

Pearson BTEC Level 2 Certificate for Retailers

Specification

BTEC Specialist qualification

First teaching December 2018

Edexcel, BTEC and LCCI qualifications

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1 Introducing BTEC Specialist qualifications

What are 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.

BTEC Specialist qualifications put learning into the context of the world of work, giving learners the opportunity to apply their research, skills and knowledge in relevant and realistic work contexts. This applied, practical approach means learners develop the knowledge, understanding and skills they need for career progression or further study. As such, these qualifications are well suited to support the delivery of the Apprenticeship Standards.

The qualifications may be offered as full-time or part-time courses in schools, colleges, training centres and through employers.

Sizes of BTEC Specialist qualifications

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

In addition to guided learning, other required learning directed by tutors or assessors includes 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 the TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with employers and training providers delivering the qualifications.

BTEC Specialist qualifications are generally 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 2 Certificate for Retailers
Qualification Number (QN)	603/3840/4
Regulation start date	21/11/2018
Operational start date	01/12/2018
Approved age ranges	16–18 18+ 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please see <i>Section 6 Access and recruitment</i> .
Total qualification time (TQT)	360
Guided learning hours (GLH)	206
Assessment	Internal assessment.
Grading information	The qualification and units are at a Pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must also follow the information in our document, <i>A guide to recruiting with integrity and enrolling learners onto qualifications</i> (see <i>Section 6 Access and recruitment</i>).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding. The Apprenticeship funding rules can be found at www.gov.uk

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

3 Qualification purpose

Qualification objectives

The Pearson BTEC Level 2 Certificate for Retailers is for learners working, or intending to work, in a customer-facing retail job role where they assist customers in purchasing products and services. It is designed to support the off-the-job training and development of apprentices on the Retailer Apprenticeship programme. It is also for those individuals not on an apprenticeship programme but who wish to achieve a qualification to prepare for employment.

The qualification gives learners the opportunity to:

- develop knowledge and understanding of the technical concepts, principles, standards and practices that underpin competence in a customer-facing retail job role
- learn about a range of transferable skills and professional attributes that support successful performance in a retail job role
- achieve a nationally-recognised Level 2 qualification
- develop confidence and readiness for the apprenticeship end-point assessment.

Apprenticeships

The Pearson BTEC Level 2 Certificate for Retailers is not a mandatory requirement within the Retailer Apprenticeship Standard. However, as it is aligned to the knowledge and behaviours outcomes of the apprenticeship standard, it provides structure for the off-the-job training element of the apprenticeship and builds the foundation for learners to develop occupational competence in the job role.

Annexe A shows how the knowledge and behaviours from the apprenticeship standard are covered in the qualification.

Progression opportunities

Learners who achieve the qualification and have met all other specified requirements of the Retailer Apprenticeship Standard can progress to achieving the full apprenticeship certification that confirms competency in a retailer job role, which could include job titles such as retail assistant, retail associate or retail sales assistant.

With further training and development, learners can progress into specialist, team leading, supervisory or first line management roles within retail and higher level training and apprenticeships.

Alternatively, learners who have achieved the qualification but not completed the full apprenticeship requirements could progress to related retail job roles such as stock control assistant and promotions assistant or to other related qualifications.

4 Qualification structure

Pearson BTEC Level 2 Certificate for Retailers

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

Number of mandatory units that must be achieved	7
Number of guided learning hours that must be achieved	206

Unit number	Mandatory units	Level	Guided learning hours
1	Understanding the operations of a retail business	2	33
2	Understanding how to deliver customer service in retail	2	30
3	Principles of stock control and visual merchandising in retail	2	34
4	Understanding marketing, promotions and sales in retail	2	30
5	Understanding how to contribute to the success of a retail business	2	34
6	Principles of working in a retail team	2	15
7	Understanding personal effectiveness in a retail work environment	2	30

5 Centre resource requirements

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

- Centres must have appropriate physical resources (for example IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place that ensure continuing professional development (CPD) for staff delivering the qualification.
- Centres must have appropriate health and safety policies in place that relate to the use of equipment by learners.
- Centres must have in place robust internal verification systems and procedures to ensure the quality and authenticity of learners' work as well as the accuracy and consistency of assessment decisions between assessors operating at the centre. For information on the requirements for implementing assessment processes in centres, please refer to the *BTEC UK Quality Assurance Centre Handbook* available on our website.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 6 Access and recruitment*. For full details of the Equality Act 2010 visit www.legislation.gov.uk

6 Access and recruitment

Our policy on 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 barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

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

We refer centres to the Pearson *Equality, diversity and inclusion policy*, which can be found in the support section of our website.

Prior knowledge, skills and understanding

No prior knowledge, understanding, skills or qualifications are required for learners to register for this qualification.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's *Equality, diversity and inclusion policy* document 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 *Section 8 Assessment* for information on reasonable adjustments and special consideration.

7 Programme delivery

Centres are free to offer this qualification using any mode of delivery that meets learners' and employers' needs. It is recommended that centres make use of a wide range of training delivery methods, including direct instruction in classrooms, simulated demonstrations, research or applied projects, e-learning, directed self-study, field visits and role play. 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.

Centres must adhere to the Pearson policies that apply to the different models of delivery. Our document, *Collaborative and consortium arrangements for the delivery of vocational qualifications policy* is available on our website.

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

- spending time with employers to better understand their organisational requirements and the methods of training that are most suitable, taking into consideration their available resources and working patterns
- collaborating with employers to ensure that learners have opportunities in the workplace to implement the knowledge and skills developed through the training programme
- developing up-to-date and relevant teaching materials that make use of scenarios relevant to the sector and relevant occupation
- giving learners the opportunity to apply their learning in realistic practical situations and activities
- having regular meetings with employers to discuss learner progress, providing feedback and agreeing how any issues will be resolved
- developing projects or assessments with input from employers.

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

8 Assessment

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

Units	Assessment method
All units	Internal assessment (centre-devised assessments)

In administering internal assessments, centres need to be aware of the specific procedures and policies that apply to, for example, registration, entries and results. More information can be found in our *UK Information Manual*, available on our website.

Language of assessment

Assessments for internally-assessed units are in English only.

A learner taking the qualification may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on the use of language in qualifications is available in our *Use of languages in qualifications policy* document, available on our website.

For further information on access arrangements, please refer to *Reasonable adjustments to assessments* later in this section.

Internal assessment

All units in this qualification are internally assessed and subject to external standards verification. This means that centres set and mark the final summative assessment for each unit, using the recommendations and support that Pearson provides. Centres need to be, if they are not already, approved to offer the qualification before conducting assessments. *Section 10 Centre recognition and approval* gives information on approval for offering this qualification.

Assessment through assignments

For internally-assessed units, the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been delivered. An assignment may take a variety of forms, including practical and written. An assignment is a distinct activity, completed independently by learners, that is separate from teaching, practice, exploration and other activities that learners complete with direction from tutors and assessors.

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide.

Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable there to be a clear and formal assessment outcome based on the assessment criteria.

Designing effective assignments

To ensure that final assessment decisions meet the required standard, assignments must be fit for purpose as a tool for measuring learning against the defined content and assessment criteria. Centres should make sure that assignments enable learners to produce valid, sufficient, authentic and appropriate evidence that relates directly to the specified criteria within the context of the learning outcomes and unit content.

An assignment that is fit for purpose and suitably controlled is one in which:

- the tasks that the learner is asked to complete provide evidence for a learning outcome that can be assessed using the assessment criteria
- the time allowed for the assignment is clearly defined and consistent with what is being assessed
- the centre has the required resources for all learners to complete the assignment fully and fairly
- the evidence the assignment will generate will be authentic and individual to the learner
- the evidence can be documented to show that the assessment and verification has been carried out correctly.

Recommended assignments are provided in the *Essential information for tutors and assessors* section of each unit. In designing assignments, centres need to work within the structure of the recommended assignments. They need to consider the following points when developing their assignment briefs.

- Centres may choose to combine all or parts of different units into single assignments provided that all units and all their associated learning outcomes are fully addressed in the programme overall. If this approach is taken, centres need to make sure that learners are fully prepared so that they can provide all the required evidence for assessment, and that centres are able to track achievement in the records.
- A learning outcome must always be assessed as a whole and should not be split into two or more assignments.
- The assignment must be targeted to the learning outcomes but the learning outcomes and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.

- Centres do not have to follow the order of the learning outcomes of a unit in developing assignments, but later learning outcomes often require learners to apply the content of earlier learning outcomes, and they may require learners to draw their learning together.
- As assignments provide the final assessment, they will draw on the specified range of teaching content for the learning outcomes. The specified content is compulsory for teaching and learning. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out research on their employer organisation, then they will address all the relevant range of content that applies in that instance.

Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of what they have learned. An assignment brief should include:

- a vocational scenario, context, or application for the tasks to be completed
- clear instructions to the learner about what they are required to do – normally set out through a series of tasks
- an audience or purpose for which the evidence is being provided.

Forms of evidence

Centres may use a variety of forms of evidence as long as they are suited to the type of learning outcome being assessed. For some units, the practical demonstration of skills is necessary and for others, learners will need to demonstrate their knowledge and understanding. The units give information on what would be suitable forms of evidence.

Centres may choose to use different suitable forms of evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Some of the forms of evidence include:

- written tasks or reports
- projects
- time-constrained simulated activities with observation records and supporting evidence
- observation and recordings of practical tasks or performance in the workplace
- sketchbooks, work logbooks, reflective journals, workbooks
- presentations with assessor questioning
- witness testimony.

The form(s) of evidence selected must:

- allow the learner to provide all the evidence required for the learning outcomes and the associated assessment criteria
- allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when using performance evidence, centres need to think about how supporting evidence can be captured through preparation notes, reflective accounts, logbook records, recordings, photographs or task sheets.

Centres need to take particular care that learners are enabled to produce independent work. For example, if learners are asked to use real examples, then best practice would be to encourage them to use examples of their own experiences.

For information on the requirements for implementing assessment processes in centres, please refer to the *BTEC UK Quality Assurance Centre Handbook* on our website.

Making valid assessment decisions

Authenticity of learner work

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

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

Assessors must complete a declaration that:

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

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

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. More information is given later in this section.

Making assessment decisions using unit-based criteria

Assessment decisions for this qualification are based on the specific criteria given in each unit. *Annexe B* sets out the definition of terms used in the assessment criteria that assessors need to understand.

Assessors make judgements using the assessment criteria and must show how they have reached their decisions in the assessment records. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

For example, the inclusion of a concluding section may be insufficient to satisfy a criterion requiring 'evaluation'.

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

- the *Essential information for tutors and assessors* section of each unit, which gives further information on the requirements to meet the assessment criteria
- the centre's Lead Internal Verifier and assessment team's collective experience supported by the information provided by Pearson.

When a learner has completed the assessment for a unit then the assessor will give an assessment outcome for the unit.

To achieve a Pass, a learner must have satisfied all the assessment criteria for the learning outcomes, showing appropriate coverage and application of the unit content and therefore attainment at the stated level of the qualification. The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the assessment criteria for the units should be reported as Unclassified.

Dealing with late completion of assignments

Learners must have a clear understanding of the centre's policy on completing assignments by the stated deadlines. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with centre policies.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others.

If a late completion is accepted, then the assignment should be assessed normally using the relevant assessment criteria.

Issuing assessment decisions and feedback

Once the assessor has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence
- must be validated by an internal verifier before it is given to the learner.

Resubmissions and retakes

Learners who do not successfully pass an assignment are allowed to resubmit evidence for the assignment or to retake another assignment. As a matter of best practice, it is recommended that centres apply the BTEC Firsts and Nationals retake and resubmission rules; however, as these rules are not mandatory for BTEC Specialist programmes at Entry Level to Level 3 they do not need to be applied.

Administrative arrangements for internal assessment

Records

Centres are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *UK Information Manual*. We may ask to audit centre records, so they must be retained as specified.

Reasonable adjustments to assessments

Centres are able to make adjustments to assessments to take account of the needs of individual learners, in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units*. In most instances, adjustments can be achieved by following the guidance, for example allowing the use of assistive technology or adjusting the format of the evidence.

We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or a learner working in the occupational area.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access arrangements and reasonable adjustments*.

Both documents are on the policy page of our website.

Special consideration

Centres must operate special consideration in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units*. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully
- units/qualifications confer licence to practice.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made on a case-by-case basis only.

A separate application must be made for each learner. Certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the Joint Council for Qualifications (JCQ) document *A guide to the special consideration process*.

Both of the documents mentioned above are on our website.

Appeals against assessment

Centres must have a policy for dealing with appeals from learners. Appeals may relate to assessment decisions or assessment not being conducted fairly. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*, available on our website.

Dealing with malpractice in assessment

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

Pearson does not tolerate actual or attempted malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see our *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications* document, available on our website.

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

Internal assessment

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

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

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

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson examinations. We ask centres to complete a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at pqsmalpractice@pearson.com.

The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

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

Teacher/centre malpractice

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

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

Heads of centres/principals/chief executive officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights, please see section 6.15 of the Joint Council for Qualifications (JCQ) document *Suspected malpractice in examinations and assessments – Policies and procedures*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurance processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

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

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

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

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

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

The centre will be notified if any of these apply.

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

9 Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment 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.

10 Centre recognition and approval

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

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

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

Approvals agreement

All centres are required to enter into an approval agreement with Pearson, in which the head of centre or principal agrees to meet all the requirements of the qualification specification and to comply with the policies, procedures, codes of practice and regulations of Pearson and relevant regulatory bodies. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of centre or qualification approval.

11 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications and apprenticeships.

The centre assesses BTEC Specialist qualifications and will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. This also ensures learners are given appropriate opportunities that lead to valid and accurate assessment outcomes.

Pearson uses external quality assurance processes to verify that assessment, internal quality assurance and evidence of achievement meet nationally defined standards.

Our processes enable us to recognise good practice, effectively manage risk and support centres to safeguard certification and quality standards.

Our Standards Verifiers provide advice and guidance to enable centres to hold accurate assessment records and assess learners appropriately, consistently and fairly.

For the qualification in this specification, the Pearson quality assurance model will consist of the following processes:

- The centre will undertake an annual visit or desk top review by a Centre Quality Reviewer to review centre-wide quality assurance systems.
- Each year we will allocate a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details please see the *BTEC Centre Guide to Managing Quality* on our website.

Following registration, centres will be given further quality assurance and sampling guidance.

12 Units

Each unit in the specification is set out in a similar way. This section explains how the units are structured. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme review this section.

Units have the following sections.

Unit number

The number is in a sequence in the specification. Where a specification has more than one qualification, numbers may not be sequential for an individual qualification.

Unit title

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

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.

Guided Learning Hours (GLH)

This indicates the number of hours of activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study. Units may vary in size.

Pearson has consulted with users of the qualification and has assigned a number of hours to this activity for each unit.

Unit introduction

This is designed with learners in mind. It indicates why the unit is important, what will be learned and how the learning might be applied in the workplace.

Learning outcomes

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

Assessment criteria

The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome. A full glossary of terms used is given in *Annexe B*. All assessors need to understand our expectations of the terms used.

Unit content

This section sets out the required teaching content of the unit and specifies the knowledge and understanding required for achievement of the unit. It enables centres to design and deliver a programme of learning that will enable learners to achieve each learning outcome and to meet the standard determined by the assessment criteria.

Where it is designed to support apprenticeships, the unit content is informed by the knowledge and understanding requirements of the relevant Apprenticeship Standard.

Relationship between unit content and assessment criteria

Content is compulsory except when shown as 'e.g.'. Although it is not a requirement that all of the content is assessed, learners should be given the opportunity to cover it all.

Learners should be asked to complete summative assessment only after the teaching content for the unit or learning outcomes has been covered.

Legislation

Legislation cited in the units is current at time of publication. The most recent legislation should be taught and assessed internally.

Essential information for tutors and assessors

This section gives information to support delivery and the implementation of assessment. It contains the following sub-sections.

- *Essential resources* – 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.
- *Assessment* – it provides recommended assignments and suitable sources of evidence for each learning outcome. This section also gives information about the standard and quality of evidence expected for learners to achieve the learning outcome and pass each assignment. It is important that the information is used carefully, alongside the assessment criteria.

Unit 1: Understanding the operations of a retail business

Level: 2

Guided learning hours: 33

Unit introduction

All retailers need to know where and how they want their business to progress. They also want to make sure that they are different from their competitors, know who their customers are and know how to operate so that they make a profit.

In this unit, you will explore the principles of operating commercially in retail, including the different types of costs, ways to reduce these without compromising customer experience and the use of Key Performance Indicators (KPIs) and targets in monitoring performance and profitability. You will be introduced to the concept of a retailer's vision, including the long- and short-term objectives, and the role of branding and the impact it has on the retail business's products, services and reputation.

You will develop an understanding of a service offer, its importance to the retail business and how it is affected by demographics.

Retail businesses operate within a legal framework and you will have the opportunity to explore the legislation and regulations that impact on retail operations.

This unit introduces many key concepts of retailing and so acts as a foundation for the learning programme, and has links to all the other units in the specification.

There are strong links between this unit and *Unit 5* and so consideration should be given to delivering the related content together.

Learning outcomes and assessment criteria

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	
1	Understand the principles of operating commercially in retail	1.1	Explain how the use of the general principles of operating in retail can contribute to the success of a retail business
		1.2	Describe the commercial costs involved in operating a retail business
		1.3	Explain how a retail business can save money without affecting the quality of customer service
		1.4	Describe where and when wastage can occur in a retail environment and how to minimise it
		1.5	Explain the Key Performance Indicators (KPIs) that support the profitability of a retail business
		1.6	Outline the types of sales target typically used by a retail business to monitor its sales revenue
		1.7	Explain how to increase sales in a retail business without significantly increasing costs
2	Understand the role of a vision statement and objectives in the operation of a retail business	2.1	State the difference in purpose between the vision statement and objectives of a business
		2.2	Describe the benefits of a vision statement to a retail business
		2.3	Describe how having stated objectives contribute to the success of a retail business

Learning outcomes		Assessment criteria	
3	Understand the role of brand and business reputation in the success of a retail business	3.1	State why it is important for a retail business to have brand standards
		3.2	Describe how a positive brand image and reputation contributes to the success of a retail business
		3.3	Explain how a range of factors impact on the brand image and reputation of a retail business
4	Understand the service offer of a retail business	4.1	Explain the meaning of the term 'service offer' in relation to a retail business
		4.2	State why it is important for a retail business to have a clear service offer
		4.3	Explain how demographics impact on the products and services offered by a retail business
5	Know the legal requirements for operating in a retail environment	5.1	Describe how the main consumer-related legislation and regulations protect consumers when buying products and services
		5.2	Describe how the main consumer-related legislation and regulations affect the operation of a retail business
		5.3	Describe how legislation and regulations relating to health and safety and data protection and security affect the operations of a retail business
		5.4	Describe how to manage risks to health and safety and security in a retail environment
		5.5	Outline the legal and commercial consequences to a retail business of not complying with relevant legislation and regulations

Unit content

What needs to be learned

Learning outcome 1: Understand the principles of operating commercially in retail

1A Principles of operating commercially in the retail industry

- Structure of the retail industry:
 - small independent shops, including convenience tobacco newsagents (CTNs), mobile shops, kiosks, market stalls, discount stores, farm shops
 - medium-sized businesses, including multiple/chain stores, variety stores, wholesalers, factory outlets, duty-free areas in airports and ports
 - large well-known international retail businesses, including supermarkets, department stores
 - 'pop-up' shops.
- Different retailing models: physical (bricks and mortar), online (clicks), combination (bricks and clicks).
- General principles of operating a retail business successfully:
 - strategic management and leadership: clear vision and SMART objectives; sound business plan; managing retail change (evolving the product and service offer); clear business positioning; managing financial performance; strong organisational culture and values
 - focus on customers: research to understand customers' needs; excellent customer service; meeting and exceeding customer expectations; positive customer experiences; listening and responding to customers
 - effective marketing and promotions: 4Ps; merchandising; clear brand identity; positive brand image and reputation; managing social media interactions; digital marketing
 - effective operations management: right location; effective stock control; reducing wastage; effective and efficient operational processes; security; logistics; purchasing and sales model (e.g. e-tailing); scalability
 - high-performing staff: training and development; performance management; personal presentation.

What needs to be learned

1B Commercial costs in retail operations

- Direct and indirect costs, including examples.
- Operating costs, e.g. stock, staff, packaging, rent for premises, warehousing, fixtures and fittings, consumables, utilities, insurance, internet services.
- Marketing costs, e.g. website, promotional signage and items, marketing.

1C Operating economically in retail

- Waste in retail:
 - where waste can occur, e.g. on the shop floor, stockroom, warehouse, delivery vehicles, fitting room
 - when waste occurs, e.g. damages, stock shrinkage, theft, breakages, customer returns, perishable items.
- How a retail business can minimise waste, including:
 - implementing an environmental policy and sustainability practices (e.g. recycling and reusing packaging, reducing water and energy usage, local sourcing of labour and stock, digital transactions, etc.)
 - donating old computers and equipment to schools and local community non-profit organisations
 - reducing the rate of returned products; return of goods to distribution centres (backhauling)
 - (stock rotation in order of date or perishable items (first in first out).

1D Financial performance in retail

- Definition and purpose of Key Performance Indicators (KPIs).
- KPIs commonly used in retail:
 - sales, e.g. total volume of sales, average spend, sales per square foot/metre, average transaction size, average unit per customer, sales per category
 - stock, e.g. stock turnover rate, shrinkage, wastage levels, inventory to sales ratio, rate of return, return reason
 - customers, e.g. customer satisfaction, customer retention, level of complaints, quality of customer service, customer footfall.

What needs to be learned

- Definition of a sales target.
- Sales targets typically used in retail, e.g. in-store sales; sales by product, region and market segment; telephone and online sales; cross-selling and upselling rates; new accounts/customers; reactivating lapsed customers.

1E Increasing sales in retail

- Ways of increasing sales:
 - maintaining an online presence – organisational website; use of social media platforms to engage customers; content marketing; registration on key online directories, e.g. Google Maps™
 - maximising footfall at physical location – signposting to location; storefront appeal (window display, signage, etc.); effective visual merchandising; event marketing (e.g. free consultations, personal shopping services); free amenities to improve shopping experience (e.g. free Wi-Fi, comfortable seating)
 - use of sales techniques, including personal selling, add-on sales, cross-selling and upselling
 - use of promotional activities, including advertising, sales and discounts; coupons; loyalty programmes; buy one get one free (BOGOF) offers; sales discount promotions on multiple items, e.g. 3 for 2 offers, product samples, point-of-purchase displays.

Learning outcome 2: Understand the role of a vision statement and objectives in the operations of a retail business

2A Retail business vision statement and objectives

- Definition of a vision statement and examples of vision statements in the retail industry.
- Purpose of having a vision statement, including setting standards of excellence, promoting the organisation's values, generating commitment from customers and other stakeholders.
- Definition of business objectives.
- Focus of business objectives, including areas such as profitability, competitive position, provision of excellent customer service, corporate image, being industry experts, employee relations, return on investment.

What needs to be learned

- The difference between long-term and short-term objectives with relevant examples from the retail industry.
- Role of objectives in operating a retail business, including:
 - motivating and focusing staff on shared aims
 - setting targets
 - monitoring progress towards reaching targets
 - providing a clear understanding of what the retailer wants to accomplish
 - evaluating financial and employee performance.

Learning outcome 3: Understand the role of brand and business reputation in the success of a retail business

3A Role of brand standards

- Brand standards: brand identity guidelines relating to names and descriptions, colours, graphics, logo, fonts and messages used by a business.
- The need for brand standards in retailing, including:
 - creating strong brand identity, personality and brand awareness
 - distinguishing own organisation from competitors; recognisable representation of the organisation
 - targeting the right customers
 - coherency and consistency in operations: marketing, promotions, supplier relationships, customer service, personal presentation.

3B Brand image, reputation and business success

- Difference between brand image (i.e. customer perception of brand) and reputation (i.e. public opinion about organisation's corporate actions); customer-centric versus organisation-centric.
- Correlated relationship between brand image and reputation; examples of retail businesses with positive and negative brand image and reputation.
- Factors affecting brand image, including product quality and value, price, product/service variety and availability, customer service standards, advertising and promotional activities.

What needs to be learned

- Factors affecting reputation, including social responsibility, community building, job creation, general policies, social media presence and interactions, customer feedback, conduct of staff during and outside work hours, customer focus.
- How positive brand image and reputation contributes to the success of the retail business, including:
 - builds trust and relationships with customers; ‘people buy from people’
 - increases brand loyalty; repeat purchases
 - increases sales and profits
 - gives a competitive advantage
 - promotes consumer confidence; ‘word of mouth’ marketing
 - reflects company values.

Learning outcome 4: Understand the service offer of a retail business

4A The service offer

- Definition of a service offer:
 - pricing; range of products, services and facilities unique to an organisation, e.g. car parking, self-checkouts, toilets, click and collect, after-sales service
 - policies and processes, e.g. refund policy, complaints process; service level agreements (SLAs).
- Examples of service offers of different retail businesses; comparison of small retailers’ and large retailers’ service offers.
- Benefits of a service offer to a retail business, including:
 - differentiates it from competitors giving a competitive edge
 - creates unique selling point (USP)
 - attracts more business
 - increases customer loyalty and retention
 - sets the standard for excellent customer service.

4B Demographics and the service offer

- Meaning of demographics.
- Demographic factors, including race, age, gender, ethnicity, education, occupation, income level.

What needs to be learned

- Impact of demographics on the service offer of a retailer, e.g.:
 - price of products/services based on target customer income level
 - mix of products and services based on factors such as customer age, gender, ethnicity, lifestyle, etc.
 - value-added services offered based on particular needs of target customers, e.g. offering a play area for customers with young families or later opening times for people who work longer hours.

Learning outcome 5: Know the legal requirements for operating in a retail environment

5A Consumer protection legislation and regulations

- Main requirements of consumer-related legislation and regulations and how they protect consumers:
 - consumer rights legislation
 - consumer credit legislation
 - consumer contracts regulations
 - consumer protection from unfair trading regulations
 - equality legislation.
- Impact of consumer-related legislation on retail businesses, including:
 - maintenance of quality standards and fit-for-purpose procedures
 - high-quality products and services; fitness for purpose
 - accuracy in advertising and promotions
 - regular staff training and development
 - potential increased costs, e.g. technology changes to comply with online selling requirements
 - transparency in consumer contracts, e.g. prices, terms and conditions.

5B Health and safety, security and confidentiality in retail operations

- Main requirements of legislation and regulations related to health and safety and data protection and security, including:
 - health and safety legislation
 - data protection legislation
 - computer misuse legislation.

What needs to be learned

- Management of risks in relation to health and safety and security, including:
 - regular risk assessments: five steps in conducting risk assessments
 - staff training
 - clear policies and procedures, e.g. emergency procedures, fire drills
 - audits and review.

5C Legal and commercial consequences of non-compliance

- Consequences of non-compliance:
 - poor reputation
 - customer dissatisfaction and loss of future sales
 - difficulties gaining insurance and credit
 - financial investigations
 - legal action against the retail business and/or the individual
 - personal financial penalties and non-financial penalties.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass this unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in a specific organisational context to allow learners to apply their knowledge and understanding in a realistic and practical way. It must draw on learning from the unit and be designed in a way that enables learners to meet all the assessment criteria.

A recommended assessment approach is provided below; centres are free to create their own assessment as long as they are confident that it enables learners to provide suitable and sufficient evidence to meet the assessment criteria and achieve the learning outcomes to the same standards as demonstrated in the recommended assessments below.

Learning outcomes 1 and 2

To satisfy the assessment criteria for these learning outcomes, learners are to research information about the retail business they are working in to help them to understand how it operates commercially. The research could be carried out by talking to colleagues, their line manager and/or from information from organisational-specific resources such as the website, intranet or internal publications.

Learners then present the information in an 'information sheet' about the retail business. The information sheet can include graphics and images. Learners who are not employed can prepare the information sheet on a retail business that they are familiar with. In their information sheet, learners will:

1. state the type of retail business and its retailing model
2. with reference to the vision statement and objectives of the retail business, state **two** ways in which these are different in their purpose (AC2.1)
3. describe **two** ways in which the retail business benefits from having a vision statement. Learners must provide details to clearly show how the business gains from each of these ways (AC2.2)

4. describe **three** ways in which the retail business objectives contribute to the success of the retail business in terms of profitability, staff performance and business performance monitoring . Learners must provide details to clearly show how the contribution is made in each of these areas (AC2.3)
5. outline how the retail business applies **three** of the general principles of operating in retail, and give **at least one detailed reason for each principle** to show why it would help the retail business to succeed (AC1.1)
6. describe **two** commercial costs involved in running the retail business. The description should include whether the costs are direct or indirect (AC1.2)
7. outline **two** key performance indicators (KPIs) used in the retail business and give **at least one detailed reason for each KPI** to show why it would support its profitability. (AC1.5). Each of the KPIs should relate to different areas, e.g. stock, sales, customers
8. outline **two** sales targets used by the retail business to monitor its sales revenue (AC1.6)
9. describe at least **two** instances of where and when wastage could potentially occur in the retail business and give detailed recommendations for how this waste can be minimised. Learners must give clear descriptions of the nature of the waste in each instance (AC1.4)
10. outline **two** ways in which the retail business could try to save money without impacting customer service, and give **at least one detailed reason for each way** to show why it would not negatively impact on the quality of its customer service (AC1.3)
11. outline **two** ways in which the retail business could try to increase sales with limited costs, and give **at least one detailed reason for each way** to show why it would not cause significant additional costs (AC1.7).

Learning outcome 3

To satisfy the assessment criteria for this learning outcome, learners are to produce a presentation on the importance of branding and brand standards in retail, which will be shared with other apprentices/learners in their training environment as a basis for discussion. In their presentation, learners will:

1. give **three** reasons why it is important for a retail business to have brand standards (AC3.1)
2. describe **three** ways in which a positive brand image and reputation contributes to the success of a retail business in terms of customer retention, competitiveness and profitability. Learners must provide details to clearly show how the contribution is made in each of these areas (AC3.2)

3. outline **two** different factors relating to brand image and give **at least one detailed reason for each factor** to show why it can affect a retail business's ability to maintain a positive brand image (AC3.3)
4. outline **two** different factors relating to business reputation and give **at least one detailed reason for each factor** to show why it can affect a retail business's ability to maintain a positive reputation (AC3.3)

This assessment could be combined with the assessment for learning outcome 2 in *Unit 5*.

Learning outcome 4

To satisfy the assessment criteria for this learning outcome, learners are to produce a set of notes to be included in their learning log to support their understanding of the service offer of the retail business they are working in. The notes can be written or audio recorded. Learners who are not employed can prepare notes on the service offer of a retail business that they are familiar with. In their notes, learners will:

1. explain the meaning of the term 'service offer', using the specific service offer of the retail business as an example to support and extend the points presented (AC4.1)
2. give **two** reasons why it is important for a retail business to have a clear service offer (AC4.2)
3. outline **two** demographic factors and provide information for each to show how it has influenced the products and/or services offered by the retail business. A clear relationship between the factors and specific products/services within the service offer of the retail business must be shown (AC4.3).

Learning outcome 5

To satisfy the assessment criteria for this learning outcome, learners are to produce a leaflet on consumer-related and health, safety and security legislation and regulations in the retail industry, to be used as a learning resource for their work team. In their leaflet, learners will:

1. describe how **three** pieces of consumer-related legislation and/or regulations protect consumers when they buy products and services. Learners must identify the specific legislation and provide details to show how the requirements in these legislation protect customers (AC5.1)

2. describe **three** ways in which consumer-related legislation and/or regulations affect the operation of a retail business. Learners must provide clear details of the actions that retail businesses have to take as a result of the requirements of the legislation/regulations and must link these to the specific legislation/regulation. (AC5.2)
3. describe **three** ways in which health and safety and security legislation and/or regulations affect the operation of a retail business. Learners must provide clear details of the actions that retail businesses have to take as a result of the requirements of the legislation/regulations, and must link these to the specific legislation/regulation (AC5.3)
4. describe **two** ways in which a retail business could manage risks to health and safety and security. Learners must provide clear details on the ways and one way must be linked to health and safety and one to security (AC5.4)
5. outline **three** legal and commercial consequences that a retail business could suffer if it does not comply with relevant regulations. (AC5.5)

This assessment could be combined with the assessment for learning outcome 4 in *Unit 5*.

Unit 2:

Understanding how to deliver customer service in retail

Level: 2

Guided learning hours: 30

Unit introduction

Providing excellent customer service is vital in the retail sector to ensure customers buy from the retailer and return in the future. The level of customer service provided by a retailer can set it apart from its competitors.

In this unit, you will explore what customer service means, the key features of excellent customer service and its importance to the success of a retail business, and the effects that poor customer service can have on a retail business. You will be able to describe the needs of different customer types, stating the importance of treating every customer as an individual. You will develop an understanding of how customer profiles are created and used in retail to meet the needs of customers.

You will learn the importance of excellent communication and the effects that poor communication can have. You will explore the different communication methods and techniques used within a retail business, along with the impact that body language and cultural differences have on communication and how to adapt these to suit the needs of customers. You will also understand the impact that communication has on customer service when building a rapport with customers.

Learning outcomes and assessment criteria

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	
1	Understand the need for excellent customer service in retail	1.1	Explain what is meant by 'customer experience'
		1.2	Describe the role of customer service in providing positive customer experiences
		1.3	Explain the key features of excellent customer service
		1.4	State why excellent customer service is important to the success of a retail business
		1.5	Describe the effects of poor customer service on a retail business
2	Understand how to meet the varying needs of retail customers	2.1	Describe the different types of retail customers and their needs
		2.2	Explain the different factors or characteristics that are used to create customer profiles for a retail business
		2.3	Describe the unique needs that some customers may have and how these needs may be met in a retail environment
		2.4	Explain how to show respect for diversity and treat customers as individuals.
3	Understand how to communicate effectively with customers in retail	3.1	State why excellent communication is important when dealing with customers
		3.2	Describe the effects of poor communication when delivering customer service on a retail business
		3.3	Explain the different communication methods and techniques used to interact with customers in different retail situations
		3.4	Describe the impact of body language on customer communications
		3.5	Explain how to adapt communication style to meet the needs of the customer and the specific situation

Learning outcomes		Assessment criteria	
		3.6	Describe how to communicate with customers in line with an organisational culture and brand
		3.7	Explain how to build rapport when communicating with customers

Unit content

What needs to be learned

Learning outcome 1: Understand the need for excellent customer service in retail

1A The customer experience

- Definition of customer experience, including reference to critical moments/touch points that create customer interactions.
- Impact of customer expectations on customer experience, i.e. positive or negative customer experience depending on whether expectations were not met, matched or exceeded.
- Customer experience journey stages and touch points: awareness/interest; consideration; purchase; retention; advocacy.
- Examples of the stages of the customer experience journey in different types and sizes of retail businesses and the nature of the interactions at each stage.

1B The need for excellent customer service

- Definition of customer service.
- Different types of customer service: sales and marketing, general support service, technical support.
- Relationship between customer service and customer experience, i.e. key factor in delivering positive/good customer experiences.
- Features of excellent customer service: reliability, competence, professionalism, responsiveness, courtesy, personalisation, credibility/trustworthiness and consistency.
- Examples of the features of excellent customer service in retail, e.g. friendliness and positive body language, good product knowledge, following up on queries/requests, appropriate use of language, reasonable service level agreements (SLAs), efficient procedures for resolving customer queries and problems.
- Importance of excellent customer service to the success of a retail business, including high customer satisfaction, positive customer experiences, good brand reputation, customer trust and loyalty, repeat business, competitiveness.
- Effects of poor customer service on a retail business, including reduced footfall, sales and profitability; increased customer complaints; higher stock wastages; low employee morale; poor brand reputation.

What needs to be learned

Learning outcome 2: Understand how to meet the varying needs of retail customers

2A Types of customer and their needs

- Definition and examples of internal and external customers.
- The needs of different retail customers, including the following types:
 - well informed
 - impulsive
 - showroomer
 - bargain hunter
 - decisive/needs based
 - wanderer
 - indecisive/confused
 - loyal
 - new.
- Definition and purpose of a customer profile.
- The different characteristics used for grouping/profiling the customers of a retail business:
 - demographic factors, including race, age, gender, ethnicity, education, occupation
 - psychographics, including hobbies, interests, favourite media, spending habits, political views, likes and dislikes.
- Unique needs of certain customers, including the elderly, non-native English speakers, customers with mental or physical disabilities, customers with young children, pregnant women.
- Ways of meeting these unique needs in retail, e.g. providing a seat for an elderly customer, helping to pick items from shelves for a customer using a wheelchair.

2B Respecting customer diversity and individuality

- Definition and examples of diversity in customers, including differences in personal beliefs, personal style and appearance, religion, ethnicity, culture, language, socio-economic status, physical and mental ability.

What needs to be learned

- The importance of respecting diversity and individual differences, e.g. not judging others and treating everyone equally, compliance with equality legislation, providing positive customer experiences.
- Ways of showing respect for customer diversity, e.g.:
 - not stereotyping or making assumptions about customers
 - listening for how customers want to be treated and then treat them accordingly
 - using simple, appropriate and non-offensive language
 - being aware of cultural or demographic differences and norms within the organisational customer profile
 - following organisational policies and best practices for diversity
 - being polite, patient and considerate.

Learning outcome 3: Understand how to communicate effectively with customers in retail

3A Importance of excellent customer communications

- Characteristics of excellent customer communications, including being friendly and helpful, being polite, seeking to understand the customer's needs, using the correct tone of voice for the situation.
- The importance of excellent communications when dealing with customers, e.g. supports positive customer interaction; relevant and important information can be provided to customers; gives opportunity to increase, gain or maintain customer loyalty.
- Effects of poor communications on the customer, including misunderstanding, customer dissatisfaction, customer complaints.
- Effects of poor communication on the retail business, including recurring mistakes, repeated or missed tasks, loss of business, damage to organisation's reputation.

3B Communication methods and techniques

- Methods of communicating with customers:
 - written: letters, email, website, text messages, social media, online chat, blogs
 - verbal: face to face, telephone call, video call.

What needs to be learned

- Communicating with customers effectively:
 - using an appropriate communication method to meet customers' needs; adapting style based on customer behaviours and needs
 - being friendly and welcoming; using organisational greeting
 - listening: active listening techniques; being non-judgemental; listening to the feelings and emotions of customers
 - questioning skills: using different types of question appropriately; avoiding negative questions
 - checking and confirming understanding, e.g. summarising, paraphrasing
 - using positive and appropriate language: avoiding technical organisational-specific language, jargon and informal language, e.g. slang, text speak
 - body language: demonstrating positive body language and observe customers' body language
 - effective speaking: speaking clearly at a moderate speed; use of appropriate volume, tone and pitch; use of pauses; confidence.
- Range of retail situations, including initial contact, product purchase, product returns, customer complaints, customer queries.

3C Body language and communications

- Body language: facial expressions, eye contact, gestures, posture, body movement, personal space.
- Examples of positive, negative, open and closed body language.
- Use of body language to enhance and reinforce verbal communications; potential negative impact of body language on communications, e.g. where body language communicates a different message to the verbal message.

3D Communicating in line with organisational standards

- Definition of organisational culture.
- Characteristics of organisational culture, including underlying beliefs, assumptions, values and ways of interacting.

What needs to be learned

- Organisational protocols, including:
 - customer greeting protocols code of conduct
 - professional dress in line with organisational standards
 - using words and messaging that align with the organisational brand standards and product service offer.

3E Building rapport with customers

- Meaning of 'building rapport' in communications.
- Ways to build rapport with customers, e.g.:
 - paying attention to what is being said and showing interest
 - being friendly, open and polite
 - mirroring and matching body language
 - dealing with disagreements constructively
- Using positive customer service language.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass this unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in a specific organisational context to allow learners to apply their knowledge and understanding in a realistic and practical way. It must draw on learning from the unit and be designed in a way that enables learners to meet all the assessment criteria.

A recommended assessment approach is provided below; centres are free to create their own assessment as long as they are confident it enables learners to provide suitable and sufficient evidence to meet the assessment criteria and achieve the learning outcomes to the same standards as demonstrated in the recommended assessments below.

Learning outcome 1

To satisfy the assessment criteria for this learning outcome, learners are to produce written information (this may include pictures) or a video on the importance of excellent customer service in their employer retail business, to be shared with their team members. Learners who are not employed can produce the information or video based on a retail business that they are familiar with. In their written information/video, learners will:

1. explain what is meant by customer experience, providing examples of **two** different stages /touchpoints in the customer experience journey of the retail business that impact on the customer experience (AC1.1)
2. describe how customer service contributes to providing positive customer experiences. The description must draw on the relationship between customer service and customer experiences (AC1.2)
3. outline **three** features of excellent customer service and give **at least one detailed reason for each feature** to show why it would help the retail business to deliver excellent customer service (AC1.3)

4. give **three** reasons why excellent customer service is important to the success of the retail business (AC1.4)
5. describe **three** different ways in which poor customer service can affect the success of the retail business (AC1.5).

Learning outcome 2

To satisfy the assessment criteria for this learning outcome, learners are to produce a presentation on the needs of the different types of customers of the retail business they are working in. The presentation will be shared with other apprentices in the training environment to use as a basis for group discussion. If learners are not employed, they can produce the presentation on the customers of a retail business that they are familiar with. In their presentation, learners will:

1. describe **three** different types of **retail customers** they are likely to deal with in the retail business and their needs. The needs must be specific to each type of retail customer and not just the needs of customers in general (AC2.1)
2. outline **three** different demographic and psychographic factors and give **at least one detailed reason for each factor** to show why they were used in creating **one** customer profile for the retail business. At least **one** of the factors must be psychographic (AC2.2)
3. describe **two** unique needs that customers of the retail business may have and the way in which it could meet each of these needs. At least **one** need must relate to customers that have a characteristic protected under equality legislation (AC2.3)
4. outline **two** ways of showing respect for diversity and individuality when dealing with customers in the retail business, and give **at least one detailed reason for each way** to show why it would be appropriate. (AC2.4).

Learning outcome 3

To satisfy the assessment criteria for this learning outcome, learners are to produce a set of notes to be included in their learning log on how to communicate effectively with their customers when delivering customer service. They could gather the information by talking to more experienced colleagues within the retail business they are working in. If learners are not employed, they can base the notes on a retail business they are familiar with. In their notes, learners will:

1. give **three** reasons why excellent communication is important when dealing with customers (AC3.1)

2. describe **two** ways in which poor communications in customer service can affect the retail business (AC3.2)
3. outline the communication methods/techniques they would use to interact with customers in **two** different customer service situations they are likely to have to deal with in the context of the retail business. Learners must then give **at least one detailed reason for each method/technique** to show why it is suitable for the specific situations. (AC3.3)
4. describe **two** ways in which body language can impact on customer communications .The impact could be negative or positive (AC3.4)
5. outline **two** ways they would adapt their communication style to meet the needs of a customer in a specific situation relevant to their retail employment context. Learners must then give **at least one detailed reason for each way** to show why it would be effective. Learners must outline the nature of the situation and the specific needs of the customer (AC3.5)
6. describe how they would practically apply **two** specific features of the retail business when communicating with customers to ensure that they are in line with organisational culture and brand. These features could relate to organisational culture, policies or standards. Learners must clearly say what they would do in applying these features (AC3.6)
7. outline **three** ways in which they could build rapport when communicating with their customers, and give **at least one detailed reason for each way** to show why it would be effective. (AC3.7).

Unit 3: Principles of stock control and visual merchandising in retail

Level: 2

Guided learning hours: 34

Unit introduction

The effective control, storage and presentation of stock sold by a retail business is incredibly important. All retailers rely on their stock to attract customers, and key to successful retailing is ensuring appropriate levels of stock are maintained and that merchandising and displays present stock in an attractive manner.

In this unit, you will explore the different methods of stock control, the importance of having the right stock levels and the impact of poor stock control on the retail business. You will be introduced to methods of storing stock, the importance of keeping stock secure and the effect that inaccurate paperwork can have on maintaining correct stock levels. You will develop your understanding of the importance of displays and effective merchandising in making sure customers recognise the retailer's business brand. You will examine the different ways of presenting visual messages through displays by using space and props creatively. You will examine the importance of handling stock correctly before it is displayed, including the impact of damaging and misrepresenting stock.

Learning outcomes and assessment criteria

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	
1	Know the need for stock control in a retail business	1.1	Describe the different methods of stock control used in retail for different stock items
		1.2	State why it is importance to have the right level of stock
		1.3	Describe the effects of poor stock control on a retail business
2	Know how stock is stored in a retail business	2.1	Explain methods of storing stock in a retail business for different stock items
		2.2	Describe how to reduce risks to safety when storing stock
		2.3	State why it is important to store stock securely and safely
		2.4	Describe how to keep accurate stock records
		2.5	Describe how technology can be used in the storage and control of stock in retail
3	Understand how visual merchandising is used to support marketing and sales	3.1	Describe how window and store displays are used to communicate the retail business brand
		3.2	State why it is important for window and store displays to represent and communicate the brand of a retail business
		3.3	Explain how merchandising and displays can be used to support the sales of a retail business

Learning outcomes		Assessment criteria	
4	Understand the principles of planning and installing window and store displays in visual merchandising	4.1	Describe the stages in planning displays and the methods used to produce and record design plans
		4.2	Describe how basic design principles and elements are used in retail displays
		4.3	Describe how props and events are used when displaying and merchandising stock
		4.4	Describe how space can be used creatively when displaying and merchandising stock
		4.5	Describe how to prepare fixtures and fittings and install props safely
5	Understand how to handle stock used for display correctly	5.1	Describe how to prepare stock for display
		5.2	Describe the impact on a retail business of damaging stock used for display
		5.3	Explain the effects of misrepresenting stock used for display

Unit content

What needs to be learned

Learning outcome 1: Know the need for stock control in a retail business

1A The need for efficient stock control

- Meaning of stock control.
- Different types of stock depending on the type of goods sold by a retail business:
 - temperature-controlled stock such as ambient, chilled, frozen
 - dry goods, dangerous and bonded goods.
- Different types of stock control methods, including:
 - stock review (manual and/or electronic)
 - stock rotation – first in first out (FIFO) or last in first out (LIFO)
 - minimum and maximum stock levels (min/max)
 - two-bin system.
- The effects of poor stock control:
 - impact on the retailer, including out of stock items, reduced sales, reduced profits, poor reputation, out of date items, safety issues
 - impact on the customer, including dissatisfaction, prefers competitors, becomes disloyal.
- Importance of having the right level of stock:
 - identifies discrepancies against orders, deliveries and invoices; replenishment rates; correct level of fill such as food safety; stock shrinkage and wastage; stock disposal, supplier product recall
 - contributes to stock safety and presentation; responds to trends
 - supports seasonal promotional activities and sales performance; contributes to meeting sales and revenue targets.

What needs to be learned

Learning outcome 2: Know how stock is stored in a retail business

2A Methods of storing stock

- Methods of storing stock:
 - methods used depends on different factors, including type and nature of goods; legal requirements, e.g. food safety standards, Control of Substances Hazardous to Health (COSHH) Regulations 2002; space available; costs and stock control method
 - central storage and point-of-use storage
 - cold storage: refrigerators, coolers and freezers
 - dry storage: block stacking (pallets), racks, shelves and bins (stationary and mobile), mezzanine.

2B Safety and security in storing stock

- Type and extent of safety risks dependant on type of goods stored and storage methods.
- Ways to reduce risks to safety in storing stock, including:
 - following outcomes of risk assessments
 - using appropriate safety signage in storage areas
 - clearing up spills immediately
 - wearing personal protective equipment (PPE)
 - storing goods according to legal requirements.
- Storing stock securely, including secure areas for high value goods (HVGs).
- Importance of security when storing stock: preventing theft, align physical stock with audited stock, ensure sales and profit.

2C Keeping accurate stock records

- Maintaining accurate stock records:
 - implementing stock tracking systems, use of stock groups, labelling and tags; taking initial stock count and recording amount of stock; undertaking regular stocktakes and making stock adjustments
 - implementing controls: restricted access to storage areas; access only to skilled staff; recording stock usage, following policies and procedures; disposing of damaged or defective stock (shrinkage).

What needs to be learned

- Importance of keeping accurate stock records: perishability; identifying stock locations; product ticketing, preventing over-ordering/under-ordering; stock not accounted for; reordering date; calculating profitability; avoiding issues with customer demand; product recalls; food safety audits.
- Use of technology in storing and controlling stock:
 - computerised stock control systems
 - use of closed-circuit television (CCTV)
 - radio frequency identification (RFID) tagging
 - recording stock usage: barcodes, handheld readers.

Learning outcome 3: Understand how visual merchandising is used to support marketing and sales

3A Meaning and purpose of visual merchandising

- Visual merchandising: promoting the sale of goods and services by the way they are presented in retail outlets; the physical display of goods in the most attractive manner possible.
- Purpose of visual merchandising: attracting, engaging and motivating customers; promoting a buying atmosphere; appealing to target customers.
- Range of displays: interior (in-store design) and exterior (window) displays.
- Display location: window; end of aisle; adjacent to entrances and/or exits; stairs, escalators and lifts; high traffic aisles; complementary merchandise placement.

3B How visual merchandising supports sales and marketing

- Translating brand image: appropriate use of image and colour; use of display signs; mannequin styling; use of logos and brand name; perception of quality; shopping environment and buying atmosphere in line with brand image.
- Importance of communicating the brand: emotionally connecting the target audience with the retail business; motivating customers to buy; building customer loyalty.
- How window and store displays support sales: increased footfall from attractive window displays; influencing customers' spending habits; encourage customers to stay in store longer.

What needs to be learned

Learning outcome 4: Understand the principles of planning and installing window and store displays in visual merchandising

4A Planning displays

- Steps in planning process:
 - evaluating space: considerations such as closeness to merchandise, accessibility and visibility, light levels, main power
 - determining message: memorable message, what do you want customers to do, who are the target customers
 - determining merchandise: considerations such as changes, trends, seasonality, price promotions
 - establish required props, fixtures and tools
 - consider signage requirements: digital signage, large-scale graphics, lead times for completion, styling
 - create, evaluate and tweak display as necessary
 - maintain display over time: tidiness; sufficient stock.
- Producing and recording design plans: experimenting; modifying (based on feedback); sketching; use of mood boards; focus groups.

4B Designing displays

- Colour theory: aspects of colour (hue, value, chroma/intensity); colour wheel (primary, secondary and intermediate colours).
- Meaning of different colours and colour relationships (warm, cool, complementary, analogous, monochromatic, neutral).
- Using colours to create a harmonious display and evoke the right emotions.
- Elements of displays: colour coding; storytelling; use of space; focal point; atmospherics (smell, lighting, music); maximum merchandise.
- Design features such as balance, harmony, contrast, unity, golden mean, optical centre.
- Display techniques: 'power of three'; pyramid principle; using a theme (painting a picture); use of art and flowers; grouping products; hot spots; double-up, adjacencies and add-ons; interactivity; layers; use of social media language.
- Considerations for in-store displays: store layout (grid flow, free flow, racetrack); mannequins; point-of-purchase display; atmospherics.

What needs to be learned

- Considerations for window displays: topical and seasonal; strong theme; context creation through props and accessories; use of stock; movement and light; frequency of change; alignment with in-store displays.
- Use of technology, e.g. digital signage, interactive/touch screen windows, interactive point of sale, quick response (QR) codes, mobile integration, digital media, electronic displays to broadcast in-store advertising messages and information on services.

4C Use of space, props and events

- Using space creatively, including:
 - using design composition such as symmetry, linear, vertical and horizontal
 - product placement and focal points; signage
 - use of floor plans; effective use of lighting; power walls
 - accessibility and health and safety.
- Use of props:
 - purpose: complementary and enhancing; secondary to merchandise; use of prop selection to enhance rather than shadow merchandise
 - sourcing: rent, buy or build to suit plan and budget
 - set styling props, e.g. art objects, pedestals, backdrops, mannequins/busts/forms, textiles, antiques, famous movie props
 - seasonal props, e.g. artificial grass or snow, flowers, sledges and skis, deckchairs and sunglasses
 - props to add detail, e.g. ribbons, braids and bows, paper and cardboard
 - props to reinforce message, e.g. banners, electronic screens, decorative screens and panels, brand strapline.
- Using seasonal and calendar events:
 - creating thematic window displays, including seasons, events (e.g. religious holidays, Mother's Day, 'back to school', etc.)
 - linking products and services to themes and events
 - themed in-store displays to promote products and services.

What needs to be learned

4D Preparing fixtures and fittings and installing props

- Purpose of fixtures and fittings: effective presentation of merchandise; complementary to merchandise.
- Types of fixtures and fittings: gondolas, straight racks, rounder, tri-rounder, T-stand, waterfall, slat wall, shelving, cubes, tables, rails, parallel hanging rods, dump tables/bins, islands.
- Assembling fixtures and fittings: health and safety; clear working area; correct assembly and stability; display loading; traffic patterns.
- Installing props:
 - tools and equipment required, e.g. masking and duct tape; staple gun; glue gun; invisible nylon wire; screwdrivers; utility knife; scissors; tape measure; picture-hanging wire; steam iron; extension cord
 - display safety: height of merchandise, stability, weight distribution/capacity, correct temperature, signage.

Learning outcome 5: Understand how to handle stock used for display correctly

5A Handling stock

- Display stock preparation, including the safe handling of stock; avoiding excessive alterations; correct presentation/removal of packaging; general housekeeping; correct stock rotation, e.g. FIFO versus new stock to the front; clean and tidy displays.
- Effects of stock damage and misrepresentation: loss of sales and profit; unavailability for customers; legislative issues, e.g. contravening the Trade Descriptions Act 1968, ticketing.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass this unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in a specific organisational context to allow learners to apply their knowledge and understanding in a realistic and practical way. It must draw on learning from the unit and be designed in a way that enables learners to meet all the assessment criteria.

Assessment context

The context below is relevant for the assessment of all learning outcomes in the unit.

The learner is part of a team responsible for stock control in the retail business they are currently working in. There are new team members joining the team and the learner will shortly be moving to work in the team responsible for visual merchandising.

NB Learners who are not employed can base their assessment on a retail business they are familiar with.

A recommended assessment approach is provided below; centres are free to create their own assessment as long as they are confident that it enables learners to provide suitable and sufficient evidence to meet the assessment criteria and achieve the learning outcomes to the same standards as demonstrated in the recommended assessments below.

Learning outcome 1

To satisfy the assessment criteria for this learning outcome, learners are to produce a short presentation about stock control to support the induction of the new team members. In their presentation, learners will:

1. describe the methods of stock control used by the retail business for **two** different types of stock items. Learners must identify the stock items, the method used for each and give details of how each method works (AC1.1)
2. give **two** reasons why it is important for the retail business to always have the right amount of stock (AC1.2)
3. describe **two** ways in which poor stock control may affect the retail business. (AC1.3).

Learning outcome 2

To satisfy the assessment criteria for this learning outcome, learners are to produce some handover notes for the new team members on how stock is stored in the retail business. In their handover notes, learners will:

1. outline the methods of storage used for **two** different stock items in the retail business, and give **at least one detailed reason for each method** to show why it was used for each of the items. Learners could use annotated images to support their explanation (AC2.1)
2. describe **three** ways in which the retail business could try to reduce safety risks when storing stock. Learners must identify the safety risks and clearly detail how these ways would reduce these risks (AC2.2)
3. give **two** reasons why it is important for the retail business to store stock securely and safely. Learners must give **one** reason for security and **one** reason for safety (AC2.3)
4. describe **three** methods the retail business could use to ensure that accurate stock records are kept. These methods should cover both stock tracking and stock control. Learners must detail how these methods work (AC2.4)
5. describe **two** ways in which technology is used or could be used in the storage and control of stock in the retail business. Learners must identify the specific type of technology and give details to show how it is used in stock storage and control (AC2.5).

Learning outcomes 3 and 4

To satisfy the assessment criteria for these learning outcomes, learners are to review an in-store or window display as a part of their induction to assess their knowledge and understanding of visual merchandising. They can produce their review outcomes in writing, supported by photographs/pictures, or they could produce a video. Learners who are not employed can base their evidence on a retail business they are familiar with. In completing the induction activity, learners will:

1. describe **three** stages in the process of planning displays (AC4.1)
2. describe the method they could use to produce and record a design plan for a stock item sold by the retail business (AC4.1)
3. select **one** window or in-store display in the retail business and:
 - a. describe how the display uses **two** design elements, **two** design principles and **two** design techniques. Learners must relate these design elements, principles and techniques to specific features of the display and provide details to show how they are used in the display (AC4.2)
 - b. describe how **two** different props have been used in the display, and how they (learners) would have ensured that the installation of the fixtures, fittings and props is safe. Learners must identify the specific props used in the display and provide details on the purpose for which each has been used.

Learners identify the specific fixtures and fittings used in the display and provide details of **three** specific actions they would have taken to ensure safety in installing these (AC4.3, AC4.5)

- c. describe how **one** seasonal or calendar event has been used, or could have been used, in the display. Learners must identify the specific event and provide details to show how it has been incorporated in the display or how it could have been (AC4.3)
 - d. describe how space was used creatively in the display. The description must cover at least **three** aspects of using space creatively (AC4.4)
 - e. identify **one** fixture used in the display and describe how it would have been prepared for use. This can be one of the fixtures identified in (b) above. This must include health and safety (AC4.5)
 - f. describe how **two** features of the display communicates the retail business brand. Learners must identify the specific features of the display and clearly detail **how each of these features** relate to the business brand and its image (AC3.1)

- g. give **two** reasons why it is important for the display to communicate the business brand (AC3.2)
- h. outline **two** features of the display and give **at least one detailed reason for each** feature to show why it can help the retail business to improve its sales (AC3.3).

Learning outcome 5

To satisfy the assessment criteria for this learning outcome, learners are to prepare a set of notes to be included in their learning log to support their training and development in the new team. In their notes, learners will:

1. describe how they would prepare **one** item of stock in the retail business for a window or in-store display. The description must cover the range of actions required to prepare the particular stock item (AC5.1)
2. describe **two** ways in which damage to stock used in displays could impact negatively on the retail business (AC5.2)
3. outline how **one** item of stock in the retail business may be misrepresented because of excessive display alterations and give **two** detailed reasons why this has implications for the retail business (AC5.3).

Unit 4:

Understanding marketing, promotions and sales in retail

Level: 2

Guided learning hours: 30

Unit introduction

In today's retail industry, retailers need to ensure that they stay relevant to customers to ensure that their organisation is successful. Retailers need to understand their business positioning in the retail market and how using marketing and promotion can help them to achieve their sales targets and goals. Marketing, promotions and sales are very important to retail organisations as they help them to target customers effectively at different times of the year and ultimately keep customers returning.

In this unit, you will develop knowledge and understanding of business positioning within the retail sector. You will look at the differences between promotion and marketing campaigns and how retailers use them. Unique selling points and straplines are important to retail organisations, and you will develop an understanding of the impact they have on customers, along with an understanding of the retail calendar and its impact on the sales of a retail business. The sales process and meeting customer needs are extremely important to the success of a retail organisation and you will have the opportunity to explore how sales are conducted in retail businesses.

Learning outcomes and assessment criteria

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	
1	Understand business positioning and competition in retail	1.1	Explain how business positioning relates to the market share and competitiveness of a retail business
		1.2	State why retail businesses need to be aware of local competitors and their offering
		1.3	Describe how a retail business positions itself in the market against other competitors
2	Understand advertising and sales promotions in retail	2.1	State the difference between sales promotions and advertising campaigns
		2.2	Describe how a strapline is used in marketing a retail business
		2.3	Describe the unique selling point (USP) of a retail business and how the business benefits from it
		2.4	Explain how different types of sales promotional activities impact on customers' buying decisions
3	Understand how sales opportunities change across the retail calendar year	3.1	Explain why sales targets and customer buying habits differ according to the retail calendar
		3.2	State why stock requirements change at different times of the year
4	Understand the process and methods of sales in retail	4.1	Describe the stages in the sales process
		4.2	Describe how technology can be used in the selling process of a retail business
		4.3	Outline the different ways that customers can purchase products and/or services from a retail business
		4.4	Describe how and when to use different selling techniques in the sales process

Unit content

What needs to be learned

Learning outcome 1: Understand business positioning and competition in retail

1A Business positioning and competition

- Definition of business positioning, i.e. positioning product, brand or service identity in the mind of the customer.
- Examples of effective business and brand positioning in retail.
- The meaning of market share and how the market share of a business is determined.
- Meaning of competition and competitiveness; local, national and international competitors.
- Meaning of direct, indirect and vertical competition.
- The positive relationship between positioning, market share and competitiveness, i.e. effective positioning increases market share and improves a business's ability to compete in the marketplace.
- Factors that could influence customers to buy from competitors, including product and brand ranges, promotions/offers/incentives, customer service levels.
- The need to understand competitor offerings, including:
 - knowing whether competitive advantage over others exists
 - identifying the marketplace to target in order to increase market share
 - enabling the organisation to forecast or react to competitor changes (e.g. products, price)
 - to gain an understanding of competitors' strengths and weaknesses.

1B Positioning a retail business

- Positioning strategies in the retail industry: low cost; differentiation; value for money; problem and solution.
- Factors affecting business positioning: business vision and mission; organisational value and culture; brand presence; leadership and staff.

What needs to be learned

Learning outcome 2: Understand advertising and sales promotions in retail

2A Promotion and advertising campaigns

- Promotional activities: advertising; sales promotions; public relations, personal selling; direct marketing.
- Characteristics of sales promotions:
 - a short-term tactic to boost sales
 - lower cost than an advertising campaign
 - usually below the line.
- Characteristics of an advertising campaign:
 - a communication intended to inform or influence customers
 - focused on the reasons why customers should buy
 - longer-term strategy and higher cost than promotional campaigns
 - usually above the line.
- Advertising channels: television and radio; billboards; publications; direct mail; internet, websites and social media platforms.
- Types of retail advertising, including generic, brand, product, range.

2B Use of straplines

- Characteristics of a strapline: summarises the essence of the brand; usually appears at the bottom of an advertisement
- Reasons why straplines are used in advertising:
 - represent the business identity
 - engage the reader and create interest
 - raise business, brand and product recognition
 - reinforce brand identity
 - enhance customer engagement
 - differentiate the business from competitors.

2C Unique selling points and their benefits

- Definition of a unique selling point (USP) – cost, quality, innovation.
- Benefits of a unique selling point, including:
 - builds loyal customers and encourages repeat business
 - contributes to competitive advantage

What needs to be learned

- encourages brand distinction
- attracts specific customers
- increases market awareness.

2D Sales promotions activities

- Sales promotions activities, including discounts, coupons, BOGOF, free samples, competitions, loyalty cards.
- Reasons why retail businesses use promotion and advertising campaigns, including to create brand image; drive sales; highlight USPs; target specific customers; increase impulse buying.
- Stages in the customer's purchasing decision and desired impact when using promotions: AIDA model (Attention, Interest, Desire, Action).
- Effects on customer decision making, including customers feeling valued, increased sales, customer loyalty.

Learning outcome 3: Understand how sales opportunities change across the retail calendar year

3A The retail calendar and sales targets

- Different times in the retail calendar, including seasonal events, e.g. religious holidays, Mother's Day, Halloween, new year, Valentine's Day, 'back to school'.
- Factors that influence sales opportunities at different times, including celebrations, TV programmes/films, media, celebrity endorsements, weather.
- Effects on retail sales, including:
 - increase in demand
 - increase in sales
 - adaptation of promotions and customer-targeted marketing
 - increase/decrease in sales demand for specific seasonal items and effects on stock availability.
- Different sales targets based on the retail calendar.
- Changing sales targets to meet current needs, including:
 - higher sales targets for seasonal items at key times in the year
 - promotional items increased at key times
 - increasing the sales target of high-demand items.

What needs to be learned

3B Event and seasonal stock requirements

- How stock requirements change during different seasons/events, including:
 - increase/decrease in demand for specific items
 - increase in wholesale prices of out-of-season stock for organisations
 - increase in prices of specific items for customers.
- Reasons that stock requirements change at different times, including:
 - events: retail calendar, personal, seasonal
 - on-trend items/latest craze
 - celebrity endorsements
 - TV and film.

3C Customer buying habits and the retail calendar

- Ways that customer buying habits relate to the retail calendar, including:
 - increase in sales of traditional seasonal items during key months of the year
 - increase in demand for products that link to current TV and films that are popular with the public
 - increase in demand for products that are on-trend/latest craze
 - increase of impulse buying during key seasonal periods.

Learning outcome 4: Understand the process and methods of sales in retail

4A The sales process and the use of technology

- Definition of selling.
- Difference between a product and a service.
- Stages in the sales process: prospecting; preparation; approach; presentation; handling objections; closing follow-up.
- Use of technology in retail sales, for example mobile point-of-sale systems, biometric payments, mobile wallets, in-app payments, in-store sensors.

4B Customer purchasing methods

- Range of purchasing methods used by customers, including in-store, online, click and collect.
- Characteristics that make purchasing a positive experience, including customer service, ease of the system, payment methods and technologies, delivery options.

What needs to be learned

4C Selling techniques and their use in different situations

- Different selling techniques, including product selling, solution selling, add-on sales, cross-selling, upselling.
- Knowing when to alter the sales technique being used at different points in the sales process, including when customers:
 - are unsure of the price
 - are confused over the choices present
 - have selected the right product for them
 - want to purchase.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass this unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in a specific organisational context to allow learners to apply their knowledge and understanding in a realistic and practical way. It must draw on learning from the unit and be designed in a way that enables learners to meet all the assessment criteria.

A recommended assessment approach is provided below; centres are free to create their own assessment as long as they are confident that it enables learners to provide suitable and sufficient evidence to meet the assessment criteria and achieve the learning outcomes to the same standards as demonstrated in the recommended assessments below.

Learning outcome 1

To satisfy the assessment criteria for this learning outcome, learners are to produce a short report on the business positioning and competitiveness of their retail employer business. Learners who are not employed can base their report on a retail business they are familiar with. In their report, learners will:

1. describe the strategy the retail business has used to position itself in the marketplace. Learners must identify the specific strategy and give specific details of the business operations to show how this strategy is demonstrated in practice (AC1.3)
2. explain, providing supporting information, how the positioning strategy in (1) above has impacted on the retail business's market share and competitiveness (AC1.1)
3. give **two** reasons why it is important for the retail business to be aware of its local competitors and their service offer (AC1.2).

Learning outcomes 2 and 3

To satisfy the assessment criteria for these learning outcomes, learners are to produce a presentation on advertising and sales promotions in their retail employer business. The presentation will be used in the annual refresher training. Learners who are not employed can base their presentation on a retail business they are familiar with. In their presentation, learners will:

1. state **three** ways in which sales promotions and advertising campaigns are different in terms of their purpose and design (AC2.1)
2. describe **two** ways in which the retail business has used a strapline in their marketing or **two** ways in which they could use a strapline if they are not currently doing so (AC2.2)
3. describe at least **one** USP of the retail business clearly indicating the feature it is based on (AC2.3)
4. describe two **ways** in which the retail business has benefited from the stated USP (AC2.3)
5. outline **three** different sales promotional activities carried out by the retail business, and give **at least one detailed reason for each activity** to show why it would influence what customers buy (AC2.4)
6. outline **three** different events/occasions in the retail calendar, and give **at least one detailed reason for each event/occasion** to show why it would affect customer buying habits and consequently the sales opportunities and targets of the retail business. Reasons must be relevant to the nature of the products and services sold by the retail business (AC3.1)
7. give **three** reasons why stock requirements of the retail business changes at different times of the year. Reasons must be relevant to the nature of the products and services sold by the retail business. (AC3.2)

Learning outcome 4

To satisfy the assessment criteria for this learning outcome, learners are to produce a set of notes on the sales model used in their employer retail business to be included in their learning log as part of their personal development. Learners who are not employed can base their notes on a retail business they are familiar with. In their notes, learners will:

1. describe the stages in the sales process. Learners need to include the purpose and activities at each stage (AC1.1)
2. describe how **two** different types of technology are used, or can be used, in the sales of goods and services to customers in the retail business. Learners

must identify the specific type of technology and provide specific details for each to show how they are used in the selling process (AC4.2)

3. outline **two** methods used by customers to purchase products/services from the retail business (AC4.3)
4. outline **three** different selling techniques and identify where in the sales process each of these should be best used and how each should be applied (AC4.4).

This assessment could be combined with the assessment for learning outcome 3 in *Unit 5*.

Unit 5: Understanding how to contribute to the success of a retail business

Level: 2

Guided learning hours: 34

Unit introduction

It is important to understand how your individual job role contributes to the success and reputation of a retail business. In this unit, you will develop the knowledge and understanding of how your role impacts on the retail business's reputation, objectives and sales.

Personal development plans are an important way of recording how you can progress in a retail job role, and you will explore how these plans benefit you and the retail business. You will also learn about the legislative regulations that you need to follow in your job role and the effect on a retail business if they are not followed. You will also look at how retailers are working to become more environmentally friendly.

This unit has strong links to *Units 1, 2 and 4*. Consideration should be given to delivering the related content together.

Learning outcomes and assessment criteria

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	
1	Understand how individual work objectives and personal performance and development contributes to the success of a retail business	1.1	Describe how the mission/vision statement and objectives of a retail business impacts on the role of a retail employee
		1.2	Describe how individual work objectives are agreed in a specific retail business
		1.3	Explain the benefits of having work objectives to the individual and a retail business
		1.4	State how performance in own role impacts on team and business goals
		1.5	Describe how to use a personal development plan to improve own performance
		1.6	State the benefits of personal development planning and performance improvement to the individual and retail business
2	Understand how to work in a way that impacts positively on the brand and business reputation of a retail business	2.1	Outline different personal actions and behaviours that can impact positively and negatively on brand and business reputation
		2.2	Describe how a retail business may be positively and negatively affected by the conduct and behaviour of its employees
		2.3	Outline the types of situations that could threaten brand and business reputation and why it is important to report them
		2.4	State why it is important to follow organisational policy and procedures for dealing with media requests

Learning outcomes		Assessment criteria	
3	Understand how to contribute to meeting sales targets through promoting and supporting sales and encouraging customer loyalty	3.1	Describe how to identify customers' needs during the sales process and why it is important to do so
		3.2	Describe how to match products and/or services to meet customers' needs and propose the selected option to customers
		3.3	Describe ways of promoting additional products and/or services to customers during the sales process to increase the amount they spend
		3.4	Outline the different sources of information available in a retail organisation to keep updated on product and service knowledge
		3.5	State why it is important to keep product and service knowledge up-to-date
		3.6	Outline how to encourage customer loyalty in a retail business
		3.7	State why repeat business is important to a retail organisation
4	Know own responsibilities for complying with legislation and regulations in a retail environment	4.1	State own responsibilities for complying with relevant legislation and regulations relating to their job role
		4.2	Explain how to work safely in a retail work environment
		4.3	Outline the consequences of not complying with legislation and regulations to a retail business
5	Understand how to work in a way in retail that minimises negative effects on the environment	5.1	Outline the type of commitments that may be found in the environmental policy of a retail business
		5.2	State why it is necessary to have an environmental policy in a retail business
		5.3	Explain how to work in own work role to minimise any negative impact on the environment

Unit content

What needs to be learned

Learning outcome 1: Understand how individual work objectives and personal performance and development contributes to the success of a retail business

1A The need for work objectives

- How a business mission/vision statement and objectives impact on individual job roles: basis for determining individual work objectives and performance measures (golden thread, organisational alignment); directs individual roles and responsibilities; drives efficiency and shared accountability.
- Purpose of individual work objectives, i.e. work objectives describe the results expected from employees.
- Ways that individual work objectives are set, including different approaches such as top down or bottom up; people-centric versus organisation-centric model; SMART model; alignment to organisational vision and strategy.
- Process of agreeing individual work objectives, including the use of organisational-specific business processes, systems and documentation; comparison of different processes.
- Benefits of work objectives to the individual, including clarity of responsibilities and job role, opportunities for skills and personal development, job satisfaction.
- Benefits of work objectives to a retail business, including:
 - meeting mission/vision statements
 - effective team working
 - higher productivity
 - motivated employees
 - increased skills development of employees, leading to possible future in-house promotions.
- Relationship between achievement of individual work objectives and the achievement of team and business targets and goals.

1B Personal development planning

- Description of a personal development plan, including its purpose.
- Stages in creating a personal development plan:
 - identifying strengths and areas for development

What needs to be learned

- targeted action planning of learning activities to meet these needs
- reviewing the action plan to ensure progress
- adapting action plans as required during the process
- reviewing targets completed and setting new targets.
- Ways to identify own learning needs to improve own performance, including skills audit, job role and responsibilities checklist, feedback from others, personal reflections.
- How a personal development plan benefits the individual, including self-awareness, greater motivation and direction, self-confidence, improved working relationships.
- How a personal development plan benefits a retail business, including lower staff turnover, higher productivity, achievement of business goals, improved staff morale, business continuity.

Learning outcome 2: Understand how to work in a way that impacts positively on the brand and business reputation of a retail business

2A Impact of workplace behaviours and actions

- Positive and negative behaviours and actions that can impact on a retail business both during and outside working hours:
 - positive behaviours and actions such as: professional and positive attitude; courtesy and friendliness; recognising diversity and being inclusive; empathetic listening; positive body language; involvement in local charity or community events
 - negative behaviours such as: poor timekeeping; lack of motivation; creating conflict with colleagues; sending inappropriate communications to colleagues or customers; posting inappropriate comments or offensive materials on social media platforms; being rude to customers or colleagues.
- The impact that positive employee conduct has on the retail organisation, including customer satisfaction; good customer reviews; positive corporate reputation; customer loyalty and retention; reduced staff turnover; increased footfall and sales.
- The impact that negative employee conduct has on the retail organisation, including poor-quality customer service; increased customer complaints; reduced sales; difficulty recruiting staff; lower productivity; negative corporate image.

What needs to be learned

2B Dealing with situations that could threaten business reputation

- Range of situations that could threaten business reputation, including:
 - fake news or negative comments on social media platforms
 - spam and fake emails to customers or employees
 - electronic hacking of customer or staff personal details
 - employees' posts on social media that can bring the business name into disrepute
 - employees making incorrect or inflammatory comments to the media about the business.
- How to report situations that could potentially threaten the reputation of the organisation, including following organisational policy and procedures, reporting the situation to senior colleagues or line manager.
- The importance of reporting these situations, including immediate action can be taken to reduce the threat; reduced impact of situation; personal access to specific systems and social media accounts can be stopped.

2C Dealing with media requests

- Types of media request, including interview requests in person; comment requests on social media platforms; requests for company information in verbal or written formats.
- The importance of ensuring organisational policy and procedures are followed, including protecting customers and employees; protecting the organisation's reputation; communications can be aligned to brand identity and image.

Learning outcome 3: Understand how to contribute to meeting sales targets through promoting and supporting sales and encouraging customer loyalty

3A Identifying customer needs

- Understanding customer profiles and needs of customers within a profile.
- Use of appropriate questioning skills (open, probing and closed questions) to explore customers' needs
- Use of other communication skills, including:
 - using active listening skills
 - reading customers' body language

What needs to be learned

- using techniques such as paraphrasing and summarising to confirm understanding
- gaining feedback from customers.
- The importance of identifying customer needs, including:
 - being able to meet or exceed customer expectations
 - treating the customer as an individual
 - providing a good customer experience.

3B Promoting and supporting sales

- Difference between the features and benefits of a product or service.
- Ways to match products/services to customer needs, including linking features and benefits to the customer's identified needs.
- Meeting diverse customer needs, including language, culture, disability, religion, personality.
- Importance of meeting the diverse needs of customers, including an increase in sales, reputation, customer loyalty.
- How to propose purchase options to customers, including:
 - giving customers a clear explanation of how product/service features provide the benefits that meet their needs
 - turning features into benefits specific to customers' needs
 - demonstrating or explaining use of products/services
 - clearly showing how product/service provides solutions to customer issues.
- Appropriate communication skills and appropriate behaviours, including:
 - using non-technical language
 - using influencing language to encourage buying decisions
 - gaining customer trust by having good product/service knowledge
 - showing enthusiasm to create a desire to purchase
 - recognising the right time to close the sale.
- Techniques to promote additional products/services, including: cross-selling; upselling; add-on sales at till point; offering a range of product/service options; linked sales.

What needs to be learned

3C Keeping up to date with product/service knowledge

- Importance of keeping knowledge up to date, including: providing correct information to customers; improved ability to identify the right products/services to meet customer needs; improved ability to overcome customer objections; removing customer uncertainty; customer satisfaction.
- Sources of information for keeping up to date, including: pre-release product/service information; manufacturer updates and manuals; product/service specifications; internal or external training; product briefings.

3D Encouraging customer loyalty and repeat business

- Ways to encourage customer loyalty, including: delivering personalised service; being timely and effective in service delivery; building rapport and personal relationships; showing appreciation to customers.
- Ways to encourage repeat business, including: recommending loyalty schemes; offering discount vouchers for next purchase.

Learning outcome 4: Know own responsibilities for complying with legislation and regulations in a retail environment

4A Legislative responsibilities

- Individual responsibilities under:
 - health and safety, equality and diversity, data protection, and security legislation specific to the job role
 - online and distance selling regulations
 - unfair trading regulations
 - consumer protection legislation
 - legislation in line with specific retail environments, including age-related legislation; weights and measures; range of goods that are restricted, e.g. knives, fireworks; range of goods sold in metric measurements, e.g. milk, fuel.
- Level of own authority in job role, including escalating issues to supervisor/manager, following workplace procedures and policy.

4B Working safely in a retail environment

- Importance of working safely at all times and ensuring the safety of self and others, including colleagues and customers.

What needs to be learned

- Dealing with risks, accidents and emergencies, including:
 - carrying out and updating risk assessments
 - making equipment checks to ensure safety before using
 - using personal protective equipment (PPE) as directed
 - reporting incidents to supervisor/line manager
 - contacting appointed first-aiders, fire wardens or security guards
 - contacting the emergency services in line with organisational procedures
 - removing customers from areas for emergency evacuations in line with organisational procedure and policy.

4C Effects of non-compliance with legal requirements

- Implications for employees of non-compliance, including disciplinary measures and dismissal.
- Implications for a retail organisation, including reputational risks; fines; loss of sales; reduced market share; business closure.

Learning outcome 5: Understand how to work in a way in retail that minimises negative effects on the environment

5A Environmental policy guidelines

- Purpose of an environmental policy.
- Areas typically covered in the environmental policy of a retail business, including:
 - recycling, reusing and waste disposal requirements
 - storage of different product ranges, e.g. refrigeration
 - energy efficiency in using machines and equipment
 - transportation and delivery of products
 - packaging of products.
- The need for an environmental policy in a retail business, including:
 - continual improvement of ecological behaviour and improved monitoring of environmental impact
 - compliance with environmental regulations and legislation
 - ensuring employees are informed of their environmental responsibilities
 - improved efficiency and waste and costs reduction

What needs to be learned

- positive relationships with external stakeholders, customers and local community
- improved corporate image and financial benefits.
- Importance of working in line with the environmental policy.

5B Working in an environmentally friendly way

- Ways that individual employees can contribute to environmental sustainability, including:
 - promoting reusable shopping bags with customers
 - recycling packaging and other materials where possible
 - following organisational policy and procedures
 - using recyclable materials in window and in-store displays
 - handling delicate items with care
 - shutting down equipment at the end of the day.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass this unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in a specific organisational context to allow learners to apply their knowledge and understanding in a realistic and practical way. It must draw on learning from the unit and be designed in a way that enables learners to meet all the assessment criteria.

A recommended assessment approach is provided below; centres are free to create their own assessment as long as they are confident that it enables learners to provide suitable and sufficient evidence to meet the assessment criteria and achieve the learning outcomes to the same standards as demonstrated in the recommended assessments below.

Learning outcome 1

To satisfy the assessment criteria for this learning outcome, learners are to produce a set of notes to be included in their learning log, to help them better understand the use and benefits of work objectives and personal development planning. Learners who are not employed can produce a short report based on a retail business they are familiar with. In their notes or report, learners will:

1. describe **two** ways in which the mission statement and objectives of the retail business impact on their own job role in terms their job activities and performance expectations (AC1.1)
2. describe the model and process used in the retail business to agree individual work objectives. This must include the approach taken (e.g. top-down, bottom-up, people-centric, etc.) to determine individual objectives and any organisational specific processes and documentation used in the process (AC1.2)
3. outline **two** benefits of individual work objectives to themselves (or a retail employee) and **two** benefits to the retail business, and give **at least one detailed supporting reason for each** to show why these are considered as beneficial (AC1.3)

4. state how their performance in their job role affects the achievement of their team and business goals (AC1.4)
5. describe in detail **two** ways in which they (or a retail employee) could use a personal development plan to improve their own performance (AC1.5)
6. state **two** benefits of personal development planning and performance improvement to themselves (or a retail employee) and **two** benefits to the retail business (AC1.6).

Learning outcome 2

To satisfy the assessment criteria for this learning outcome, learners are to produce a presentation on how retail employees should work to protect their employer brand and business reputation. The presentation will be shared with other learners in their training environment as a basis for discussion. In their presentation, learners will:

1. outline **two** personal actions and behaviours that can **positively** affect the brand and reputation of a retail business, and **two** personal actions and behaviours that can **negatively** affect the brand and business reputation. These actions can be either during or outside working hours (AC2.1)
2. describe **two** ways in which a retail business can be **positively** affected by the conduct and behaviour of its employees, and **two** ways in which it can be **negatively** affected (AC2.2)
3. outline **two** situations that could threaten the brand and business reputation of a retail business and give **two** reasons why it is important to report these (AC2.3)
4. give **two** reasons why it is important to follow organisational policy and procedures when dealing with requests from the media (AC2.4).

This assessment could be combined with the assessment for learning outcome 3 in *Unit 1*.

Learning outcome 3

To satisfy the assessment criteria for this learning outcome, learners are to produce written information (this may include pictures or diagrams) or a video on how retail staff can promote and support the sales of their employer retail business. This information/video is to be shared with their team members. Learners who are not employed can base their evidence on a retail business they are familiar with. In their written information/video, learners will:

1. describe **three** ways that can be used by retail staff to identify customers' needs during the sales process. The ways should cover more than one area of the content. Learners must then provide details on why it is important to identify customers' needs during the sales process (AC3.1)
2. describe how retail staff can go about matching products/services to customers' needs and proposing these to customers during the sales process. The description must cover communication skills, personal behaviours and product/service features and benefits. Learners must provide clear details on how retail staff would use these in matching products and services to customer's needs and then presenting the products/services to them (AC3.2)
3. describe **two** techniques that retail staff can use to promote additional products/services to customers during the sales process to increase how much they spend. Learners must provide details to show how each of these techniques work (AC3.3)
4. outline **two** ways that retail staff can encourage customer loyalty and support customer retention (AC3.6)
5. give **two** reasons why repeat business is important to the retail business (AC3.7)
6. outline **three** sources of information and support in their employer business that retail staff can use to keep their service knowledge up to date (AC3.4)
7. give **three** reasons why it is important for retail staff to keep their product and service knowledge up to date (AC3.5).

This assessment could be combined with the assessment for learning outcome 4 in *Unit 4*.

Learning outcome 4

To satisfy the assessment criteria for this learning outcome, learners are to produce information on the responsibilities of staff to comply with regulations, which will be used as a learning resource for the team. Learners who are not employed can base their evidence on a retail business they are familiar with. In producing their information, learners will:

1. state their responsibilities for complying with **three** different pieces of legislation and regulations related to their job role. They must include regulations and legislation related to consumer protection and health and safety (AC4.1)
2. outline **three** ways of working safely in their job role when dealing with accidents, emergencies and risks, and give **at least one detailed reason for each way** to show why it would contribute to workplace safety in their retail environment (AC4.2)
3. outline **three** consequences a retail business and its retail staff may face if they do not comply with legislation and regulations (AC4.3).

This assessment could be combined with the assessment for learning outcome 5 in *Unit 1*.

Learning outcome 5

To satisfy the assessment criteria for this learning outcome, learners are to produce draft information for the induction handbook to help new employees understand their environmental responsibilities in carrying out their role in the retail business. Learners who are not employed can base their evidence on a retail business they are familiar with. In producing their information, learners will:

1. outline **three** commitments stated in the environmental policy of the retail business or **three** commitments that could be included in an environmental policy if none currently exists (AC5.1)
2. give **two** reasons why it is necessary for a retail business to have an environmental policy (AC5.2)
3. outline **three** ways in which retail staff can work to reduce any negative effect on the environment and give **at least one detailed reason for each way** to show why it would help the environment. (AC5.3).

Unit 6: Principles of working in a retail team

Level: 2

Guided learning hours: 15

Unit introduction

Effective teamwork is incredibly important when working in a retail business, and the consequences of not working effectively as a team can have a significant impact on business functions. Teamwork in a retail business is necessary to ensure the smooth running of the retail business on a day-to-day basis. A retail business can only run successfully if everyone works well together.

In this unit, you will explore what makes an effective team, the importance of effective team working and the conflicts that can occur when retail teams do not work together and how to resolve these. You will also learn the different ways that team members can support each other to meet the retail business's objectives, and the implications of not working together on business operations. You will learn the importance of sharing information and how to adapt the way you communicate to meet the needs of others in the team, the importance of keeping promises when working as part of a team, and understanding how the type of language used may affect team members' perception of each other.

This unit has strong links to *Unit 2*. Consideration should be given to delivering the related content together.

Learning outcomes and assessment criteria

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	
1	Understand the role of effective team working in a retail business	1.1	Describe how different factors affect the dynamics of a team
		1.2	Describe what makes a team effective
		1.3	State why effective team working is important in a retail business
		1.4	State the effects of poor teamwork on the operations of a retail business
2	Understand how to work effectively in a team	2.1	Outline how team members can support each other to meet business objectives
		2.2	Describe how to influence team members in a positive way
		2.3	State why it is important to share information and keep to promises made when working in a team
		2.4	Explain how to adapt communications to meet the different needs of team members
		2.5	Explain how the type of language used and non-verbal communications can affect team members' perception of each other
		2.6	Describe how team members can resolve conflicts among themselves
		2.7	State why positive listening and inclusiveness are important in reaching agreements in a team

Unit content

What needs to be learned
Learning outcome 1: Understand the role of effective team working in a retail business
1A Team dynamics <ul style="list-style-type: none">• Characteristics of a team (shared purpose; involved in similar activity; interdependence; defined roles; personal relationships).• Meaning of team dynamics.• Factors influencing team dynamics and their impact, including personality types, leadership style, team size, team roles (assigned and adopted), processes and procedures and organisational culture.
1B Effective team working <ul style="list-style-type: none">• Meaning of teamwork.• Characteristics of an effective team: clear expectations and goals; clear roles and good balance of skills and abilities; good communication; strong leadership; mutual cooperation; openness and trust; good personal relationships.• Importance of effective team working to a retail business, including high level of customer satisfaction; increased commitment and staff engagement; increased productivity; improved staff morale and lower staff turnover.• Effects of poor team working on a retail business, including high staff turnover; poor customer service; sales targets not achieved; low productivity; poor stock control.
Learning outcome 2: Understand how to work effectively in a team
2A Supporting and influencing team members <ul style="list-style-type: none">• Ways of supporting team members to meet business objectives, including sharing information relevant to the team; offering to help during busy periods; giving encouragement; completing tasks in agreed timescale.• Influencing team members: influencing style (push versus pull); influencing approach (logical versus emotional):<ul style="list-style-type: none">○ positive personal behaviours when influencing, including seeking and listening to other viewpoints; demonstrating empathy; building rapport; treating others as individuals

What needs to be learned

- influencing strategies: demonstrating commitment and consistency; preparing facts and relevant information to support arguments; demonstrating expertise and authority.
- The importance of keeping promises made, including builds relationships; promotes team loyalty; builds trust within the team; achieving common goals.
- Importance of sharing information with team members, including shared knowledge of deadlines and targets; keeping everyone in the team up to date.

2B Communicating and resolving problems in a team

- Verbal communications – formal and informal language; communication techniques.
- Non-verbal communications – body language, facial expressions, eye contact, posture, personal space, paralanguage.
- Impact of choice of language and non-verbal communications on the perceptions of others: misinterpretations due to cultural and geographical differences; body language not aligned with verbal communications.
- Diversity within a team, including factors such as age, culture, religion, ethnicity, personality types, disabilities and language.
- Adapting communications to meet the different needs of team members:
 - active listening to identify needs of colleagues; paraphrasing
 - considering differences in culture and personality type (analytical, driver, amiable, expressive)
 - matching the vocabulary and mirroring the body language of colleagues
 - varying speech and tone of voice to meet the situation.
- Building relationships in communications: giving others the opportunity to speak; being friendly and polite; effective use of reinforcement and clarification skills; building rapport and showing empathy.
- Sources of team conflict: communication, personal and structural factors.
- How team members can resolve conflict: informal one to one (collaboration); mediation; team counselling in a team meeting.
- Role of positive listening in resolving team conflicts, including being open to other opinions, listening to each other rather than listening to reply, responding to others without judgement when issues occur.
- Importance of inclusiveness in resolving team conflicts, including respecting every team member's contribution; working to each team member's strengths; gaining knowledge from other team members' experiences.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass this unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in a specific organisational context to allow learners to apply their knowledge and understanding in a realistic and practical way. It must draw on learning from the unit and be designed in a way that enables learners to meet all the assessment criteria.

A recommended assessment approach is provided below; centres are free to create their own assessment as long as they are confident it enables learners to provide suitable and sufficient evidence to meet the assessment criteria and achieve the learning outcomes to the same standards as demonstrated in the recommended assessments below.

Learning outcome 1

To satisfy the assessment criteria for this learning outcome, learners are to produce a presentation about their work team to be shared in their training environment as a basis for group discussion. Learners who are not employed could base the presentation on a team they have worked with at college or in sports. In their presentation, learners will:

1. give a description of their team and describe how **three** different factors affect the dynamics of this team. Learners must give specific details of their team to show how each factor affects how the team works (AC1.1)
2. describe **two** features that have made, or would make their team effective (AC1.2)
3. give **three** reasons why effective team working is important for the retail business (AC1.3)
4. State **three** ways in which poor team working could affect the operations of the retail business (AC1.4).

Learning outcome 2

To satisfy the assessment criteria for this learning outcome, learners are to produce a set of notes on how they could work effectively in their team to be included in their learning log. Learners who are not employed can base their evidence on a retail team they are familiar with. In their notes, learners will:

1. outline **two** ways in which they can support their team members to achieve business objectives (AC2.1)
2. describe **two** approaches they could use to positively influence their team members in a specific situation. Learners must outline the nature of the situation and then provide details to show how they would influence in a positive way (AC2.2)
3. give **two** reasons why it is important to share information and to keep to their promises when working in their team (AC2.3)
4. outline **two** ways in which they can adapt their communications to meet the specific needs of their team members, and give **at least one detailed reason for each way** to show why it would be effective. Learners must outline the specific needs within their team (AC2.4)
5. give at least **two** detailed reasons to show how an identified form of non-verbal communication and language style can positively or negatively affect their team members' perception of each other (AC2.5)
6. describe **two** approaches that their team could use to resolve any conflict among themselves (AC2.6)
7. give **three** reasons why it is important to positively listen to, and respect the differing opinions of team members in solving team problems and reaching agreements (AC2.7).

Unit 7:

Understanding personal effectiveness in a retail work environment

Level: 2

Guided learning hours: 30

Unit introduction

Employers are no longer just looking for people with technical specialist skills; they are also looking to find staff who can represent their brand effectively and who have the right mix of transferable skills and personal attributes to deal with the challenges of the modern workplace. Having the right mix of these skills enables individuals to become more personally effective in carrying out their job role.

People who are personally effective are able to make the best use of their abilities. They are better able to manage their time and emotions, get along with their colleagues, deal with changing situations and challenges, solve problems, manage their personal performance and ultimately become strong ambassadors for their organisation. Personal effectiveness enables individuals to become more productive in their job role and to contribute to the success of their organisation.

In this unit, you will learn about professionalism and its importance in the workplace. You will develop knowledge and understanding of the transferable skills and personal attributes that underpin personal effectiveness in a retail job role, the strategies for developing these skills and personal attributes and the benefits they provide.

Learning outcomes and assessment criteria

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	
1	Understand professionalism and its importance in a retail work environment	1.1	Describe the requirements and expectations for professionalism in a specific retail work environment
		1.2	Describe where to find information on employer expectations and standards for professionalism in a specific retail work environment
		1.3	State why professionalism is important in a retail work environment
2	Understand how to develop a range of transferable skills and personal attributes that contribute to personal effectiveness at work	2.1	Describe what it means to have good work ethics and how to demonstrate good work ethics in a retail job role
		2.2	Explain how to develop personal adaptability and the benefits of adaptability in the workplace
		2.3	Explain how to build personal resilience and the benefits of doing so in the workplace
		2.4	Explain how to self-manage in the workplace and the benefits of effective self-management for self and others
		2.5	Describe how to problem solve in the workplace
		2.6	Explain how to work in own job role to respond appropriately to the commercial features of a specific retail organisation
3	Understand how to manage personal performance in the workplace	3.1	Describe how to manage personal performance in the workplace
		3.2	Explain the importance of managing personal performance in the workplace

Unit content

What needs to be learned

Learning outcome 1: Understand professionalism and its importance in a retail work environment

1A Meaning of professionalism

- Meaning of professionalism, i.e. meeting the expectations, standards and values defined by the employer; following the rules, guidelines, duties, and responsibilities related to a job role; written or unwritten rules, guidelines and expectations.
- Different requirements of professionalism in different work environments and organisations; influenced by nature of the industry and job role, customer expectations, regulatory requirements, brand, organisational culture.

1B Characteristics of professionalism

- Personal behaviours and conduct, including:
 - following organisational code of conduct (e.g. general conduct, conflict of interest, social media use, privacy and confidentiality, relationships, accepting gifts)
 - demonstrating a positive work attitude and commitment
 - being punctual
 - showing respect and consideration for colleagues and customers
 - being courteous and cooperative.
- Competence in the job role:
 - having the necessary technical skills and knowledge to do the job, e.g. customer service skills, sales skills, merchandising, stock control
 - having relevant generic workplace competencies, e.g. team working, basic computer skills, communication, etc.
 - carrying out the responsibilities of the job role to the required standard
 - meeting agreed deadlines and performance standards
 - meeting necessary regulatory requirements e.g. consumer protection, data protection, health and safety
- Personal dress and appearance, including good personal hygiene; cleanliness; following organisational dress code; maintaining a smart appearance.

What needs to be learned

- Communication: good listening and speaking skills; effective use of communication techniques; appropriate non-verbal communications; positive and professional language; good grammar and punctuation in written and digital communications; following organisational greeting guidelines.

1C Sources of information on professional standards

- Sources of information for professional standards in the workplace, e.g. job descriptions, person specifications, induction process, employee handbook, line manager, Human Resources (HR) team, organisational intranet, etc.

1D Importance of professionalism in a retail work environment

- Importance of professionalism to the employer: consistent experience for customers; employee motivation; improved employee performance; compliance with specific industry requirements; enhancing organisational brand and reputation; more productive working relationships among staff.
- Importance of professionalism to the employee: mutual respect between colleagues; clear boundaries; good team spirit; increased job satisfaction and personal growth.

Learning outcome 2: Understand how to develop and demonstrate a range of transferable skills and personal attributes that contribute to personal effectiveness at work

2A Good work ethics

- Meaning of work ethics.
- Elements of good work ethics with relevant behavioural examples:
 - being responsible (completing assigned tasks on time and to required standards)
 - punctuality; commitment; honesty and integrity
 - professional behaviours and communications
 - demonstrating a positive approach
 - taking initiative/being proactive
 - self-development and self-motivation.
- Ways of demonstrating good work ethics, including:
 - taking ownership for understanding own role, goals and responsibilities
 - being persistent and following through on tasks
 - effective prioritisation and time management
 - asking for feedback on performance

What needs to be learned

- continuously updating knowledge of organisational procedures, standards and relevant regulations and legislation
- developing positive working relationships with colleagues.

2B Personal adaptability in the workplace

- Meaning of adaptability in a workplace context (i.e. willingness and ability to readily respond to changing circumstances and expectations).
- The need for adaptability: fast pace of change in industry and technology; responding to impact of external factors; responding to stakeholder emerging needs; mental and physical well-being
- Behaviours that demonstrate adaptability at work:
 - looking for ways to make changes work rather than identifying why changes will not work
 - responding positively to changing priorities and timescales (e.g. changing work planned to respond to an emerging problem)
 - willingness to learn new methods and procedures
 - being open to different views and listening to others
 - making changes to ways of working on the basis of constructive feedback.
- Developing adaptability, including:
 - observing and learning from others
 - monitoring trends and changes in the work environment
 - improving problem-solving and critical thinking skills
 - developing resilience and emotional intelligence
 - making use of opportunities to engage in diverse and challenging activities/projects (leaving the comfort zone).
- Benefits of adaptability in the workplace:
 - for individuals – increased opportunities for career progression, success at work, being better able to deal with life challenges, being a more valuable employee, demonstrating leadership capabilities
 - for employers – innovation, effective change and crisis management, remaining competitive, improved problem solving, employee wellbeing.

2C Personal resilience in the workplace

- Meaning of resilience (i.e. an individual's capacity to respond to pressure and the demands of daily life).

What needs to be learned

- Factors affecting resilience including, adaptability, self-confidence, social support, purposefulness, physical and mental wellbeing, environmental.
- The need for resilience: managing stress and workplace pressures; dealing with changing economy and modern work practices; mental and physical wellbeing; personal growth.
- Strategies to build resilience, including:
 - developing high quality and supportive relationships
 - developing awareness of own strengths and weaknesses
 - using challenges as learning opportunities
 - focusing on positive outcomes and celebrating success
 - committing to realistic goals and seeking help and support as needed
 - practising self- reflection
 - maintaining a healthy diet and regular exercise.
- Benefits of resilience in the workplace:
 - for individuals – increased confidence, being more able to manage stress, increased opportunities for career progression
 - for employers – more stable workforce, increased productivity, improved performance.

2D Self-management in the workplace

- Meaning of self-management skills, i.e. ability to control feelings, emotions and activities to feel and be more productive.
- Areas of self-management: self-awareness; stress management; time management.
- Self-awareness: emotional awareness; self-assessment (personal strengths, weaknesses, resources and limitations); self-confidence.
- Developing self-awareness:
 - asking for feedback to get different perspectives; identifying blind spots
 - paying attention to other people's body language, emotions and words
 - recording thoughts, feelings, successes and failures
 - identifying strengths and weakness (e.g. using psychometric tests)
 - exploring feelings and emotions; practising regular self-reflection and self-motivation.
- Potential causes of stress in the workplace, e.g. work overload, excessive travel, poor relationships, organisational changes, lack of communication.

What needs to be learned

- Warning signs of stress, e.g. fatigue, anxiety, inability to concentrate, muscle tensions, headaches, mood swings.
- Managing stress: seeking clarity on job/task requirements; prioritising and organisation; creating a balanced schedule; asking for help and support from others; avoiding perfectionism; balanced nutrition and regular exercise; taking regular breaks; not overcommitting.
- Time management strategies:
 - using 'to do' lists (monthly, weekly, daily)
 - prioritising tasks (importance versus urgency)
 - scheduling tasks and allowing flexibility in scheduling
 - setting realistic goals and deadlines
 - regularly reviewing workload
 - minimising distractions.
- Benefits of effective self-management: greater self-confidence and creativity; stronger working relationships; better decision making; job satisfaction; higher productivity and lower rate of absence from work; safer workplaces; positive work-life balance.

2E Problem solving in the workplace

- Nature of problems at work: people (e.g. personality differences, cultural issues); processes (e.g. inefficient, not clear); systems and equipment (e.g. outdated, breakdown/failure, new); resources (e.g. inadequate); communications.
- Scope and impact of problem: who is affected and how many people; what is affected; who can resolve; duration of impact (short term, medium term, long term); financial loss; customer dissatisfaction.
- Sources of help for solving problems, including colleagues, managers/supervisors, policies and procedures.
- Problem-solving process:
 - identifying the problem
 - developing understanding of the problem (e.g. fact-finding, analysis, understanding the interests of others)
 - identifying possible options/solutions
 - evaluating options/solutions

What needs to be learned

- deciding on an option/solution and documenting
- implementing solution
- seeking feedback, monitoring and evaluating success.

2F Commercial awareness

- Meaning of commercial awareness (i.e. ability to understand what makes a business successful; understanding an employer's operating environment and how to work in response to this).
- Commercial awareness in practice:
 - being able to view work situations from a commercial perspective – looking at the impact of personal actions on costs and revenues
 - considering factors that influence the success of a business (internal and external factors)
 - understanding the business processes, relationships, risks and costs.
- Developing commercial awareness of an employer organisation:
 - understanding the organisation's mission, aims, brand and commercial priorities
 - developing knowledge of the organisation's industry and the economic and political issues that affect the business
 - developing knowledge of the organisation's customers, major competitors and their place in the market
 - developing an appreciation of own role in the organisation, how it relates to others and how it adds value to the business.
- Sources of information to develop commercial awareness, e.g. organisational website and intranet; team meetings and away days; annual reports; line managers/supervisors; newspapers; industry reports.

Learning outcome 3: Understand how to manage personal performance in the workplace

3A Managing personal performance in the workplace

- Identifying own responsibilities: job description; contract; staff handbook; code of conduct; organisational structure.
- Goal setting: agreeing SMART objectives with line manager; alignment of personal objectives with organisational aims/goals; relationship of personal objectives to those of team members and other colleagues.

What needs to be learned

- Measurement standards: agreeing criteria for measuring progress and achievement with line manager; varying criteria depending on organisation and role (e.g. quality of work, volume of work, timeliness of completion, customer satisfaction).
- Completing tasks/work: meeting quality standards and agreed timescales; reporting problems beyond own level of competence.
- Monitoring and assessing performance:
 - asking for performance feedback from relevant colleagues
 - attending and engaging in regular one-to-one meetings
 - actively participating in annual performance appraisal (e.g. regularly updating performance review systems, preparing evidence for discussion at meeting, etc.)
 - being receptive to feedback on performance; using feedback from performance appraisals to inform personal development planning.

3B Importance of managing personal performance in the workplace

- Benefits to individuals: clear understanding of job expectations; enhanced employment opportunities; job satisfaction; career progression; financial rewards or recognition for good performance.
- Benefits to employer/organisation: delivery of strategic and operational goals; increased efficiency and productivity; reduced staff turnover.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass this unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should draw on learning from the unit and be designed in a way that enables learners to meet all the assessment criteria.

Centres are free to choose their own forms of evidence for this unit as long as it enables learners to produce suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.

Forms of evidence such as learning logs, recorded question and answers sessions and workbooks would be suitable sources of evidence for this unit. Regardless of the source of evidence used, learners will need to meet the standards stated below for each learning outcome.

Learning outcome 1

To satisfy the assessment criteria for this learning outcome, learners will:

1. describe, with supporting details, **three** different requirements and/or expectations for professionalism in their retail work environment (AC1.1)
2. describe **two** sources in their workplace where they can get information about the expected behaviours and professional standards for their job role. Learners must provide details to show the specific type of information they would get from each source.(AC1.2)
3. give **two** reasons why professionalism is important in a retail work environment. One reason must be from the perspective of their employer and the other from their perspective as an employee (AC1.3).

Learning outcome 2

To satisfy the assessment criteria for this learning outcome, learners will:

1. describe **three** elements of good work ethics. Learners must provide details to show what the related behaviours look like in practice (AC2.1)
2. describe **three** actions they could undertake, and/or behaviours that they could adopt to demonstrate good work ethics in carrying out their retail job role (AC2.1)

3. outline **two** ways they could develop their own ability to adapt to changes, and give **at least one detailed reason for each way** to clearly show why it would support their development (AC2.2)
4. outline **two** ways in which adaptability in the workplace benefits the employer and **two** ways in which it benefits the employee, and give **at least one detailed reason for each way** to show why they are of benefit (AC2.2)
5. outline **two** ways they can develop their own personal resilience and give **at least one detailed reason for each way** to clearly show why it would support their development (AC2.3)
6. outline **two** ways in which resilience in the workplace benefits the employer and **two** ways in which it benefits the employee, and give **at least one detailed reason for each** to show why they are of benefit (AC2.3)
7. outline **three** self-management practices they could use to be more productive at work, and give **at least one detailed reason for each practice** to show why it would improve their productivity (AC2.4)
8. explain, with supporting information, **two** ways in which effective self-management benefits themselves and others in the workplace (AC2.4)
9. (a) identify **one** type of problem that may occur in their workplace and the potential impact of this problem (AC2.5)
(b) describe how they would approach solving this problem, including the activities they would carry out and the people they would engage with. The description must include the problem solving process (AC2.5)
- 10.(a) describe in detail **three** commercial features of their retail employer organisation. These could be related to its aims and brand image, customer base, economic and political operating environment or competitive environment (AC2.6)
(b) outline **two** ways in which they would operate within their job role to respond to these commercial features, and give **at least one detailed reason for each way** to show why it would be appropriate to meet the commercial needs of their organisation (AC2.6).

Learning outcome 3

To satisfy the assessment criteria for this learning outcome, learners will:

1. describe **three** activities they could engage in to manage their own performance in the workplace. Learners must provide details of the purpose of each activity and what it involves (AC3.1)
2. give **three** reasons why it is important for individuals to manage their own personal performance in the workplace (AC3.2).

13 Suggested teaching resources

This section lists resource materials that can be used to support the delivery of the units across the qualification.

Textbooks

Bacal R – *Perfect Phrases for Customer Service* (McGraw-Hill Professional, 2005)
ISBN 9780071444538

Barnes R – *Customer Experience for Dummies* (For Dummies, 2014)
ISBN 9781118725603

Bones E J – *Excellent Customer Service: How to Build a Customer Service Culture in a Retail Environment* (CreateSpace Independent Publishing Platform, 2013)
ISBN 9781491273197

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

Clay J – *Successful Selling Solutions: Test, Monitor and Constantly Improve Your Selling Skills* (Thorogood Publishing, 2003) ISBN 9781854182425

Freemantle D – *The Buzz:eWorldclass Customer Service* (Nicholas Brealey Publishing, 2004) ISBN 9781857883473

Hammond R – *Smart Retail: Winning Ideas and Strategies from the Most Successful Retailers in the World*, 4th edition (Pearson Business, 2017) ISBN 9781292082202

Morgan T – *Visual Merchandising: Windows and in-store displays for retail*, 3rd edition (Laurence King Publishing, 2016) ISBN 9781780676876

Spector R and O.Reeves B – *The Nordstrom Way to Customer Experience Excellence: Creating a Values-Driven Service Culture* (John Wiley & Sons, 2017) ISBN 9781119375357

Stephens D – *Reengineering Retail: The Future of Selling in a Post-Digital World* (Figure 1 Publishing, 2017) ISBN 9781927958810

Topps J and Taylor G – *Managing the Retail Supply Chain: Merchandising Strategies that Increase Sales and Improve Profitability*, 1st edition (Kogan Page, 2018)
ISBN 9780749480622

Underhill P – *Why We Buy: The Science of Shopping* (Simon & Schuster, 2008)
ISBN 9781416595243

Varley R and Dr Rafiq M – *Principles of Retailing*, 2nd edition (Palgrave, 2014)
ISBN 9780230216983

Journals

Drapers

Retail Week

The Grocer

Websites

www.businessballs.com/customer	A range of information on customer service
www.customerchampions.co.uk/customer-service-a-key-differentiator-in-retailing/	Customer Champions is focused on converting customer feedback into profitable action and delivering an improved experience for their customers
www.gov.uk	Official government website that explains all legislation
www.hse.gov.uk	Official government department website that explains all health and safety legislation, including storage and manual handling
www.instituteofcustomerservice.com	The Institute of Customer Service is the independent, professional membership body for customer service
www.managementtoday.co.uk	A basic guide to business concepts
www.monster.co.uk	A website that explains all aspects of business
www.retail-week.com	Retail industry newsletter showing specific examples of displays and merchandising and giving insights into the latest retailing selling techniques
www.thegrocer.co.uk	Weekly magazine with coverage of all aspects of the food sector, including brand layouts
www.theretailbulletin.com	An online retail newsletter
www.tradingstandards.uk	Trading Standards are the local authority departments that enforce consumer protection and give customers information and advice on consumer rights, including new data protection regulations

14 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:

- *Access arrangements and reasonable adjustments* (Joint Council for Qualifications (JCQ))
- *A guide to recruiting with integrity and enrolling learners onto qualifications* (Pearson)
- *A guide to the special consideration process* (JCQ)
- *BTEC Centre Guide to Managing Quality* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook* (Pearson)
- *Collaborative and consortium arrangements for the delivery of vocational qualifications policy* (Pearson)
- *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy* (Pearson)
- *Equality, diversity and inclusion policy* (Pearson)
- *Recognition of prior learning policy and process* (Pearson)
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *Suspected malpractice in examinations and assessments – Policies and procedures* (JCQ)
- *UK Information Manual* (Pearson)
- *Use of languages in qualifications policy* (Pearson).

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.

15 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

Mapping of the Retailer Apprenticeship Standard to the qualification content

The grid below maps the knowledge, skills and behaviours (KSBs) of the Retailer Apprenticeship Standard to the content covered in the Pearson BTEC Level 2 Certificate for Retailers.

KEY

indicates coverage of the knowledge, skills or behaviours in the qualification.

A blank space indicates no coverage of the knowledge, skills or behaviours in the qualification.

BTEC Specialist units		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
KSBs from the Apprenticeship Standard		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Knowledge	Customer Know the customer profile of the business, appropriate methods for communicating with customers, e.g. face to face and remotely, what customers' purchasing habits are, how to support and increase sales, encourage customer loyalty and achieve repeat business		#		#	#		
	Business Know the vision, objectives and brand standards of the business and how to contribute towards their success	#				#		

BTEC Specialist units		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
KSBs from the Apprenticeship Standard								
	Financial Understand the principles of operating commercially and supporting the overall financial performance of the business, for example by aiming to exceed targeted sales and reduce wastage and returns	#				#		
	Marketing Know how the business positions itself in order to increase its market share and compete against its main competitors, for example its unique selling points, its straplines, promotions and advertising campaigns				#			
	Communication Know how to identify and determine individuals' situation and needs and how to respond in the most appropriate way in line with the business culture (for example the difference in how a branded goods retailer would communicate to their customers would be very different from an individual that retails a funeral service, or someone that needs to convey highly technical product information)		#		#		#	

BTEC Specialist units		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
KSBs from the Apprenticeship Standard								
	Sales and promotion Understand the sales opportunities that exist across the year within the business and industry and the need to know customers' buying habits during these periods, seasonal product/service knowledge, and stock requirements at different times of the year				#			
	Product and service Know information on the brands, products and services as required by the business (for example in large retailers a general knowledge of a range of products and services may be needed, but in specialist outlets a detailed knowledge on the technical specification of a product and the aftercare service may be necessary)				#	##		
	Brand and reputation Know and understand the importance of brand and business reputation and what can affect it	#				#		

BTEC Specialist units		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
KSBs from the Apprenticeship Standard								
	Merchandising Understand how to increase sales through product placement by utilising 'hot spots' and recognising the relationship between sales and space			#				
	Stock Know how to maintain appropriate levels of the right stock to meet customer demand, taking into account planned marketing activities and expected seasonal variations and the conditions they must be stored in			#				
	Technology Know how to operate technology such as customer payments and understand how changing technology, for example social media, digital and multichannel tools, support the sale of products and facilitates an effective and efficient service to customers			#	#			

BTEC Specialist units		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
KSBs from the Apprenticeship Standard								
	Team Know how to support and influence the team positively, recognising how all colleagues and teams are dependent on each other to meet business objectives						#	
	Performance Understand how personal performance contributes to the success of the business, for example the sale of products and services, increasing sales and achieving customer loyalty					#		
	Legal and governance Recognise and understand legislative responsibilities relating to the business and the products and/or services being sold (for example the importance of food safety for food retailers), the importance of protecting people's health, safety and security, and the consequences of not following legal guidelines	#					#	
	Diversity Understand how to work with people from a wide range of backgrounds and cultures and recognise how local demographics can impact on the product range of the business	#	#				#	

BTEC Specialist units		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
KSBs from the Apprenticeship Standard								
	Environment Know how to take responsible decisions to minimise negative effects on the environment in all work activities					#		
Behaviours	Team working Personal development planning Time management Commercial awareness Adaptability Integrity and honesty Customer focus Adaptability Professionalism Managing personal performance	#	#			#	#	#

Glossary of terms used in assessment criteria

This is a summary of the key terms used to define the assessment requirements in the units.

Terms	Definition
Define	Specify exactly the meaning, nature or scope of something. The use of correct terminology is expected.
Describe	Give a clear account in their own words, including all the relevant information (e.g. qualities, characteristics or events, etc.). Description mainly shows recall and in some cases application.
Detailed	Having additional facts or information beyond a simple response.
Explain	Provide details and give reasons and/or evidence to support an argument or point. OR Provide details and give relevant examples to clarify and extend a point. This would usually in the context of learners showing their understanding of a technical concept or principle.
Outline	A description setting out the main characteristics or points; write a clear description but without going into too much detail.
State	Express information in clear and precise terms.

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