit for Dummies* (John Wiley & Sons, 2001) ISBN 9780764553813

Journals

Convenience Store (William Reed Business Media)

Drapers (Emap)

The Grocer (William Reed Business Media)

Retail Week (Emap)

Websites

www.ons.gov.uk	Office for National Statistics
www.skillsmartretail.com	The Sector Skills Council for Retail
www.statistics.gov.uk	UK National Statistics

Unit 2: Understanding Customer Service in the Retail Sector

Unit reference number: T/502/5819

Level: 1

Credit value: 2

Guided learning hours: 17

Unit aim

The purpose of this unit is to provide learners with the knowledge and understanding of retail customer service. It focuses on the importance of communicating with customers and creating positive initial impressions. It also introduces learners to the different types of customer complaints and problems.

Unit introduction

Learners who are interested in working in the retail environment need to understand how important customers are to a business and how customers quickly form an impression of the business. They need to understand how to communicate effectively and adapt to different customers and situations. Learners should have an understanding of how to deal with customer complaints.

Essential resources

There are no specialist resources required for this unit. However, it would be helpful if learners had access to a guest speaker working in customer service.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the importance of customer service to a retail business	1.1	state what is meant by customer service in a retail business	□ *Customer service*: meeting customer needs and expectations eg providing information, dealing with enquiries, providing services; qualities needed eg helpfulness, politeness, listening skills
		1.2	outline how customer service contributes to the success of a retail business	□ *Contribution to success*: importance to the customer – needs and expectations met; importance to the employee eg job satisfaction, increased motivation, career progression; importance to the company eg satisfied customers re-visit, tell other people, increase business
2	Understand what gives customers a positive initial impression of a retail business and its staff	2.1	outline the factors which contribute to a customer's initial impression of a retail business	□ *Positive initial impression*: of staff eg staff uniform, polite and ready to help, good product knowledge, approachable staff; of retail outlet eg well laid out, clearly signed, tidy and clean
		2.2	outline how the staff of a retail business can give help to give customers a positive initial impression	

Learning outcomes		Assessment criteria		Unit amplification
3	Understand how service is adapted to meet the needs of individual customers	3.1	list the types of service which customers may need, including help with gaining access to products, facilities and information	☐ *Meeting customer needs*: guiding customers to correct department or location of products; advising whether products are in stock, advising on product benefits, advising on product price, advising on special offers or discounts; meeting the needs of customers with disabilities; customers returning goods; customers asking about methods of payment
		3.2	list the main ways of meeting customers' needs for service, including ways of giving customers access to products, facilities and information	
4	Understand the importance of communication to the delivery of customer service	4.1	outline how written communication can contribute to the effectiveness of customer service	☐ *Written communication*: types of written communication eg letters, emails, notices; purpose eg to inform customers of special offers, discount days, to request payment; the need for clear and accurate information; the need for correct spelling and grammar; polite tone
		4.2	outline how spoken communication and body language can contribute to the effectiveness of customer service	☐ *Spoken communication*: need to speak clearly; being polite; level and tone of voice; smiling; making eye contact; facial expression; asking open questions to confirm customer needs; taking customer details; listening to customers eg to ensure their needs are understood and can be met, to ensure details taken accurately
		4.3	state how different types of questions can be used to find out what customers need	
		4.4	state why it is important to listen to customers	

Learning outcomes	Assessment criteria		Unit amplification
5	Understand a variety of customer complaints and problems	5.1	list the main types of customer complaints and problems	□ *Customer complaints*: types of complaint eg products not in stock, faulty goods, customer cannot find products, customer has been overcharged; complaints about retail environment eg slippery floor; complaints about unhelpful staff
		5.2	identify solutions to typical customer complaints and problems	□ *Solutions*: available solutions eg offering apology, compensation; explaining and agreeing solution with customer; knowing limitations of role; referring to supervisor if necessary
		5.3	outline the ways in which the law protects the rights of consumers.	□ *Law*: law affecting customers eg health and safety, fire regulations, data protection, equal opportunities, disability discrimination, description of products and services, contractual obligations

Information for tutors

Delivery

Tutors delivering this unit need to arrange a visit from a customer-service manager. Discussions with learners and using pre-set questions should enable evidence to be captured for the majority of the unit.

Tutors need to draw on learners' own experiences of customer service. Everyone knows how they like to be treated in a retail outlet and how it affects whether you shop there again.

For learning outcome 1, tutors need to discuss with learners what they understand by the term 'customer service'. Use can be made of learners' own experiences to build up a picture of the range of customer needs and how they are met by retail organisations. Tutors could also organise a discussion about how effective customer service contributes to the success of a retail organisation – in terms of how it is important to customers, employees and the organisation.

For learning outcome 2, tutors could arrange a visit to a local shopping centre so that learners can assess their first impressions of a range of retail stores and observe how staff help customers. Learners can share their findings in a question and answer session.

For learning outcome 3, tutors can devise a set of scenarios on adapting to various customers' needs, which allow learners to decide on how they should be dealt with. Alternatively, learners can devise scenarios and test them out on each other. Learners do need to produce an individual set of answers.

For learning outcome 4, tutors should explain the need for good communication skills. A video on customer service is a good resource. Learners can be given a checklist and asked to look for certain things and it leads easily into a discussion on their own experiences. Learners can then role play dealing with enquiries, both face to face and by telephone.

For learning outcome 5, tutors need to devise some complaints scenarios which learners role play in small groups. The scenarios need to come to a satisfactory conclusion and learners should also identify any laws that are involved and explain how the legislation protects the customer.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and structure of the programme of learning. Tutor led discussion – What is customer service? • identification of good/bad customer service • individual experiences of both. Practical activity – prepare questions for guest speaker. Guest speaker – customer service manager. Assessment – tutor-led question and answer session recorded individually. Assessment – learners respond to questions to cover their knowledge of customer service and its contribution to a business's success. Lead on to giving examples of their initial impression of a business and how staff give a positive impression. (Learning outcomes 1 and 2)
Tutor-devised scenarios on access for customers, information and facilities and how customer needs are met. Assessment – learners write down answers on how they think customer needs should be met based on scenarios. (Learning outcome 3)
Tutor-led discussion – types of communication: written, spoken, body language, informative questions. Learners devise checklist. Activity – learners watch a customer service video or DVD and identify types of communication using their checklist. Role-play activities – learners practise scenarios provided by the tutor including answering telephone or face-to-face enquiries. (Learning outcome 4)
Tutor-led discussion on customer complaints including the types of legislation which protect customers. Role-play activities – learners role play complaint scenarios in groups. Learners to identify which legislation has been contravened during the role play. Assessment – learners given customer complaints scenarios. Learners identify types of complaint and suggest solutions. Learners respond to questions on legislation protecting customers. (Learning outcome 5)
Assessment feedback, review and evaluation of unit

Assessment

This unit can be best achieved through practical activities. A guest speaker working in customer service would be a huge asset and would provide most of the input learners need. Assessment will be completed in a holistic manner enabling learners to get the most out of their understanding.

Assessment criteria 1.1, 1.2, 2.1 and 2.2 can be assessed through a question and answer session with learners. Alternatively, learners may produce written evidence such as a spider diagram.

For 3.1 and 3.2, the tutor could provide customer-service scenarios of situations for learners to comment on. Learners should state the type of service the customers need and how their needs can be met.

To meet 4.1, 4.2, 4.3 and 4.4, learners should produce a checklist showing how written and spoken communication can contribute to customer service and the importance of listening and asking questions. Learners should also produce a list of the different types of questions that can be used to find out customer needs.

For 5.1, learners should list the main types of customer-complaint. Assessment criterion 5.2 could be assessed through learners suggesting solutions to customer complaint scenarios provided by the tutor. Learners also need to outline the legislation to be considered when providing customer service. This can be assessed through a question and answer session.

Suggested resources

Books

Cox R and Brittain P – *Retailing – An Introduction* (FT Prentice Hall, 2004)
ISBN 9780273678199

Dion J – *The Complete Idiot's Guide to Starting and Running a Retail Store* (Alpha Books, 2008) ISBN 9781592577262

Newby T and McManus S – *Customer Service Handbook* (Management Pocket Books, 2002) ISBN 9781903776001

Segal R – *Retail Business Kit for Dummies* (John Wiley & Sons, 2001)
ISBN 9780764553813

Journals

Convenience Store (William Reed Business Media)

Drapers (Emap)

The Grocer (William Reed Business Media)

Retail Week (Emap)

Websites

http://customerservicezone.com/video	The Customer Service Zone – includes links to free customer service videos
www.instituteofcustomerservice.com	The Institute of Customer Service
www.ons.gov.uk	Office for National Statistics
www.retailindustryabout.com	Provides links to other websites giving advice about aspects of retail.
www.skillsmartretail.com	The Sector Skills Council for Retail
www.statistics.gov.uk	UK National Statistics

Unit 3: Understanding How a Retail Business Maintains Health, Safety and Security on its Premises

Unit reference number: M/502/5804

Level: 1

Credit value: 2

Guided learning hours: 15

Unit aim

The purpose of this unit is to provide learners with the knowledge and understanding of maintaining security as well as health and safety on retail premises. It introduces learners to the relevant legislation and provides an overview of different procedures for maintaining health, safety and security.

Unit introduction

Learners who are interested in working in the retail environment need to know about the Health and Safety at Work Act and how it relates to a retail business. They need to know how health and safety is maintained in a retail environment and also be aware of how to keep both stock and cash secure on retail premises.

This unit introduces learners to all of the above. Learners could gain a clearer understanding from a guest speaker, to discuss their experiences. Speakers could include the manager of a large retail outlet and/or a shop owner. A visit to a local shopping centre would help learners identify potential risks and hazards in this type of environment.

The final outcome in the unit focuses on how cash and stock are kept secure. Learners will consider how stock is lost and different types of shop theft. They will research different security systems will be researched including CCTV, the use of security staff and alarms.

Essential resources

There are no specialist resources required for this unit. However, learners would benefit from the opportunity to visit a retail outlet to question a manager on health, safety and security.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the main provisions of health and safety legislation in relation to a retail business	1.1	state the role of employees and employers in relation to relevant health and safety legislation	☐ *Health and Safety at Work Act*: key features, impact on the role of the employer and employee
		1.2	state when and why the Control of Substances Hazardous to Health is important	☐ *COSHH*: legal requirements of employers to control hazardous substances; assessing health hazards; preventing exposure to hazardous substances; providing control measures to reduce harm to health
		1.3	state where to find information on company health and safety policies	☐ *Sources of information*: different sources eg notices, supervisor or manager, induction pack, staff handbook, company intranet
2	Know how health and safety are maintained on the premises of a retail business	2.1	list the risks and hazards which commonly occur on the premises of a retail business	☐ *Risks and hazards*: types of risk eg damaged stock, condition of containers and packaging, location of stock, imbalance of displays, loose cables, spilt liquid, use of tools and equipment, use-by/sell-by dates, vermin, cross contamination
		2.2	outline precautions to reduce the risk of accidents	☐ *Precautions to reduce risks of accidents*: layout of outlet and display of stock; ensuring no loose cables; damaged and old stock removed and disposed of safely; environment kept clean
		2.3	outline precautions to reduce the risk of fire	☐ *Precautions to reduce risk of fire*: smoke alarms; fire extinguishers; fire evacuation procedures; fire exits clearly signed; staff aware of procedures; designated fire wardens
		2.4	list the main types of fire extinguisher and the materials each should be	☐ *Main types of fire extinguisher*: types eg red, cream, blue, green and black; uses, eg for paper, wood, electrical fires

Learning outcomes	Assessment criteria		Unit amplification
		used on	
	2.5	outline procedures for the safe manual lifting and moving of stock	☐ *Manual lifting and moving*: procedures for safe lifting and moving of stock
	2.6	state why high standards of cleanliness and hygiene should apply to the staff and premises of a retail business	☐ *Cleanliness and hygiene*: importance of – to prevent danger of contamination and cross infection, to ensure safety of customers
3 Know how cash and stock are kept secure on the premises of a retail business	3.1	list the main causes of stock loss	☐ *Causes of stock loss*: damaged items; out of date stock; theft
	3.2	list the different types of shop theft and where and when each type typically occurs	☐ *Types of shop theft*: types eg shoplifting, break-ins, smash and grab; occurrences eg time of day, time of year
	3.3	list the methods of payment typically accepted in retail outlets	☐ *Methods of payment*: cash; credit card; debit card; cheque
	3.4	outline the main ways of preventing loss when handling payments	☐ *Preventing loss*: stock taking; electronic tagging; stock positioning; stock recording
	3.5	outline the main checks for maintaining the security of cash and non-cash payments.	☐ *Maintaining security*: CCTV; controlled access; security staff; alarms

Information for tutors

Delivery

Tutors delivering this unit need to arrange a visit to a large retail outlet, for example a supermarket, and arrange a talk and perhaps a tour from the manager. The size of the outlet will give learners the scope to gain all the information they need for the unit.

Tutors could give the manager a copy of the learning outcomes so they are prepared. It would be beneficial to carry out some preparation with learners so that they have some pre-arranged questions. The manager could then be invited to the centre as a guest speaker to explain about security and security systems.

It is suggested that the three learning outcomes are delivered separately, but brought together as a PowerPoint presentation under the key areas required by each learning outcome. The guest speaker could be invited in to assess learners' presentations and give some feedback.

For learning outcome 1, the tutor will introduce the Health and Safety at Work Act and COSHH regulations. Learners will then be prepared for the visit to the retail organisation. Legislation regarding hazardous substances and how they are dealt with can be explained. A tour of the building would help to reinforce these issues. During the tour, learners can make a note of the types of health and safety notices that are on display. As a result of learner investigations, there can be a class discussion about the importance of health and safety for the retail organisation and the level of protection it provides for employees. Learners could make a list of employer and employee rights and responsibilities as regards health, safety and the control of hazardous substances.

For learning outcome 2, the tutor could ask learners to identify risks and hazards in a local shopping precinct. They could list them or take photographs for discussion later. They also need to be directed to carry out web research on types of fire extinguishers and their purpose. A video could be used to demonstrate safe manual handling. The importance of keeping the premises clean and tidy should also be discussed. Alternatively, tutors could use the visit to the retail organisation for learning outcome 1 and ask learners to list the risks and hazards observed.

For learning outcome 3, tutors could invite a guest speaker who can explain about keeping stock and cash secure on their premises. They could explain the causes of stock losses, for example theft, damage, short deliveries and what the consequences are. They could also explain methods of payment and again how they are kept secure.

A PowerPoint presentation will consolidate all three learning outcomes, provide excellent assessment material and allow for a constructive feedback session.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and structure of the programme of learning. Tutor led discussion – explanation of the Health and Safety at Work Act and COSHH regulations. Visit a large retail outlet to question a manager – a retail organisation, eg Asda, to gather information on the above and also general health and safety and health and safety legislation. Learners to prepare questions to ask. Practical assessment activity – produce a PowerPoint presentation entitled Health, Safety and Security in Retail. Base it on the businesses you visited. First section, Health and Safety at Work Act, role of employee, role of employer. Second section COSHH explaining regulations and importance. Third section, Health and safety policies, where they should be located. (Learning outcome 1) Learners add to presentation producing further sections. Common risks and hazards. Precautions to reduce accidents and fire. Types of fire extinguishers. Safe manual lifting. Cleanliness and hygiene, explaining its importance. (Learning outcome 2)
Guest speaker – explain security of stock and cash in their retail organisation. Assessment – learners add to presentation producing further sections. Causes of stock losses. Different types of shop theft. Typical methods of payment and preventing loss when handling payment, checklist to maintain security of cash and non-cash payments. Learners deliver presentation to the manager of the retail organisation they visited. (Learning outcome 3)
Assessment feedback from retail manager, review and evaluation of unit.

Assessment

To achieve assessment criteria 1.1, 1.2 and 1.3, learners could prepare questions to ask the manager of a large retail outlet, including the role of the employer and employees in relation to the Health and Safety at Work Act, the importance of COSHH and where information on the company's health and safety policy can be found. This will enable learners to gather the correct information for their presentation.

To achieve 2.1 and 2.2, learners should list the possible risks and hazards within a retail business and outline ways in which the risks of accidents could be minimised.

To achieve 2.3 and 2.4, learners need to identify different types of fire extinguishers and the materials that each type of fire extinguisher should be used on. They could also comment on how to minimise the risk of fire.

To achieve 2.5 and 2.6, learners need to explain safe manual lifting and the reason for cleanliness and hygiene in a retail environment.

To achieve 3.1 and 3.2, learners need to identify the main causes of stock loss and shop theft and when they are most likely to occur.

To achieve 3.3 and 3.4, learners need to list the main methods of payment accepted in retail outlets and the main ways to prevent loss when handling payments.

To achieve 3.5, learners should outline the main points to check to ensure all payments are secure.

Suggested resources

Books

Cox R and Brittain P – *Retailing – An Introduction* (FT Prentice Hall, 2004) ISBN 9780273678199

Dion J – *The Complete Idiot's Guide to Starting and Running a Retail Store* (Alpha Books, 2008) ISBN 9781592577262

Segal R – *Retail Business Kit for Dummies* (John Wiley & Sons, 2001) ISBN 9780764553813

Journals

Convenience Store (William Reed Business Media)

Drapers (Emap)

The Grocer (William Reed Business Media)

Retail Week (Emap)

Websites

www.bizmove.com/	Includes a link to stock control for retail businesses
www.hse.gov.uk	The Health and Safety Executive
www.skillsmartretail.com	The Sector Skills Council for Retail

Unit 4: Understanding the Retail Selling Process

Unit reference number: T/502/5805

Level: 1

Credit value: 2

Guided learning hours: 13

Unit aim

The purpose of this unit is to provide learners with the knowledge and understanding of selling within a retail environment. It introduces learners to the selling process and the purpose of product information.

Unit introduction

Learners who are interested in working in the retail environment need to understand the selling process. They need to understand how to identify what the customer wants.

They also need to be able to use product information to promote sales.

This unit introduces learners to all aspects of the selling process. Learners will be able to gain knowledge by working in a retail environment within the centre, for example a tuck shop, selling stationery, canteen, or by setting up a mock shop where role play can take place. The tutor may consider setting up a shop for a limited period.

Essential resources

There are no essential resources required for this unit.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the selling process	1.1	identify the key steps of the selling process	☐ *Key steps*: positioning and pricing of product; responding to customer; listening to customer needs; asking questions; providing information on products; describing benefits of product; closing techniques
		1.2	outline the key skills and qualities required of successful sales staff	☐ *Key skills and qualities*: being polite; communication eg speaking clearly, active listening, asking questions; smart appropriate dress; good product knowledge
2	Understand how to find out what the customer wants	2.1	state when and how to acknowledge, greet and approach customers	☐ *Approach*: when and how to greet; not to be intrusive; acknowledge customer; make eye contact; smile
		2.2	state how to find out what customers want	☐ *Customer needs*: how to ascertain what the customer wants; asking questions; active listening

Learning outcomes		Assessment criteria		Unit amplification
3	Understand how product information can be used to promote sales	3.1	list common concerns a customer may have when buying a product	□ *Common concerns*: price; benefits in relation to similar products; will product meet customer needs
		3.2	state how providing information about the product can increase its attractiveness to the customer	□ *Providing information*: product knowledge; knowledge of similar products for comparison; emphasising benefits of product to customer
		3.3	describe the difference between the features and benefits of products	□ *Features and benefits*: knowing which features to promote to customers; comparison with similar products; advantages; what product does; rules for demonstrating products eg complying with health and safety procedures
		3.4	identify basic rules for demonstrating products to customers	
		3.5	state where to obtain different types of product information.	□ *Sources of information*: different sources eg catalogues, product specifications, manuals, labels, internet

Information for tutors

Delivery

Tutors delivering this unit could arrange for learners to have access to a retail environment within the centre. The unit can be completed using practical tasks. If possible, it would be beneficial for learners to experience a 'real' selling situation. If an authentic retail experience is not available within the centre a mock shop can be set up where learners have to sell to their peers. It would be beneficial to set up a retail shop for a limited period.

The unit could begin with a tutor-led explanation of the selling process. Learners could be shown a video/DVD of the selling process or visit a local shopping centre to watch how sales assistants work. They need to focus on how the sales assistant approaches a customer. This could be discussed later ie did they follow the steps to selling, how did they approach the customer, did they find out exactly what the customer wanted. Learners can identify how they like to be approached and how different approaches make them feel.

The tutor needs to explain the Sale of Goods Act and how to deal with refunds. This could be dealt with through scenarios where learners participate in a role play and come to a conclusion. It is a good idea to use peer assessments for the scenarios so all the group are involved.

If a mock shop is used learners could research different brands of a product so they can explain its features and sell it to someone else in the group. If it is a live retail environment someone will need to ask for a product to be explained to them. This can be video recorded and played back for everyone to complete peer reports.

Work placements could be used but employers would need to be willing to provide witness statements for all the required evidence. Alternatively the tutor could visit the learner on placement and look to see all the evidence whilst they were there.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and structure of the programme of learning. Tutor-led group discussion – what is involved in the selling process? • identifying the skills needed • identifying the legislation involved • identifying the key steps of selling. Practical assessment activity – learners each design an individual poster showing all the above. (Learning outcome 1)
Paired role-play – greeting a customer and finding out their requirements. Peer assessment – peers report on each pair. Assessment – learners state how to agree customer needs and find out what they want either through one-to-one discussion with the tutor or in the form of a poster. (Learning outcome 2)
Research – find three different makes of a chosen product from the internet and print out the information. Paired role play – one learner is the customer and expresses concerns and the other describes the difference between the products, highlighting the benefits of each. Customer to ask where to obtain information. Assessment – tutor provides a scenario of a selling situation. Learner to identify: • customer's concerns • information which the seller can provide to increase product attractiveness • the features and benefits of the product • rules for demonstrating the product • where to obtain product information. (Learning outcome 3).
Assessment feedback, review and evaluation of unit.

Assessment

To achieve 1.1 and 1.2, learners could produce a poster to show the key steps of selling, and the key skills and qualities needed.

To achieve criteria 2.1 and 2.2, learners could carry out a role play, in pairs, of greeting a customer and finding out what they want. The rest of the group could complete a peer report on the activity.

To achieve 3.1, 3.2, 3.3, 3.4 and 3.5, tutors could provide a scenario of a selling situation. Learners need to state:

- the customer's concerns
- information which can be used to increase product attractiveness
- the features and benefits of the product
- rules for demonstrating the product
- where the seller could obtain product information.

Alternatively, tutors could assess learners using their part-time employment and/or work placement. Learners could be given a booklet that they could complete the work placement to ensure all the necessary assessment criteria are covered. The use of witness statements will be necessary to ensure authenticity. A tutor visit may be necessary to ensure that learners produce all the necessary evidence during the placement. In addition, employers will need to be briefed about the learning outcomes and assessment criteria, as they may need to direct learners to an appropriate selling situation in order to gather the necessary evidence.

Suggested resources

Books

Cox R and Brittain P – *Retailing – An Introduction* (FT Prentice Hall, 2004) ISBN 9780273678199

Dion J – *The Complete Idiot's Guide to Starting and Running a Retail Store* (Alpha Books, 2008) ISBN 9781592577262

Segal R – *Retail Business Kit for Dummies* (John Wiley & Sons, 2001) ISBN 9780764553813

Journals

Convenience Store (William Reed Business Media)

Drapers (Emap)

The Grocer (William Reed Business Media)

Retail Week (Emap)

Website

www.skillsmartretail.com   The Sector Skills Council for Retail

Unit 5: Understanding the Control, Handling and Replenishment of Stock in a Retail Business

Unit reference number: J/502/5808

Level: 1

Credit value: 2

Guided learning hours: 11

Unit aim

The purpose of this unit is to provide learners with the knowledge and understanding of stock control systems and the procedure for replenishing, moving, handling and storing stock within a retail business.

Unit introduction

Learners who are interested in working in the retail environment need to understand the control, handling and replenishment of stock in a retail business.

This unit introduces learners to all aspects of stock control. Learners need to understand why stock must be controlled and how this benefits the retail business. They also need to be aware of how to lift and handle stock safely. Learners must understand about pricing stock and how shelves should be replenished.

Essential resources

There are no specialist resources required for this unit. However, learners would benefit from the opportunity to practise lifting different items of different weights and sizes, and access to a retail outlet to observe methods of stock control.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the principles of stock control	1.1	state the main purposes of stock control systems	☐ *Purpose*: to ensure outlet keeps the right amount of stock; to ensure stock is replenished; to guard against unsold stock
		1.2	describe the key features of a stock control system	☐ *Features*: accurate; up to date; checking stock at suitable intervals in line with procedures; updating stock records in line with procedures; identifying required stock levels; identifying shortfalls in stock; identifying type and quantities of stock to order; rotating stock; positioning stock accurately; recognising unsaleable stock; checking demand for stock regularly
		1.3	identify the technology that can be used in stock control	☐ *Technology*: systems to record amount of stock; to warn when stock is low
		1.4	list the benefits of effective stock control	☐ *Benefits*: to prevent over-ordering stock; to ensure stock does not run out; to ensure unsaleable stock is not sold

Learning outcomes	Assessment criteria		Unit amplification
2 Understand how to move, handle and store stock	2.1	identify the different techniques and methods for moving stock including how it is kept secure	□ *Techniques and methods for moving and handling*: checking load; checking position of self; checking distance to be carried; asking for help; using equipment; checking equipment works and is safe; suitability of transport; safety of transport; packing goods appropriately on equipment or in transport so they are not damaged
	2.2	identify the different techniques and methods for handling stock including how it is kept secure	□ *Security*: products handled and moved by authorised personnel; tagged products; security staff; alarms; stock taking
	2.3	identify the different techniques and methods for keeping and storing stock including how it kept secure	□ *Storing*: placing goods in correct location; labelling stock; storage conditions for different types of goods
	2.4	state where and in what conditions different types of stock should be stored	□ *Conditions*: different conditions needed for different types of stock eg refrigeration or freezing for some foods; hygienic conditions; dry conditions eg for storing clothes
	2.5	identify procedures for dealing with the removal of waste	□ *Removing waste*: procedures for disposing of waste eg food, packaging, recycling; reasons for procedures eg health and safety, legal requirements
	2.6	state why it is important to follow procedures for dealing with the removal of waste	
3 Understand procedures for replenishing stock	3.1	outline the procedures for replenishing stock on display	□ *Replenishing stock*: procedures eg when to re-order, deciding whether to re-order, stock rotation, identifying oldest stock to display first
	3.2	state why accurate pricing and ticketing of stock is important.	□ *Pricing and ticketing*: importance of accurate pricing and ticketing eg to comply with

Information for tutors

Delivery

Tutors delivering this unit need access to a storage facility. It could be a department's stationery stock cupboard, canteen or catering department stock. If this is not possible, a mock shop may be used to help learners understand the concept. It would be beneficial to visit a large store such as Argos to see how they deal with stock. Learners would then also see an electronic system in use and how the system updates as stock is sold.

The unit should start with a tutor-led explanation on the purpose of stock control. Manual and electronic systems can be explained and then hopefully access to both can be arranged. Learners can then describe the benefits of both types of stock control.

Tutors can draw on the experiences of learners who work part time in a retail outlet or use DVDs which demonstrate manual and automated systems. Learners can then describe the purpose and benefits of two stock control systems and produce a flow diagram showing the key features and how technology is used.

Learners need to be aware of different conditions for storing stock. Shops such as supermarkets need some refrigerated storage as well as space for other goods. They need to be aware of how to deal with waste as there will be lots of polythene and cardboard from unpacking stock. Learners could investigate how their own centre organises its stock procedures and compare these to how a retail organisation manages its stock. A visit to the warehouse of a large retail outlet would benefit learners' understanding. The benefits of effective stock handling and the importance of each element can be discussed. In addition, learners must appreciate how stock can be handled and moved safely and the security measures that are used to ensure stock is stored safety and securely.

Learners also need to understand the concept of stock rotation when replenishing stock. This could be identified when visiting a store; it can be explained in class. If the exercise is completed within the centre, with for example stationery, there may not be as much need for stock rotation as with food items.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and structure of the programme of learning. Tutor-led discussion – What is stock control? • identification of importance and purpose. Key features of stock control. Practical assessment activity – learners design a flow chart for a stock control system and list the benefits of this system. (Learning outcome 1)
Tutor explanation – kinetic lifting – learners watch video on manual handling. Assessment – using illustrations, learners identify positions for lifting and why they are important. Practical activity – learners practise lifting items of different weights, sizes and shapes. Tutor-led feedback – discuss how wrong positions can affect health. Individual research – using tutor-devised list, learners record how products should be stored. Group discussion – identify different types of waste and how they are removed. Assessment – learners design a poster identifying at least three types of waste and their removal. Use IT and include pictures. (Learning outcome 2)
Tutor-led discussion – explanation of stock rotation and pricing procedures. Individual assessment – learners record the above information in a format that a new employee could follow. (Learning outcome 3)
Assessment feedback, review and evaluation of unit.

Assessment

This unit can be easily achieved by practical activities. If learners are able to access store cupboards within a centre, practical exercises can be set up. Learners could visit supermarkets and then complete exercises when they return. A mock shop could be used but this would not be as realistic.

To achieve 1.1, 1.2, 1.3 and 1.4, learners can produce two flow charts showing two stock control systems, one of which should be automated. The flow chart can include details about the purpose of the stock control system, its features and benefits and how technology can be used in a stock control system.

To achieve 2.1, 2.2 and 2.3, learners can identify, from a handout, positions used for moving stock and why it is important to use them. Learners must also identify the different methods used by retailers to handle stock and ensure that it is kept safe and secure.

For 2.4, learners can identify products from a tutor-devised list and record how they should be stored.

For 2.5 and 2.6, learners can design a poster which identifies at least three types of waste and the method used for their disposal. The poster should include details about why it is important to follow procedures for removing waste.

For 3.1 and 3.2, learners need to outline how stock can be replenished and why accurate pricing and ticketing of stock is important. Learners can produce this information in a format that a new employee would understand.

Suggested resources

Books

Cox R and Brittain P – *Retailing*: *An Introduction*
(Financial Times and Prentice Hall, 2004) ISBN 9780273678199

Fernie J – *Principles of Retailing* (Butterworth, 2003) ISBN 9780750647038

Segal R – *Retail Business Kit for Dummies* (John Wiley & Sons, 2001)
ISBN 9780764553813

Varley R – *Retail Product Management* (Routledge, 2005) ISBN 9780415327152

Website

www.bizmore.com/   Includes a link to stock control for retail
                                          businesses

Unit 6:   Understanding how Individuals and Teams Contribute to the Effectiveness of a Retail Business

Unit reference number: R/502/5780

Level: 1

Credit value: 2

Guided learning hours: 15

Unit aim

The purpose of this unit is to provide learners with the knowledge and understanding of how individual sand teams contribute to the effectiveness of the retail business as well as introduce learners to the main functions of employment law. The unit covers the effective characteristics of team building and the activities which can be used for improving the skills and performance of individuals.

Unit introduction

Learners who are interested in working in the retail environment need to understand how working in a team can benefit the employee and the employer. They need to understand what a contract of employment is and the consequences for the employee if they do not adhere to it. Learners also need to understand what could happen if the employer does not adhere to the contract. In this unit learners will explore the importance of identifying their own skills and how these can be improved.

This unit introduces learners to all the above. Learners will be able to gain understanding by participating in a variety of mainly practical activities.

Essential resources

There are no essential resources are required for this unit.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the key employment rights and responsibilities of employees and the employer	1.1	state the purpose of a contract of employment	☐ *Contract of employment*: purpose – agreement between employer and employee; content – pay, working hours, holidays, sickness, notice period
		1.2	list the main content typically included in a contract of employment	
		1.3	outline the actions which can be taken by the individual and the employer if either party fails to keep to the terms of the contract of employment	☐ *Actions if either party does not keep to terms of contract*: report to line manager or supervisor, human resource staff; organisation's grievance procedure; sue for breach of contract; disciplinary procedure
		1.4	identify the legislation which protects individuals from harassment and discrimination	☐ *Legislation*: relevant legislation eg the Sex Discrimination Act, the Race Relations (Amendment) Act, the Disability Discrimination Act

Learning outcomes		Assessment criteria		Unit amplification
2	Know the characteristics of effective teamworking in retail business	2.1	state the benefits to individual employees and to the retail business as a whole of working in teams	☐ *Benefits*: drawing on skills of team members to achieve set goals eg IT skills, planning, problem solving; taking collective responsibility
		2.2	identify different roles and levels of responsibility within retail teams	☐ *Roles and responsibilities*: types of role eg supervisor, stacking shelves, taking payments, ensuring clean, safe environment, setting up displays
		2.3	list the typical characteristics of effective and ineffective teams	☐ *Characteristics of ineffective team*: inconsiderate of other team members; lack of motivation; lack of encouragement; poor communication; working to different goals
				☐ *Characteristics of effective team*: working to common goals; considering other team members; listening to other team members; encouraging other team members; motivating other team members; loyalty; providing constructive criticism; communicating
		2.4	list different techniques for communicating effectively within a team	☐ *Communication techniques*: verbal eg face-to-face conversations with individual team members, team meetings; in writing eg by email, letter; listening to other team members, allowing team members to make their views known
3	Understand a range of activities for improving own skills and performance	3.1	state the benefits to the retail business of improving employees' skills and performance	☐ *Benefits*: employees better trained so able to do job more effectively; motivates employees; allows employees to progress in their career; high employee morale gives good impression to customers
		3.2	state why it is important to identify own strengths and development needs	☐ *Identifying own skills and development needs*: importance eg job satisfaction, personal fulfilment, promotion, financial benefits, opportunity to help or inspire others
		3.3	list the different methods for reviewing and improving the performance and skills of individual employees.	☐ *Methods*: setting short-term and long-term goals; training to improve skills; appraisals; personal skills audit

Information for tutors

Delivery

Tutors delivering this unit have the opportunity to use a diverse range of techniques. These include research, external visits, role play, discussion, videos and presentations. It is important to make the unit as practical as possible.

The tutor could start delivery of the unit by engaging learners in a discussion. This will ascertain their perception and knowledge of contracts of employment. These may be a totally new concept to learners. The discussion will need to identify and explore the purpose of a contract and its contents. Learners can then carry out research into contracts, looking on the internet or in the library. Learners need to identify the main points in a contract of employment. The tutor can then follow on from this with the key legislation that can be contravened and the consequences for both employer and employee. Learners need to be able to explain in writing or verbally (recorded) about the consequences and identify laws that protect an employee from harassment and discrimination.

The use of case-study material, role-play activities or a DVD could be used to show examples of how contracts of employment may be contravened – either by the employee or by the employer. Learners must be able to outline the actions that both parties can take and therefore must be able to describe the principle of disciplinary and grievance procedures. This evidence could be presented as a flow chart.

For learning outcome 2, the tutor could show a team-building video or arrange a team-building activity. From either of these, learners can identify the roles in a team and how effective they are. A visit to a fast-food restaurant where employees have to work as a team to fulfil orders would be beneficial. Learners would see that there is a manager who oversees everything and gives each team member a job to carry out. There will be two or three people taking orders and receiving payment. They rely on the team members in the kitchen to provide the orders for them to hand to the customer. It is easy to see how, if the team members in the kitchen stopped work, the whole process would grind to a halt. Perhaps another example to help learners understand team roles is to look at a football team, where there is a manager who coaches, a team captain and other members of the team who play in certain positions. This would generate a discussion on how effective it is to work in a team and how it can be ineffective if one member does not contribute. Most learners will probably have an opinion on what happens when a certain player does not play well. They need to be aware of how important it is to communicate with each other in a team. The discussion can also be used to identify the different job roles within a team and what responsibilities each team member has to ensure the team works effectively and achieve its goals. In small groups learners could role play effective and ineffective teamwork. They can then produce a wall chart depicting both effective and ineffective teamwork.

For learning outcome 3, learners can identify the importance of updating skills and the benefit that this has to a retail outlet. They can work in small groups and put their findings on a flip-chart. The pieces of flipchart paper can be put on the wall to generate tutor feedback. Learners can start identifying their strengths and weaknesses and the skills they need to improve on. Following this, the tutor can give an example of a personal development plan to show how skills can be updated. Learners can then produce a personal development plan of their own. From the feedback the tutor can explain how different people learn in different ways. A

simple learning-style exercise can be undertaken and learners can see which is perceived as the best

way for them to learn. They could check whether the personal development plan reflects this. One of the most important skills in retail is communication, both the ability to listen and to speak clearly. An activity aimed at improving these skills would be to present selling a product to a group and answering questions about it. This would improve learner confidence and be an asset to the business. To improve a person's time management, the best method is probably to offer incentives, for example completing tasks on time every day for a month they could be given a day off. Training in merchandising can improve skills so that learners practise stock rotation and keep the shelves looking tidy. They would also learn to put price stickers in a certain place. Once learners have each produced a personal development plan, there could be a group discussion about how useful this plan is and how, and why, a retail outlet might use these plans to improve the individual's and organisation's performance.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to the unit and structure of the programme of learning.
Group discussion – what is the purpose of a contract of employment?   • identification of employee and employer rights   • identification of expected contents.   Paired research – find contracts of employment on the internet.   Paired research – find contracts of employment in the library.   Assessment – learners produce individual posters showing the main points found from their research. (Learning outcome 1)   Tutor-led discussion – identify actions an employer or employee can take if a contract is broken. Also identify legislation that protects individuals from harassment and discrimination.   Assessment – using tutor-devised questions, learners individually word process a leaflet showing actions from discussion. At the end of the leaflet learners state two laws that protect individuals from discrimination or harassment. (Learning outcome 1)
Watch a team-building video/DVD – discuss how teams work in retail.   Visit to organisation where staff work in teams, such as McDonalds or KFC. Learners make notes on how staff work as a team and the team member's roles.   Tutor-led feedback – discuss how working as a team helped employees. Discuss other retail outlets where teamworking happens.   Activity – in small groups, some learners identify effective teamwork and the others' ineffective teamwork.   Tutor-led discussion on communication and how team members can communicate with each other.   Role-play activities – learners to role play teamworking scenarios supplied by the tutor.   Assessment – learners make wall displays showing the benefits of working in a team, including different roles and levels of responsibility in a team, characteristics of an effective and ineffective teams and different techniques for communicating effectively in a team. (Learning outcome 2)
Small group assessment activity – on flipchart paper each group lists benefits to a retail business of updating employee skills.   Tutor-led feedback – discuss the above.   Group discussion looking at the skills in the learner group and how they can be improved.   Assessment – learners produce personal development plans identifying own strengths and weaknesses. The plan must include at least three benefits to a retail organisation of improving own skills, and at least three ways of reviewing and improving the own performance and skills. (Learning outcome 3)   Activity – learners present their plans to the rest of the group, who give ideas on how to improve skills.   Tutor-led – discussion on how performance can be reviewed.

Assessment

To achieve 1.1, 1.2, 1.3 and 1.4, learners can produce a poster of the main points found from their research into contracts of employment, including:

- the purpose of the contract

- typical content

- at least two actions that can be taken by the individual if the terms of the contract are not adhered to

- legislation protecting employees from harassment and discrimination.

To achieve 2.1, 2.2, 2.3 and 2.4, learners can create a chart, poster or wall display showing the benefits of working in a team, roles and responsibilities, at least three characteristics each of effective and ineffective teams and at least four communication techniques.

To achieve 3.1, 3.2, 3.3, 3.4 and 3.5, learners could produce a personal development plan which must include details on at least three benefits to the retail business of improving employee skills and performance, the importance of developing own strengths and identifying development needs and at least three different methods for reviewing and improving own performance.

Suggested resources

Websites

www.acas.org.uk	Independent organisation that provides advice and conciliation services for employees and employers
www.direct.gov.uk/en/employment/index.htm	UK government website for information relating to employment protection legislation
www.sandstone.co.uk/successful-team-building	Advice and resources on team building
www.skillsmart.com	The Retail Sector Skills Council

Unit 7: Planning an Enterprise Activity

Unit reference number: **F/501/5942**

Level: **1**

Credit value: **1**

Guided learning hours: **10**

Unit abstract

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk taking, creativity, intuition and leadership. The aim of this unit is for learners to develop an understanding of how to set up an enterprise activity to sell a product or service, including the costs and responsibilities involved. Learners will also consider the skills required for the enterprise activity and how to promote the activity.

Essential resources

No essential resources are required for this unit.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to select a suitable enterprise activity	1.1	Describe the strengths and weaknesses of generated ideas for an enterprise activity	☐ *Strengths and weaknesses of enterprise activity ideas*: availability and cost of resources eg human and financial resources, materials, facilities, equipment, timescales, specific skills and knowledge required, potential demand for product or service, potential competition
2	Know appropriate roles and skills required for the enterprise activity	2.1	List roles and the practical and personal skills required for the enterprise activity	☐ *Roles required*: roles eg planner, salesperson, manufacturer, administrator, financial controller ☐ *Practical and personal skills required*: planning skills; budgeting and financial skills; manufacturing skills; communication, confidence; knowledge of product or service; customer service skills; promotional and selling skills
3	Understand the costs involved in producing and selling a product or service	3.1	Use basic calculations to show the cost of items and processes related to producing and selling the product or service	☐ *Production costs*: ingredients; components; equipment; facilities; skills; time ☐ *Selling costs*: advertising; printing of leaflets or flyers; facilities eg hire of stall at charity event or local market ☐ *Pricing of the product or service*: realistic pricing; covering costs and making a profit
		3.2	Use basic calculations to show the final pricing of the product or service	
4	Know appropriate promotional techniques.	4.1	Provide appropriate promotional materials and methods for promoting the product or service.	☐ *Promotional materials and methods*: selection of relevant media for promotion eg poster, leaflet, flyer, launch event; using a logo or branding; using pricing strategies eg special introductory discount; conveying information about product or service in a way that is clear, accurate and attractive eg information about location, availability, contact information, features of product or service

Information for tutors

Delivery

This unit has been designed to make the key topics practically based wherever possible. Learners should be encouraged to gain an understanding of the relevant enterprise concepts in a highly applied way. Group working and group discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be a large-scale activity. The activity can either be producing a product for example greeting cards or gift wrap, or providing a service for example selling ice cream or car washing. During the delivery of this unit, learners should be given as much practical experience as possible.

To introduce the unit, tutors could stimulate discussion as to what is needed for a successful enterprise activity and, through the discussion, ideas could be generated regarding different types of products and services. It is important to emphasise that the activity must be possible within the learner's current skills. These ideas could be explored individually or through group activity.

A question and answer session could determine the strengths and weaknesses of different enterprise ideas. The advantages and disadvantages of ideas could also be explored through the form of a 'Dragons' Den' type of presentation to a group, with peers commenting on the ideas.

Group discussion could be used to explore roles within an enterprise activity and the personal skills involved. Learners could also interview business people or consult entrepreneur websites for ideas on the kind of roles and skills needed for different types of enterprise activities.

In order for learners to understand the importance of promotional techniques and selling skills, it would be useful for them to watch clips of TV adverts and/or review advertising from a range of sources such as the internet, radio, newspapers and magazines. Point of sale advertising could be a useful resource which is also readily available. Specific information on selling skills could be gained from a range of services including books, internet and media articles. Personal skills in enterprise could be observed through TV documentaries on business start-ups and TV programmes such as *Dragons' Den*.

Learners could investigate costs of their chosen enterprise idea by active research via the internet or interaction with possible suppliers. Setting prices could be a result of research (such as questionnaires or a small-scale focus discussion), exploring what prices customers are prepared to pay for a product or service. Business people could also be interviewed for advice on how to set a realistic profit margin.

To complete this unit, learners could explore and research a variety of advertising media and promotional events as they decide on the appropriate promotion materials for their enterprise activity.

Assessment

This unit can be assessed through a series of structured tasks or activities including a mixture of theory-based and practical application.

For 1.1, the learner should be given the opportunity to discuss possible ideas for an enterprise activity before deciding on the strengths and weaknesses of the ideas. This could be part of a group discussion with a tutor or take place as an individual activity. The learner must identify more than one type of product or service before choosing one enterprise idea to pursue further in this unit. To achieve 1.1, the learner needs to identify at least one strength and one weakness in two different enterprise ideas.

To achieve 2.1, the learner needs to identify the different key roles for their enterprise activity. These could include examples such as the role of researcher, promoter, salesperson and keeping financial records. Additionally, the learner must be able to identify at least two different skills that would be required in the enterprise activity.

To achieve 3.1, the learner needs to identify a range of costs involved in producing their product or service. This could be presented as a brief poster or written presentation.

To achieve 3.2, the learner is required to use basic calculations to show how their product or service will be priced for sale. This could be included as part of the poster or presentation produced for 3.1. The level of calculations used and accuracy should be consistent with the functional skills for Mathematics at Level 1.

For 4.1, the learner must produce some promotional material for their product or service such as a flyer or poster which contains key information. This information should include an accurate description of the product or service, logo or branding, price, location and availability of the product or service and/or contact information.

Suggested resources

Websites

www.businesslink.gov.uk

www.enterprise-education.org.uk

www.enterpriseinschools.org.uk/enterpriseinschools/index.php

www.tes.co.uk/teaching-resource/make-your-mark-challenge-3002604

www.speakeasydragons.com

www.stridingout.co.uk

Unit 8: Running an Enterprise Activity

Unit reference number: F/501/5939

Level: 1

Credit value: 1

Guided learning hours: 10

Unit abstract

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk taking, creativity, intuition and leadership. The aim of this unit is to provide learners with the opportunity to carry out an enterprise activity. Learners will demonstrate selling a product or service, taking into account the practical and personal skills required. Learners will also develop an understanding of how to increase the chances of success in an enterprise activity and how to evaluate its performance.

Essential resources

No essential resources are required for this unit.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to increase the likelihood of success in an enterprise activity	1.1	Describe features which would lead to the effective delivery of a chosen enterprise activity	☐ *Features leading to effective delivery*: identify customers and what customers want or need; conduct market research; estimate number of sales; plan tasks and timescales; allocate tasks and roles according to a plan; evaluate skills needed and who best able to provide them
2	Be able to complete an enterprise activity	2.1	Demonstrate selling a product or service, taking into account the practical and personal skills needed	☐ *Selling a product using practical and personal skills*: suitable product or service prepared; necessary components obtained; appropriate promotional materials produced and displayed; location prepared and enterprise activity set up; prices determined and displayed; sales and communication skills demonstrated, implementation and organisational skills demonstrated
3	Be able to review the success of the enterprise activity.	3.1	Produce records to show the successes and failures of the enterprise activity.	☐ *Producing records*: show cost of producing product or service; recording numbers of product or service sold; income before costs; profits/losses; evaluating success of enterprise activity in terms of number of sales and profit made/not made

Information for tutors

Delivery

This unit has been designed to make the key topics practically based wherever possible. Learners should be encouraged to gain an understanding of the relevant enterprise concepts in a highly applied way. Group working and group discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be a large-scale activity. It can either be producing a product for example greeting cards, baking biscuits, making sweets, making jewellery or providing a service for example selling ice cream or car washing. During the delivery of this unit, learners should be given as much practical experience as possible.

This unit has been designed so that it can be delivered with *Unit 31: Planning an Enterprise Activity* and *Unit 33: Producing a Product*.

At this level, learner activities will require them to carry out some multi-stepped tasks. In the completion of tasks for this unit, learners should demonstrate appropriate planning and preparation skills. Additionally, the learner will require the opportunity to show competency in organisational skills and skills in reviewing the success (or failure) of the enterprise activity. A learner in the workplace should be able to identify and use some work-related skills in running their enterprise activity.

Learners are likely to require clear guidance from their tutor or line manager in thinking about how to run their enterprise activity, but should aim to operate with less supervision than at Entry Level 3. Regular feedback will promote steady progress in the development of the required skills and knowledge. Learners will require supervisory guidance and regular monitoring and review of progress in order to identify knowledge and skills that have been developed.

Learners might find it helpful to use group discussions to explore features that should ensure that their enterprise activity is successful. 'Successful' in this context means that the learner understands how to carry out their activity and reach their planned sales targets.

Group discussions may also be a useful way of helping learners understand the importance of consumer needs in influencing the success of an enterprise activity. Learners could also seek advice or opinions from visiting guest speakers or other business people about consumer demand and how the enterprise activity might meet consumers' needs.

Group discussions could be used to come up with a checklist of tasks needed to carry out the activity on the day(s) chosen. The list of tasks could also be produced as an individual piece of written work or as a PowerPoint presentation.

The learner's enterprise activity could be delivered as part of an enterprise activity day using the format of a trade fair with a variety of stands. Alternatively, the enterprise activity could also take the form of a one-off small group activity or an individual enterprise activity.

Learners could seek guidance from record sheet templates that suggest the key financial information that will need to be recorded in order to evaluate the overall successes and/or failures of the enterprise activity. Learners could also seek advice from entrepreneurs or business people regarding which financial information to

record and how to present it. They could also participate in a question and answer session with a visiting speaker.

Assessment

Assessment of this unit centres on the completion of an enterprise activity.

In order to achieve 1.1, the learner must be able to discuss key features leading to the success of a chosen enterprise activity. This could be provided, for example, in a written report, a brief presentation, video evidence or completion of a log or record sheet. The number of key features would depend on the nature of the enterprise activity, but typically the learner should be able to discuss at least three key features for success.

To achieve 2.1, the learner must provide witnessed evidence that the enterprise activity has taken place. The product or service must have been adequately prepared, the price and benefits of the product or service made clear, and appropriate sales and implementation skills must have been demonstrated by the learner. The prepared product or service may comprise something the learner has produced themselves (for example jewellery which they have made themselves), or something produced by someone else (for example ice cream purchased by the learner and sold on a stall at a trade fair). Photographic or video evidence could be used as well as a tutor witness statement.

For 3.1, some simple records need to be provided showing costs and revenue and a calculation of profit/loss made, providing a brief comment as to the reasons for success or failure of the enterprise activity. Record sheets provided by a tutor may be used for this purpose.

Suggested resources

Websites

www.businesslink.gov.uk

www.enterprise-education.org.uk

www.enterpriseinschools.org.uk/enterpriseinschools/index.php

www.tes.co.uk/teaching-resource/make-your-mark-challenge-3002604

www.speakeasydragons.com

www.stridingout.co.uk

Unit 9: Being Responsible for Other People's Money

Unit reference number: F/501/5827

Level: 1

Credit value: 1

Guided learning hours: 10

Unit abstract

Learners may be required to take responsibility for other people's money either in a personal situation, for example seeking sponsorship for a charity event or when they are in employment, for example handling petty cash. In this unit, learners will consider their responsibility to ensure that if they are handling other people's money, they keep it safe and use it wisely. The unit will help learners understand the different types of payment that may be used and when they are used.

A significant element of this unit is to give learners the opportunity to practise their skills in handling money. They will need to know how to add and subtract money and ensure that the correct change is given. They will also need to keep records of the money they have handled, such as issuing receipts, keeping a simple log of money received, money spent and what is left.

Essential resources

Learners will need access to real-life situations where they are required to carry out simple calculations with money.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know different methods of payment and when they could be used	1.1	Identify different methods of payment	□ *Methods of payment*: cash; cheque; credit cards; debit cards; direct debit
		1.2	Describe when different methods of payment are likely to be used	□ *When different methods of payment are likely to be used*: factors affecting choice eg size of payment, convenience and speed of method of payment; where payment is made eg shop, by post; ways to spread cost of payment; immediate payment eg cash, debit card
2	Understand the importance of handling other people's money responsibly	2.1	Explain the consequences of not handling other people's money responsibly	□ *Responsibility*: follow any relevant procedures or rules; being sensible and wise; honesty and accuracy □ *Consequences*: personal eg loss of trust and respect, theft, custodial sentence, loss of job; for customer eg loss/gain money, trust in company; for business eg reputation of company, loss of business
3	Know procedures that might apply when responsible for other people's money	3.1	Describe procedures that might apply when responsible for other people's money	□ *Basic terminology*: terminology eg cash received, cash paid, balance, receipts, petty cash float, petty cash voucher □ *Definition*: petty cash float used for small value items of cash expense; cash received – total amount of money received or given; balance – match of cash received and cash paid; receipts – written acknowledgement that payment has been received □ *Procedures*: confidentiality eg personal details of customers or account holders; accountability eg sign and date a petty cash voucher and attach copy of receipt (of goods or services purchased) to voucher, check accuracy of calculations; security eg keep petty cash box locked, hand in excess cash at end of each take away delivery round

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to handle financial transactions responsibly.	4.1	Carry out simple financial transactions accurately	☐ *Financial transactions*: select and recognise coins and notes; add coins and notes; give correct change; recognise correct currency; receive cheques
		4.2	Keep an accurate record of simple financial transactions.	☐ *Record keeping*: receipts, expense forms, simple accounts eg float, cash received, cash paid, balance

Information for tutors

Delivery

Learners would benefit from the opportunity to participate in situations which require handling of other people's money. The money could be, for example, as part of a job, collecting for charity or running an errand for someone else. Simulation may also be considered as an acceptable method for learners to practise the skills required for the unit.

In order to be aware of the forms of payment they could encounter when receiving money on behalf of others, learners need to have the opportunity to identify different forms of payment and when they are used. Learners could be encouraged to visit banks, post offices or building societies to find out the purpose of credit cards, debit cards, direct debits and when they can be used. Group discussions could identify the most likely scenarios or settings for using the various forms of payment. It would also be helpful for learners to be made aware of the decreasing role of cheques as a form of payment.

Learners could discuss their responsibilities when handling money on behalf of others and the consequences of not doing this effectively. Learners will need to think about what is meant by responsibility when handling other people's money. It would be appropriate for learners to identify direct examples of responsibility for any given situation for example returning money collected safely, bringing back the correct amount of change). Speakers may be invited to discuss the consequences of not acting responsibly with someone else's money for example an employer or police officer.

Practical situations should be encouraged where learners apply procedures for handling other people's money. This could be in the workplace or projects could be set up for example collecting money for a charity, sponsorship.

To help the learner gain greater insight into handling other people's money, they need to understand the meaning of basic financial terms such as petty cash float, petty cash voucher, receipt, cash received, balance. This may be done through practical application for example they could set up a petty cash float for their project, record calculations at the end of the project of the amount of the float, the amount paid out and the amount paid in, to provide proof of accurate handling of the money.

Learners also need to understand their role in ensuring confidentiality for example not releasing customer details or card numbers to other people.

Learning outcome 4 focuses on the learner's ability to handle money. The level of functional skill that the learner is working towards should be reflected in the activity where they are handling someone else's money. Role-play could be used to set the learner a task which involves them receiving a sum of money, being asked to call on different people, paying out money at various times and collecting it at others. Learners could then keep an accurate record of what has occurred throughout the scenario. This need only involve simple arithmetic tasks with the emphasis being on accuracy.

Learners could be encouraged to collect examples of different forms of recording money transactions for example till receipts, handwritten receipts, cash books, expense forms.

Assessment

In order to achieve 1.1 and 1.2, the learner must identify three different methods of payment they could encounter when receiving payment on behalf of someone else. For each method of payment, they should be able to describe when it would be used.

To achieve 2.1, the learner must explain the consequences of inappropriate handling of other people's money. They should be able to explain three different consequences.

In order to achieve 3.1, the learner should be able to describe procedures for handling other people's money. The learner may be given a scenario to consider for example collecting payment for a takeaway delivery service or running a charity stall. The learner could then describe the procedures they would need to follow to ensure safe handling of the money they are responsible for, for example keeping a money box closed and safe, checking change and correct currency.

For 4.1, the learner should show, via real-life or a simulated activity, an ability to carry out straightforward financial tasks involving someone else's money. These tasks would depend on the nature of the activity undertaken, but might typically include for example receiving money on behalf of someone else, paying money out of a float, adding up money collected, checking and giving out change, filling in petty cash vouchers.

For 4.2, the learner should produce an accurate and appropriate record of their financial activities carried out whilst handling someone else's money. This need only involve simple arithmetic tasks with the emphasis being on accuracy.

Suggested resources

Website

www.bbc.co.uk/skillswise/numbers/measuring/money/factsheet.shtml

Unit 10: Understanding Retail Consumer Law

Unit reference number: D/502/5801

Level: 2

Credit value: 2

Guided learning hours: 11

Unit aim

The purpose of this unit is to provide learners with the knowledge and understanding of legislation relevant to consumers. It covers acts such as Trade Description and Data Protection, as well as legislation for consumer credit and the provision of licensed and age-restricted products.

Unit introduction

Understanding retail consumer law is essential for all retail employees who work for or manage retail businesses. The complexities of the Trade Descriptions and Consumer Protection Acts, to name but a few, can be daunting but must be grasped if retail businesses are to avoid breaking civil or even criminal law and jeopardising the reputation of their organisation. It is important therefore for learners to appreciate the range of legislation that exists which is designed to protect consumers when purchasing products and services from retail businesses.

This unit aims to develop knowledge and understanding of the key areas within retail consumer law, which underpin other units in the qualification and are essential knowledge for all managers, staff and owners of retail businesses.

The first part of the unit explores the purpose of consumer legislation and investigates the key principles and concepts. The Trade Descriptions Act is reviewed and the responsibilities of retail employees under the terms of the act are discussed. The laws and responsibilities of employees and retail businesses when offering credit terms are also explored.

The second part of the unit begins by examining the main provisions of the Data Protection Act as applied to retail businesses. Legislation relating to the sale of licensed and age-restricted products is then investigated.

Finally, the consequences for retail businesses and employees of contravening retail consumer law are reviewed and the probable commercial consequences and sanctions for employees and the retail business of non-compliance are examined.

Essential resources

Effective delivery of the unit should include visits to learners' chosen retail localities. Learners will need access to a learning resources centre with a good range of retail textbooks, retail trade journals and national and local newspapers. Presentations by Trading Standards professionals will help learners appreciate how serious the enforcement of retail consumer law is taken.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand how consumer legislation protects the rights of customers	1.1	state the purpose of consumer legislation in relation to retail	☐ *Purpose of the law in retail*: regulation of retail transactions; consumer protection; law of contract; law of tort; criminal law; Office of Fair Trading (OFT); ensure markets work in the interests of consumers; trading standards
		1.2	describe the key principles and concepts of consumer legislation such as fitness for purpose, misinterpretation, and merchantable quality	☐ *Key principles/concepts of consumer legislation*: fitness for purpose; misrepresentation; merchantable quality; product quality; product safety; consumer services legislation
2	Know the main provisions for the protection of consumers from unfair trading practices	2.1	describe the provisions in place to protect consumers from unfair trading practices	☐ *Trade Description Act (TDA)*: purpose; protection of consumers; main provisions; prevents misleading of consumers; punishment for false claims; sold as described; satisfactory quality; fit for purpose; false descriptions
		2.2	describe retail employees' responsibilities in ensuring fair trading practices	☐ *Retail employee responsibilities under the TDA*: company procedures; staff training; directors, managers' and employees' liability under the act; defence of mistake, reasonable precautions and due diligence

Learning outcomes		Assessment criteria		Unit amplification
3	Know the main provisions of consumer credit legislation in relation to retail	3.1	describe the key legal responsibilities of a retail business and its employees when offering credit facilities to customers	☐ *Consumer Credit Act 1974*: credit trading and the consumer; Office of Fair Trading; licensing of lenders; control of high pressure selling; cooling off periods; consumer rights; default and termination; extortionate credit bargains ☐ *Consumer Credit (Advertisements) Regulations 1989*: rules on credit advertising; total charge for credit ☐ *Credit facilities*: monthly account or charge account; budget accounts; hire purchase; credit cards ☐ *Key legal responsibilities of retail businesses and their employees*: rules on licensing by the OFT; penalties for operating unlicensed; legal enforcement of credit agreements; 'fit person' rule; revoking of license; compliance with the Consumer Credit Act and other consumer legislation; setting out of credit and hire agreements in the correct way with the correct information
4	Know the main provisions of data protection legislation in relation to retail	4.1	describe the key responsibilities and obligations of a retail business and its employees under current data protection legislation	☐ *Key responsibilities/obligations of a retail business and its employees under current data protection legislation*: Data Protection Act 1998; the holding of personal information on computers; responsibility for obtaining, storing and disclosing information in accordance with stated principles; the obtaining of information fairly; right of consumers to know how information will be used

Learning outcomes		Assessment criteria		Unit amplification
5	Know the main provisions of the law relating to the sale of licensed and age-restricted products	5.1	identify the responsibilities and obligations of a retail business and its employees in relation to the sale of licensed goods	☐ *Key responsibilities/obligations of a retail business and its employees in relation to the sale of licensed and age-restricted goods*: staff training, policies and procedures, required notices, license application; legislation eg The Offensive Weapons Act (1996) amended by The Violent Crime Reduction Act 2006, Licensing Act 2003; The Firework Regulations 2004
		5.2	identify the responsibilities and obligations of a retail business and its employees in relation to the sale of age-restricted goods	
6	Understand the consequences for businesses and employees of contravening retail law	6.1	describe the legal consequences for businesses and employees of contravening retail law	☐ *Legal consequences for businesses and their employees of contravening retail law*: fines; fixed penalty notices, imprisonment; employee job loss; possible loss of licence
		6.2	describe the probable commercial consequences and sanctions for employees and businesses of contravening retail law.	☐ *Effect on retail businesses and their employees of contravening retail law*: bad publicity; poor perception by customers; loss of customers and sales; loss of licence; loss of job

Information for tutors

Delivery

The purpose of this unit is to develop an understanding of the importance of retail consumer law and its effects on retail businesses and their employees. Delivery strategies should emphasise how retail businesses must strive to ensure they comply with the many laws that affect how they carry out their business.

The unit requires learners to approach the study of retail consumer law through investigation, research, discussion and the examination of case studies. Tutor input may be needed to introduce learners to the unit and the main topic areas. Research methods can include internet research and the use of relevant textbooks and the trade press. Knowledge and understanding may be reinforced through visiting speakers from relevant organisations such as Trading Standards, or through a presentation by a local retail outlet on how its organisation complies with retail consumer law. Case studies, which learners can discuss in small groups, are also useful, and activities such as quizzes can help to reinforce knowledge.

In learning outcome 1, learners need to understand how consumer legislation is designed to protect the rights of customers and also the key principles and concepts of consumer legislation. Following a discussion on the need for consumer legislation and the main principles that need to be introduced to protect consumers, learners could produce a poster which states the purpose of consumer legislation and describes the key principles as outlined in the Unit content.

Learning outcome 2 leads logically on to examining the Trade Descriptions Act and its main provisions under the Act. Employees of retail businesses have a number of responsibilities and these should be explored through discussion, allowing learners to reflect on their own experiences both as customers and as retail employees. This outcome focuses on the purpose of the Trade Descriptions Act, and also describes the impact on employee responsibilities. Learners could produce an information leaflet for a retail employee which includes these elements. This information leaflet could be extended to incorporate the assessment evidence for learning outcomes 3 and 4 which require learners to describe the key legal responsibilities when offering credit facilities to customers and the obligations under data protection legislation.

Learning outcome 3 investigates the main provisions of consumer-credit legislation and learners need to explore the key legal responsibilities of the retail business and its responsibilities when offering credit facilities to customers. Learners should be encouraged to research the various types of credit available and then understand how the retail business, if offering credit, must adhere to the rules stipulated in current consumer-credit legislation.

Learning outcome 4 examines the main provisions of data protection legislation in relation to retail and learners will need to understand that there are strict rules that govern how retail businesses obtain, store and use information about their customers.

For learning outcome 5, learners investigate the main provisions of the law relating to the sale of licensed and age-restricted products. They will need to learn that there are a number of rules concerning the sales and storage of licensed products. Similarly, there are various rules and regulations associated with selling age-restricted products which must be strictly observed. Having researched the laws relating to the sale of licensed and age-restricted products, learners could produce a report which describes the key responsibilities of retail outlets and their employees.

Learning outcome 6 examines the consequences for retail businesses and employees of contravening retail law. Learners need to understand that sanctions and penalties can be very severe and even result in imprisonment for the owner. Finally, learners will need to understand that if a business is fined or punished for contravening the law then there can be significant consequences for the business and its future prosperity. Case studies can be used to explore consumer rights and assess the consequences of contravening consumer law. Learners should be encouraged to assess how fair the law is in certain situations and thus appreciate that many legal situations are not always clear cut. This could be achieved by asking learners to consider a legal case study from both the customer and retail organisation's perspective, and then make a judgement based on their understanding of the law.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and programme. Group activity exploring the purpose of consumer legislation in retailing and theoretical input from the tutor. Discussion on the key principles and concepts of consumer legislation. Quiz on 'fitness for purpose', misinterpretation and the meaning of 'merchantable quality'.
Visiting speaker from Trading Standards – The Trade Descriptions Act (TDA) discussion and question and answers. Discussion on retail employee responsibilities under the TDA. Group work – case studies on responsibilities under TDA.
Presentation by guest speaker or tutor-led delivery on the credit facilities available to customers. Group discussion on the Consumer Credit Act and related legislation.
Presentation by guest speaker or tutor-led delivery on the Data Protection Act as related to retail businesses. Group activity on how customer information should be handled in order to comply with the law.
Discussion on the sale of licensed products. Group activity on the responsibilities and obligations of a retail business and its employees in relation to the sale of licensed goods.
Discussion on the sale of age-restricted products. Video/DVD on age restricted products, followed by question and answer session.
Presentation on the consequences for retail businesses if retail law is contravened. Quiz on retail laws. Group discussion on consequences of and sanctions for contravening retail law. Case study, group work exercise – penalties for contravening retail law.

Topic and suggested assignments/activities
Assessment – learners produce an assignment, which they add to throughout the unit, on how a chosen retail business complies with retail law, including:
• how the legislation protects the rights of customers
• the effects of the Trades Descriptions Act
• consumer credit legislation
• data protection
• the sale of licensed and age-restricted products
• the consequences of contravening the law.
(Learning outcomes 1, 2, 3, 4, 5 and 6)

Assessment

Assessment strategies used for this unit need to reflect the evidence required for the assessment criteria and could be assessed through a variety of methods including individual presentations, reports and essays. One large assignment could be produced where learners investigate how a chosen retail business complies with retail consumer law including an investigation into how consumer legislation protects the rights of customers, the effects of the Trade Description Act, consumer credit legislation, data protection, the sale of licensed and age-restricted products and the consequences of contravening the law.

Alternatively, one case study could be used to cover all the assessment criteria and learning outcomes or three smaller case studies could be used. A short test may be more appropriate to ensure all the assessment criteria are covered and the guidance on the amount of examples for each performance criteria are followed. Evidence could be in the form of responses to a centre-devised test or written reports or presentations given by learners showing their research for each criterion. Any presentations must be recorded for verification purposes.

For 1.1, learners need to state briefly the purpose of consumer legislation in relation to retail. For 1.2, learners have to describe three key principles of consumer legislation as listed in the unit content. This could be based on a case study of a consumer-buying goods.

For 2.1, learners need to describe the purpose and main provisions of the Trade Descriptions Act in relation to retail. Learners need to describe the purpose of the act and also three of its main provisions. For 2.2, learners should describe three retail employee responsibilities under the act listed in the unit content. Again, this could be based on a case study, or the learner's own research into a particular retailer, or questions learners ask a guest speaker from a retail organisation.

For 3.1, the learners need to describe the key legal responsibilities of a retail business and its employees when offering credit facilities to customers. Learners should describe four key legal responsibilities from the unit content.

For 4.1, learners need to describe the key responsibilities and obligations of a retail business and its employees under current data protection legislation. Learners should describe four key responsibilities of a retail business and its employees.

For 5.1, learners need to identify the responsibilities and obligations of a retail business and its employees in relation to the sale of licensed goods. Learners should identify two responsibilities in relation to the sale of licensed goods.

For 5.2, learners need to identify the responsibilities and obligations of a retail business and its employees in relation to the sale of age-restricted goods. Learners should identify two responsibilities in relation to the sale of age-restricted goods.

Learning outcome 6 explores the consequences of contravening retail law. For 6.1, learners have to describe the legal consequences of contravening retail law. They should describe three legal consequences from the unit content. For 6.2, learners need to describe the probable commercial consequences and sanctions for employees and businesses of contravening retail law. Learners should describe three probable consequences and/or sanctions.

Tutors must ensure that all requirements of the assessment criteria are met.

Suggested resources

Books

Atiyah P S, Adams J N and MacQueen H L – *Sale of Goods, 11th Edition* (Pearson Publishing, 2005) ISBN 9780582894082

Brittain P and Cox R – *Retailing*: *An Introduction* (FT: Prentice Hall, 2004) ISBN 9780273678199

Fernie J et al – *Principles of Retailing* (Butterworth-Heinemann Ltd, 2003) ISBN 9780750647038

Kent T and Omar O – *Retailing* (Palgrave Macmillan, 2003) ISBN 9780333997697

Pilgrim D – *Retailing (Real Life Guides)* (Trotman, 2004) ISBN 9780856609992

Thomas W – *Law for Retailers* (BSSA, 2003) ISBN 9781852524234

Journals

Convenience Store (William Reed Business Media)

Drapers (Emap)

Food and Drink International

The Grocer (William Reed Business Media)

Independent Retailer

Retail Week (Emap)

Websites

www.brc.org.uk	British Retail Consortium
www.consumereducation.org.uk	Consumer Education
www.adviceguide.org.uk	Advice Guide from Citizens Advice Bureau
www.bis.gov.uk	Department of Business, Innovation and Skills
www.thelocalshop.com	Association of Convenience Stores
www.oft.gov.uk	Office of Fair Trading
www.theretailbulletin.com	The Retail Bulletin
www.skillsmartretail.com	Skillsmart
www.tradingstandards.gov.uk	Trading Standards Institute

Unit 11: Understanding the Handling of Customer Payments in a Retail Business

Unit reference number: H/502/5797

Level: 2

Credit value: 2

Guided learning hours: 8

Unit aim

The purpose of this unit is to provide learners with the knowledge and understanding of the cashier's responsibilities in terms of processing payments at the payment point within retail businesses.

Unit introduction

Handling of customer payments in a retail business is one of the most important operational tasks that has to be performed. It is important, therefore, for learners to appreciate some of the issues that can arise if payments are not processed effectively. Retail staff need to have a good understanding of the handling of customer payments in order to ensure the financial management aspects of the business are in good order. An understanding of the risks involved in handling customer payments is also crucial. This unit aims to develop knowledge and understanding in these key areas and, as such, it underpins other units in the qualification and is essential for those who handle customer payment roles.

Learning outcome 1 explores the methods of payment accepted from customers and the associated risks. Consequently, it is important to ensure that no monies are lost between the sale to a customer and the cash being banked safely.

Learning outcome 2 introduces the responsibility of cashiers to provide a service at the payment point. The important customer-service skills required at the payment point are explored, as well as how the cashier can help promote additional sales. From time to time a customer may complain about payment, whether they have been short-changed or over-charged, how the cashier can help resolve these problems, or refer them, is reviewed. The consequences for the cashier and the business if legal age restrictions are not complied with are also investigated.

Essential resources

There are no essential resources required for this unit.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the methods of payment accepted from retail customers	1.1	list the methods of payment typically accepted by retail businesses and describe how each is processed	☐ *Methods of payment*: cash payments; cheque; credit card; debit card; vouchers; credit note; charge card ☐ *Process methods*: identify and check prices; identify discounts and special offers; company procedures; Electronic Point of Sale (EPOS) and Electronic Funds Transfer at Point of Sale (EFTPOS) technology; manual; relevant rights, duties and responsibilities relating to the Sale of Goods Act
2	Understand the risks involved in handling payments	2.1	describe how errors can arise when accepting cash payments at the till, and explain how these can result in losses	☐ *Reasons for errors with cash payments*: human counting error; distraction of cashier; errors on entering cash received; inexperience; lack of concentration; acceptance of cash that is not legal tender; acceptance of counterfeit cash ☐ *Results of errors*: irate customers; bad publicity; effect on customer service; cash reading over or under; long-term effects on the business; cash losses
		2.2	identify the security risks that may arise when handling payments	☐ *Security risks associated with handling payments*: fraud; theft; stolen cards; stolen cheques; counterfeit money and illegal tender

Learning outcomes	Assessment criteria	Unit amplification
3 Understand the cashier's responsibility for providing service at the payment point	3.1 outline the cashier's key responsibilities for serving customers at the payment point	☐ *Cashier's responsibilities*: cash security; identification of approved methods of payment; procedures for authorising non-cash transactions; checking for counterfeit payments, stolen cheques and credit cards; dealing with customer problems; rights, duties and responsibilities relating to the Sale of Goods Act; knowledge of company procedures for taking payments and for dealing with suspected fraud
	3.2 identify common problems which can arise at the payment point and describe how the cashier can resolve or refer these	☐ *Common problems at payment point*: technological hold ups eg replacing of till roll; customer queries; pricing hold ups; declining of payment card ☐ *Cashier's problems solving role at payment point*: interpersonal skills; manner; politeness; prioritisation skills; knowledge of company procedures; referral of problems to line manager
	3.3 describe additional services which are often offered to customers at the payment point, such as cash-back or wrapping	☐ *Additional services offered to customers at the payment point*: cash back; wrapping; packing; delivery to vehicle; taxi pick-up; saving stamps; mobile phone top up; help for customers with disabilities
	3.4 describe how the cashier can help to promote additional sales at the payment point	☐ *Cashier's role in promoting and selling*: giving advice; product information; interpersonal skills; body language; eye contact; raising awareness; handling objections

Learning outcomes		Assessment criteria		Unit amplification
4	Understand the cashier's responsibilities when processing age-restricted goods at the payment point	4.1	list the types and age restrictions of products which can be sold only to customers, or by employees, who are over a minimum age specified by law	□ *Types of age restricted products*: tobacco; knives and offensive weapons; crossbows; fireworks; solvents; airguns; lighter refills containing butane; alcohol; caps; party poppers; lottery tickets; aerosol paint □ *Age restrictions of products*: products not to be sold to anyone under 18 eg alcohol and tobacco products; products not to be sold to anyone under 16 eg lottery tickets; age restrictions on different categories of video/DVD, 12 and over, 15 and over, 18 and over □ *Age restrictions of employees*: employees have to be 18 or over to sell alcohol; no age restrictions on the employee who may sell cigarettes but not recommended; no age restrictions on the employee who may sell knives but not recommended □ *Age restrictions of customers*: 16 years – national lottery tickets; scratch cards; cracker snaps; caps; novelty matches; party poppers; serpents; throw downs; aerosol spray paint; jumbo markers □ *Age restrictions of customer*: 18 years – cigarettes; cigarette papers; rolling machines; other tobacco products; knives; fireworks; solvents; butane; alcohol
		4.2	state the consequences for the cashier and the business if legal age restrictions are not complied with	□ *Consequences for the cashier and the retail business if legal age restrictions are not complied with*: loss of job; prosecution; fine; financial penalties, imprisonment
		4.3	describe the cashier's responsibilities for helping to ensure that legal age restrictions are complied with.	□ *Cashier's responsibilities for helping to ensure that legal age restrictions are complied with*: checking customer's ID for age confirmation; knowing which products have restrictions; knowing the minimum age for the purchase of restricted products; following company procedures when dealing with customers who appear to be under age

Information for tutors

The purpose of this unit is to develop understanding of the handling of customer payments in a retail business. If learners are employed in a role where they are responsible for handling customer payments, for example in a part-time job or work placement, it would be beneficial for them to base their assignment on their role. Alternatively, knowledge and understanding can be reinforced through visits from people employed in a retail environment to talk about methods for taking payment, the cashier's responsibilities and the problems which can arise. Learners can also discuss case studies, particularly when looking at situations involving risks or illustrating the cashier's responsibilities. Role-play activities of scenarios where problems occur may also be useful. Delivery strategies should reflect the nature of the work undertaken by cashiers at the point of sale and the assignment(s) should allow learners to take responsibility for and ownership of their own learning.

The unit requires learners to approach the various aspects of payment handling through investigation and practical application where possible. In learning outcome 1, learners need to know the various methods of payment that are available to customers and how they are processed. Learners should investigate both the manual systems used by a market trader and the range of electronic systems used by larger retailers. A suggested approach could be for learners to produce flow diagrams showing the path a payment takes from the customer to the retailer's bank account.

Learning outcome 2 develops this further to investigate how errors can arise at the payment point which can then have a significant effect on a retail business' financial situation. Learners will then begin to understand the risks involved in handling payments and the importance of security procedures to minimise these risks. It may be useful to give learners case studies of situations where errors have occurred to consider and discuss. It may also be useful to have a visiting speaker who can talk about the types of situations that can occur and how they are dealt with.

Learning outcome 3 investigates the cashier's responsibility for providing service at the payment point and learners will explore the common problems which can arise here, and good use can be made of role-playing exercises to identify how cashiers can resolve problems that arise. The area of additional services can then be reviewed and learners should be given opportunities to identify possible further services that could be introduced at the payment point. The payment point is also an important location for the promotion of additional sales and learners should be encouraged to identify the skills required for this. Again it may be useful for learners to consider case studies and hear from a guest speaker about their past experiences of dealing with problems. Role-play activities may also be useful, allowing learners to practise their interpersonal skills and the appropriate manner when dealing with problems.

The final learning outcome deals with the important issue of age-restricted products. Learners need to be made aware of the product types that carry age restrictions and also the age limits for those employees who sell age-restricted products. Finally, this outcome reviews the consequences for cashiers and the retail business of non-compliance with the regulations associated with age-restricted products, and the cashier's responsibilities for helping to ensure that the regulations are complied with. Again the use of case studies will be useful.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and programme.
Group activity exploring possible methods of payment accepted by retail businesses and theoretical input from the tutor.
Discussion on how errors can occur when accepting cash payments. Group activity on how this can result in losses.
Visiting speaker on security issues at point of sale.
Question and answer session.
Presentation on cashier's responsibilities for providing service at the payment point.
Discussion on responsibilities.
Group activity on identification of problems that can arise at the point of sale.
Role-play exercise on how a cashier can help solve these problems.
Presentation on additional services currently being offered by leading retailers at the payment point.
Group exercise on what other services could be offered.
Discussion on how cashiers can promote additional sales at the payment point.
Video/DVD on personal selling at the payment point – discussion.
Visiting speaker (Trading Standards) – selling age-restricted products, rules and regulations.
Question and answers – discussion.
Presentation on the consequences for the cashier and the retail business of non-compliance with legal age restrictions.
Quiz on legal age-restricted products.
Discussion on the cashier's responsibilities with regard to age-restricted products.
Case study group-work exercise.
Assessment – learners produce an assignment which can be added to throughout the unit, showing how customer payments are handled in a retail business, including costs involved, cashier's responsibilities for providing a service at point of payment and when processing age-restricted goods. (Learning outcomes 1, 2, 3 and 4)

Assessment

Assessment strategies used in this unit need to reflect the evidence required within the assessment criteria and could be through a variety of methods including individual presentations, reports and essays. One large assignment could be produced where learners investigate the handling of customer payments in a chosen retail business including investigation into the risks involved, cashier responsibilities for providing a service at the point of payment and their responsibilities when processing age-restricted goods.

Alternatively, learners could follow an assignment based on one case-study scenario, or possibly three scenarios, to cover the learning outcomes and criteria. A

short test devised by the centre would again be a suitable assessment method as long as all the criteria were covered and the guidance given in this assessment section on the number of examples to be included is followed.

Evidence can be in the form of a written report or a presentation showing the learner's research for each of the criteria. Presentations must be recorded for verification purposes.

For 1.1, learners need to list five methods of payment that are accepted by retail businesses. For 2.1, learners have to describe how errors can arise when accepting cash payments at the till. Learners do not need to describe all the errors that may occur and four would be an acceptable number. They then have to explain how these errors can manifest themselves as losses to the retail business. For 2.2, learners need to identify four security risks associated with handling payments.

For 3.1, learners need to outline five key responsibilities that cashiers have for serving customers at the payment point. For 3.2, learners have to identify three common problems which can arise at the payment point and then describe how the cashier could resolve these problems or refer them to someone more senior. For 3.3, learners must describe five possible additional services which are often offered to customers at the payment point. For 3.4, learners need to describe how the cashier can help to promote additional sales at the payment point. Learners need to describe three methods cashiers can use to promote additional sales.

For 4.1, learners need to list, from the unit content, the types and age restrictions of products which can be sold only to customers, or by employees, who are over a minimum age specified by law. For 4.2, learners must state three consequences for the cashier and the business if legal age restrictions are not complied with. For 4.3, learners need to describe the cashier's responsibilities for helping to ensure that legal age restrictions are complied with. Learners need to describe two of these responsibilities.

Tutors must ensure that all requirements of the assessment criteria are met.

Suggested resources

Books

Boden A – *The Handling Complaints Pocketbook* (Management Pocketbooks, 2001) ISBN 9781870471916

Brittain P and Cox R – *Retailing*: *An Introduction* (FT: Prentice Hall, 2004) ISBN 9780273678199

Fernie J et al – *Principles of Retailing* (Butterworth-Heinemann Ltd, 2003) ISBN 9780750647038

Kent T and Omar O – *Retailing* (Palgrave Macmillan, 2003) ISBN 9780333997697

Pilgrim D – *Retailing (Real Life Guides)* (Trotman, 2004) ISBN 9780856609992

Thomas W – *Law for Retailers* (BSSA, 2003) ISBN 9781852524234

Journals

Convenience Store (William Reed Business Media)

Drapers (Emap)

Food and Drink International

The Grocer (William Reed Business Media)

Independent Retailer

Retail Week (Emap)

Websites

www.brc.org.uk	British Retail Consortium
www.adviceguide.org.uk	Advice Guide from the Citizens Advice Bureau
www.consumereducation.org.uk	Consumer Education
www.bis.gov.uk	Department if Business, Innovation and Skills
www.oft.gov.uk	Office of Fair Trading
www.skillsmartretail.com	Skillsmart Retail, the Sector Skills Council for Retail
www.ACS.org.uk	Association of Convenience Stores
www.theretailbulletin.com	The Retail Bulletin
www.tradingstandards.gov.uk	Trading Standards Institute

13 Further information and useful publications

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

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html

- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))

- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)

- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)

- *Equality Policy* (Pearson)

- *Recognition of Prior Learning Policy and Process* (Pearson)

- *UK Information Manual* (Pearson)

- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

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

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

Additional resources

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

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

14 Professional development and training

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

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

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

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

BTEC training and support for the lifetime of the qualifications

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

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

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

Your Pearson support team

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

- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- Ask the Expert: submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at qualifications.pearson.com/en/support/contact-us.html

Annexe A

National Occupational Standards mapping

The grid below maps the knowledge covered in the Pearson BTEC Level 1 qualifications in retail against the underpinning knowledge of the Retail National Occupational Standards.

KEY

\# indicates partial coverage of the NOS unit

a blank space indicates no coverage of the underpinning knowledge

Units	1	2	3	4	5	6	7	8	9	10	11
NOS in Retail											
Work Effectively in your retail team						#					
Move goods and materials manually in a retail environment					#						
Keep stock at required levels in a retail environment					#						
Help to maintain health and safety in a retail store			#								
Help customers choose products in a retail environment		#									
Maximise product sales in a retail environment				#							
Provide information and advice to customers in a retail environment		#									
Receive deliveries into storage in a retail environment					#						
Put goods and materials into storage in a retail environment					#						

Annexe B

Mapping to Functional Skills

Level 1	Unit number										
English — Speaking and listening	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**
Take full part in formal and informal discussions and exchanges that include unfamiliar subjects	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
English — Reading											
Read and understand a range of straightforward texts	✓		✓			✓				✓	✓
English — Writing											
Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience	✓						✓			✓	✓

Level 1	Unit number										
Mathematics — Learners can	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**
Representing											
• understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine									✓		
• identify and obtain necessary information to tackle the problem									✓		
• select mathematics in an organised way to find solutions									✓		
Analysing											
• apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes									✓		
• use appropriate checking procedures at each stage									✓		
Interpreting											
interpret and communicate solutions to practical problems, drawing simple conclusions									✓		

Level 1	Unit number										
ICT — Use ICT systems	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**
Identify the ICT requirements of a straightforward task	✓						✓				
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context											
Manage information storage											
Follow and demonstrate understanding of the need for safety and security practices											
ICT — Find and select information											
Use search techniques to locate and select relevant information	✓						✓				
Select information from a variety of ICT sources for a straightforward task											
ICT — Develop, present and communicate information											
Use search techniques to locate and select relevant information											
Select information from a variety of ICT sources for a straightforward task	✓						✓				
Use search techniques to locate and select relevant information	✓						✓				
Select information from a variety of ICT sources for a straightforward task							✓				
Use search techniques to locate and select relevant information	✓						✓				