

# **Pearson Edexcel Level 3 Certificate/ Diploma in Retail Skills (Management) (QCF)**

## **Specification**

Competence-based qualifications

First registration January 2012

Issue 5

## **Edexcel, BTEC and LCCI qualifications**

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## Purpose of this specification

This specification sets out:

- the objectives of the qualifications
- any other qualifications that a learner must have completed before taking these qualifications
- any prior knowledge, skills or understanding which the learner is required to have before taking these qualifications
- the combination of units that a learner must have completed before the qualifications will be awarded and any pathways
- any other requirements that a learner must have satisfied before they will be assessed or before the qualifications will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualifications
- the method of any assessment and any associated requirements relating to it
- the criteria against which a learner's level of attainment will be measured (such as assessment criteria)
- assessment requirements and/or evidence requirements required as specified by the relevant Sector Skills Council/Standards Setting Body
- assessment requirements/strategy as published by the relevant Sector Skills Council/Standards Setting Body
- the Apprenticeship Framework in which the qualifications are included, where appropriate.

# 1 Introducing Pearson Edexcel Competence-based qualifications

## What are Competence-based qualifications?

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Competence-based qualifications are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

Competence-based qualifications are based on the National Occupational Standards (NOS) for the appropriate sector. NOS define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. At Level 2 and above, these qualifications are recognised as the competence component of Apprenticeship Frameworks. Qualifications at Level 1 can be used in Traineeships, which are stepping-stones to Apprenticeship qualifications. Competence-based qualifications can also be delivered as stand-alone for those who wish to take a work-based qualification.

Competence-based qualifications are outcomes-based with no fixed learning programme – allowing flexible delivery that meets the individual learner’s needs. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement so that they are able to demonstrate the competencies that are required for work.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

There are three sizes of Competence-based qualifications in the QCF:

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

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

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

The credit value of a unit is based on:

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

## 2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 3 Certificate Retail Skills (Management) (QCF)
QCF Qualification Number (QN)	600/3868/8
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	07/11/2012
Operational start date	01/01/2012
Approved age ranges	16–18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements/strategy.
Credit value	31
Assessment	Portfolio of Evidence (internal assessment).
Guided learning hours	142–171
Grading information	The qualification and units are graded pass/fail.

Qualification title	Pearson Edexcel Level 3 Diploma Retail Skills (Management) (QCF)
QCF Qualification Number (QN)	600/4105/5
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	29/11/2012
Operational start date	01/01/2012
Approved age ranges	16–18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements/strategy.
Credit value	43
Assessment	Portfolio of Evidence (internal assessment).
Guided learning hours	199–241
Grading information	The qualification and units are graded pass/fail.

Qualification title	Pearson Edexcel Level 3 Certificate/ Diploma in Retail skills (Management) (QCF)
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for these qualifications. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 7, Access and recruitment</i> ).
Funding	<p>Details on funding approval will be available in the future on the Learning Aims Reference Service (LARS) database, which replaces the Learning Aim Reference Application (LARA). In the interim, the LARS Lite database is available to check funding approval.</p> <p>Alternatively, the Skills Funding Agency's simplified funding catalogues can be used to check funding approval.</p> <p>Further information and guidance is available on the website: <a href="http://www.gov.uk">www.gov.uk</a></p>

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

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 at: [www.edexcel.com](http://www.edexcel.com)

## 3 Qualification rationale

### Qualifications objectives

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The Pearson Edexcel Level 3 Certificate and Diploma in Retail Skills (Management) (QCF) is for learners wishing to progress into a retail management position and is useful for current retail managers wishing to maximise their career development. This qualification enables the learner to develop a thorough knowledge of all core aspects of successful retail management. The Diploma-sized qualification also makes up the competency element of the Advanced Level Apprenticeship in Retail Skills (Management).

These qualifications give learners the opportunity to:

- develop and demonstrate competence in the job roles such as retail merchandiser, retail buyer, retail manager, online retailer, sales manager, customer services manager, stock management
- develop and demonstrate a range of skills and behaviours that supports competency in the job roles stated above, such as communication skills, undertaking competitor analysis, brand management and managing conflict
- develop their own personal growth and engagement in learning through the development of personal, learning and thinking skills (PLTS)
- have existing skills recognised
- achieve a nationally-recognised Level 3 qualification

The Pearson Edexcel Level 3 Certificate in Retail Skills (Management) (QCF) offers an engaging programme for those who are clear about the vocational area they want to progress into and gives the learner an opportunity to:

- broaden the depth and breadth of their learning covering concepts of management, auditing, customer service, selling processes, team effectiveness, security and loss prevention and managing stock
- progress to a range of other management qualifications at level 4 and above

The Pearson Edexcel Level 3 Diploma in Retail Skills (Management) (QCF) extends the work related focus from the certificate and forms the technical knowledge component for the Pearson Edexcel Level 3 in Retail Skills (Management) Advanced Apprenticeship. This qualification meets regulatory criteria and satisfies the requirements of the SASE framework and the criteria for National Vocational Qualifications attesting to workplace competence.

This qualification gives the learner an opportunity to:

- develop role-specific and wider technical knowledge to support competence in retail management roles in areas such as: sales management, team and conflict management, customer service management, management activities, business processes and business monitoring and improvement
- pursue own personal development or progress onto other management qualifications at level 4 or above in Management and Leadership
- extend their programme of study through a complementary BTEC or other related vocational or personal and social development qualification

## **Relationship with previous qualifications**

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These qualifications are not a replacement for the Pearson Edexcel Level 3 Certificate/Diploma in Retail Skills (Management), they are amended qualifications with the addition of four new units relevant for multi-channel retail sales.

## **Progression opportunities**

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Learners who achieve the Pearson Edexcel Level 3 Certificate or Diploma can progress to the Pearson Edexcel BTEC Level 3 Certificate or Diploma in Retail Knowledge (QCF) and/or the Pearson Edexcel Level 3 Certificate or Diploma in Retail Skills (Visual Merchandising) or (Sales Professional) (QCF).

## **Industry support and recognition**

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These qualifications are supported by People 1st, the Sector Skills Council for Retail.

## **Relationship with National Occupational Standards**

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These qualifications are based on the National Occupational Standards (NOS) in Retail, which were set and designed by People 1st.

## 4 Qualification structures

### Pearson Edexcel Level 3 Certificate in Retail Skills (Management) (QCF)

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

Minimum number of credits that must be achieved	31
Minimum number of credits that must be achieved at Level 3 or above	24
Number of Group A mandatory credits that must be achieved	10
Number of optional credits that must be achieved <b>A minimum of 11 credits</b> must come from the Level 3 units in <b>Group B1</b> <b>A maximum of 10 credits</b> can come from the imported units in <b>Group B2</b>	21

Unit	Unit reference number	Mandatory unit – Group A	Level	Credit	Guided learning hours
1	H/503/5729	Work effectively and support others in a retail organisation	3	10	50
Unit	Unit reference number	Optional units – Group B1	Level	Credit	Guided learning hours
2	A/503/5669	Audit stock levels and stock inventories in a retail environment	3	6	28
3	T/503/5671	Source required goods and services in a retail environment	3	10	52
4	L/503/5675	Monitor and help improve food safety in a retail environment	3	11	50
5	D/503/5681	Manage staff to receive goods in a retail environment	3	5	24
6	H/503/5682	Organise and monitor the storage of stock in a retail environment	3	6	27
7	L/503/5692	Maintain the availability of goods on display in a retail environment to promote sales	3	6	30
8	R/503/5693	Manage the payment transaction process in a retail environment	3	9	43
9	D/503/5731	Contribute to the continuous improvement of retail operations within own area of responsibility	3	10	47

Unit	Unit reference number	Optional units – Group B1	Level	Credit	Guided learning hours
10	H/503/5732	Manage the prevention of wastage and loss in a retail environment	3	11	50
11	K/503/5733	Produce staffing schedules to help a retail team to achieve its targets	3	5	22
12	M/503/5734	Monitor and maintain health and safety in a retail environment	3	13	60
13	F/503/5737	Monitor and support secure payment point use during trading hours	3	3	13
27	Y/505/9381	Motivating colleagues to promote web-based retail facilities to customers	3	4	30
Unit	Unit reference number	Optional units – Group B2	Level	Credit	Guided learning hours
14	Y/601/1230	Organise the delivery of reliable customer service	3	6	40
15	H/601/1232	Improve the customer relationship	3	7	47
16	D/601/1553	Work with others to improve customer service	3	8	53
17	J/601/1515	Monitor and solve customer service problems	3	6	40
18	H/601/1554	Promote continuous improvement	3	7	47
19	M/600/9600	Set objectives and provide support for team members	3	5	35
20	Y/600/9669	Plan, allocate and monitor work of a team	3	5	25
21	F/600/9715	Make effective decisions	3	3	10
22	R/600/9685	Manage conflict in a team	3	3	20
23	M/600/9628	Manage or support equality of opportunity, diversity and inclusion in own area of responsibility	3	4	20
24	D/505/9382	Maintaining data confidentiality and security when using web-based retail facilities in store	2	2	11
25	D/505/9379	Using web-based facilities in-store to achieve retail sales	2	2	20
26	R/505/9380	Advising and supporting customers on the use of in-store web-based retail facilities	2	3	24

## Pearson Edexcel Level 3 Diploma in Retail Skills (Management) (QCF)

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

Minimum number of credits that must be achieved	43
Minimum number of credits that must be achieved at Level 3 or above	36
Number of Group A mandatory credits that must be achieved	10
Number of optional credits that must be achieved	33
<b>A minimum of 18 credits</b> must come from units in <b>Group B1</b>	
<b>A maximum 8 credits</b> can come from the imported units in <b>Group B2</b>	
<b>A maximum 15 credits</b> can come from the imported units in <b>Group B3</b>	

Unit	Unit reference number	Mandatory unit – Group A	Level	Credit	Guided learning hours
1	H/503/5729	Work effectively and support others in a retail organisation	3	10	50
Unit	Unit reference number	Optional units – Group B1 (Generic units)	Level	Credit	Guided learning hours
2	A/503/5669	Audit stock levels and stock inventories in a retail environment	3	6	28
3	T/503/5671	Source required goods and services in a retail environment	3	10	52
4	L/503/5675	Monitor and help improve food safety in a retail environment	3	11	50
5	D/503/5681	Manage staff to receive goods in a retail environment	3	5	24
6	H/503/5682	Organise and monitor the storage of stock in a retail environment	3	6	27
7	L/503/5692	Maintain the availability of goods on display in a retail environment to promote sales	3	6	30
8	R/503/5693	Manage the payment transaction process in a retail environment	3	9	43
9	D/503/5731	Contribute to the continuous improvement of retail operations within own area of responsibility	3	10	47
10	H/503/5732	Manage the prevention of wastage and loss in a retail environment	3	11	50

Unit	Unit reference number	Optional units – Group B1 (Generic units)	Level	Credit	Guided learning hours
11	K/503/5733	Produce staffing schedules to help a retail team to achieve its targets	3	5	22
12	M/503/5734	Monitor and maintain health and safety in a retail environment	3	13	60
13	F/503/5737	Monitor and support secure payment point use during trading hours	3	3	13
24	D/505/9382	Maintaining data confidentiality and security when using web-based retail facilities in-store	2	2	11
25	D/505/9379	Using web-based facilities in-store to achieve retail sales	2	2	20
26	R/505/9380	Advising and supporting customers on the use of in-store web-based retail facilities	2	3	24
27	Y/505/9381	Motivating colleagues to promote web-based retail facilities to customers	3	4	30
Unit	Unit reference number	Optional units – Group B2 (Customer Service)	Level	Credit	Guided learning hours
14	Y/601/1230	Organise the delivery of reliable customer service	3	6	40
15	H/601/1232	Improve the customer relationship	3	7	47
16	D/601/1553	Work with others to improve customer service	3	8	53
17	J/601/1515	Monitor and solve customer service problems	3	6	40
18	H/601/1554	Promote continuous improvement	3	7	47
Unit	Unit reference number	Optional units – Group B3 (Management and Leadership)	Level	Credit	Guided learning hours
19	M/600/9600	Set objectives and provide support for team members	3	5	35
20	Y/600/9669	Plan, allocate and monitor work of a team	3	5	25
21	F/600/9715	Make effective decisions	3	3	10
22	R/600/9685	Manage conflict in a team	3	3	20
23	M/600/9628	Manage or support equality of opportunity, diversity and inclusion in own area of responsibility	3	4	20

## 5 Programme delivery

Centres are free to offer these qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets learners' needs. Learners must be in employment or working with a training provider on a programme so that they can develop and demonstrate the occupational competence required.

Whichever mode of delivery is used, centres must make sure that learners have access to specified resources and to the sector specialists delivering and assessing the units. Centres must adhere to the Pearson policies that apply to the different modes of delivery. Our policy on *Collaborative arrangements for the delivery of vocational qualifications* can be found on our website: [www.edexcel.com/policies](http://www.edexcel.com/policies)

There are various approaches to delivering a successful competence-based qualification. The section below outlines elements of good practice that centres can adopt in relation to learner recruitment, preparation and support, training and assessment delivery, and employer engagement.

### Elements of good practice

#### Learner recruitment, preparation and support

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Good practice in relation to learner recruitment, preparation and support includes:

- providing initial advice and guidance, including work tasters, to potential learners to give them an insight into the relevant industry and the learning programme
- using a range of appropriate and rigorous selection methods to ensure that learners are matched to the programme best suited to their needs
- carrying out a thorough induction for learners to ensure that they completely understand the programme and what is expected of them. The induction should include, for example, the requirements of the programme, an initial assessment of current competency levels, assessment of individual learning styles, identification of training needs, an individual learning plan, details of training delivery and the assessment process. It is good practice to involve the employer in the induction process. This helps employers to understand what will be taking place during the programme and enables them to start building a relationship with the centre to support the effective delivery of the programme
- keeping in regular contact with the learner to keep them engaged and motivated, and ensuring that there are open lines of communication between the learner, the assessor, the employer and teaching staff.

## Training and assessment delivery

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Good practice in relation to training and assessment delivery includes:

- offering flexible delivery and assessment to meet the needs of the employer and learner, through the use of a range of approaches, for example virtual learning environments (VLEs), online lectures, video, printable online resources, virtual visits, webcams for distance training, e-portfolios
- planning opportunities for the development and practising of skills on the job. On-the-job training presents an excellent opportunity to develop the learner's routine expertise, resourcefulness, craftspersonship and business-like attitude. It is therefore important that there is intentional structuring of practice and guidance to supplement the learning and development provided through engagement in everyday work activities. Learners need to have structured time to learn and practice their skills separate from their everyday work activities. Teaching and learning methods, such as coaching, mentoring, shadowing, reflective practice, collaboration and consultation, could be used in this structured on-the-job learning
- integrating the delivery and assessment of Personal, Learning and Thinking Skills (PLTS) and Employment Rights and Responsibilities (ERR) if the programme is being delivered as a part of an Apprenticeship. It is important that learners understand the relevance of these skills in the workplace and are aware of when and how they will be developing them. Please see *Annexe C* for mapping of PLTS to the units in this specification
- developing an holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units as appropriate, thereby reducing the assessment burden on learners and assessors. It is good practice to draw up an assessment plan that aligns the units with the learning process and the acquisition of knowledge and skills, and that indicates how and when the units will be assessed
- discussing and agreeing with the learner and employer suitable times, dates and work areas where assessment will take place. Learners and employers should be given regular and relevant feedback on performance and progress.

## Employer engagement

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Good practice in relation to employer engagement includes:

- communicating with employers at the start of the programme to understand their business context and requirements so that the programme can be tailored to meet their needs
- working with the employer to ensure that learners are allocated a mentor in the workplace to assist them in the day-to-day working environment and to act as a contact for the assessor/tutor
- helping the employer to better understand their role in the delivery of the programme. It is important that employers understand that sufficient and relevant work must be given to learners in order to provide a culture of learning and to ensure that they are given every opportunity to participate in aspects of continuous professional development (CPD).

## 6 Centre resource requirements

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

### General resource requirements

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- Centres must have the appropriate physical resources to support delivery and assessment of the qualifications. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment requirements/strategy for the sector, equipment, IT, learning materials, teaching rooms.
- Where RWE is permitted, it must offer the same conditions as the normal, day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.
- Centres must meet any specific human and physical resource requirements outlined in the assessment requirements/strategy in *Annexe A*. Staff assessing learners must meet the occupational competence requirements within the overarching assessment requirements/strategy for the sector.
- There must be systems in place to ensure continuing professional development for staff delivering the qualifications.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery and assessment of the qualification.
- 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 7, Access and recruitment*. For full details on the Equality Act 2010, please go to [www.legislation.gov.uk](http://www.legislation.gov.uk)

### Specific resource requirements

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Each qualification is designed to support learners working in the retail sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe A: Assessment requirements/strategy*. Staff assessing the learner must meet the requirements in the overarching assessment strategy for the sector.

## 7 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.

### **Prior knowledge, skills and understanding**

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

### **Access to qualifications for learners with disabilities or specific needs**

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

We are committed to making sure that:

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

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information regarding reasonable adjustments and special consideration in *Section 8, Assessment*.

## 8 Assessment

To achieve a pass for the full qualifications, the learner must achieve all the units required in the stated qualification structures.

### Language of assessment

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Assessment of the internally assessed units may be in English, Welsh or Irish. If assessment is to be carried out in either Welsh or Irish then centres must inform Pearson at the point of learner registration.

A learner taking the qualifications 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 policy document *Use of languages in qualifications policy*, available on our website at: [www.edexcel.com](http://www.edexcel.com)

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*. Both documents are on our website at: [www.edexcel.com/policies](http://www.edexcel.com/policies)

### Internal assessment

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The units in these qualifications are assessed through an internally and externally quality assured Portfolio of Evidence made up of evidence gathered during the course of the learner's work.

Each unit has specified learning outcomes and assessment criteria. To pass each unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- prove that the evidence is their own.

The learner must have an assessment record that identifies the assessment criteria that have been met. The assessment record should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. Suitable centre documentation should be used to form an assessment record.

It is important that the evidence provided to meet the assessment criteria for the unit and learning outcomes is:

<b>Valid</b>	relevant to the standards for which competence is claimed
<b>Authentic</b>	produced by the learner
<b>Current</b>	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
<b>Reliable</b>	indicates that the learner can consistently perform at this level
<b>Sufficient</b>	fully meets the requirements of the standards

Learners can provide evidence of occupational competence from:

- **current practice** – where evidence is generated from a current job role
- a **programme of development** – where evidence comes from assessment opportunities built into a learning programme. The evidence provided must meet the requirements of the Sector Skills Council's assessment requirements/strategy
- the **Recognition of Prior Learning (RPL)** – where a learner can demonstrate that they can meet a unit's assessment criteria through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted that is based on RPL should give the centre confidence that the same level of skill, understanding and knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification.
- Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website at: [www.edexcel.com/policies](http://www.edexcel.com/policies)
- a combination of these.

## Assessment requirements/strategy

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The assessment requirements/strategy for these qualifications are included in *Annexe A*. They set out the overarching assessment principles and the framework for assessing the units to ensure that the qualifications remain valid and reliable. They have been developed by People 1st in partnership with employers, training providers, awarding organisations and the regulatory authorities.

## Types of evidence

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To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria, Pearson's quality assurance arrangements (please see *Section 10, Quality assurance of centres*) and the requirements of the assessment requirements/strategy given in *Annexe A*.

In line with the assessment requirements/strategy, evidence for internally assessed units can take a variety of forms as indicated below:

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- professional discussion (PD)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

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

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

A list of those units for which simulation is allowed can be found in the People 1st Assessment Strategy, in *Annexe A*.

Evidence generated from simulated activities will not be acceptable for any other unit.

Learners can use the abbreviations in their portfolios for cross-referencing purposes.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. However, the evidence provided for each unit must be clearly reference the unit being assessed. Evidence must be available to the assessor, the internal verifier and the Pearson standards verifier.

Any specific evidence requirements for a unit are given in the *Assessment* section of the unit.

Further guidance on the requirements for centre quality assurance and internal verification processes is available on our website at: [www.edexcel.com](http://www.edexcel.com). Please see *Section 12, Further information and useful publications* for details.

## Appeals

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Centres must have a policy for dealing with appeals from learners. Appeals may relate to incorrect assessment decisions or unfairly conducted assessment. 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 policy*, which is available on our website at: [www.edexcel.com/policies](http://www.edexcel.com/policies)

## Dealing with malpractice

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Centres must have a policy for dealing with malpractice by learners. This policy must follow the *Pearson Assessment Malpractice Policy*, which is available on our website at: [www.edexcel.com/policies](http://www.edexcel.com/policies). Centres must report malpractice to Pearson, particularly if any units have been subject to quality assurance or certification.

## Reasonable adjustments to assessment

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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 document *Pearson Supplementary Guidance for Reasonable Adjustment 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 working within the occupational area.

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

Both documents are on our website at: [www.edexcel.com/policies](http://www.edexcel.com/policies)

## Special consideration

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Centres must operate special consideration in line with the guidance given in the document *Pearson Supplementary Guidance for Reasonable Adjustment 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 only on a case-by-case basis. A separate application must be made for each learner and 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 *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both of the documents mentioned above are on our website at:  
[www.edexcel.com/policies](http://www.edexcel.com/policies)

## Credit transfer

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

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of unit achievement. Further information on credit transfer can be found in the document *Credit accumulation and transfer policy (England)*, which is available on our website at: [www.edexcel.com/policies](http://www.edexcel.com/policies)

## 9 Centre recognition and approval

### Centre recognition

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Centres that have not previously offered Pearson vocational qualifications need to apply for and be granted centre recognition and approval 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 Pearson vocational qualifications is available at [www.pearsonwbl.edexcel.com/qualifications-approval](http://www.pearsonwbl.edexcel.com/qualifications-approval).

### Approvals agreement

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

## 10 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres are required to declare their commitment to ensuring quality and to giving learners appropriate opportunities that lead to valid and accurate assessment outcomes.

Centres must follow quality assurance requirements for standardisation of assessors and internal verifiers and the monitoring and recording of assessment processes. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support to safeguard certification and quality standards. It also allows us to recognise and support good practice.

Centres offering competence-based qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits will reflect the centre's performance, taking account of the:

- number of assessment sites
- number and throughput of learners
- number and turnover of assessors
- number and turnover of internal verifiers.

For centres offering a full Pearson BTEC Apprenticeship (i.e. all elements of the Apprenticeship are delivered with Pearson through registration of learners on a BTEC Apprenticeship framework) a single standards verifier will normally be allocated to verify all elements of the BTEC Apprenticeship programme. Centres should make use of our one-click learner registration to access this facility. If a centre is also offering stand-alone NVQs/Competence-based qualifications in the same sector as a full BTEC Apprenticeship, the same standards verifier should be allocated. If a centre is also offering stand-alone BTEC qualifications in the same sector as a full BTEC Apprenticeship, a different quality assurance model applies.

In order for certification to be released, confirmation is required that the National Occupational Standards (NOS) for assessment and verification, and for the specific occupational sector are being met consistently.

For further details, please go to the *NVQ Quality Assurance Centre Handbook*, the *BTEC Apprenticeships Quality Assurance Handbook* and the *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website at [www.pearsonwbl.edexcel.com](http://www.pearsonwbl.edexcel.com)

# 11 Unit format

Each unit has the following sections.

## Unit title

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

## Unit reference number

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

## QCF level

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

## Credit value

All units have a credit value. When a learner achieves a unit, they gain the specified number of credits. The minimum credit value is 1 and credits can be awarded in whole numbers only.

## Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition includes workplace guidance to support the development of practical job-related skills, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes the time spent by staff assessing learners' achievements, for example in the assessment of competence for competency-based qualifications.

## Unit summary

This summarises the purpose of the unit and the learning the unit offers.

## Unit assessment requirements/evidence requirements

The SSC/B set the assessment/evidence requirements. Learners must provide evidence according to each of the requirements stated in this section.

## **Learning outcomes**

The learning outcomes set out what a learner will know, understand or be able to do as the result of a process of learning.

## **Assessment criteria**

Descriptions of the requirements a learner is expected to meet to demonstrate that a learning outcome has been achieved.

# Unit 1: Work effectively and support others in a retail organisation

**Unit reference number:** H/503/5729

**QCF level:** 3

**Credit value:** 10

**Guided learning hours:** 50

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## Unit summary

This unit assesses the occupational competence of a team leader or senior team leader in a retail team, to work effectively and support others to contribute to the success of the wider organisation.

## Unit assessment requirements/evidence requirements

This unit requires workplace assessment of occupational competence.

Simulation is not allowed for any performance evidence in this unit.

This unit can be assessed independently of other units. However, it may be possible to generate some of the evidence for this unit holistically when gathering evidence for other units in the same qualification.

**AC 4.5:** 'Politely' means demonstrating respect and consideration for other people through the use of appropriate body language, verbal language, tone of voice (or the sign language equivalent) and facial expressions.

**AC 6.6:** 'Constructive' means objective (i.e. not personal), designed to help, and conveyed in a respectful manner.

People1st Retail's Assessment Principles for Retail Qualifications can be found on their website ([www.people1st.co.uk](http://www.people1st.co.uk)).

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as confidential documents must not be included in a portfolio, but their location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Pearson standards verifiers.

## 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 outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand how own team contributes to the success of the wider organisation	1.1	Explain own team's purpose, aims and targets in the context of the wider organisation				
		1.2	Explain the roles and responsibilities of colleagues in own team				
		1.3	Explain the importance of good working relations within own team				
2	Understand own role within a team in a retail environment	2.1	Explain own responsibility for contributing to own team's success, including helping colleagues to learn				
		2.2	Explain the importance of being a reliable team member				
		2.3	Explain the factors to take account of when making commitments, including: <ul style="list-style-type: none"> <li>• existing workload</li> <li>• the degree to which interruptions and changes of plan are within own control</li> </ul>				
		2.4	Explain the importance of implementing the organisation's policies and procedures for health and safety, including the importance of setting a good example to colleagues				
3	Understand what motivates self and colleagues in a retail environment	3.1	Explain the factors that can affect own and colleagues' motivation to carry out work in a retail environment, including skills and existing workload				
		3.2	Explain potential circumstances that could affect morale in a retail environment				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4	<p>4.1 Allocate work in ways that take account of own and colleagues' preferences, skills and available time</p> <p>4.2 Make and keep commitments to colleagues within:</p> <ul style="list-style-type: none"> <li>• own team</li> <li>• the wider organisation</li> </ul> <p>4.3 Agree alternative actions when it is not possible to keep commitments made to colleagues</p> <p>4.4 Interact with colleagues within own team and wider organisation in ways that attempt to maintain morale</p> <p>4.5 Explain to team members why it is important to treat each other fairly, politely and with respect</p> <p>4.6 Implement own organisation's health and safety procedures while working</p>			
5	<p>5.1 Identify knowledge and skills needed to improve own work performance</p> <p>5.2 Reach agreement with own line manager concerning:</p> <ul style="list-style-type: none"> <li>• learning and development goals</li> <li>• action points and deadlines for own learning and development</li> </ul> <p>5.3 Take measures to improve own performance</p> <p>5.4 Review own progress against an agreed learning and development plan, including seeking feedback from those in a position to give it</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to help others to learn in a retail environment	6.1	Communicate to colleagues own willingness and availability to provide work-related information and advice			
		6.2	Provide information and advice on request to colleagues where this is within own responsibility			
		6.3	Provide advice and support to colleagues to help them meet the organisation's standards			
		6.4	Communicate procedures to colleagues in a logical sequence to help them meet the organisation's standards			
		6.5	Provide colleagues with opportunities to practise new skills			
		6.6	Provide constructive feedback to colleagues on their progress in developing new skills			
		6.7	Ensure that health, safety and security are not compromised when helping others to learn			
		6.8	Refer colleagues to specialist advice as needed to support their learning			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

## **Unit 2: Audit stock levels and stock inventories in a retail environment**

**Unit reference number:** A/503/5669

**QCF level:** 3

**Credit value:** 6

**Guided learning hours:** 28

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### **Unit summary**

This unit assesses the occupational competence of individuals who are responsible for organising and implementing stock audits. The audit team may consist of people who do not normally work together, and the learner need not necessarily be a team leader in their day-to-day work.

### **Unit assessment requirements/evidence requirements**

This unit requires workplace assessment of occupational competence.

Simulation is not allowed for any performance evidence in this unit.

People1st Retail's Assessment Principles for Retail Qualifications can be found on their website ([www.people1st.co.uk](http://www.people1st.co.uk)).

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as confidential documents must not be included in a portfolio, but their location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Pearson standards verifiers.

## 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 outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to implement a stock audit in a retail environment	1.1	Explain the importance of auditing levels of stock and stock inventories				
		1.2	Plan an audit of stock that: <ul style="list-style-type: none"> <li>• will ensure accurate, complete and timely auditing</li> <li>• will cause as little disruption as possible to normal work</li> <li>• includes plans for dealing with contingencies</li> </ul>				
		1.3	Negotiate with colleagues to obtain staff who have the necessary skills to help with the audit				
		1.4	Allocate specific responsibilities to each member of the audit team				
		1.5	Explain to the audit team what they are expected to do				
		1.6	Diagnose and resolve problems that arise when implementing the audit				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2	2.1	Analyse the findings of a stock audit to identify problems that need resolving		
	2.2	Prioritise problems according to their importance and urgency		
	2.3	Investigate and resolve problems: <ul style="list-style-type: none"> <li>methodically</li> <li>as far as possible within the scope of the audit and with the resources available</li> </ul>		
3	3.1	Clarify audit findings, including any unresolved problems, in a timely fashion for those who need the information		

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

# **Unit 3: Source required goods and services in a retail environment**

**Unit reference number: T/503/5671**

**QCF level: 3**

**Credit value: 10**

**Guided learning hours: 52**

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## **Unit summary**

This unit assesses the occupational competence of someone who orders stock for a retail store and is responsible for choosing the store's suppliers as well as ordering stock directly from suppliers.

## **Unit assessment requirements/evidence requirements**

This unit requires workplace assessment of occupational competence.

Simulation is not allowed for any performance evidence in this unit.

People1st Retail's Assessment Principles for Retail Qualifications can be found on their website ([www.people1st.co.uk](http://www.people1st.co.uk)).

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as confidential documents must not be included in a portfolio, but their location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Pearson standards verifiers.

## 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 outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the role of suppliers when sourcing goods and services	1.1	Explain how suppliers' terms and conditions can affect the profitability of a retail business				
		1.2	Explain the organisation's legal rights as a purchaser of goods and services, including rights relating to returns, replacements and refunds				
		1.3	Explain what constitutes a legally binding contract between retailer and supplier				
2	Be able to source required goods and services	2.1	Interpret stock records to establish: <ul style="list-style-type: none"> <li>• which stock needs replenishing</li> <li>• the quantity of stock required</li> </ul>				
		2.2	Evaluate the service offered by suppliers, taking account of: <ul style="list-style-type: none"> <li>• the availability of the required goods and services</li> <li>• the terms and conditions offered by suppliers</li> </ul>				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to order goods and services	3.1	Analyse purchase requisitions to identify items that can be ordered together				
		3.2	Order goods and services: <ul style="list-style-type: none"> <li>of the required type and quantity</li> <li>allowing sufficient time for delivery</li> </ul>				
		3.3	Develop procedures that will enable colleagues to give sufficient notice of any special orders for goods and services				
		3.4	Resolve overdue or incomplete orders with the supplier				
		3.5	Arrange returns, replacements and refunds when applicable				
		3.6	Explain the options available when orders cannot be fulfilled on time				
		3.7	Maintain purchasing records that are in line with organisational procedures				
4	Be able to evaluate the performance of suppliers of stock for retail sale	4.1	Evaluate the quality, price and timeliness of deliveries against the organisation's requirements				
		4.2	Evaluate colleagues' feedback about suppliers' performance to determine if the standard of performance is acceptable				
		4.3	Provide feedback to suppliers on the level of service they provide				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

## Unit 4: Monitor and help improve food safety in a retail environment

**Unit reference number:** L/503/5675

**QCF level:** 3

**Credit value:** 11

**Guided learning hours:** 50

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### Unit summary

This unit assesses certain aspects of the occupational competence needed to ensure the safe handling or preparation of food in a retail environment. The food concerned may be wrapped or unwrapped and may include food subject to temperature control. The unit covers monitoring **critical control points** and using the findings of those monitoring activities to improve the processes that affect food safety.

### Unit assessment requirements/evidence requirements

This unit requires workplace assessment of occupational competence.

Simulation is not allowed for any performance evidence in this unit.

If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the learners' competence.

The learner may have undertaken formal food safety training that may contribute to the evidence for this unit.

The terms highlighted in bold in the assessment criteria are explained in a glossary appended to this unit.

People1st Retail's Assessment Principles for Retail Qualifications can be found on their website ([www.people1st.co.uk](http://www.people1st.co.uk)).

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as confidential documents must not be included in a portfolio, but their location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Pearson standards verifiers.

## Glossary for Unit 4

Control measures	Actions required to prevent or eliminate a food safety hazard or reduce it to an acceptable level.
Control point	A step in the food preparation process which can be controlled, but would <i>not</i> result in an unacceptable health risk if control was not exercised.
Corrective action	The action to be taken when a critical limit is breached.
Critical control point	A step in the food control or preparation process where a food safety hazard must be dealt with by preventing it, removing it or reducing it to an acceptable level.
Critical limit	The minimum and maximum limits allowed in order to control a particular task or process.
Food safety hazards	<p>Something which may cause harm to the consumer and can be:</p> <ul style="list-style-type: none"> <li>• microbiological (for example bacteria, moulds, viruses)</li> <li>• chemical (for example pesticides used on fruit and vegetables, chemicals used in cleaning or for pest control)</li> <li>• physical (for example insects, parasites, glass, nails)</li> <li>• allergenic (for example nuts, milk, eggs)</li> </ul>
Food safety management	Putting into practice the policies, procedures, practices, controls and documentation that ensure that food is safe for consumers.
Procedures	A series of clear steps or instructions on how to do things; rules. Some companies document their procedures formally in writing, and others simply have procedures that all staff understand and follow but which are not written down.
Training	Bringing an individual up to a desired level or standard of proficiency. This can be done by means of instruction or by formal training courses.
Variance	The difference between the planned or standard limits allowed and the actual values monitored.
Verification	Using a selection of methods, procedures and tests to show and confirm that the system is operating in line with the plan.

## 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 outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the principles of food safety management that apply to a retail environment	1.1	Explain the following terms in relation to own organisation: <ul style="list-style-type: none"> <li>'critical control points'</li> <li>'control points'</li> <li>'critical limits'</li> <li>'variance'</li> </ul>				
		1.2	Explain the importance of monitoring critical control points and control points				
		1.3	Explain the impact of variance at critical control points and control points on food safety, public health and the organisation				
		1.4	Explain why traceability is important to food safety				
		1.5	Explain how traceability works				
		1.6	Explain the importance of having organisational food safety procedures in place				
2	Be able to monitor critical control points in a retail environment	2.1	Select relevant food safety control measures when monitoring critical control points				
		2.2	Implement all specified organisational operational controls and checks of critical control points at the set time frequency				
		2.3	Maintain records of monitoring activities in line with organisational procedures				
		2.4	Obtain verification for completed checks, following organisational procedures				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to deal with problems identified when monitoring critical control points in a retail environment	3.1	Take corrective action when control measures fail, ensuring that such action is: <ul style="list-style-type: none"> <li>suited to the situation</li> <li>carried out with a degree of urgency that matches the seriousness of the situation</li> </ul>			
		3.2	Report to the designated person any procedures that are out of line with critical limits			
		3.3	Seek expert advice and support for problems identified when monitoring critical control points that are outside own level of authority or expertise to resolve			
4	Be able to ensure that staff perform to the standard required for food safety in a retail environment	4.1	Allocate food safety responsibilities to staff			
		4.2	Supervise staff to ensure that allocated food safety responsibilities are met			
		4.3	Ensure that staff receive the training in food safety that they need			
5	Be able to evaluate the nature and impact of factors or issues that may affect the safety of food in a retail environment	5.1	Evaluate the nature and impact of factors or issues that may affect the safety of food, arising in: <ul style="list-style-type: none"> <li>own work activities</li> <li>the working environment</li> <li>supplies</li> <li>products to be sold to customers</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to contribute to improving food safety in a retail environment	6.1	Explain the term 'continuous improvement' in relation to food safety			
		6.2	Explain the importance of contributing to the process of improving food safety			
		6.3	Present to decision-makers ideas for improving procedures or processes that affect food safety			
		6.4	Implement new or revised procedures to improve food safety, where authorised to do so			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

# **Unit 5: Manage staff to receive goods in a retail environment**

**Unit reference number: D/503/5681**

**QCF level: 3**

**Credit value: 5**

**Guided learning hours: 24**

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## **Unit summary**

This unit assesses the occupational competence of a team leader or senior team member to manage staff to receive goods.

## **Unit assessment requirements/evidence requirements**

This unit requires workplace assessment of occupational competence.

Simulation is not allowed for any performance evidence in this unit.

People1st Retail's Assessment Principles for Retail Qualifications can be found on their website ([www.people1st.co.uk](http://www.people1st.co.uk)).

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as confidential documents must not be included in a portfolio, but their location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Pearson standards verifiers.

## 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 outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to manage staff to receive and check incoming deliveries of goods in a retail environment	1.1	Select sufficient staff to prepare for, receive and check expected incoming deliveries of goods				
		1.2	Explain to staff, in advance of deliveries of goods arriving: <ul style="list-style-type: none"> <li>what needs to be done to prepare the receiving area</li> <li>what needs to happen when the expected deliveries arrive</li> </ul>				
		1.3	Assess whether the area for receiving goods has been adequately prepared to ensure safe and secure unloading of goods				
		1.4	Assess whether there is enough storage space of the right type for the expected goods				
		1.5	Ensure that goods are unloaded safely and securely				
		1.6	Explain why incoming goods should be checked against requirements immediately after unloading				
		1.7	Ensure that incoming goods are checked against requirements immediately after unloading				
		1.8	Ensure that delivery records are completed in line with organisational procedures				
		1.9	Evaluate records of deliveries of goods to determine whether each supplier has met the organisation's service needs				
		1.10	Resolve problems with deliveries of goods in line with organisation				

Learner name: \_\_\_\_\_  
Learner signature: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_  
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# **Unit 6: Organise and monitor the storage of stock in a retail environment**

**Unit reference number: H/503/5682**

**QCF level: 3**

**Credit value: 6**

**Guided learning hours: 27**

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## **Unit summary**

This unit assesses the occupational competence of a team leader or senior member of a retail team who is responsible for monitoring the quality of stock and use of storage facilities.

## **Unit assessment requirements/evidence requirements**

This unit requires workplace assessment of occupational competence.

Simulation is not allowed for any performance evidence in this unit.

People1st Retail's Assessment Principles for Retail Qualifications can be found on their website ([www.people1st.co.uk](http://www.people1st.co.uk)).

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as confidential documents must not be included in a portfolio, but their location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Pearson standards verifiers.

## 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 outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the causes and prevention of stock loss within storage systems	1.1	Explain the causes of stock deterioration, loss and damage			
		1.2	Explain how to reduce stock loss within storage systems			
2	Understand the legal and organisational requirements for storing stock	2.1	Explain the legal and organisational requirements for storing stock, including health and safety requirements and the removal of out-of-date stock			

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date	
3 Be able to organise the use of storage facilities in a retail environment	3.1	Organise storage facilities to take account of: <ul style="list-style-type: none"> <li>• day-to-day work</li> <li>• safety requirements</li> <li>• the need to keep stock secure</li> <li>• the need to keep stock in a saleable condition</li> </ul>					
	3.2	Train staff to use the storage system: <ul style="list-style-type: none"> <li>• securely</li> <li>• safely</li> <li>• in line with relevant legal requirements</li> </ul>					
	3.3	Assign staff clear roles and responsibilities for storing and moving stock					
	3.4	Develop plans to cope with unforeseen storage problems that take account of available resources					
	3.5	Review plans for coping with unforeseen storage problems					
	3.6	Revise plans to cope with unforeseen storage problems, taking account of any relevant factors					
	3.7	Monitor storage operations to ensure that staff are storing and moving stock: <ul style="list-style-type: none"> <li>• securely</li> <li>• safely</li> <li>• in line with relevant legal requirements</li> </ul>					
	3.8	Maintain stock records that are in line with organisational procedures					

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Be able to monitor the storage and care of stock in a retail environment	4.1	Maintain a routine that meets the organisation's requirements for checking the quality of storage facilities and stock				
		4.2	Perform spot checks of storage facilities and stock				
		4.3	Train staff to: <ul style="list-style-type: none"> <li>• identify stock that is out of date or at risk of deteriorating</li> <li>• deal with stock that is out of date or at risk of deteriorating in line with legal requirements and organisational procedures</li> </ul>				
		4.4	Monitor the storage and movement of stock to make sure that stock is reaching the shop floor as it is needed				
		4.5	Recommend to decision makers ways of running storage and stock movement systems more profitably				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

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(if sampled)

# **Unit 7:** **Maintain the availability of goods on display in a retail environment to promote sales**

**Unit reference number:** L/503/5692

**QCF level:** 3

**Credit value:** 6

**Guided learning hours:** 30

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## **Unit summary**

This unit assesses the occupational competence of individuals who are responsible for organising staff to set up and maintain displays. The learner does not need specialist visual merchandising skills to achieve this unit.

## **Unit assessment requirements/evidence requirements**

This unit requires workplace assessment of occupational competence.

Simulation is not allowed for any performance evidence in this unit.

People1st Retail's Assessment Principles for Retail Qualifications can be found on their website ([www.people1st.co.uk](http://www.people1st.co.uk)).

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as confidential documents must not be included in a portfolio, but their location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Pearson standards verifiers.

## 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 outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand how the display of goods can promote sales	1.1	Explain how different types of display help the store to reach its sales targets				
		1.2	Explain how the way that information is positioned within displays can help to promote sales				
		1.3	Explain how the layout of the selling area affects sales				
2	Understand legal and organisational requirements for displaying goods	2.1	Explain the organisational and legal requirements for displaying descriptions and prices of goods				
		2.1	Explain the organisation's standards for putting displays together, including standards for cleaning and preparation				
		2.3	Explain the security, health and safety requirements and procedures relating to displaying goods				
		2.4	Explain customers' legal rights in relation to the display of goods				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Be able to organise staff to display goods for retail sale	3.1	Explain to staff the purpose of the display and the requirements and standards it must meet, including standards for health and safety and security			
	3.2	Ask staff questions to check their understanding of the requirements and standards for the display			
	3.3	Ensure that staff prepare the display area: <ul style="list-style-type: none"> <li>• safely</li> <li>• with the minimum of inconvenience to customers</li> </ul>			
	3.4	Ensure that staff put the display together: <ul style="list-style-type: none"> <li>• safely</li> <li>• with the minimum of inconvenience to customers</li> </ul>			
	3.5	Explain the importance of consulting an authorised decision-maker before modifying or changing the display			
	3.6	Ensure that the records kept of displays are in line with organisational procedures			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Be able to evaluate the effectiveness of displays	4.1	Evaluate the effectiveness of displays in relation to: <ul style="list-style-type: none"> <li>• their intended purpose</li> <li>• legal and organisational requirements and standards</li> </ul>				
		4.2	Evaluate information within displays to ensure that its content and position are: <ul style="list-style-type: none"> <li>• legally compliant</li> <li>• likely to promote sales</li> </ul>				
		4.3	Ask staff for suggestions for making the display more appealing to customers				
		4.4	Explain the importance of dealing promptly with any risks to security or health and safety that arise when evaluating displays				
		4.5	Provide accurate, up-to-date pricing information to the staff who need it				
5	Be able to maintain the required quantity and quality of goods on display	5.1	Monitor price marking to ensure that it is correct				
		5.2	Resolve any pricing problems that arise				
		5.3	Develop stock replenishment plans to maintain the required quantity and quality of goods on display				
		5.4	Organise the removal of stock of unsaleable quality from display				
		5.5					

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

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(if sampled)

# **Unit 8: Manage the payment transaction process in a retail environment**

**Unit reference number: R/503/5693**

**QCF level: 3**

**Credit value: 9**

**Guided learning hours: 43**

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## **Unit summary**

This unit assesses the occupational competence of individuals who are responsible for managing the way payments are processed by staff at point of sale in a retail environment.

## **Unit assessment requirements/evidence requirements**

This unit requires workplace assessment of occupational competence.

Simulation is not allowed for any performance evidence in this unit.

People1st Retail's Assessment Principles for Retail Qualifications can be found on their website ([www.people1st.co.uk](http://www.people1st.co.uk)).

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as confidential documents must not be included in a portfolio, but their location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Pearson standards verifiers.

## 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 outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to monitor payment transaction processing in a retail environment	1.1	Explain the aims that takings practices and procedures are designed to achieve				
		1.2	Monitor the way staff process payment transactions, ensuring they are processed: <ul style="list-style-type: none"> <li>in line with organisational processing requirements</li> <li>in ways that attempt to maintain goodwill</li> </ul>				
		1.3	Perform checks to ensure that equipment is providing information concerning payment transactions that is: <ul style="list-style-type: none"> <li>up to date</li> <li>accurate</li> </ul>				
		1.4	Follow organisational procedures to take action to resolve any instances of: <ul style="list-style-type: none"> <li>payment transaction processing not meeting organisational processing requirements</li> <li>payment transactions not being processed in ways that attempt to maintain goodwill</li> <li>out of date or inaccurate information</li> </ul>				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to manage the operation of payment points in a retail environment	2.1	Perform checks to ensure that staff set up and operate payment points in line with organisational procedures			
		2.2	Resolve any operational problems with payment points when within own authority to do so			
		2.3	Monitor the way that payments are handled, ensuring that staff are following organisational procedures			
		2.4	Develop contingency plans to deal with unexpected problems at payment points			

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*(if sampled)*

# Unit 9: **Contribute to the continuous improvement of retail operations within own area of responsibility**

**Unit reference number: D/503/5731**

**QCF level: 3**

**Credit value: 10**

**Guided learning hours: 47**

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## **Unit summary**

This unit assesses the occupational competence of a first-line manager or senior team member in relation to the contribution they make to improving operations in their own area of responsibility. The learner could contribute to improving performance against any operational measure set by the organisation, such as sales targets, service standards or quality standards.

## **Unit assessment requirements/evidence requirements**

This unit requires workplace assessment of occupational competence.

Simulation is not allowed for any performance evidence in this unit.

It is highly unlikely that the assessor will be able to gather evidence for this unit by observing workplace activity. Evidence can, however, come from professional discussion supported by oral reports of real achievements and testimony from an expert witness.

**AC 4.2:** if the organisation does not have a written policy, learners need to ask their manager for broad guidelines and follow these where the unit refers to a policy.

People1st Retail's Assessment Principles for Retail Qualifications can be found on their website ([www.people1st.co.uk](http://www.people1st.co.uk)).

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as confidential documents must not be included in a portfolio, but their location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Pearson standards verifiers.

## 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 outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand how own area of responsibility can contribute to the overall success of the retail organisation	1.1	Explain characteristics of the organisation's brand image, customer base and desired market position				
		1.2	Explain the relationship between the agreed performance measures for own area of responsibility and the organisation's brand image and desired market position				
		1.3	Explain how systems and procedures in own area of responsibility are intended to support the achievement of organisational performance measures				
		1.4	Explain potential causes of failure to achieve organisational performance measures in the type of retail operations carried out in own area of responsibility				
		2.1	Explain why it is important for staff to understand the purpose and intended benefits of improvements to retail operations				
2	Understand how to motivate staff in own area of responsibility to support and contribute to the continuous improvement of retail operations	2.2	Explain how own manner when explaining improvements can affect staff response to these				
		2.3	Explain the importance of encouraging staff to suggest ideas for improvement to retail operations				
		2.4	Explain the importance of ensuring that colleagues receive the credit if their ideas are implemented				
		2.5	Explain the importance of showing enthusiasm and leading by example when putting improvements into practice				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
3 Be able to evaluate achievements of organisational performance measures for retail operations within own area of responsibility	3.1	Evaluate organisational performance within own area of responsibility using information that is: <ul style="list-style-type: none"> <li>• reliable</li> <li>• up to date</li> </ul>				
4 Be able to develop recommendations for improving the effectiveness of retail operations	4.1	Develop ideas to improve the effectiveness of operations in own area of responsibility				
	4.2	Evaluate which ideas for improvements to the effectiveness of operations in own area of responsibility should be put forward to decision makers, based on the extent to which the ideas are: <ul style="list-style-type: none"> <li>• consistent with the organisation's brand image</li> <li>• consistent with organisational policy</li> <li>• achievable, given the available resources</li> <li>• beneficial to the organisation and its customers</li> </ul>				
5 Be able to recommend ideas for improving the effectiveness of retail operations to decision makers	5.1	Present ideas to decision makers for possible improvements, doing so: <ul style="list-style-type: none"> <li>• with supporting facts</li> <li>• acknowledging any contributions made by other people</li> </ul>				
	5.2	Explain to decision makers the benefits the recommended improvements could bring				
	5.3	Justify to decision makers the resources needed to put improvements into practice				
	5.4	Clarify any aspects of the recommended improvements decision makers wish to discuss further				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
6	Be able to contribute to the implementation of planned improvements to retail operations within own area of responsibility	6.1	Explain planned improvements to staff in ways that attempt to: <ul style="list-style-type: none"> <li>• make clear the benefits of the proposed changes</li> <li>• encourage involvement in implementing proposed changes</li> </ul>				
		6.2	Ensure that staff have everything they need to implement proposed changes including additional training				
		6.3	Seek advice and support to resolve any problems with implementing proposed changes that are not within own authority to resolve				
		6.4	Demonstrate to staff own commitment to achieving the benefits of proposed changes through own behaviour				

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*(if sampled)*

# **Unit 10: Manage the prevention of wastage and loss in a retail environment**

**Unit reference number: H/503/5732**

**QCF level: 3**

**Credit value: 11**

**Guided learning hours: 50**

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## **Unit summary**

This unit assesses the occupational competence of individuals who are responsible for preventing wastage and loss in their work area, both by their own actions and by promoting security consciousness to colleagues.

For the purposes of this unit, 'loss' means the loss of stock, equipment, cash and cash equivalents through theft or fraud. 'Wastage' means the loss of stock through deterioration or damage.

## **Unit assessment requirements/evidence requirements**

This unit requires workplace assessment of occupational competence.

It is expected that simulation will be used to gather evidence of security measures being implemented to deal with or contain:

- security risks
- threats to security
- breaches of security
- actual or suspected incidents of theft.

This unit can be assessed independently of other units. However, it may be possible to generate some of the evidence for this unit holistically when gathering evidence for other units in the same qualification.

People1st Retail's Assessment Principles for Retail Qualifications can be found on their website ([www.people1st.co.uk](http://www.people1st.co.uk)).

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as confidential documents must not be included in a portfolio, but their location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Pearson standards verifiers.

## 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 outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the purpose of loss-control and stock-taking systems	1.1	Explain the purpose of loss-control and stock-taking systems				
		2	Be able to monitor own work area security in a retail environment	2.1 Monitor the work area to detect any problems with security 2.2 Implement security measures in line with: <ul style="list-style-type: none"> <li>legislation</li> <li>organisational requirements</li> </ul>			
3	Be able to promote security consciousness to colleagues	3.1	Provide information to colleagues on: <ul style="list-style-type: none"> <li>responsibilities for maintaining security</li> <li>maintenance of security in own work area when opening, operating and closing the retail unit</li> <li>those with authority to stop and search staff and customers</li> <li>the items most likely to be stolen from own work area</li> </ul>				
		4	Be able to investigate loss of stock, equipment, cash and cash equivalents	4.1 Monitor levels of stock, equipment, cash and cash equivalents in line with organisational procedures to enable loss to be detected 4.2 Record losses in line with organisational procedures 4.3 Follow organisational procedures to investigate the cause of losses			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to take measures to prevent wastage and loss	5.1	Provide information to colleagues on: <ul style="list-style-type: none"> <li>the nature and extent of wastage and loss</li> <li>how wastage and loss can occur</li> <li>the problems caused by wastage and loss</li> <li>how they can help to prevent wastage and loss</li> </ul>			
		5.2	Evaluate potential methods for preventing wastage and loss			
		5.3	Implement methods to prevent wastage and loss			
		5.4	Evaluate the effectiveness of wastage and loss prevention measures			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

# Unit 11: Produce staffing schedules to help a retail team to achieve its targets

**Unit reference number:** K/503/5733

**QCF level:** 3

**Credit value:** 5

**Guided learning hours:** 22

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## Unit summary

This unit assesses the occupational competence of team leaders and other senior team members who are responsible for ensuring that there is adequate cover within their team to ensure that targets will be met. This includes producing staffing schedules, adjusting schedules as needed.

## Unit assessment requirements/evidence requirements

This unit requires workplace assessment of occupational competence.

Simulation is not allowed for any performance evidence in this unit.

If the assessor is unable to make judgements about the specialist skills and knowledge covered by this unit, expert witness testimony must be sought from a person with suitable current experience, to confirm the learners' competence.

**AC 2.1:** if the organisation does not have a written policy, learners need to ask their manager for broad guidelines and follow these where the unit refers to a policy.

People1st Retail's Assessment Principles for Retail Qualifications can be found on their website ([www.people1st.co.uk](http://www.people1st.co.uk))

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as confidential documents must not be included in a portfolio, but their location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Pearson standards verifiers.

## 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 outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the uses of and constraints upon the staffing schedules for a retail team	1.1	Explain the relationship between staffing schedules and the achievement of work targets within a retail team				
		1.2	Explain the factors other than staffing that may affect progress towards work targets, and the effect these are likely to have				
		1.3	Explain what can happen if requirements are not complied with when drawing up staffing schedules including: <ul style="list-style-type: none"> <li>• legal requirements</li> <li>• organisational requirements</li> <li>• contracts of employment</li> </ul>				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Be able to produce staffing schedules for a retail team	2.1	Produce staffing schedules that: <ul style="list-style-type: none"> <li>• cover all the operational needs that the team is responsible for meeting</li> <li>• take account of the operational constraints that apply</li> <li>• take account of the existing skills of staff</li> <li>• show how work will be allocated between available staff</li> <li>• show the locations where individuals will work</li> <li>• show the times when individuals will start and finish work</li> <li>• comply with relevant laws, organisational policy relating to working hours and individual contracts of employment</li> <li>• attempt to make it easy for team members to understand and use</li> <li>• include contingency plans to cope with unusual situations</li> </ul>			
3 Be able to adjust staffing schedules to take account of changing operational needs and constraints	3.1	Monitor the progress of the team towards meeting operational needs			
	3.2	Adjust staffing schedules where necessary and possible to ensure that operational needs can be met			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

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(if sampled)

# Unit 12: Monitor and maintain health and safety in a retail environment

**Unit reference number:** M/503/5734

**QCF level:** 3

**Credit value:** 13

**Guided learning hours:** 60

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## Unit summary

This unit assesses occupational competence in relation to monitoring the workplace for health and safety risks, and taking action to reduce those risks, including carrying out formal risk assessments.

## Unit assessment requirements/evidence requirements

This unit requires workplace assessment of occupational competence.

It is expected that simulation will be used to gather evidence for the implementation of accident and emergency procedures. Evidence of competence in implementing evacuation procedures will take account of specific training in these procedures.

This unit can be assessed independently of other units. However, it may be possible to generate some of the evidence for this unit holistically when gathering evidence for other units in the same qualification.

**AC 1.2:** if the organisation does not have a written policy, learners need to ask their manager for broad guidelines and follow these where the unit refers to a policy.

Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website ([www.skillsmartretail.com](http://www.skillsmartretail.com)).

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as confidential documents must not be included in a portfolio, but their location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Pearson standards verifiers.

## 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 outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand own role in controlling risks to health and safety in a retail environment	1.1	<p>Explain own rights and responsibilities under current legislation relating to:</p> <ul style="list-style-type: none"> <li>• health and safety at work</li> <li>• managing health and safety at work</li> <li>• reporting injuries, diseases and dangerous occurrences</li> <li>• substances that can endanger health</li> <li>• first aid</li> <li>• fire precautions</li> </ul>			
		1.2	Describe sources of information and advice about health and safety legislation, policy and procedures			
		1.3	Explain how to control health and safety hazards in relation to own role			
		1.4	Describe methods of containing threatening and/or violent behaviour			
		1.5	Explain how to control threatening and/or violent behaviour			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Understand own responsibility for implementing accident and emergency procedures in a retail environment	2.1	Explain how people can react in the event of accidents and emergencies				
		2.2	Explain the importance of staying calm in the event of an accident or emergency				
		2.3	Describe organisational procedures for raising alarms				
		2.4	Explain own responsibilities in relation to evacuating the workplace in the event of an accident or emergency				
		2.5	Describe some escape routes from own work place including how to reach and use them safely				
3	Be able to control risks to health and safety in a retail environment	3.1	Monitor own working area to ensure that: <ul style="list-style-type: none"> <li>• it is free from risks to health and safety</li> <li>• colleagues are using any personal protective equipment in line with organisational procedures</li> </ul>				
		3.2	Seek advice immediately from the designated person when having difficulty controlling a risk to health and safety				
		3.3	Provide training to colleagues on safe working practices				
		3.4	Implement health and safety checks in line with organisational procedures				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Be able to conduct risk assessments in a retail environment	4.1	Explain why risk assessments are necessary in a retail environment				
		4.2	Conduct risk assessments in such a way as to detect any significant risks to health and safety				
		4.3	Prioritise risks in the order they should be dealt with				
		4.4	Record risk assessments in line with organisational procedures				
		4.5	Make risk assessment records available to those who need them				
		4.6	Review risk assessment procedures to take account of changes in factors affecting health and safety				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
5 Be able to implement accident and emergency procedures in a retail environment	5.1	Take action in line with organisational procedures to prevent injury when emergencies occur in the workplace				
	5.2	Take action in line with organisational procedures to prevent damage to property when emergencies occur in the workplace				
	5.3	Take action in line with organisational procedures to contain potentially unsafe situations in the work area				
	5.4	Seek immediate help from an appropriate source in the event of accidents and emergencies				
	5.5	Use safety equipment in the event of an accident or emergency in line with the organisation's and/or manufacturer's guidelines				
	5.6	Ensure when the building is being evacuated that: <ul style="list-style-type: none"> <li>• colleagues and customers leave the building immediately</li> <li>• colleagues and customers use designated escape routes to leave the building</li> <li>• officials responding to requests for help are given access</li> </ul>				
	5.7	Act immediately to isolate anyone acting violently or making threats				
	5.8	Take action to protect colleagues and customers from anyone acting violently or making threats				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

# **Unit 13: Monitor and support secure payment point use during trading hours**

**Unit reference number:** F/503/5737

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 13

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## **Unit summary**

This unit assesses the occupational competence of individuals who are responsible for maintaining the secure use of single or multiple payment points during trading hours.

## **Unit assessment requirements/evidence requirements**

This unit requires workplace assessment of occupational competence.

Simulation is not allowed for any performance evidence in this unit.

People1st Retail's Assessment Principles for Retail Qualifications can be found on their website ([www.people1st.co.uk](http://www.people1st.co.uk)).

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as confidential documents must not be included in a portfolio, but their location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Pearson standards verifiers.

## 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 outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the data security risks associated with payment point use	1.1	Explain who is authorised to remove cash or cash equivalents from payment points during trading hours				
		1.2	Explain the data security risks that can arise at a payment point				
2	Be able to monitor and support secure payment point use during trading hours	2.1	Monitor the payment point during trading hours to ensure that staff are following organisational procedures for keeping customers' personal data confidential				
		2.2	Authorise payment point transactions and adjustments in line with organisational procedures for: <ul style="list-style-type: none"> <li>• customer service</li> <li>• security</li> <li>• stock control</li> </ul>				
		2.3	Replenish change in payment points in line with organisational procedures				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

# Unit 14: Organise the delivery of reliable customer service

**Unit reference number:** Y/601/1230

**QCF level:** 3

**Credit value:** 6

**Guided learning hours:** 40

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## Unit summary

This unit is a cross-sector customer service unit owned by CfA Business Skills @ Work.

## Assessment requirements/evidence requirements

Assessment guidance for this unit is provided in the CfA Business Skills @ Work Assessment Strategy for customer service qualifications, it can be found on their website [www.cfa.uk.com](http://www.cfa.uk.com). The evidence requirements are given below and can also be found on the website.

### Organise the delivery of reliable customer service

- 1 Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. Evidence collected in a realistic working environment or a work placement is not permissible for this unit. Simulation is not allowed for any performance evidence in this unit.
- 2 You may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
- 3 You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.
- 4 You need to include evidence that you have dealt with a variety of customers, including:
  - a customers who are easy to deal with
  - b customers who are difficult to deal with
  - c existing customers
  - d new customers.

- 5 Your evidence must show that you have:
- a taken responsibility for your own actions in the delivery of customer service
  - b used spontaneous customer feedback to improve customer service
  - c used customer feedback that you have requested to improve customer service.
- 6 The system you use for recording data can be manual or electronic.

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as confidential documents must not be included in a portfolio, but their location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Pearson standards verifiers.

## 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 outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria			Date
	Assessment criteria	Evidence type	Portfolio reference	
1 Plan and organise the delivery of reliable customer service	1.1 Plan, prepare and organise everything they need to deliver services or products to different types of customers			
	1.2 Organise what they do to ensure that they are consistently able to give prompt attention to their customers			
	1.3 Reorganise their work to respond to unexpected additional workloads			
2 Review and maintain customer service delivery	2.1 Maintain service delivery during very busy periods and unusually quiet periods			
	2.2 Maintain service delivery when systems, people or resources have let them down			
	2.3 Consistently meet their customers' expectations			
	2.4 Balance the time they take with their customers with the demands of other customers seeking their attention			
	2.5 Respond appropriately to their customers when customers make comments about the products or services they are offering			
	2.6 Alert others to repeated comments made by their customers			
	2.7 Take action to improve the reliability of their service based on customer comments			
	2.8 Monitor the action they have taken to identify improvements in the service they give to their customers			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Use recording systems to maintain reliable customer service	3.1	Record and store customer service information accurately following organisational guidelines				
		3.2	Select and retrieve customer service information that is relevant, sufficient and in an appropriate format				
		3.3	Quickly locate information that will help solve a customer's query				
		3.4	Supply accurate customer service information to others using the most appropriate method of communication				
4	Understand how to organise the delivery of reliable customer service	4.1	Describe organisational procedures for unexpected situations and their role within them				
		4.2	Describe resource implications in times of staff sickness and holiday periods and their responsibility at these times				
		4.3	Explain the importance of having reliable and fast information for their customers and their organisation				
		4.4	Evaluate the organisational procedures and systems for delivering customer service				
		4.5	Identify useful customer feedback and explain how to decide which feedback should be acted on				
		4.6	Describe how to communicate feedback from customers to others				
		4.7	Evaluate the organisational procedures and systems for recording, storing, retrieving and supplying customer service information				
		4.8	Explain the legal and regulatory requirements regarding the storage of data				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

# Unit 15: Improve the customer relationship

**Unit reference number:** H/601/1232

**QCF level:** 3

**Credit value:** 7

**Guided learning hours:** 47

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## Unit summary

This unit is a cross-sector customer service unit owned by CfA Business Skills @ Work.

## Unit assessment requirements/evidence requirements

Assessment guidance for this unit is provided in the CfA Business Skills @ Work Assessment Strategy for customer service qualifications, it can be found on their website [www.cfa.uk.com](http://www.cfa.uk.com). The evidence requirements are given below and can also be found on the website.

### Improve the customer relationship

- 1 Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. Evidence collected in a realistic working environment or a work placement is not permissible for this unit. Simulation is not allowed for any performance evidence in this unit.
- 2 You may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
- 3 You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.
- 4 Your evidence must include examples of using:
  - a organisational procedures
  - b exceptions to standard practice that are legal and benefit your organisation.

- 5 You need to provide evidence that you have dealt with customers who:
- a have different needs and expectations
  - b appear angry or confused
  - c behave unusually.

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as confidential documents must not be included in a portfolio, but their location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Pearson standards verifiers

## 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 outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Improve communication with their customers	1.1	Select and use the best method of communication to meet their customers' expectations				
		1.2	Take the initiative to contact their customers to update them when things are not going to plan or when they require further information				
		1.3	Adapt their communication to respond to individual customers' feelings				
2	Balance the needs of their customer and their organisation	2.1	Meet their customers' expectations within their organisation's service offer				
		2.2	Explain the reasons to their customers sensitively and positively when customer expectations cannot be met				
		2.3	Identify alternative solutions for their customers either within or outside the organisation				
		2.4	Identify the costs and benefits of these solutions to their organisation and to their customers				
		2.5	Negotiate and agree solutions with their customers which satisfy them and are acceptable to their organisation				
		2.6	Take action to satisfy their customers with the agreed solution when balancing customer needs with those of their organisation				

Learning outcomes		Assessment criteria				Evidence type	Portfolio reference	Date
3	Exceed customer expectations to develop the relationship	3.1	Make extra efforts to improve their relationship with their customers					
		3.2	Recognise opportunities to exceed their customers' expectations					
		3.3	Take action to exceed their customers' expectations within the limits of their own authority					
		3.4	Gain the help and support of others to exceed their customers' expectations					
4	Understand how to improve the customer relationship	4.1	Describe how to make best use of the method of communication chosen for dealing with their customers					
		4.2	Explain how to negotiate effectively with their customers					
		4.3	Explain how to assess the costs and benefits to their customers and their organisation of any unusual agreement they make					
		4.4	Explain the importance of customer loyalty and/or improved internal customer relationships to their organisation					

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

# Unit 16: Work with others to improve customer service

**Unit reference number:** D/601/1553

**QCF level:** 3

**Credit value:** 8

**Guided learning hours:** 53

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## Unit summary

This unit is a cross-sector customer service unit owned by CfA Business Skills @ Work.

## Unit assessment requirements/evidence requirements

Assessment guidance for this unit is provided in the CfA Business Skills @ Work Assessment Strategy for customer service qualifications, it can be found on their website [www.cfa.uk.com](http://www.cfa.uk.com). The evidence requirements are given below and can also be found on the website.

### Work with others to improve customer service

- 1 Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. Evidence collected in a realistic working environment or a work placement is not permissible for this unit. Simulation is not allowed for any performance evidence in this unit.
- 2 You may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
- 3 You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.
- 4 Your evidence must include examples of agreeing customer service roles and responsibilities that are:
  - a part of your own role
  - b part of other people's roles.
- 5 You must provide evidence that you have worked with two of these groups of people:
  - a team members or colleagues
  - b suppliers or service partners
  - c supervisors, team leaders or managers.

- 6 Your evidence must show that your work with others involves communication by two of these methods as expected within your job role:
- a face to face
  - b in writing
  - c by telephone
  - d using text messages
  - e by email
  - f using the internet (including social networking)
  - g using an intranet.

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as confidential documents must not be included in a portfolio, but their location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Pearson standards verifiers

## 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 outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Improve customer service by working with others	1.1	Contribute constructive ideas for improving customer service				
		1.2	Identify what they have to do to improve customer service and confirm this with others				
		1.3	Agree with others what they have to do to improve customer service				
		1.4	Cooperate with others to improve customer service				
		1.5	Keep their commitments made to others				
		1.6	Make others aware of anything that may affect plans to improve customer service				
2	Monitor their own performance when improving customer service	2.1	Discuss with others how what they do affects customer service performance				
		2.2	Identify how the way they work with others contributes towards improving customer service				
3	Monitor team performance when improving customer service	3.1	Discuss with others how teamwork affects customer service performance				
		3.2	Work with others to collect information on team customer service performance				
		3.3	Identify with others how customer service teamwork could be improved				
		3.4	Take action with others to improve customer service performance				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Understand how to work with others to improve customer service	4.1	Describe who else is involved either directly or indirectly in the delivery of customer service				
		4.2	Describe the roles and responsibilities of others in their organisation				
		4.3	Describe the roles of others outside their organisation who have an impact on their services or products				
		4.4	Evaluate what the goals or targets of their organisation are in relation to customer service and how these are set				
		4.5	Evaluate how their organisation identifies improvements in customer service				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

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(if sampled)

# Unit 17: Monitor and solve customer service problems

**Unit reference number:** J/601/1515

**QCF level:** 3

**Credit value:** 6

**Guided learning hours:** 40

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## Unit summary

This unit is a cross-sector customer service unit owned by CfA Business Skills @ Work.

## Unit assessment requirements/evidence requirements

Assessment guidance for this unit is provided in the CfA Business Skills @ Work Assessment Strategy for customer service qualifications, it can be found on their website [www.cfa.uk.com](http://www.cfa.uk.com). The evidence requirements are given below and can also be found on the website.

### Monitor and solve customer service problems

- 1 Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. Evidence collected in a realistic working environment or a work placement is not permissible for this unit. Simulation is not allowed for any performance evidence in this unit.
- 2 You may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
- 3 You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.
- 4 Your evidence must include examples of problems that are:
  - a brought to your attention by customers
  - b identified first by you and/or by a colleague.

- 5 The problems included in your evidence must include examples of a:
  - a difference between customer expectations and what is offered by your organisation
  - b problem resulting from a system or procedure failure
  - c problem resulting from a shortage of resources or human error.
- 6 You must show that you have considered the options for solving problems from the point of view of:
  - a your customer
  - b the potential benefits to your organisation
  - c the potential risks to your organisation.
- 7 You must provide evidence that you have made use of options that:
  - a follow organisational procedures or guidelines
  - b make agreed and authorised exceptions to usual practice.

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as confidential documents must not be included in a portfolio, but their location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Pearson standards verifiers.

## 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 outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Solve immediate customer service problems	1.1	Respond positively to customer service problems following organisational guidelines				
		1.2	Solve customer service problems when they have sufficient authority				
		1.3	Work with others to solve customer service problems				
		1.4	Keep customers informed of the actions being taken				
		1.5	Check with customers that they are comfortable with the actions being taken				
		1.6	Solve problems with service systems and procedures that might affect customers before customers become aware of them				
		1.7	Inform managers and colleagues of the steps taken to solve specific problems				
2	Identify repeated customer service problems and options for solving them	2.1	Identify repeated customer service problems				
		2.2	Identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option				
		2.3	Work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of the organisation				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Take action to avoid the repetition of customer service problems	3.1	Obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated				
		3.2	Action their agreed solution				
		3.3	Keep their customers informed in a positive and clear manner of steps being taken to solve any service problems				
		3.4	Monitor the changes they have made and adjust them if appropriate				
4	Understand how to monitor and solve customer service problems	4.1	Describe organisational procedures and systems for dealing with customer service problems				
		4.2	Describe the organisational procedures and systems for identifying repeated customer service problems				
		4.3	Explain how the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with service partners or internal customers				
		4.4	Explain how to negotiate with and reassure customers while their problems are being solved				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

# Unit 18: Promote continuous improvement

**Unit reference number:** H/601/1554

**QCF level:** 3

**Credit value:** 7

**Guided learning hours:** 47

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## Unit summary

This unit is a cross-sector customer service unit owned by CfA Business Skills @ Work.

## Unit assessment requirements/evidence requirements

Assessment guidance for this unit is provided in the CfA Business Skills @ Work Assessment Strategy for customer service qualifications, it can be found on their website [www.cfa.uk.com](http://www.cfa.uk.com). The evidence requirements are given below and can also be found on the website.

### Promote continuous improvement

- 1 Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. Evidence collected in a realistic working environment or a work placement is not permissible for this unit. Simulation is not allowed for any performance evidence in this unit.
- 2 You may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
- 3 You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.
- 4 You must provide evidence that you have organised changes over a period of time that have resulted in sustainable continuous improvement in customer service.
- 5 You must show that your proposals for improvements:
  - a are based on planned and analysed customer feedback
  - b take into account all relevant regulations
  - c take into account the costs and benefits to the organisation.
- 6 You may carry out this work alone or with colleagues. However, you must provide evidence that you have taken an active role in:
  - a collecting and analysing feedback
  - b proposing initiatives for change

- c implementing the change
  - d evaluating and reviewing the change.
- 7 Your evidence must show clearly the part you have played in each step of the continuous improvement process.
- 8 The changes that you propose and initiate may be changes in how services or products are supplied or in how you and your colleagues behave when delivering services or products.

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as confidential documents must not be included in a portfolio, but their location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Pearson standards verifiers.

## 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 outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Plan improvements in customer service based on customer feedback	1.1	Gather feedback from customers that will help to identify opportunities for customer service improvement				
		1.2	Analyse and interpret feedback to identify opportunities for customer service improvements and propose changes				
		1.3	Discuss with others the potential effects of any proposed changes for their customers and their organisation				
		1.4	Negotiate changes in customer service systems and improvements with somebody with sufficient authority to approve trial or full implementation of the change				
2	Implement changes in customer service	2.1	Organise the implementation of authorised changes				
		2.2	Implement the changes following organisational guidelines				
		2.3	Inform people inside and outside their organisation who need to know of the changes being made and the reasons for them				
		2.4	Monitor early reactions to changes and make appropriate fine-tuning adjustments				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Review changes to promote continuous improvement	3.1	Collect and record feedback on the effects of changes				
		3.2	Analyse and interpret feedback and share their findings on the effects of changes with others				
		3.3	Summaries the advantages and disadvantages of the changes				
		3.4	Use their analysis and interpretation of changes to identify opportunities for further improvement				
		3.5	Present these opportunities to somebody with sufficient authority to make them happen				
4	Understand how to promote continuous improvement	4.1	Review how service improvements in their area affect the balance between overall customer satisfaction, the costs of providing service and regulatory requirements				
		4.2	Explain how customer experience is influenced by the way service is delivered				
		4.3	Explain how to collect, analyse and present customer feedback				
		4.4	Explain how to make a business case to others to bring about change in the products or services they offer				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

# **Unit 19: Set objectives and provide support for team members**

**Unit reference number: M/600/9600**

**QCF level: 3**

**Credit value: 5**

**Guided learning hours: 35**

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## **Unit summary**

This unit is a cross-sector management and leadership unit that is suitable for first-line managers in the retail sector.

## **Unit assessment requirements/evidence requirements**

Assessment guidance for this unit is provided in the Assessment Strategy for management and leadership qualifications. The Strategy is available from CfA Business Skills @ Work.

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as confidential documents must not be included in a portfolio, but their location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Pearson standards verifiers.

## 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 outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to communicate a team's purpose and objectives to the team members	1.1	Describe the purpose of a team				
		1.2	Set team objectives with its members which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)				
		1.3	Communicate the team's purpose and objectives to its members				
2	Be able to develop a plan with team members showing how team objectives will be met	2.1	Discuss with team members how team objectives will be met				
		2.2	Ensure team members participate in the planning process and think creatively				
		2.3	Develop plans to meet team objectives				
		2.4	Set SMART personal work objectives with team members				
3	Be able to support team members identifying opportunities and providing support	3.1	Identify opportunities and difficulties faced by team members				
		3.2	Discuss identified opportunities and difficulties with team members				
		3.3	Provide advice and support to team members to overcome identified difficulties and challenges				
		3.4	Provide advice and support to team members to make the most of identified opportunities				
4	Be able to monitor and evaluate progress and recognise individual and team achievement	4.1	Monitor and evaluate individual and team activities and progress				
		4.2	Provide recognition when individual and team objectives have been achieved				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

# **Unit 20: Plan, allocate and monitor work of a team**

**Unit reference number: Y/600/9669**

**QCF level: 3**

**Credit value: 5**

**Guided learning hours: 25**

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## **Unit summary**

This unit is a cross-sector management and leadership unit that is suitable for first-line managers in the retail sector.

## **Unit assessment requirements/evidence requirements**

Assessment guidance for this unit is provided in the Assessment Strategy for management and leadership qualifications. The Strategy is available from CfA Business Skills @ Work.

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as confidential documents must not be included in a portfolio, but their location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Pearson standards verifiers.

## 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 outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to plan work for a team	1.1	Agree team objectives with own manager				
		1.2	Develop a plan for a team to meet agreed objectives, taking into account capacity and capabilities of the team				
2	Be able to allocate work across a team	2.1	Discuss team plans with a team				
		2.2	Agree work allocation and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members				
		2.3	Agree standard of work required by team				
3	Be able to manage team members to achieve team objectives	3.1	Support all team members in order to achieve team objectives				
4	Be able to monitor and evaluate the performance of team members	4.1	Assess team members' work against agreed standards and objectives				
		4.2	Identify and monitor conflict within a team				
		4.3	Identify causes for team members not meeting team objectives				
5	Be able to improve the performance of a team	4.1	Identify ways of improving team performance				
		4.2	Provide constructive feedback to team members to improve their performance				
		4.3	Implement identified ways of improving team performance				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)



## 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 outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to identify circumstances that require a decision to be made	1.1	Explain the circumstances requiring a decision to be made				
		1.2	State the desired objective(s) for making a decision				
		1.3	Establish criteria on which to base the decision, in line with own organisation				
2	Be able to collect information to inform decision-making	2.1	Identify information needed to inform the decision-making process				
		2.2	Communicate with stakeholders affected by the decision				
		2.3	Explain how to inform stakeholders about the decision-making process				
3	Be able to analyse information to inform decision-making	3.1	Identify information for validity and relevance to the decision-making process				
		3.2	Analyse information and against established criteria				
4	Be able to make a decision	4.1	Apply decision-making technique(s) to determine a decision				
		4.2	Explain the decision made in line with desired objectives				
		4.3	Communicate the decision taken to relevant stakeholders				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

## **Unit 22: Manage conflict in a team**

**Unit reference number: R/600/9685**

**QCF level: 3**

**Credit value: 3**

**Guided learning hours: 20**

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### **Unit summary**

This unit is a cross-sector management and leadership unit that is suitable for first line managers in the retail sector.

### **Unit assessment requirements/evidence requirements**

Assessment guidance for this unit is provided in the Assessment Strategy for management and leadership qualifications. The Strategy is available from CfA Business Skills @ Work.

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as confidential documents must not be included in a portfolio, but their location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Pearson standards verifiers.

## 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 outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to support team members' understanding of their role and position within a team			
		1.1 Communicate to team members the standards of work and behaviour expected of them 1.2 Explain how team members can work together and support each other		
2	Be able to take measures to minimise conflict within a team			
		2.1 Identify issues with organisational structures, systems or procedures that are likely to give rise to conflict		
		2.2 Identify potential conflict between team members		
		2.3 Explain action required to avoid potential conflict and agree strategies for conflict resolution		
3	Be able to understand how to encourage team members to resolve their own conflicts			
		3.1 Explain how team members can be encouraged to identify and resolve their own problems and conflicts		
		3.2 Explain how respect can be developed and maintained between team members		
4	Be able to understand legal and organisational requirements concerning conflict			
		4.1 Explain legal and organisational requirements concerning conflict in own team		
		4.2 Explain how to maintain complete, accurate and confidential records of conflicts and their outcomes		

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

# **Unit 23: Manage or support equality of opportunity, diversity and inclusion in own area of responsibility**

**Unit reference number: M/600/9628**

**QCF level: 3**

**Credit value: 4**

**Guided learning hours: 20**

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## **Unit summary**

This unit is a cross-sector management and leadership unit that is suitable for first line managers in the retail sector.

## **Unit assessment requirements/evidence requirements**

Assessment guidance for this unit is provided in the Assessment Strategy for management and leadership qualifications. The Strategy is available from CfA Business Skills @ Work.

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as confidential documents must not be included in a portfolio, but their location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Pearson standards verifiers.

## 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 outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand own responsibilities under equality legislation, relevant codes of practice and own organisational policies	1.1	Explain how equality of opportunity, diversity and inclusion relate to legal, industry requirements and organisational policies			
		1.2	Describe how equality of opportunity and diversity and inclusion are considered in planning in own area of responsibility			
2	Be able to communicate an organisation's written equality, diversity and inclusion policy and procedures in own area of responsibility	2.1	Outline an organisation's equality, diversity and inclusion policy and procedures			
3	Be able to monitor equality, diversity and inclusion within own area of responsibility	3.1	Monitor how equality, diversity and inclusion activities in own area of responsibility are in line with own organisation			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

# **Unit 24: Maintain data confidentiality and security when using web-based retail facilities in store**

**Unit reference number: D/505/9382**

**QCF level: 2**

**Credit value: 2**

**Guided learning hours: 11**

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## **Unit summary**

This unit assesses the occupational competence of individuals who work use web-based facilities to record and retain customer data.

## **Unit assessment requirements/evidence requirements**

This unit requires workplace assessment of occupational competence.

Simulation is not allowed for any performance evidence in this unit.

People1st Retail's Assessment Principles for Retail Qualifications can be found on their website ([www.people1st.co.uk](http://www.people1st.co.uk)).

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as confidential documents must not be included in a portfolio, but their location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Pearson standards verifiers.

## 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 outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			
		Evidence type	Portfolio reference	Date	
1	Be able to maintain the confidentiality and security of data regarding customers when recording and retaining online data	1.1	Make sure that documents, computers or electronic equipment containing sensitive information are kept secure		
		1.2	Check that online information is not changed in any unauthorised way, in line with organisational procedures		
		1.3	Encrypt all data entered electronically, where required		
		1.4	Make a record of only that information that needs to be recorded, according to organisational requirements		
		1.5	Keep all records of confidential information away from public display		
		1.6	Protect confidentiality by checking that information is destroyed properly when it is no longer required		
		1.7	Seek guidance from the relevant person about maintaining the security of data, when required		
		1.8	Maintain organisational requirements relating to the confidentiality and security of data		

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to maintain the confidentiality and security of data held online when sharing information with third parties in line with organisational requirements	2.1	Check that any parties seeking information have the authority to receive it, following organisational procedures				
		2.2	Provide information to third parties only where they have satisfied relevant security checks, in line with organisational procedures				
		2.3	Provide relevant information only to those who need to use the information				
		2.4	Check with the relevant person that the learner has the authority to release information to others, where necessary				
		2.5	Use secure methods of sending information to third parties, when required, in line with organisational procedures				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

# **Unit 25: Using web-based facilities in-store to achieve retail sales**

**Unit reference number: D/505/9379**

**QCF level: 2**

**Credit value: 2**

**Guided learning hours: 20**

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## **Unit summary**

This unit assesses the occupational competence of individuals who use and promote their stores web-based retail facilities.

## **Unit assessment requirements/evidence requirements**

This unit requires workplace assessment of occupational competence.

Simulation is not allowed for any performance evidence in this unit.

People1st Retail's Assessment Principles for Retail Qualifications can be found on their website ([www.people1st.co.uk](http://www.people1st.co.uk)).

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as confidential documents must not be included in a portfolio, but their location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Pearson standards verifiers.

## 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 outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to operate their own organisation's web-based in-store retail selling facilities in support of their customers' retail experience	1.1	Operate all aspects of the organisation's relevant web-based facilities correctly and with confidence				
		1.2	Use web-based facilities for the benefit of customers, based upon identified customer needs				
		1.3	Be proactive in checking online the availability of stock sought by customers				
		1.4	Place orders online on behalf of customers, where relevant				
		1.5	Process customer payments using web-based facilities, where relevant, applying appropriate discounts, in line with organisational requirements				
		1.6	Explain their responsibilities for monitoring and maintaining good housekeeping in relation to the web-based retail facilities in-store				
		1.7	Make sure that the selling of products within their area of operations complies with relevant legislation and regulatory requirements				
		1.8	Make sure that web-based facilities in-store fulfil relevant housekeeping requirements				
		1.9	Report any faults with web-based facilities in-store promptly to the relevant person				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to promote customers' use of web-based in-store retail selling facilities	2.1	Explain the need to be sensitive to customers' attitudes to web-based technology, including how to respond to customers accordingly				
		2.2	Make customers aware of the availability and scope of their own organisation's web-based facilities				
		2.3	Communicate the features and benefits of web-based facilities enthusiastically and with confidence				
		2.4	Respond to customer needs from, and interest in, web-based facilities				
		2.5	Involve customers in the use of web-based processes where appropriate				
		2.6	Refer any problems whilst customers are using the web-based facilities in-store to the appropriate person, where necessary				
		2.7	Seek customer feedback regarding use of their own organisation's web-based facilities in-store				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

# **Unit 26: Advising and supporting customers on the use of in-store web-based retail facilities**

**Unit reference number: R/505/9380**

**QCF level: 2**

**Credit value: 3**

**Guided learning hours: 24**

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## **Unit summary**

This unit assesses the occupational competence of individuals who are selling, promoting and advising customers on how to use in-store web-based retail facilities.

## **Unit assessment requirements/evidence requirements**

This unit requires workplace assessment of occupational competence.

Simulation is not allowed for any performance evidence in this unit.

People1st Retail's Assessment Principles for Retail Qualifications can be found on their website ([www.people1st.co.uk](http://www.people1st.co.uk)).

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as confidential documents must not be included in a portfolio, but their location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Pearson standards verifiers.

## 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 outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand factors to consider when advising and supporting customers on the use of in-store web-based retail facilities	1.1	Explain the importance of achieving a balance between demonstration, instruction and customers' own activity in operating the facilities, as appropriate to customers' levels of expertise, attitude and confidence in using web-based technology				
		1.2	Explain their own organisation's practices and requirements relating to advising and supporting customers on the use of the web-based facilities				
2	Be able to address customers' requirements via in-store web-based retail selling facilities	2.1	Operate all aspects of their own organisation's web-based facilities correctly and with confidence				
		2.2	Determine customers' requirements in accessing web-based facilities				
		2.3	Assess customers' levels of understanding regarding how to use the web-based facilities				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to promote and support customers' use of in-store web-based retail selling facilities	3.1	Promote use of the organisation's web-based facilities with enthusiasm, relating their features and benefits to the relevant needs of customers				
		3.2	Explain the use of the facilities: <ul style="list-style-type: none"> <li>clearly and correctly</li> <li>in a manner which promotes understanding</li> <li>in a manner which is appropriate to their customers' existing appreciation and attitude to the technology being demonstrated</li> </ul>				
		3.3	Provide opportunities for customers to ask questions, checking for understanding				
		3.4	Respond to customers' questions in ways that promote sales and goodwill				
		3.5	Support customers in operating in-store web-based facilities as appropriate to their customers' needs and levels of confidence in the use of the web-based facilities				
4	Be able to seek and use feedback regarding their own organisation's in-store web-based retail selling facilities	4.1	Seek feedback from customers upon the experience of using the organisation's web-based facilities				
		4.2	Respond to customer feedback in ways that promote goodwill				
		4.3	Report positive comments and any suggested improvements to the relevant person				

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_



## 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 outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the factors to consider when motivating colleagues to promote web-based retail facilities to customers	1.1	Explain the main reasons why some colleagues may be concerned about the development and availability of web-based facilities in-store				
		1.2	Describe how to address the concerns of colleagues in relation to web-based retail facilities				
		1.3	Explain with whom in their own organisation it is appropriate to discuss activities designed to overcome colleagues' concerns regarding the use of web-based activities in-store				
		1.4	Explain different learning styles and how these can impact on how colleagues learn and develop skills in using web-based technology				
		1.5	Explain the importance of demonstrating respect for colleagues when helping them to use web-based technology				
		1.6	Describe how respect for colleagues can be demonstrated when helping them in the use of web-based technology				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to promote colleagues' use of in-store web-based retail selling facilities	2.1 Explain to colleagues the purpose of all aspects of their own organisation's relevant web-based facilities and the benefits for customers			
	2.2 Describe to colleagues the value of the facilities to their own organisation, including the opportunities that they present for engaging with customers in-store			
	2.3 Support colleagues in the use of the web-based facilities			
	2.4 Communicate with colleagues in a manner which promotes understanding and which demonstrates respect			
	2.5 Make sure that colleagues' achievements in the use of web-based facilities are recognised			
3 Be able to address barriers to their colleagues' use of in-store web-based retail selling facilities	3.1 Determine the learning needs of colleagues relating to the use of their own organisation's web-based retail facilities, in line with their level of responsibility and organisational procedures			
	3.2 Address identified learning needs in line with organisational procedures			
	3.3 Identify positive and negative attitudes, where relevant, amongst colleagues regarding the web-based facilities			
	3.4 Identify any barriers and conflicts that may impact negatively upon colleagues' attitudes to the use of the web-based facilities			
	3.5 Discuss the needs of colleagues relating to the use of the web-based facilities with relevant people in their own organisation, protecting individual confidentiality where necessary			
	3.6 Make sure that they act within their own levels of authority and expertise b-based facilities			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
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Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

## 12 Further information and useful publications

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

- Edexcel: [www.edexcel.com/contactus](http://www.edexcel.com/contactus)
- BTEC: [www.btec.co.uk/contactus](http://www.btec.co.uk/contactus)
- Pearson Work Based Learning: [www.edexcel.com/about-wbl/Pages/Contact-us.aspx](http://www.edexcel.com/about-wbl/Pages/Contact-us.aspx)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

Key publications:

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

All of these publications are available on our website.

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website: [www.edexcel.com/quals/NVQ-competence-based-qcf/Pages](http://www.edexcel.com/quals/NVQ-competence-based-qcf/Pages)

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website, [www.edexcel.com](http://www.edexcel.com)

# 13 Professional development and training

## Professional development and training

Pearson supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered on our website: [www.edexcel.com/resources/Training](http://www.edexcel.com/resources/Training).

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 at: [www.edexcel.com/resources/Training](http://www.edexcel.com/resources/Training). 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.

## 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 colleagues in your region.

**Regional support:** our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required.

To get in touch with our dedicated support teams please visit our website at: [www.edexcel.com/contactus](http://www.edexcel.com/contactus)

**Online support:** find the answers to your questions by browsing over 100 FAQs on our website or by submitting a query using our Work Based Learning Ask the Expert Service. You can search the database of commonly asked questions relating to all aspects of our qualifications in the work-based learning market. If you are unable to find the information you need, send us your query and our qualification or administrative experts will get back to you. The Ask the Expert service is available on our website at: [www.pearsonwbl.edexcel.com/Our-support](http://www.pearsonwbl.edexcel.com/Our-support)

## Online forum

Pearson Work Based Learning Communities is an online forum where employers, further education colleges and workplace training providers can seek advice and clarification about any aspect of our qualifications and services, and share knowledge and information with others. The forums are sector specific and cover business administration, customer service, health and social care, hospitality and catering and retail. The online forum is available on our website at: [www.pearsonwbl.edexcel.com/Our-support](http://www.pearsonwbl.edexcel.com/Our-support)

## 14 Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. To contact your Account Specialist:

**Email:** wblcustomerservices@pearson.com

**Telephone:** 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

**Email:** wbl@pearson.com

**Telephone:** 0844 576 0045

### Complaints and feedback

We are working hard to give you excellent service. However, if any element of our service falls below your expectations, we want to understand why, so that we can prevent it from happening again. We will do all that we can to put things right.

If you would like to register a complaint with us, please email [wblcomplaints@pearson.com](mailto:wblcomplaints@pearson.com).

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.

# Annexe A: People 1st assessment requirements/strategy

## Assessment principles

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

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

## Knowledge-based qualifications (Retail Knowledge)

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

## Applied qualifications

Qualifications have been developed by Awarding Organisations and People1st Retail that use applied learning techniques and are delivered through full and part-time education. Qualifications for the fashion retail sector are included in this category.

Applied qualifications typically combine theory and its practical application. They are based on shared units and are open to be offered by all retail awarding partners. The assessment methodology for these qualifications is developed by Awarding Organisations and the evidence of success gathered must include evidence of the practical application of knowledge and, where required, work placements.

## Competence-based qualifications (Retail Skills)

### The use and application of simulation

In broad terms, the retail sector holds the view that simulation is a practical and effective tool for establishing skill and understanding, where naturally occurring evidence of competence is unavailable or infrequent. However the sector feels that there is very little that can be assessed by simulation with the exception of:

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

People1st Retail requires that Awarding Organisations:

- Discourage the inappropriate use of competence-based qualifications by organisations that do not assess candidates in a working environment. Competence-based qualifications are suitable only for learners who are in some form of employment in the sector, or, in a limited set of contexts, are being prepared for work and will be assessed in a realistic working environment (see section RWE below for definition).
- Establish criteria to ensure that simulation is not used as the sole form of evidence for any unit of a competence-based qualification, except where allowed for specific units that meet the criteria set out in Section on simulation of these Assessment Principles. This should be expressed in guidance for qualifications operating in the sector.
- Provide clear guidance to centres to indicate that evidence towards a competence-based qualification should come from the workplace except where simulation is expressly allowed in the evidence requirements for a particular unit. Workplace evidence may be gathered in the context of full, part-time, casual or voluntary employment. Assessment may be undertaken in a 'work placement' (i.e. fulltime students placed into a working environment for a day per week) although supporting evidence from a supervisor or manager, associated with some form of work activity, must supplement the assessment process.

## Use of simulation as an assessment method

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

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

A list of those units for which simulation is allowed is appended to this document.

Evidence generated from simulated activities will not be acceptable for any other unit.

## Definition of a Realistic Working Environment (RWE)

Where simulation is used the sector requires that:

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

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

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

## The role and competence of assessors, expert witnesses and verifier

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

To this end, People1st Retail requires that the following conditions be fulfilled.

## The role of supervisors and managers in the assessment process

Wherever possible, assessment should be conducted by supervisors and/or managers in a workplace environment. Where the skill or capability of these individuals is inadequate to deliver the requirements of the organisation or the quality infrastructure, services external to the work unit or organisation may be introduced (peripatetic assessors). If the candidate is employed in the retail sector, in no circumstances may a competence-based qualification for the retail sector be delivered without the involvement of the candidate's line manager or the owner/manager to confirm the candidate's competence.

Where in-store line managers carry out the assessment or internal verification roles, retail stores with the agreement of their Awarding Organisation may choose between:

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

**OR**

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

The alternative option described in (b) above, which waives the need for the regulatory approved units in the retail sector, must be applied on an 'organisation by organisation' and 'qualification by qualification' basis.

**Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the NOS in association with the prospective Awarding Organisation who will be offering the qualification.**

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

Peripatetic assessors and internal verifiers must hold or be working towards the appropriate regulatory authority approved qualifications for assessment and internal verification.

The services offered by the peripatetic assessor must complement the activity of a line manager or owner/manager and the competence of a candidate employed in the retail sector may not be confirmed without the participation of a line manager or owner/manager in the process. It is also requested that specific reference be made to auditing this provision, within external verification processes.

## The role of expert witnesses in the assessment process

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

An expert witness is an experienced peer of the candidate, or the candidate's line manager. The expert witness is not consulted as a professional assessor, but as someone who is expert in the occupation to be assessed. The assessor will make the final judgement.

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

## Occupational competence of expert witnesses

Expert witnesses can be drawn from a wide range of people who can attest to performance in the workplace, including line managers and experienced colleagues from inside the candidate's organisation. People1st Retail requires that expert witnesses have proven practical experience and knowledge relating to the content of the unit being assessed.

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

## Occupational competence of assessors

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

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

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

## Occupational competence of verifiers

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

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

It is unlikely that a person could have gained this level of understanding in less than six months of being employed in the retail sector, but individuals with less experience could be considered as Internal Verifiers if they have the required level of understanding.

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

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

It is unlikely that a person could have gained this level of understanding in less than six months of being employed in the retail sector, but individuals with less experience could be considered as External Verifiers if they have the required level of understanding.

## Continuing professional development of assessors and verifiers

All assessors and verifiers, if not currently employed within a retail organisation, will need to prove they have a current working knowledge of the sector they are assessing or verifying. This can be demonstrated by maintaining records of evidence from occupational updating activities such as:

- Internal or external work experience
- Internal or external work shadowing opportunities
- Other relevant CPD activities with the prior approval of the Awarding Organisations

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

## External quality control of assessment

The application and implementation of external quality control (i.e. independent assessment, external moderation, tests and projects) has been thoroughly researched and employers felt it was neither feasible nor practical. The rationale supported by employers was that a robust quality system is based upon processes associated with risk assessment and management.

The Awarding Organisation's risk rating system must be auditable by the regulatory authority.

## Risk identification

In order to achieve the required level of external quality control, the Awarding Organisation must undertake a risk assessment of **each** prospective centre at the point of **application for approval to offer any People1st Retail qualification**. The Awarding Organisation must obtain information on a number of specified 'risk factors' for each prospective centre at the point of approval. People1st Retail would recommend the following, but Awarding Organisations should feel free to recommend alternative risk factors if more appropriate:

Prospective centres' experience of operating competence-based qualifications:

- The appropriateness of existing systems, or systems developed to meet the requirements of other quality assurance regimes, for the delivery of competence-based qualifications;
- Whether the prospective centre has had a previous application for centre approval refused or their approval status withdrawn;

- The proposed ratio of candidates to assessors and Internal Verifiers, taking account of whether the assessors and Internal Verifiers are full-time or part-time in their roles;
- Whether candidates are going to be in employment (paid or voluntary), on work placements or learning in a Realistic Working Environment (see section 4.1.2 for definition).

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

## Risk management

In order to identify and manage risk during ongoing centre operation, the Awarding Organisation must undertake a **yearly risk assessment of each active centre for the retail sector competence-based qualifications**. The Awarding Organisation must obtain information on a number of specified 'risk factors' for each centre. People1st Retail would recommend the following, but Awarding Organisations should feel free to recommend alternative risk factors, which would be more appropriate.

- The turnover of assessors and internal verifiers.
- The throughput of candidates.
- The ratio of candidates to assessors and internal verifiers, taking account of whether the assessors and internal verifiers are full-time or part-time in their roles.
- Whether public funding is being accessed for the training of candidates towards/assessment of candidates for the competence-based qualifications.
- Whether candidates are in employment (paid or voluntary), on work placements or learning in a realistic working environment (see section 4.1.2 for definition).

The Awarding Organisation must have a **method of rating** each centre against each of the risk factors noted above and, also, producing an overall rating which identifies the level of risk associated with the centre. The rating should then be used by the Awarding Organisation to assist in determining the level of ongoing support for the centre, including the level of external verification activity.

## Appendix 2: Retail Skills units for which simulated activities are allowed

This list includes only People1st Retail's units. For guidance on assessing imported units, please refer to the relevant sector's own assessment principles.

SR ref.	Unit title	Unit code
B.01	Move goods and materials manually in a retail environment	F/503/5656
B.02	Keep stock at required levels in a retail environment	J/503/5657
B.17	Organise own work to meet a dough production schedule in a retail environment	A/503/5672
C.01	Wrap and pack goods for customers in a retail environment	K/503/5683
E.01	Recognise and report security risks in a retail environment	F/503/5723
E.02	Comply with workplace health and safety requirements in a retail environment	J/503/5724
E.03	Work effectively in a retail team	L/503/5725
E.04	Keep the non-food retail environment clean and tidy	R/503/5726
E.06	Protect own and others' health and safety when working in a retail environment	Y/503/5727
E.07	Reduce security risks in a retail environment	D/503/5728
E.11	Manage the prevention of wastage and loss in a retail environment	H/503/5732
E.18	Monitor and maintain health and safety in a retail environment	M/503/5734

### Appendix 3: Retail Skills units for which expert witness testimony is allowed if the assessor is not expert in the specialism covered by the unit

This list includes only People1st Retail's units. For guidance on assessing imported units, please refer to the relevant sector's own assessment principles.

SR ref.	Unit title	Unit code
B.11	Hand-process fish in a retail environment	K/503/5666
B.12	Process greengrocery products for sale in a retail environment	M/503/5667
B.13	Finish meat products by hand in a retail environment	T/503/5668
B.17	Organise own work to meet a dough production schedule in a retail environment	A/503/5672
B.20	Maintain food safety while working with food in a retail environment	F/503/5673
B.21	Maintain food safety while working with food in a retail environment	J/503/5674
B.22	Monitor and help improve food safety in a retail environment	L/503/5675
B.35	Finish bake-off food products in a retail environment	H/503/5679
B.36	Glaze, coat or decorate bake-off products for sale in a retail environment	Y/503/5680
C.09	Process applications for credit agreements offered in a retail environment	F/503/5690
C.12	Promote loyalty schemes to customers in a retail environment	J/503/5691
C.17	Provide a bra-fitting service in a retail environment	Y/503/5694
C.18	Follow guidelines for planning and preparing visual merchandising displays	D/503/5695
C.19	Dress visual merchandising displays to attract customers	H/503/5696
C.20	Order and position signage and graphics for visual merchandising displays	K/503/5697
C.21	Dismantle and store props and graphics from visual merchandising displays	M/503/5698

<b>SR ref.</b>	<b>Unit title</b>	<b>Unit code</b>
C.22	Make props and decorate fixtures and panels for visual merchandising displays	T/503/5699
C.23	Assemble visual merchandising displays	D/503/5700
C.24	Choose merchandise to feature in visual merchandising displays	H/503/5701
C.25	Manage the use of signage and graphics in visual merchandising displays	K/503/5702
C.26	Evaluate the effectiveness of visual merchandising displays	M/503/5703
C.27	Manage budgets for visual merchandising projects	T/503/5704
C.28	Contribute to improving a retail organisation's visual merchandising policy	A/503/5705
C.29	Design visual merchandising display layouts	F/503/5706
C.37	Provide National Lottery products to customers	L/503/5708
C.42	Advise customers on the fixing and care of tiles	R/503/5709
C.45	Help customers to choose alcoholic beverages in a retail environment	J/503/5710
C.47	Promote a retail store's credit card to customers in a retail environment	R/503/5712
C.52	Help customers to apply for a retail store's credit card and associated insurance products	M/503/5717
C.54	Help customers to choose delicatessen products in a retail environment	T/503/5718
C.55	Portion delicatessen products to meet customer requirements in a retail environment	A/503/5719
C.59	Demonstrate make-up and skincare products to customers at a beauty counter in a retail environment	T/503/5721
C.60	Operate a customer record card system on a beauty counter in a retail environment	A/503/5722
E.12	Produce staffing schedules to help a retail team to achieve its targets	K/503/5733

## Annexe B: Personal, Learning and Thinking Skills mapping

PLTS	Unit
	<b>1</b>
<b>Independent Enquirers</b>	
1 identify questions to answer and problems to resolve	•
2 plan and carry out research, appreciating the consequences of decisions	
3 explore issues, events or problems from different perspectives	•
4 analyse and evaluate information, judging its relevance and value	
5 consider the influence of circumstances, beliefs and feelings on decisions and events	•
6 support conclusions, using reasoned arguments and evidence	•
<b>Creative Thinkers</b>	
1 generate ideas and explore possibilities	
2 ask questions to extend their thinking	•
3 connect their own and others' ideas and experiences in inventive ways	•
4 question their own and others' assumptions	•
5 try out alternatives or new solutions and follow ideas through	
6 adapt ideas as circumstances change	
<b>Reflective Learners</b>	
1 assess themselves and others, identifying opportunities and achievements	•
2 set goals with success criteria for their development and work	•
3 review progress, acting on the outcomes	•
4 invite feedback and deal positively with praise, setbacks and criticism	•
5 evaluate experiences and learning to inform future progress	•
6 communicate their learning in relevant ways for different audiences	
<b>Team Workers</b>	
1 collaborate with others to work towards common goals	•
2 reach agreements, managing discussions to achieve results	•
3 adapt behaviour to suit different roles and situations, including leadership roles	•
4 show fairness and consideration to others	•
5 take responsibility, showing confidence in themselves and their contribution	•
6 provide constructive support and feedback to others	•
<b>Self-Managers</b>	
1 seek out challenges or new responsibilities and show flexibility when priorities change	
2 work towards goals, showing initiative, commitment and perseverance	•
3 organise time and resources, prioritising actions	•
4 anticipate, take and manage risks	•
5 deal with competing pressures, including personal and work-related demands	
6 respond positively to change, seeking advice and support when needed	
7 manage their emotions, and build and maintain relationships	•

PLTS		Unit	1
<b>Effective Participators</b>			
1	discuss issues of concern, seeking resolution where needed		•
2	present a persuasive case for action		
3	propose practical ways forward, breaking these down into manageable steps		•
4	identify improvements that would benefit others as well as themselves		•
5	try to influence others, negotiating and balancing diverse views to reach workable solutions		•
6	act as an advocate for views and beliefs that may differ from their own		•

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