Pearson
Edexcel Level 3 Diploma in Optical Retail Skills

Specification

NVQ/Competence-based qualification

First registration August 2014

Issue 2

Edexcel, BTEC and LCCI qualifications

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

About Pearson

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Pearson Edexcel Level 3 Diploma in Optical Retail Skills (QCF)

The QN remains the same.

Summary of Pearson Edexcel Level 3 Diploma in Optical Retail Skills specification Issue 2 changes

Summary of changes made between previous Issue 1 and this current Issue 2	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
TQT value added	Section 2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	Section 2
Reference to credit transfer within the QCF removed	Section 4
QCF references removed from unit titles and unit levels in all units	Section 11
Guided learning definition updated	Section 11

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

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

Contents

Purpose of this specification

This specification sets out:

- the objectives of the qualification

- any other qualification that a learner must have completed before taking the qualification

- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification

- the combination of units that a learner must have completed before the qualification will be awarded and any pathways

- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded

- the knowledge, skills and understanding that will be assessed as part of the qualification

- 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.

1 Introducing Pearson Edexcel NVQ/Competence-based qualifications

What are NVQ/Competence-based qualifications?

National Vocational Qualifications (NVQs) or Competence-based qualifications reflect the skills and knowledge needed to do a job effectively. They are work-based qualifications that give learners the opportunity to demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme, allowing flexibility in their delivery to meet the individual learner's needs. The qualifications are based on the National Occupational Standards (NOS) for the sector, which define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles.

Most NVQ/Competence-based qualifications form the competence component of Apprenticeship Frameworks. 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.

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.

Sizes of NVQ/Competence-based qualifications

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

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

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

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

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

NVQ/Competence-based qualifications are available in the following sizes:

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

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

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

2 Qualification summary and key information

Qualification title	**Pearson Edexcel Level 3 Diploma in Optical Retail Skills**
Qualification Number (QN)	601/0120/9
Regulation start date	03/07/2013
Operational start date	01/08/2014
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	37
Assessment	Portfolio of Evidence (internal assessment)
Total Qualification Time (TQT)	370
Guided learning hours	225
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see *Section 9, Access and Recruitment*)
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

Qualification number and qualification title

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

Qualification objectives

The Pearson Edexcel Level 3 Diploma in Optical Retail Skills is for learners who work in, or want to work in the optical retail sector.

It gives learners the opportunity to:

- demonstrate competence as a dispensing assistant, optical assistant, contact lens assistant or optical; retail receptionist
- develop knowledge and skills related to the specified job roles in Optical Retail
- have existing skills recognised
- achieve a nationally-recognised Level 3 qualification
- develop their personal growth and engagement in learning.

Relationship with previous qualifications

This qualification is a replacement for the EDI Level 3 Diploma in Optical Retail Skills.

Apprenticeships

Skills for Health and Skillsmart Retail UK Ltd (People 1st) include the Pearson Edexcel Level 3 Diploma in Optical Retail Skills as the competence component for the Advanced Apprenticeship in Health (Optical Retail).

Progression opportunities through Pearson qualifications

Learners who have achieved the Pearson Edexcel Level 3 Diploma in Optical Retail Skills can progress to further qualifications specific to the retail context or higher education.

Industry support and recognition

This qualification is supported by Skills for Health and Skillsmart Retail UK Ltd (People 1st), the Sector Skills Councils for Optical Retail.

Relationship with National Occupational Standards

This qualification is based on the National Occupational Standards (NOS) in Optical Retail, which were set and designed by Skills for Health, the Sector Skills Council for the sector.

3   Qualification structure

Pearson Edexcel Level 3 Diploma in Optical Retail Skills

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	37
Minimum number of credits that must be achieved at level 3 or above	21
Number of mandatory credits that must be achieved	19
Number of optional credits that must be achieved	18

Unit number	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	J/601/1515	Monitor and solve customer service problems	3	6	40
2	D/505/0567	Supervise Optical Clinic	3	4	30
3	F/503/5687	Deal with customer queries and complaints in a retail environment	2	4	24
4	Y/503/5727	Protect own and others' health and safety when working in a retail environment	2	5	28

Unit number	Unit reference number	Optional units	Level	Credit	Guided learning hours
5	J/601/9470	Promote good practice in handling information in health and social care settings	3	2	16
6	A/601/1429	Engage in personal development in health, social care or children's and young people's settings	3	3	10
7	J/601/1434	Promote communication in health, social care or children's and young people's settings	3	3	10
8	K/602/4872	Sell optical products	3	4	30

Unit number	Unit reference number	Optional units	Level	Credit	Guided learning hours
9	K/602/4869	Determine frame and spectacle lens measurements	3	4	30
10	A/602/4875	Co-ordinate the contact lens service	3	4	30
11	D/602/4867	Deploy optical practice resources to meet identified requirements	3	4	30
12	H/601/1232	Improve the customer relationship	3	7	47
13	M/602/4856	Manage the record keeping of the optical practice	3	3	15
14	J/503/5691	Promote loyalty schemes to customers in a retail environment	2	3	11
15	L/503/5689	Process payments for purchases in a retail environment	2	4	17
16	F/503/5737	Monitor and support secure payment point use during trading hours	3	3	13

4 Assessment

This qualification is assessed through an externally verified Portfolio of Evidence that consists of evidence gathered during the course of the learner's work.

To achieve a pass for the full qualification, the learner must achieve all the required units in the stated qualification structure. 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, and it should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. The unit specification or suitable centre documentation can be used to form an assessment record.

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

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	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, whether at or away from the workplace. 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 the assessment criteria within a unit 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 based on RPL should provide confidence that the same level of skill/understanding/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 the policy document *Recognition of Prior Learning Policy*, available on the Pearson website.

- a **combination** of these.

Assessment requirements/strategy

The assessment principles for this qualification have been included in *Annexes A to C*. They set out the overarching assessment principles and the framework for assessing the qualification to ensure that it remains valid and reliable. They have been developed by Skills for Health and Skillsmart Retail UK (people 1st) in partnership with employers, training providers, awarding organisations and the regulatory authorities.

Types of evidence

To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria. As stated in Skills for Health and Skillsmart Retail UK (People 1st) assessment strategies, the evidence for this qualification 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)

- outcomes from simulation, where permitted by the assessment requirements/strategy (S)

- professional discussion (PD)

- assignment, project/case studies (A)

- authentic statements/witness testimony (WT)

- expert witness testimony (EWT)

- evidence of Recognition of Prior Learning (RPL).

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

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. Evidence must be available to the assessor, internal verifier and Pearson standards verifier.

Any specific evidence requirements for individual units are stated in the unit introductions in *Section 11*.

There is further guidance about assessment on our website. Please see *Section 12* for details.

5 Centre resource requirements

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

General resource requirements

- Centres must have the appropriate physical resources to support both the delivery and assessment of the qualification. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment strategy for the sector, equipment, IT, learning materials, teaching rooms.

- Where permitted, RWE 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 strategy in Annexe A. Staff assessing learners must meet the occupational competence requirements within the overarching assessment strategy for the sector.

- There must be systems in place to ensure the continuing professional development for staff delivering the qualification.

- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery 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 9 Access and recruitment* and *Section 10 Access to qualifications for learners with disabilities or specific needs*. For full details on the Equality Act 2010, please go to the Home Office website, www.gov.uk/government/organisations/home-office

6 Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson accredited 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 qualifications.pearson.com.

Approvals agreement

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.

7 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres will internally assess NVQs/Competence-based qualifications using internal quality assurance procedures to ensure standardisation of assessment across all learners. 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, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model is as described below.

Centres offering Pearson Edexcel NVQs/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 must reflect the centre's performance, taking account of the number:

- of assessment sites

- and throughput of learners

- and turnover of assessors

- and turnover of internal verifiers.

For centres offering a full 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 be allocated to verify all elements of the BTEC Apprenticeship programme. 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 will be allocated.

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

Centres are required to declare their commitment to ensuring quality and to providing appropriate opportunities for learners that lead to valid and accurate assessment outcomes.

For further details, please go to the UK NVQ Quality Assurance Centre Handbook and the *Pearson NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website, at qualifications.pearson.com.

8 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning,) that meets learners' needs. However, centres must make sure that learners have access to the resources identified in the specification and to the sector specialists delivering and assessing the units. Centres must have due regard to Pearson's policies that may apply to different modes of delivery.

Those planning the programme should aim to address the occupational nature of the qualification by:

- engaging with learners, initially, through planned induction, and subsequently through the involvement of learners in planning for assessment opportunities

- using naturally occurring workplace activities and products to present evidence for assessment against the requirements of the qualification

- developing a 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

- taking advantage of suitable digital methods to capture evidence.

9 Access and recruitment

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

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

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

- there should be equal opportunities for all 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.

For learners with disabilities and specific needs, this review will need to take account of the support available to them during the delivery and assessment of the qualification. The review must take account of the information and guidance in *Section 10 Access to qualifications for learners with disabilities or specific needs*.

10 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires that all learners should 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.

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

Further information regarding 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*. Further details on how to make adjustments for learners with protected characteristics are given in the *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

These documents are available on our website, at qualifications.pearson.com

11 Unit format

Each unit has the following sections.

Unit title

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

Unit reference number

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

Level

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

Credit value

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

Unit aim

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

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

Assessment criteria

The assessment criteria specify the standard required by the learner to achieve the learning outcome.

Unit 1: Monitor and solve customer service problems

Unit reference number: J/601/1515

Level: 3

Credit value: 6

Guided learning hours: 40

Unit aim

The learner's job involves delivering and organising excellent customer service. However good the service provided, some of their customers will experience problems and the learner will spot and solve other problems before their customers even know about them. This unit is about the part of their job that involves solving immediate customer service problems. It is also about changing systems to avoid repeated customer service problems. Remember that some customers judge the quality of their customer service by the way that the learner solves customer service problems. The learner can impress customers and build customer loyalty by sorting out those problems efficiently and effectively. Sometimes a customer service problem presents an opportunity to impress a customer in a way that would not have been possible if everything had gone smoothly.

Unit assessment requirements/evidence requirements

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 within 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 which are:

   a   brought to your attention by customers

   b   are 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.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		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 2: Supervise Optical Clinic

Unit reference number: D/505/0567

Level: 3

Credit value: 4

Guided learning hours: 30

Unit aim

This unit covers the day-to-day supervision of the optical clinic i.e. managing the appointment list of customers attending for eye examinations, sight tests, and contact lens-related activities and for other optical reasons. This includes the preparation for the clinic and dealing with post-clinic activities. Learners need to be able to assess the customer's priority and identify and deal with emergencies. Learners will be supervising or allocating the practice's resources as well as dealing with technical issues.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand legislation, policy and good practice related to supervision in the optical clinic	1.1	Explain practice requirements, legislation, policies and procedures for optical clinic supervision			
		1.2	Explain the potential consequences of not following practice requirements, legislation policies and procedures for optical clinical supervision.			
2	Be able to prepare the optical clinic	2.1	Confirm customers' appointments and prepare their records in line with optical practice policies and procedures.			
		2.2	Identify customers' special needs and agree actions to address these.			
		2.3	Confirm that equipment is prepared using optical practice policies and procedures.			
		2.4	Confirm that supplies of forms and leaflets are at adequate levels to meet anticipated demand.			
		2.5	Inform the appropriate colleagues of potential business opportunities with regard to individual customers.			
		2.6	Allocate appropriate staff to specific customers in the clinic.			
		2.7	Allocate tasks to colleagues according to their expertise and competence.			
		2.8	Maintain and store records in accordance with practice policies and procedures.			
		2.9	Explain practice standards of presentation and corporate identity.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to supervise the optical clinic	3.1	Check that practice requirements for personal presentation and hygiene are followed by staff			
		3.2	Supervise customer appointments and fees in line with organisational procedures.			
		3.3	Provide appropriate information to customers regarding clinic procedures.			
		3.4	Supervise the transfer of customers' requirements to the dispenser in accordance with the practice's policies.			
		3.5	Complete payment transactions in line with practice's policies.			
		3.6	Ensure that staff convey any benefits or entitlements to customers.			
		3.7	Explain the action to take in the event of potential emergencies.			
4	Be able to carry out post-clinic activities	4.1	Check that all post-clinic documentation has been completed and filed in accordance with practice policies and procedures			
		4.2	Return all frames to the correct positions in the display in a clean and unmarked manner.			
		4.3	Collect and collate management information according to practice requirements.			
		4.4	Review colleagues' and customers' feedback.			
		4.5	Use feedback to recommend improvements to the service.			
		4.6	File away all records/orders processed correctly/referral letters posted in line with organisational requirements.			
		4.7	Ensure the premises are tidied and secured appropriately at close of business.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 3: Deal with customer queries and complaints in a retail environment

Unit reference number: F/503/5687

Level: 2

Credit value: 4

Guided learning hours: 24

Unit aim

The first part of this unit is about listening to customers' needs and providing information and advice to meet those needs. This does not involve selling directly to customers, but does involve treating the customer in ways that promote goodwill.

The second part of the unit is about dealing with day-to-day complaints. These complaints are usually about the quality of products or, sometimes, service. This unit is NOT for learners who handle complaints as a major part of their job role, for example, if they work in a customer contact centre.

Unit assessment requirements/evidence requirements

This unit requires workplace assessment of occupational competence.

Assessment must be carried out in line with the People 1st Assessment Principles in *Annexe C.*

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how resolving customer queries and complaints contributes to customer loyalty and confidence.	1.1	Explain how resolving customer queries can increase customer loyalty and confidence.			
		1.2	Explain how resolving customer complaints can increase customer loyalty and confidence.			
2	Understand how to manage angry customers when dealing with customer queries and complaints in a retail environment.	2.1	Explain how to manage angry customers when dealing with customer queries and complaints.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to deal with customer queries in a retail environment.	3.1	Acknowledge customer requests for information and advice politely.			
		3.2	Ask questions as needed to discover customer needs for information and advice.			
		3.3	Provide information and advice to customers that is: • relevant to their query • accurate • up to date.			
		3.4	Ask customers questions to ensure that the information and advice provided has met their needs.			
		3.5	Provide alternative solutions to help customers when information and advice given is not satisfactory.			
		3.6	Refer requests for information or advice to the designated person when helping the customer is not within own authority.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to deal with customer complaints in a retail environment	4.1	Confirm the nature of the complaint with the customer, using information they have provided.			
		4.2	Apologise to the customer when the organisation is, or appears to be, responsible for the situation that has caused the customer to complain.			
		4.3	Take action to resolve complaints in line with: • legal requirements • organisational policy.			
		4.4	Refer complaints that are not within own authority to resolve, ensuring that: • the complaint is referred in line with organisational procedures • the organisation's referral procedure is explained to the customer.			
		4.5	Provide the opportunity for customers to ask questions about the organisation's referral procedure.			

Additional information

Examples of giving information and advice to customers in the context of this unit could relate to:

• finding products in stock

• ordering products not in stock

• making informed buying decisions

• asking about products and services

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 4: Protect own and others' health and safety when working in a retail environment

Unit reference number: Y/503/5727

Level: 2

Credit value: 5

Guided learning hours: 28

Unit aim

This unit is about two aspects of the learner's contribution to health and safety. Firstly, the learner needs to be able to recognise and report accidents and emergencies and deal with these within the limits of the learner's authority. Secondly, the learner needs to know and follow the health and safety requirements laid down by the company and the law. This includes dealing with risks within the limits of the learner's authority and reporting any risks the learner does not have the authority to deal with.

Unit assessment requirements/evidence requirements

It is likely that the main source of evidence for this unit will be observation. Other forms of evidence e.g. work products, questioning and witness testimony, professional discussion etc may be required to support the claim to competence. Evidence should come from the work environment and needs to show that the line manager has been involved in the assessment process.

Assessment must be carried out in line with the People 1st Assessment Principles in *Annexe C.*

Specific evidence requirement: It is expected that simulation will be used to gather evidence for the demonstration of emergency procedures.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to promote health and safety in own workplace.	1.1	Explain how setting a good example to others can contribute to health and safety in the workplace.			
		1.2	Explain how communicating and behaving in a calm way can help to promote safety during emergency situations.			
2	Understand own role in protecting own and others' health and safety.	2.1	Explain how reporting accidents and emergencies promptly can help promote health and safety.			
		2.2	Explain the importance of not exceeding the limits of own responsibility and authority when dealing with health and safety risks.			
		2.3	Explain the importance of using equipment and materials in line with the manufacturer's instructions.			
3	Be able to deal with accidents and emergencies in a retail environment.	3.1	Respond to accidents and emergencies: • in line with organisational procedures • in line with legal requirements • in a calm manner.			
		3.2	Seek immediate help from an appropriate source in the event of accidents and emergencies.			
		3.3	Follow organisational procedures for evacuation when an alarm is raised.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to protect own and others' health and safety during day-to-day work activities.	4.1	Follow organisational health and safety requirements when carrying out own work duties.			
		4.2	Deal with health and safety risks within the limits of own authority.			
		4.3	Report immediately to the designated person any health and safety risks that are beyond the limits of own authority to deal with.			
		4.4	Use equipment and materials needed for own work in line with the organisation's and/or manufacturer's instructions.			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 5: Promote good practice in handling information in health and social care settings

Unit reference number: J/601/9470

Level: 3

Credit value: 2

Guided learning hours: 16

Unit aim

This unit is aimed at those working in a wide range of settings. It covers the knowledge and skills needed to implement and promote good practice in recording, sharing, storing and accessing information.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles in *Annexe B.*

Learning outcomes 2 and 3 must be assessed in a real work environment.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference
1	Understand requirements for handling information in health and social care settings.	1.1	Identify legislation and codes of practice that relate to handling information in health and social care.		
		1.2	Summarise the main points of legal requirements and codes of practice for handling information in health and social care.		
2	Be able to implement good practice in handling information.	2.1	Describe features of manual and electronic information storage systems that help ensure security.		
		2.2	Demonstrate practices that ensure security when storing and accessing information.		
		2.3	Maintain records that are up to date, complete, accurate and legible.		
3	Be able to support others to handle information.	3.1	Support **others** to understand the need for secure handling of information.		
		3.2	Support **others** to understand and contribute to records.		

Additional information

Others may include:

- colleagues
- individuals accessing care or support

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 6: Engage in personal development in health, social care or children's and young people's settings

Unit reference number: A/601/1429

Level: 3

Credit value: 3

Guided learning hours: 10

Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. It considers personal development and reflective practice, which are both fundamental to such roles.

Unit assessment requirements/evidence requirements

Assessment of this unit must adhere to the requirements of Skills for Care and Development/Skills for Health assessment strategy in *Annexes A and B*.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand what is required for competence in own work role.	1.1	Describe the duties and responsibilities of own work role.			
		1.2	Explain expectations about own work role as expressed in relevant **standards**.			
2	Be able to reflect on practice.	2.1	Explain the importance of reflective practice in continuously improving the quality of service provided.			
		2.2	Demonstrate the ability to reflect on practice.			
		2.3	Describe how own values, belief systems and experiences may affect working practice.			
3	Be able to evaluate own performance.	3.1	Evaluate own knowledge, performance and understanding against relevant **standards**.			
		3.2	Demonstrate use of feedback to evaluate own performance and inform development.			
4	Be able to agree a personal development plan.	4.1	Identify **sources of support** for planning and reviewing own development.			
		4.2	Demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities.			
		4.3	Demonstrate how to work with **others** to agree own **personal development plan**.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to use learning opportunities and reflective practice to contribute to personal development.	5.1	Evaluate how learning activities have affected practice.			
		5.2	Demonstrate how reflective practice has led to improved ways of working.			
		5.3	Show how to record progress in relation to personal development.			

Additional information

Standards may include:

- codes of practice

- regulations

- minimum standards

- national occupational standards

Sources of support may include:

- formal support

- informal support

- supervision

- appraisal

- within the organisation

- beyond the organisation

A personal development plan may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.

Others may include:

- the individual
- carers
- advocates
- supervisor, line manager or employer
- other professionals

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(if sampled)

Unit 7: Promote communication in health, social care or children's and young people's settings

Unit reference number: J/601/1434

Level: 3

Credit value: 3

Guided learning hours: 10

Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. It explores the central importance of communication in such settings, ways to meet individual needs and preferences in communication and issues of confidentiality.

Unit assessment requirements/evidence requirements

Assessment of this unit must adhere to the requirements of Skills for Care and Development/Skills for Health assessment strategy in *Annexes A and B*.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand why effective communication is important in the work setting.	1.1	Identify the different reasons people communicate.			
		1.2	Explain how communication affects relationships in the work setting.			
2	Be able to meet the communication and language needs, wishes and preferences of individuals.	2.1	Demonstrate how to establish the communication and language needs, wishes and preferences of individuals.			
		2.2	Describe the factors to consider when promoting effective communication.			
		2.3	Demonstrate a range of communication methods and styles to meet individual needs.			
		2.4	Demonstrate how to respond to an individual's reactions when communicating.			
3	Be able to overcome barriers to communication.	3.1	Explain how people from different backgrounds may use and/or interpret communication methods in different ways.			
		3.2	Identify barriers to effective communication.			
		3.3	Demonstrate ways to overcome barriers to communication.			
		3.4	Demonstrate strategies that can be used to clarify misunderstandings.			
		3.5	Explain how to access extra support or services to enable individuals to communicate effectively.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to apply principles and practices relating to confidentiality.	4.1	Explain the meaning of the term confidentiality.			
		4.2	Demonstrate ways to maintain confidentiality in day to day communication.			
		4.3	Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 8: Sell optical products

Unit reference number: K/602/4872

Level: 3

Credit value: 4

Guided learning hours: 30

Unit aim

This unit is about identifying the customer's existing optical products, presenting alternatives and improvements, including the full range of spectacles and contact lenses, and ensuring that the financial aspects of the transaction are agreed and completed.

This unit requires the knowledge needed to deal with lens designs, including those for prescriptions up to +/- 9.75 D sphere and +/- 6.00 DC in single vision, bifocal and progressive.

Unit assessment requirements/evidence requirements

Users of this competence will need to ensure that practice reflects up to date information and policies.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand legislation, policy and good practice related to the optical practice.	1.1	Describe why it is important to apply legislation, practice requirements, policies and procedures.			
		1.2	Describe the potential consequences of not following legislation, practice requirements, policies and procedures.			
		1.3	Explain the importance of personal hygiene and body language when working in close proximity to the customer.			
		1.4	Describe how to establish a customers priorities and requirements.			
		1.5	Explain how to establish and maintain rapport with customers.			
2	Understand the procedures involved in selling optical products.	2.1	Describe the principles of single vision, bifocal and varifocal spectacles, coatings, accessories and spectacle lens care products.			
		2.2	Describe the selling and communication skills required in the work place.			
		2.3	Explain the features and benefits of optical accessories.			
		2.4	Describe methods of displaying and presenting products.			
		2.5	Describe the sources of price information.			
		2.6	Offer solutions to any objections made by the customer.			
		2.7	Explain the minimum depth of frame required for specialist lenses.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to confirm customer's existing optical products.	3.1	Greet the customer in accordance with practice policy.			
		3.2	Record the customer's details and confirm data is correct and complete.			
		3.3	Identify the materials, condition and manufacturer of the customer's existing optical product.			
		3.4	Obtain relevant measurements.			
		3.5	Refer anomalies or complex requirements to the relevant clinically qualified person.			
		3.6	Complete the required documentation in accordance with practice policy.			
4	Be able to present optical products.	4.1	Establish the customer's priorities and requirements.			
		4.2	Select products which meet the customer's requirements.			
		4.3	Demonstrate to the customer the features and benefits of the selected products and additional processes.			
		4.4	Offer alternative products and solutions to meet the customer's needs.			
		4.5	Confirm the availability of the selected optical products with the customer.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to complete sales transactions.	5.1	Access relevant sources of pricing information.			
		5.2	Calculate the price of the selected product.			
		5.3	Confirm the price with the customer.			
		5.4	Liaise with clinically qualified colleague when appropriate.			
		5.5	Know how to recognise when to close the sale.			
		5.6	Confirm the order with the customer and agree the financial arrangements.			
		5.7	Describe the different payment and benefit procedures to the customer.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature:_____ Date: _____
(*if sampled*)

Unit 9: Determine frame and spectacle lens measurements

Unit reference number: K/602/4869

Level: 3

Credit value: 4

Guided learning hours: 30

Unit aim

This unit is about ensuring the correct fit of spectacle frames and that the lenses are positioned to give optimum visual benefits. This unit requires the knowledge needed to deal with lens designs including those for prescriptions up to +/- 9.75 D sphere and +/- 6.00 DC in single vision, bifocal and progressive.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand legislation, policy and good practice related to the optical practice.	1.1	Describe why it is important to apply legislation, practice requirements, policies and procedures.			
		1.2	Describe the potential consequences of not following legislation, practice requirements, policies and procedures.			
2	Be able to obtain facial measurements.	2.1	Describe the characteristics of frame types and the appropriate measurements to take.			
		2.2	Describe how to obtain all measurements accurately.			
		2.3	Explain procedures to the customers in accordance with practice policy.			
		2.4	Explain the purpose of taking measurements.			
		2.5	Take and record facial measurements.			
		2.6	Undertake the process safely and hygienically in accordance with practice policies and procedures.			
		2.7	Explain monocular CDs, inter-pupillary distance, optical centres, lens decentration, vertical heights and horizontal centre line.			
		2.8	Explain how to recognise ocular asymmetry.			
		2.9	Describe how to obtain measurements and the equipment used for taking measurements.			
		2.10	Explain the minimum depth of frame required for specialist lenses.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to assess the fit of frames.	3.1	Assess the suitability of the chosen frame for prescription, style, size and comfort.			
		3.2	Liaise with team members in accordance with practice policy.			
		3.3	Measure and record the size of the required frame accurately.			
		3.4	Confirm the customer's satisfaction on the selection, offering suitable alternatives if inappropriate for lens choice/lens type.			
		3.5	Confirm frame availability.			
		3.6	Complete the fitting process.			
		3.7	Explain the importance of back vertex distance (BVD) and pantoscopic angle.			
		3.8	Explain the characteristics and benefits of frame type and materials.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to take spectacle lens measurements.	4.1	Check that the prescription data and spectacle lens specification are recorded.			
		4.2	Confirm the measurements for single vision, bifocal and varifocal lenses.			
		4.3	Describe the different ways in which measurements are taken.			
		4.4	Consult with the relevant person where anomalies or complex requirements are identified and beyond own limitations.			
		4.5	Confirm that the prescription will be understandable to the manufacturer.			
		4.6	Explain which measurements to take for different types and designs of lenses.			
		4.7	Complete documentation in accordance with practice policies and procedures.			
		4.8	Confirm lens availability.			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature:_____   Date: _____
(*if sampled*)

Unit 10: Co-ordinate the contact lens service

Unit reference number: A/602/4875

Level: 3

Credit value: 4

Guided learning hours: 30

Unit aim

This unit is about setting up and co-ordinating the supply of contact lenses to the customer, providing the verbal and written advice and information required for the safe and effective wear of contact lenses in accordance with contact lens opticians supervision.

Unit assessment requirements/evidence requirements

Users of this competence will need to ensure that practice reflects up to date information and policies.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand legislation, policy and good practice related to the optical practice.	1.1	Describe why it is important to apply legislation, practice requirements, policies and procedures.			
		1.2	Describe the potential consequences of not following legislation, practice requirements, policies and procedures.			
		1.3	Maintain hygiene procedures for contact lenses.			
		1.4	Explain the roles and responsibilities of practitioners in the practice.			
2	Be able to manage the contact lens supply service.	2.1	Confirm that the contact lenses received from the supplier or stock match the order requested.			
		2.2	Ensure the customer's prescription matches contact lenses' specification.			
		2.3	Take and record remedial action for any identified discrepancies or defects.			
		2.4	Ensure the contact lenses are prepared and stored ready for collection.			
		2.5	Advise the customer that lenses are ready for collection.			
		2.6	Manage the payment process.			
		2.7	Explain what spherical, toric and multifocal contact lenses and units of measurements are.			
		2.8	Order and maintain stocks of diagnostic lenses and solutions in accordance with practice requirements.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to advise the customer on contact lens usage and care.	3.1	Ensure the customer is familiar and confident with the routine lens fitting procedures.			
		3.2	Explain the general principles of contact lens fitting to ensure comfort, good visual acuity and eye health.			
		3.3	Demonstrate to the customer how to insert, remove and centre contact lenses.			
		3.4	Ensure when the customer requires checks on vision, fit and comfort, they are referred to the contact lens optician.			
		3.5	Consult the relevant person where anomalies or complex requirements are identified.			
		3.6	Identify any difficulties and problems and refer to the relevant person for assistance.			
		3.7	Confirm the wearing and after care schedule with the customer as agreed with the contact lens optician.			
		3.8	Explain the validity of solutions to include sell by dates and safe to use periods once opened (both for customers at home and for practice usage).			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to agree contact lens after-care arrangements with customers as instructed by the clinician.	4.1	Explain how to establish and maintain rapport with customer.			
		4.2	Explain the range of lenses available and their benefits.			
		4.3	Explain the importance of continuing and regular after-care with the customer.			
		4.4	Describe the types of problems which can occur when wearing contact lenses.			
		4.5	Inform the customer of the recall procedure.			
		4.6	Confirm with the customer the need to notify a qualified person promptly of any adverse reactions when wearing contact lenses.			
		4.7	Advise the customer of the out-of-hours and after-sales service available			
		4.8	Ensure the handover process, outstanding documentation and administration are completed effectively			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 11   Deploy optical practice resources to meet identified requirements

Unit reference number: **D/602/4867**

Level: **3**

Credit value: **4**

Guided learning hours: **30**

Unit aim

This unit covers learner's responsibilities for supporting the smooth running of the optical practice. This involves making sure that the practice resources are understood and in place according to the practice requirements in order to achieve its business objectives. This includes ensuring that the practice holds the necessary optical stock levels needed to meet business requirements. The optical products that are described here are those that are relevant to the practice so they might involve display frames, contact lenses and other products.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand legislation, policy and good practice related to the optical practice.	1.1	Describe why it is important to apply legislation, practice requirements, policies and procedures.			
		1.2	Describe the potential consequences of not following legislation, practice requirements, policies and procedure.			
2	Be able to determine expected levels of business.	2.1	Describe how targets are agreed and set.			
		2.2	Agree and allocate team targets.			
		2.3	Inform personnel of team targets, priorities and changes.			
		2.4	Adapt staff rosters that take account of individual expertise and planned and unplanned staff absences.			
		2.5	Maintain records in accordance with practice policies and procedures.			
		2.6	Describe product pricing and fee structures.			
3	Be able to monitor business performance.	3.1	Identify levels of performance in line with policies and procedures.			
		3.2	Explain the monitoring techniques used.			
		3.3	Report performance outcomes to the team line with policies and procedures.			
		3.4	Describe methods of improving performance.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to monitor and maintain stock levels.	4.1	Review and rotate stock to ensure it remains at the agreed level.			
		4.2	Describe how to monitor, display and store stock.			
		4.3	Maintain stock levels in line with policies and procedures.			
		4.4	Report any anomalies and shortfalls in accordance with practice policies and procedures.			
		4.5	Propose and implement variations to the range of stock that are likely to improve sales performance.			
		4.6	Confirm stock received against delivery notes match the original order.			
		4.7	Resolve inconsistencies between stock received and expectancy.			
		4.8	Confirm that stock is priced and displayed according to practice requirements.			
		4.9	Explain how to dispose of out of date contact lens **solutions** and diagnostic lenses.			

Additional information

Stock solutions: e.g contact lens solutions; diagnostic lenses; peroxide solutions.

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 12: Improve the customer relationship

Unit reference number: H/601/1232

Level: 3

Credit value: 7

Guided learning hours: 47

Unit aim

To improve relationships with their customers, learners need to deliver consistent and reliable customer service. In addition, customers need to feel that the learner genuinely wants to give them high levels of service and that the learner makes every possible effort to meet or exceed their expectations. This encourages loyalty from external customers or longer-term service partnerships with internal customers. The learner needs to be proactive in their dealings with their customers and to respond professionally in all situations. The learner needs to negotiate between their customers and their organisation or department in order to find some way of meeting their customers' expectations. In addition, the learner needs to make extra efforts to delight their customers by exceeding customer service expectations.

Unit assessment requirements/evidence requirements

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 within 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.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		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 13: Manage the record keeping of the optical practice

Unit reference number: M/602/4856

Level: 3

Credit value: 3

Guided learning hours: 15

Unit aim

This unit covers how to contribute to the management of the effective administration and record keeping of the optical practice. This includes the management of appointments, operating recall systems, ensuring good record keeping, the importance of confidentiality and processing NHS and other entitlements for customers.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand policy and good practice related to the optical practice.	1.1	Describe why it is important to apply practice requirements, policies and procedures.			
		1.2	Describe the potential consequences of not following practice requirements, policies and procedures.			
		1.3	Describe the record keeping procedures used in the work place.			
		1.4	Explain practice scheduling and prioritisation policies and balancing the practice and customer requirements.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to manage the appointments system to suit customer and practice requirements.	2.1	Establish contact with the customer in accordance with practice policy.			
		2.2	Agree the customer's appointment requirements using relevant recording systems.			
		2.3	Explain the types of **appointments** and the scope of customer needs there may be.			
		2.4	Offer alternative arrangements if appropriate within scope and level of responsibility.			
		2.5	Explain the range of allowances and entitlements the customers may be entitled to.			
		2.6	Confirm costs/fees for those not eligible for allowances/entitlements.			
		2.7	Provide a written record of the appointment time for the customer.			
		2.8	Liaise with team members in accordance with practice policy.			
		2.9	Document and store all relevant information in line with practice policies and procedures.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to manage a customer recall system	3.1	Update records with the relevant **recall** details, in accordance with requirements, policies and procedures.			
		3.2	Ensure at the appropriate time, that records are identified and indicate the type of **recall** required.			
		3.3	Manage the **recall** system in accordance with practice requirements, policies and procedures.			
		3.4	Notify the customer when an appointment is due.			
		3.5	Carry out follow-up procedures for non-respondents.			
		3.6	Maintain security and confidentiality of information.			
		3.7	Explain the types of recall which may be used.			

Additional information

Appointments e.g: Emergency, eye examination, spectacle or contact lens collection, initial contact lens consultation, contact lens after-care, vision re-tests, screening.

Recall e.g: eye examination, contact lens or spectacle collection, contact lens aftercare, screening.

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 14: Promote loyalty schemes to customers in a retail environment

Unit reference number: J/503/5691

Level: 2

Credit value: 3

Guided learning hours: 11

Unit aim

This unit is about two aspects of promoting the store's loyalty scheme to customers. The first is about identifying customers who are not yet members of the company's loyalty scheme, explaining to them how the scheme works and how they would benefit from being members of the scheme. Secondly, the unit is about recognising when customers are interested in joining the loyalty scheme and helping them fill in the membership application.

For the purposes of this unit, a loyalty scheme means a scheme offered by a retailer to its customers, subject to terms and conditions under which eligible transactions are recorded as accumulated points. These points can be exchanged by the customer in the future for rewards such as vouchers, discounts or air miles. The unit is not about promoting or helping the customer apply for any kind of payment card.

Unit assessment requirements/evidence requirements

It is likely that the main source of evidence for this unit will be observation or witness testimony. Other forms of evidence e.g. work products, questioning, professional discussion etc. may be required to support the claim to competence. Evidence should come from the work environment and needs to show that the line manager has been involved in the assessment process.

Assessment must be carried out in line with the People 1st Assessment Principles in *Annexe C.*

Specific evidence requirement: Simulation is not allowed for any performance evidence within this unit.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the benefits to the organisation of signing customers up to the organisation's loyalty scheme	1.1	Explain the benefits to the organisation of signing customers up to the loyalty scheme			
2	Understand the importance of giving customers a good impression when promoting the organisation's loyalty scheme	2.1	Explain the importance of treating customers politely and in a way that promotes goodwill, when promoting the loyalty scheme to them			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to communicate to customers the features and benefits of the organisation's loyalty scheme	3.1	Ask customers questions to determine: • if they are members of the organisation's loyalty scheme • if they are interested in joining the organisation's loyalty scheme			
		3.2	Describe to customers the benefits to them of joining the loyalty scheme, including any current special offers relating to the scheme			
		3.3	Respond to any customer queries concerning the loyalty scheme while highlighting the benefits of joining it			
		3.4	Provide customers with any information they need about the scheme to help them to decide whether to join it			
4	Be able to gain customers' commitment to the organisation's loyalty scheme	4.1	Ask customers who are showing signs of interest to sign up for the loyalty scheme			
		4.2	Provide the loyalty scheme membership application to customers			
		4.3	Provide customers with information on how to complete their application for the loyalty scheme			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature:_____   Date: _____
(*if sampled*)

Unit 15: Process payments for purchases in a retail environment

Unit reference number: L/503/5689

Level: 2

Credit value: 4

Guided learning hours: 17

Unit aim

This unit is all about providing service to the customer at point of sale (POS). Thist involves sorting out pricing problems, spotting faulty goods, checking that payments are acceptable and storing payments securely.

Unit assessment requirements/evidence requirements

Assessment requirements:

It is likely that the main source of evidence for this unit will be observation. Other forms of evidence e.g. work products, questioning, witness testimony, professional discussion etc. may be required to support the claim to competence. Evidence should come from the work environment and needs to show that the line manager has been involved in the assessment process.

Assessment must be carried out in line with the People 1st Assessment Principles in *Annexe C.*

Specific evidence requirement: Simulation is not allowed for any performance evidence within this unit.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand legal and organisational requirements for processing payments in a retail environment.	1.1	Explain the customer's rights and the organisation's duties and responsibilities in relation to the pricing of goods.			
		1.2	Explain how own organisation deals with suspected fraud.			
2	Be able to process payments for purchases in a retail environment.	2.1	Resolve pricing problems by: • referring to reliable pricing information • seeking advice from the person who can provide clarification when pricing information is unclear or unavailable.			
		2.2	Tell customers the correct amount to pay, taking account of any special offers or discounts that apply.			
		2.3	Process payments in line with organisational procedures, where the payment is acceptable.			
		2.4	Explain how to tell customers tactfully that payment cannot be approved.			
		2.5	Offer any additional services to customers.			
		2.6	Treat customers politely throughout the payment process.			
		2.7	Acknowledge other customers who are waiting to pay or to be helped in some other way.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 16: Monitor and support secure payment point use during trading hours

Unit reference number: F/503/5737

Level: 3

Credit value: 3

Guided learning hours: 13

Unit aim

This unit is all about the learner's responsibility for maintaining the secure use of the till during trading hours. It refers to a single till and service area, but this should be taken to mean all the tills and service areas the learner is responsible for at any one time.

The learner contributes to keeping cash, staff and data secure, both by monitoring the service area and carrying out transactions and adjustments within the limits of their authority. This takes place during trading hours so the learner needs to ensure that customers are not kept waiting any longer than necessary and that they project a positive image of the company at all times.

Unit assessment requirements/evidence requirements

Assessment must be carried out in line with the People 1st Assessment Principles in *Annexe C.*

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		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: • customer service • security • stock control.			
		2.3	Replenish change in payment points in line with organisational procedures.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

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

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

Key publications

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

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

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

- *Equality Policy* (Pearson)

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

- *UK Information Manual* (Pearson)

- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC 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.

13 Professional development and training

Pearson supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

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

The national programme of training we offer can be viewed on our website (qualifications.pearson.com). You can request customised training through the website or by contacting one of our advisers in the Training from Pearson team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

14 Contact us

We have a dedicated Account Support team, based throughout the UK, to give you more personalised support and advice. To contact your Account Specialist you can use any of the following methods:

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 at:

Email: wbl@pearson.com
Telephone: 0844 576 0045

Complaints and feedback

We are working hard to provide you with 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.

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

Annexe A: Skills for Health Assessment Principles

Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence

Version 2.6
October 2012

1. Introduction

1.1 Skills for Health is the Sector Skills Council (SSC) for the UK health sector.

1.2 This document sets out those principles and approaches to Qualifications and Credit Framework (QCF) unit/qualification assessment not already described in the Regulatory Arrangements for the QCF. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements.

1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.

1.4 These principles apply to qualifications and the units therein that assess occupational competence i.e. those under Purpose D.

2. Assessment Principles

2.1 Learners must be registered with the Awarding Organisation before formal assessment commences.

2.2 Assessment decisions for competence based units must be made by an occupationally competent assessor primarily using evidence generated in the workplace during the learners normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment.

2.3 Assessment decisions for competence units must be made by an assessor who meets the requirements set out in the qualification's assessment strategy. Where the Awarding Organisation requires that the assessor holds, or is working toward, a formal QCF qualification, that qualification should be the Level 3 Certificate in Assessing Vocational Achievement. Assessors holding the D32/33 or A1 qualifications are not required to re-qualify. Where an Awarding Organisation does not expect the assessor to hold or be working toward a formal qualification we would expect that Awarding Organisation to ensure that the assessor meets the same standards of assessment practice as set out in the Learning and Development National Occupational Standard 09 Assess learner achievement.

2.4 Competence based units must include direct observation in the workplace as the primary source of evidence.

2.5 Simulation may only be utilised as an assessment method for learning outcomes that start with 'be able to' where this is specified in the assessment requirements of the unit. The use of simulation should be restricted to obtaining evidence where the evidence cannot be generated through normal work activity. Where this may be the case the use of simulation in the unit assessment strategy will be agreed with Skills for Health.

2.6 Expert witnesses can be used for direct observation where they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

2.7 Assessment decisions for knowledge only units must be made by an assessor qualified to make the assessment decisions as defined in the unit assessment strategy.

3. Internal Quality Assurance

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

3.2 Skills for Health would expect that where the Awarding Organisation requires those responsible for internal quality assurance to hold formal QCF qualifications that these would be the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, as appropriate depending on the role of the individual. Those responsible for internal quality assurance holding the D34 or V1 qualifications are not required to re-qualify. Where an Awarding Organisation does not expect those responsible for internal quality assurance to hold or be working toward a formal QCF qualification we would expect that Awarding Organisation to ensure that those responsible for internal quality assurance meet the standard of practice set out in the Learning and Development National Occupational Standard 11 Internally monitor and maintain the quality of assessment.

4. Definitions

4.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competence unit/s they are assessing. Occupational competence must be at unit level which might mean different assessors across a whole qualification. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development. This can be demonstrated through current statutory professional registration.

4.2 Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions:

This means that each assessor must hold a relevant qualification or be assessing to the standard specified in the unit/qualification assessment strategy.

4.4 Qualified to make quality assurance decisions:

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5 Expert witness:

An expert witness must:

- have a working knowledge of the QCF units on which their expertise is based
- be occupationally competent in their area of expertise
- have EITHER a qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

Annexe B: Skills for Care and Development Assessment Principles

Skills for Care and Development QCF Assessment Principles

1. Introduction

1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.

1.2 This document sets out those principles and approaches to QCF unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements

1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.

1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skill for Health will also use these assessment principles.

2. Assessment Principles

2.1.Assessment decisions for competence based learning outcomes (e.g. those beginning with' to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

2.2 Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.

2.3 Competence based assessment must include direct observation as the main source of evidence.

2.4 Simulation may only be utilised as an assessment method for competence based Lo where this is specified in the assessment requirements of the unit'.

2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

2.6 Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

2.7 Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.

2.8 Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3. Internal Quality Assurance

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

4. Definitions

4.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

4.2 Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions:

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

4.4 Qualified to make quality assurance decisions:

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5 Expert witness:

An expert witness must:

- have a working knowledge of the QCF units on which their expertise is based

- be occupationally competent in their area of expertise .

- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

Annexe C: People 1st (Skillsmart) Assessment Principles

Contents

Assessment Principles for Qualifications in the Retail Sector

Section 1: Introduction

The qualifications currently covered by this Assessment Principles document are listed in Appendix 1. *Please note that the information given for the Knowledge-based qualifications is for guidance only.*

Knowledge-based Qualifications

During 2008/09 Skillsmart Retail, together with a number of awarding organisations, developed qualifications which deliver the underpinning technical knowledge required to work in the retail sector. These qualifications called Retail Knowledge have been drawn from the retail national occupational standards, QCA guidance for the development of Technical Certificates and the pre-existing NQF qualifications for their content.

Assessment methodologies for the knowledge-based qualifications[1] will be developed by awarding organisations which are proportionate to level and breadth of knowledge being assessed, and which additionally look to use resources effectively and take account of 'business as usual' practices found in retail businesses; reference Key Principles 3 and 4. These principles can be adapted for the knowledge-based qualifications for learners not already in work which may include the use of simulation where necessary.

Competence-based Qualifications

In 2008 Skillsmart Retail published the Retail Sector Qualifications Strategy (SQS), which was developed in partnership with the awarding organisations, employers and regulators. To support full implementation of the SQS, the then Assessment Strategy for NVQs and SVQs was amended so as to relax slightly the restrictions on the use of simulation as an assessment method. This Assessment Principles document now allows for simulation to be used to assess performance in a limited selection of basic functions which do not involve interaction with customers. However, it is still a key principle of the Assessment Principles that assessment should be based on workplace activity and in those limited circumstances where simulation is allowed it is still a strict requirement that the key characteristics of the working environment should be realistically simulated in relation to the function being assessed.

Within the Assessment Principles the term 'competence-based qualification' is used to refer to QCF qualifications, SVQs and CBQ's, as listed in appendix 1. These qualifications have been recognised by Skillsmart Retail as qualifications which enable the learner to demonstrate competence in performing the skills necessary to operate effectively within the Retail sector. These qualifications are underpinned by National Occupational Standards (NOS) and are developed through consultation with employers.

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[1] Listed in Appendix 1

Applied qualifications

Qualifications have been developed by awarding organisations and Skillsmart Retail that use applied learning techniques delivered through full- and part-time education. Applied qualifications typically combine theory and its practical application.

In this category, single-subject qualifications such as the qualifications for the fashion retail sector have been developed by awarding organisations, employers and Skillsmart Retail. Applied qualifications are based on shared units and are open to be offered by all retail awarding partners. The assessment methodology for these qualifications will be developed by awarding organisations but must include the practical application of the knowledge and, where required, work placements to gather evidence of success.

Please note the following caveat , the above statement concerning applied qualifications is subject to ratification by retail awarding partners.

Key Principles

A set of key principles have been firmly established since 2002 which inform the assessment principles and which should be used in interpreting their application. These principles are that:

Evidence of Competence is Based on Workplace Activity	Competence-based qualifications recognise competence in the workplace; as such evidence should reflect workplace activity and aim to reflect attainment within an organisational context.
Assessing Competence-based Qualifications and Related QCF/CBQ Qualifications	Assessment should assess the achievement of learning outcomes and performance criteria but must also ensure that the methods employed are those that are most relevant for the level being assessed and sector expectations of candidates at that level. For example, this means that for competence-based qualifications, whilst observation should be the principle method to assess individuals at level 2, other methods like professional discussion and assignments might well be employed to assess individuals at levels 3 and above.
Developing a Skilled Workforce	Assessment practice should contribute to the development of a skilled workforce and the choice and application of assessment methods must reflect this ideal.
Integrating Systems for Capturing Evidence of Competence	Skills formation in the Retail sector, delivered through staff induction and ongoing training & development programmes, is required by organisations to capture the unique character and culture that the organisation wishes to project. To this end the assessment system for 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.

Standardised approach to the assessment of competence-based qualifications	This assessment principles document has been designed to enable a standardised approach to the assessment of the qualifications listed in Appendix 1, according to the requirements of the specific unit assessment criteria and evidence requirements (where appropriate). However, where significant concerns are raised by Awarding Organisations which may affect the assessment of individual learners, Skillsmart Retail adopts a standardised approach to ensuring assessment is carried out in a fair and consistent manner across all Awarding Organisations.
Recognition of Prior Learning	One of the characteristics of the Retail sector is its high turnover of staff. In order to support learners in continuing or resuming their progress towards achieving qualifications when they change roles, Skillsmart Retail welcomes and encourages the use of recognised prior learning as an assessment method, where its application is consistent with the regulatory requirements of the QCF or SCQF.

Section 2: Specific Assessment Principles for the Competence-based Qualifications

1   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 which do not involve interaction with customers.

Skillsmart Retail requires that awarding organisations:

a   Discourage the inappropriate use of competence-based qualifications by organisations that do not assess candidates in a working environment. Competence-based qualifications are only suitable for individuals who are in some form of working capacity 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 3.1.1 below for definition).

b   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 in Section 3.2 of this Assessment Strategy. 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. full-time 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.

1.1 Providing Realistic Working Environments (RWE)

Where simulation is used the sector requires that:

a   Simulation must be undertaken in a Realistic Working Environment

b   Awarding organisations provide guidance for centres, which requires that Realistic Working Environments:

> *'provide an environment which 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 isn't. However, simulated activity may be used within a retail setting itself, for assessment purposes in order to prevent any barriers to achievement.

1.2   Units which are required to be assessed through performance

Assessment for the competence-based qualification must always be carried out in a retail environment except where a realistic working environment 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.

2   The Role and Competence of Assessors, Expert Witnesses and Verifiers

A wide variety of issues impact upon 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, however, they are central to the way assessment is managed.

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

2.1 The Role of Supervisors and Managers in the Assessment Process

The principle is established that, wherever possible, assessment is conducted by colleagues, 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, external services (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 body may choose between:

a   achieving the appropriate regulatory body approved unit qualifications for assessment and internal verification

   OR

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

The alternative option described in (b) above, which waives the need for the regulatory approved units in the Retail Sector, must be confined in application to 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 standards in association with the prospective awarding body who will be offering the qualification**.

2.2 The Role of Peripatetic Assessors/Internal Verifiers in the Assessment Process

Peripatetic assessors and internal verifiers must hold or be working towards the appropriate regulatory body 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.

2.3 The Role of Expert Witnesses in the Assessment Process

There are a number of different sub sectors in retail selling a huge range of products. Consequently there are occupations within the retail store which are undertaken by specialists e.g. beauty consultants, bakers and visual merchandisers. These specialist occupations are reflected in the retail National Occupational Standards which means that in many cases assessors will not be competent in performing the occupational requirements of the standards. In these instances the assessor **must use** an expert witness[2] to provide evidence in confirming to the candidate's competence. 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.

2.4 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.

Skillsmart Retail requires that:

> '*Expert witnesses* *must be able to demonstrate practical experience and knowledge in the unit being assessed.'*

It is unlikely that a person could become a full expert in less than six to twelve months of being employed in the retail sector. However a person could become expert in a unit very quickly if this was the focus of their job role e.g. preparing fresh produce for sale. The assessor should make a judgement as to the level of expertise held by the expert witness and where necessary confirm this with a member of the store management team.

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[2] 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.

2.5 Occupational Competence of Assessors

Skillsmart Retail requires that:

> '**Assessors** are required to be competent in performing the occupational requirements of the retail generic standards, in terms of performance and knowledge, and also demonstrate an in-depth knowledge of both the generic and specialist standards they are assessing.
>
> The acquisition of this competence will have been gained either from direct employment in the same occupational role as the national occupational standards or in an operational supervisory, managerial or in-company trainer position of employees carrying out this role.'

Skillsmart Retail requirements for the occupational competence of assessors in the retail industry is that they must have worked in a retail company either as a retail assistant, as a supervisor/team leader/manager or as an in-company trainer of retail assistants.

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

2.6 Occupational Competence of Verifiers

Skillsmart Retail requires that:

> '**Internal Verifiers** (or equivalent quality assurance experts) are required to have a current understanding of the content, structure and occupational requirements of the standards that they are internally verifying. The acquisition of this understanding will have been gained while working directly within the retail occupational area in either an operational or a support function.
>
> The level of understanding should be sufficient to allow them to make a judgement as to whether the assessor has fully assessed candidates against all the performance and knowledge evidence requirements for the national occupational standards.'

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) are required to have a current understanding of the occupational requirements of the standards they are verifying. The acquisition of this understanding will have been gained while working within the occupational area in either an operational or a support function.
>
> The level of understanding should enable them to relate to and understand the requirements of the national occupational standards and be sufficient to enable them to determine whether the evidence collected for a candidate met all the evidence requirements.'

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.

2.7 Continuing Professional Development of Peripatetic Assessors and Verifiers

The sector also requires that individuals involved in these activities maintain currency of skill and understanding of the sector, in line with the role they are fulfilling. It is a Skillsmart Retail requirement that guidance on Continuous Professional Development of peripatetic assessors and verifiers must be implemented, in that:

'All assessors and verifiers, if not currently employed within a Retail industry sector company, 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 bodies'*

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

3 External Quality Control of Assessment — Risk Identification and Management

The application and implementation of external quality control (i.e. independent assessment, external moderation, tests and projects) was thoroughly researched during the project and the main report[2] (section 6) details the reasons sector employers felt it was considered 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 bodies.

3.1 Risk Identification

In order to achieve the required level of external quality control, the awarding body must undertake a risk assessment of **each** prospective centre at the point of **application for approval to offer any Skillsmart Retail qualification**. The awarding organisation must obtain information on a number of specified 'risk factors' for each prospective centre at the point of approval. Skillsmart Retail would recommend the following, but awarding organisations should feel free to recommend alternative risk factors, which would be 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.

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[2] "Skills formation and recognition of employees in the Distributive sector: findings and recommendations of the DNTO assessment strategy project" (1st November 2000)

- 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 3.1.1 for definition).

The awarding body must have a **method of rating** the prospective centre against each of the risk factors noted above and, also, producing an overall rating which identifies the level of risk associated with the prospective centre. The rating should then be used by the awarding body in determining the degree of support during the first year of approval.

3.2 Risk Management

In order to identify and manage risk during ongoing centre operation, the awarding body 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. Skillsmart 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 3.1.1 for definition).

The awarding body 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 body to assist in determining the level of ongoing support for the centre, including the level of external verification activity.

Appendix 1: Qualifications covered by this Assessment Strategy

Competence-based

Level 1 Award in Retail Skills

Level 1 Certificate in Retail Skills

Level 1 Diploma in Retail Skills

Level 2 Award in Retail Skills

Level 2 Certificate in Retail Skills

Level 2 Diploma in Retail Skills

Level 3 Certificate in Retail Skills (Sales Professional)

Level 3 Certificate in Retail Skills (Visual Merchandising)

Level 3 Certificate in Retail Skills (Management)

Level 3 Diploma in Retail Skills (Sales Professional)

Level 3 Diploma in Retail Skills (Visual Merchandising)

Level 3 Diploma in Retail Skills (Management)

Level 1 SVQ in Retail Skills

Level 2 SVQ in Retail Skills

Level 3 SVQ in Retail Skills (Sales Professional)

Level 3 SVQ in Retail Skills (Visual Merchandising)

Level 3 SVQ in Retail Skills (Management)

Knowledge-based

Level 1 Award in Retail Knowledge

Level 1 Award in Retail Knowledge (Construction and Electrical Merchanting)

Level 2 Award in Retail Knowledge

Level 2 Certificate in Retail Knowledge

Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchanting – Building)

Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchanting – Domestic Heating and Plumbing)

Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchanting — Commercial Heating)

Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchanting – Timber)

Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchanting – Electrical)

Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchanting – Climate Management)

Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchanting –Building Interiors)

Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchanting –General)

Level 2 Diploma in Retail Knowledge

Level 2 Diploma in Retail Knowledge (Construction and Electrical Merchanting)

Level 3 Award in Retail Knowledge

Level 3 Certificate in Retail Knowledge

Level 3 Diploma in Retail Knowledge

Level 3 Diploma in Retail Knowledge (Garden Retail)

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

WBA ref.	SR ref.	Unit title
D/500/4964	B.01	Move goods and materials manually in a retail environment
H/500/5209	B.02	Keep stock at required levels in a retail environment
R/500/5206	B.17	Contribute to dough production control and efficiency*
Y/500/5207	B.18	Select, weigh and measure dough ingredients*
D/500/5208	B.19	Hand divide, mould and shape fermented doughs*
J/600/2295	B.23	Receive driver-controlled deliveries of fuel on a petrol forecourt
Y/600/2317	B.24	Control deliveries of motor fuel on a forecourt
K/500/8791	C.01	Wrap and pack goods for customers in a retail environment
J/600/2300	C.39	Process the self-service dispensing and purchase of motor fuel on a forecourt
A/600/2293	C.44	Provide a counter/take-away service**
M/500/8971	D.01	Give customers a positive impression of yourself and your organisation (ICS)**
J/500/8975	D.02	Support customer service improvements (ICS)**
R/500/8977	D.03	Resolve customer service problems (ICS)**
M/500/5181	E.01	Help to keep the retail unit secure
A/500/5183	E.02	Help to maintain health and safety in a retail environment
F/500/5184	E.03	Work effectively in your retail team
J/500/5185	E.04	Keep the retail environment clean and hygienic (non-food)
R/500/5187	E.06	Help to maintain health and safety in a retail environment
D/500/5189	E.07	Help to keep the retail unit secure
D/500/5192	E.11	Help to monitor and maintain the security of the retail unit
T/500/5201	E.18	Monitor and maintain health and safety in a retail environment

* These units permit simulation as a **supplementary** form of evidence when the candidate's assessment environment does not allow for assessment across the full range of contexts, equipment or products specified.

** These units permit evidence collected in a realistic working environment or work placement.

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

WBA ref.	SR ref.	Unit title
F/500/5122	B.10	Process bake-off products for sale in a retail environment
J/500/5123	B.11	Process fish and shellfish for sale in a retail environment
L/500/5124	B.12	Process greengrocery products for sale in a retail environment
R/500/5125	B.13	Finish meat products by hand in a retail environment
R/500/5206	B.17	Contribute to dough production control and efficiency
Y/500/5207	B.18	Select, weigh and measure dough ingredients
D/500/5208	B.19	Hand divide, mould and shape fermented doughs
Y/500/5210	B.20	Contribute to food safety in a retail environment
D/500/5211	B.21	Maintain food safety while working with food in a retail environment
K/500/5213	B.22	Monitor and help improve food safety in a retail environment
J/600/2295	B.23	Receive driver-controlled deliveries of fuel on a petrol forecourt
Y/600/2317	B.24	Control deliveries of motor fuel on a forecourt
R/502/0854	B.31	Maintain moisture levels for crops or plants
L/502/0853	B.32	Provide nutrients to crops or plants
Y/502/1214	B.33	Remove unwanted plant growth to maintain development
K/502/1511	B.34	Identify and report the presence of pests, diseases and disorders
Y/500/9841	C.09	Process payments and credit applications for purchases in a retail environment
D/500/9775	C.10	Process cash and credit transactions in a retail environment
J/500/9785	C.11	Assemble retail products in customer's home/workplace
J/500/5770	C.12	Promote loyalty schemes to customers in a retail environment
Y/500/9788	C.15	Enable customers to apply for credit and hire purchase facilities
R/500/9790	C.17	Provide the lingerie fitting service in a retail environment

WBA ref.	SR ref.	Unit title
F/500/4939	C.18	Follow guidelines for planning and preparing visual merchandising displays
T/500/4940	C.19	Follow guidelines for dressing visual merchandising displays
A/500/4941	C.20	Order graphic materials for visual merchandising displays
F/500/4942	C.21	Dismantle and store visual merchandising displays
J/500/4943	C.22	Make props for visual merchandising displays
L/500/4944	C.23	Put visual merchandising displays together
R/500/4945	C.24	Choose merchandise to feature in visual merchandising displays
Y/500/4946	C.25	Plan, monitor and control how graphics are used in visual merchandising displays
D/500/4947	C.26	Monitor the effect of visual merchandising displays and layouts
H/500/4948	C.27	Allocate, monitor and control visual merchandising project resources against budgets
K/500/4949	C.28	Contribute to developing and putting into practice the company's visual merchandising policy
D/500/4950	C.29	Create plans, elevations and drawings to realise visual merchandising ideas
R/500/5772	C.30	Develop individual retail service opportunities
Y/500/5773	C.31	Provide a personalised sales and after-sales service to your retail clients
D/500/9758	C.35	Promote beauty products to retail customers
Y/500/9760	C.37	Help customers to buy National Lottery products in a retail environment
D/500/9761	C.38	Assist customers to obtain appropriate insurance
J/600/2300	C.39	Process the self-service dispensing and purchase of motor fuel on a forecourt
L/600/2301	C.40	Establish customer needs and provide advice regarding tiling products
R/600/2302	C.41	Advise customers upon measuring and planning for the fixing of tiles
Y/600/2303	C.42	Advise customers upon the fixing of tiles
H/600/2305	C.43	Maintain a display of cut flowers in a retail store
A/600/2293	C.44	Provide a counter/take-away service

WBA ref.	SR ref.	Unit title
J/600/2314	C.45	Help customers to choose alcoholic beverages in a retail store
M/600/2307	C.47	Promote the store's credit card to customers
T/600/2311	C.52	Help customers to apply for the store's credit card and associated insurance products
L/601/3458	C.54	Help customers to choose delicatessen products in a retail outlet
J/601/3457	C.55	Portion delicatessen products in a retail outlet to meet individual customers' requirements
J/502/0771	C.56	Merchandise plants and other relevant products
H/500/5193	E.12	Plan, monitor and adjust staffing levels and schedules in a retail environment

Annexe D: Personal, Learning and Thinking Skills (PLTS) Mapping

PLTS	1 L3	2 L3	3 L2	4 L2	5 L3	6 L3	7 L3	8 L3	9 L3	10 L3	11 L3	12 L3	13 L3	14 L2	15 L2	16 L3
Independent Enquirers																
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	•	•	•	•	•	•		•		•	•	•	•	•		
Creative Thinkers																
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	•	•	•	•		•			•	•	•	•	•	•		
Reflective Learners																
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						•										

PLTS	Units	1 L3	2 L3	3 L2	4 L2	5 L3	6 L3	7 L3	8 L3	9 L3	10 L3	11 L3	12 L3	13 L3	14 L2	15 L2	16 L3
Team Workers																	
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	•	•	•	•	•			•	•	•	•	•	•	•		
Self-Managers																	
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	•	•	•	•				•	•	•	•	•	•	•		
Effective Participators																	
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		•	•	•												