



# Pearson

## Clarity Statement

**Pearson BTEC Level 2 Award in Underage Sales Prevention (QCF)  
Qualification Number: 601/1119/7**

Due to a lack of registrations, the above qualification will be withdrawn on the 31<sup>st</sup> December 2016.

**This unit has been included in the optional unit structure of the retail knowledge qualifications listed below:**

- Pearson BTEC Level 2 Award in Retail Knowledge - 500/7339/4
- Pearson BTEC Level 2 Certificate in Retail Knowledge - 500/7363/1
- Pearson BTEC Level 2 Diploma in Retail Knowledge - 500/7362/X
- Pearson BTEC Level 3 Certificate in Retail Knowledge - 500/7312/6

The unit detail is listed below.

### **Pearson BTEC and Apprenticeships**

# Unit 1: Underage sales prevention for retail and licensed premises

**Unit reference number:** M/602/2234

**QCF level:** 2

**Credit value:** 1

**Guided learning hours:** 5

---

## Unit aim

The aim of this unit is to give sales staff the knowledge they require about legislation relating to age-restricted products and how to prevent the unlawful sale of age-restricted products.

The unit has been developed to comply with current licensing and serious crime and disorder legislation. Examples of licensed premises and retail businesses are bars, hotels, restaurants, off-sales premises, supermarkets, convenience stores, garages, newsagents, DIY centres, hardware stores, cookware stores.

Age-restricted products include: alcohol (inclusive of exceptions); tobacco and tobacco products; lottery tickets and scratchcards; petrol; party poppers and caps; air guns, pellets, crossbows and knives; solvents; butane gas cigarette lighter refills; tattoos; fireworks; betting; DVDs, video, computer games.

## Essential resources

There are no special resources needed 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 current legislation relating to the sale and purchase of age-restricted products	1.1	Describe reasons why the law restricts the sale of certain products	<ul style="list-style-type: none"> <li>• Use presents risks to the health, safety and welfare of young people.</li> <li>• Direct or indirect impact on health, safety and welfare of others.</li> <li>• Protection of children from harm, categories of harm: physical harm to the user; psychological harm to the user; mental health problems for the user; increased vulnerability of the user to physical or sexual assault from others; increased vulnerability of others to physical or sexual assault.</li> </ul>
		1.2	Identify which products are age-restricted by law	<ul style="list-style-type: none"> <li>• Alcohol, tobacco products, crossbows, airguns and pellets, offensive weapons/knives, lighter refills, volatile substances/solvents, adult fireworks, aerosol paint, caps and cracker snaps, lottery and instant-win tickets, petrol, liqueur confectionery, videos and DVDs of violent or sexual content and computer/console games</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	1.3 Identify the legal age-restrictions which apply to the sale of certain products	<ul style="list-style-type: none"> <li>• Under 18 years: alcohol, tobacco products, crossbows, airguns and pellets, offensive weapons/knives, lighter refills, volatile substances/solvents, adult fireworks.</li> <li>• Under 16 years: aerosol paint, caps and cracker snaps, lottery and instant win tickets, petrol, liqueur confectionery.</li> <li>• The three age-restricted categories that relate to videos and DVDs and computer/console games are 12, 15 and 18 years.</li> </ul>
	1.4 Identify the legal penalties for employers, employees and customers which apply to the unlawful sale and purchase of age-restricted products	<ul style="list-style-type: none"> <li>• Penalties for employers and employees that apply to the unlawful sale and purchase of age-restricted products vary with category.</li> <li>• Alcohol: employers can receive a maximum fine for 'persistent selling to children' – two failed test purchases in three consecutive months; or a voluntary period of closure as agreed with the police; or loss of licence subsequent to a premises licence review.</li> <li>• Alcohol: employees detected selling alcohol to underage customers can accept a fixed penalty fine for unlawful supply. If the employee refuses to accept a fixed penalty fine they can be prosecuted and there is a maximum penalty fine if convicted by a court.</li> <li>• Tobacco: employees are subject to a maximum penalty fine for unlawful sale if convicted by a court.</li> <li>• Crossbows, airguns and pellets, offensive weapons/knives, lighter refills containing butane, volatile substances/solvents, adult fireworks, caps and cracker snaps, and all categories of video or DVD: employees face a maximum penalty fine for unlawful supply and or imprisonment.</li> <li>• Aerosol paint: employees face a maximum fine if convicted by a court.</li> <li>• Lottery and instant win tickets: employees face a maximum penalty of a fine</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
				<ul style="list-style-type: none"> <li>• Petrol: the manager of a petrol station must be at least 18 years' old. If the employer allows an employee under 16 years' old to dispense petrol, the employer faces a maximum penalty fine.</li> <li>• A customer under 16 can buy and dispense petrol, but Health &amp; Safety Executive guidance is that they should be closely supervised by an adult if they do so.</li> <li>• Liqueur confectionery: the employee faces a maximum penalty fine if convicted by a court.</li> <li>• Penalties for underage purchasing; customers who purchase age- restricted products: fixed penalty fines for 16 or 17 year-olds buying alcohol is £50; for a child under 16 it is £30, although if a child is prosecuted for such an offence they could receive a fine of up to £1000 on conviction in a magistrates court.</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to prevent unlawful sales of age-restricted products	2.1	Describe procedures for challenging for proof of age documentation	<ul style="list-style-type: none"> <li>• How to ask for documentary proof of age and identification from the customer.</li> <li>• Which forms of ID are acceptable and which are not: any proof of age card containing the PASS logo and hologram; a European Union photo driving licence; a passport; a Defence ID card; a European Member state ID card, including Norway, Iceland, Lichtenstein or Switzerland (but not the UK).</li> <li>• What to look for when checking proof of age documentation: comparing the photograph with the person; checking the date of birth to ensure the customer has reached the minimum age of purchase; checking the documentation has not been tampered with and is not an obvious forgery; checking the hologram on the document is real; checking the document is still current.</li> <li>• The legal requirement for an age-verification policy in respect of the sale of alcohol.</li> <li>• Application of a proof of age policy based on 'Challenge 21' or 'Challenge 25' whereby any customer who appears to be less than 21 or 25 (as the policy may describe) is asked to prove that they are at least 18 or 16 years' old (depending on the age restriction).</li> </ul>
		2.2	Describe how to refuse the sale of age-restricted products to minimise the risk of conflict	<ul style="list-style-type: none"> <li>• Refusing service to an underage purchaser politely but firmly.</li> <li>• Depersonalising the refusal to serve or to sell.</li> <li>• Make reference to the relevant law on underage sales.</li> <li>• Direct to underage sales refusal posters or leaflets at the point of sale.</li> <li>• Avoid language that is insulting or provocative.</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	2.3 Describe how to manage conflict arising out of challenges and refusals	<ul style="list-style-type: none"> <li>• Detaching the customer to whom service is being refused from an audience of onlookers in order to reduce the risk of conflict.</li> <li>• Focusing on the product being refused, not the person.</li> <li>• Maintaining the refusal to serve even if the customer refuses to accept it.</li> <li>• Keeping a physical barrier between the server and the customer.</li> <li>• Seeking the assistance and support of a colleague/manager if the customer refuses to accept the refusal to serve (understanding the two techniques of 'lead and back-up' and 'passing the baton').</li> <li>• Having an 'exit strategy' in place if the customer threatens violence (how to escape to a place of safety).</li> <li>• Seeking the assistance of security staff or police if threats or verbal abuse continues.</li> </ul>
	2.4 Describe the benefits of recording admission and sales refusals	<ul style="list-style-type: none"> <li>• Recording admission and sales refusals.</li> <li>• Demonstrates due diligence to the police of other authorities in respect of applying the law in relation to underage sales</li> <li>• Maintains a record of the refusal to rebut allegations of bias or prejudice.</li> <li>• Enables management to see that the premises' underage sales policy is being implemented.</li> </ul>

## Information for tutors

---

### Delivery

This unit is usually delivered in a classroom setting.

When delivering the unit, centres must ensure that the information contained in the unit amplification section of this unit is covered with the learners. Where knowledge of legislation is needed centres must ensure that their learning support materials and tutors are updated on any changes so that content is legally correct and up to date.

### **Learning outcome 1 (LO1): Know current legislation relating to the sale and purchase of age-restricted products**

There are four assessment criteria (AC) for this learning outcome. When discussing the content of AC1.1 the tutor should explain that the justifications for placing age restrictions on certain products include reasons of public health, safety and welfare, and the protection of children. The tutor should involve learners in a discussion and invite them to give examples of how the sale or use of age-restricted products might impact on the underage purchaser and on others who might be affected by the purchase. The tutor needs to identify the different categories of harm that can result when these products are used by people deemed too young to buy and use them.

AC1.2 involves the identification of which products are age restricted by law. AC1.3 involves identifying the legal age restrictions that apply to each and every age-restricted product. It is helpful to express this in terms of categories, for example 'products that can be sold only to persons aged at least 18 years are...'. AC1.4 identifies the legal penalties that apply to different categories of person, i.e. employers, employees and customers, arising out of unlawful sales and purchases of age-restricted products.

It may be beneficial to invite a local council trading standards officer, or local police licensing officer to talk about the consequences that they encounter as a result of the unlawful sale of age-restricted products.

### **Learning outcome 2 (LO2): Know how to prevent unlawful sales of age-restricted products**

There are four assessment criteria for this learning outcome. When discussing LO2, tutors should convey an understanding of how to apply the knowledge gained in LO1. To prevent unlawful sales of age-restricted products there is a two-step process assessed in AC2.1 and AC2.2. In respect of sales of alcohol there is a legal requirement for an age-verification policy. This is usually based on the concept of 'Challenge 21' or 'Challenge 25' whereby buyers who look younger than 21/25 will be asked to prove that they are at least 18 (the legal age for buying alcohol). Learners should explore, through discussion, how such a policy will make it easier for them to avoid unlawful sales of alcohol (or other products to which these schemes might be voluntarily applied). Centres should involve learners in discussing the procedures for challenging young customers for acceptable proof of age documentation, and how to refuse the sale of age-restricted products if such documentation is not produced, or if the seller is not convinced that the buyer is old enough to lawfully buy the product.

Centres should enable learners to identify which documentary proofs of age are acceptable and which are not. It is beneficial to have examples or photographs of acceptable documentary proofs of age so that learners can recognise them in the real world context. Such photographs might, for example, be included in the learning support materials that centres provide for tutors or that tutors themselves provide for learners. The most common forms of acceptable ID are passports, photo driving licences and PASS-accredited proof of age ID cards. Centres should explain how sellers should check these documents to ensure that they are genuine and that they refer to the buyer in front of them.

In AC2.2, centres should enable learners to explore the techniques for refusing the sale of an age-restricted product to an underage customer in such a way as to minimise the risk of conflict. The different methods are iterated in the unit amplification. In AC2.3, centres should encourage learners to explore the various techniques that can be used to manage the conflict that can arise out of challenges for a proof of age and sales refusals. Learners should be encouraged to discuss examples from their own experience of conflicts they have had to manage in these circumstances.

In AC2.4, centres should encourage learners to explore the benefits of recording admission and sales refusals. When back in the workplace, Centres should emphasise the importance of learners being able to demonstrate due diligence in the application of underage sales refusals in the real world context.

## Assessment

This unit is assessed through an onscreen test. Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*.

## Suggested resources

The following resources and documentation will help learners to explore and understand this unit, the provision of:

- teaching aids, such as PowerPoint presentations
- learning support materials, including handouts and a course handbook.

## Websites

[www.tradingstandards.gov.uk](http://www.tradingstandards.gov.uk) – gives website addresses for all council trading standards departments in England and Wales, from which information about age- restricted products and local enforcement activity can be obtained. For example:

[www.hackney.gov.uk/assts/Documents/age-restricted-products.pdf](http://www.hackney.gov.uk/assts/Documents/age-restricted-products.pdf)

[www.underagesales.co.uk](http://www.underagesales.co.uk) – gives comprehensive information and advice about age-restricted products from a social enterprise company dedicated to the subject

## Publication

Tony Allen – *Age Restricted Sales* (Troubadour) ISBN 978180884103.