Pearson
Edexcel Level 2 Diploma in Optical Retail Skills (QCF)

Specification

NVQ/Competence-based qualification

First registration August 2014

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.

There are three sizes of NVQ/Competence-based qualification in the QCF:

* Award (1 to 12 credits)

* Certificate (13 to 36 credits)

* Diploma (37 credits and above).

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

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

The credit value of a unit is based on:

* one credit for those learning outcomes achievable in 10 hours of learning

* learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 2 Diploma in Optical Retail Skills (QCF)
QCF Qualification Number (QN)	601/0119/2
Qualification framework	Qualifications and Credit Framework (QCF)
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)
Guided learning hours	209-265.
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	For details on funding availability, please check the Learning Aims Reference Service (LARS), which replaces the Learning Aim Reference Application (LARA).

QCF qualification number and qualification title

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

The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in the *Edexcel Information Manual,* available on our website: www.edexcel.com

Qualification objectives

The Pearson Edexcel Level 2 Diploma in Optical Retail Skills (QCF) 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 the optical retail sector

- have existing skills recognised

- achieve a nationally-recognised Level 2 qualification

- develop their personal growth and engagement in learning.

Relationship with previous qualifications

This qualification is a replacement for the EDI Level 2 Diploma in Optical Retail Skills.

Apprenticeships

Skills for Health and Skillsmart Retail UK Ltd (People 1st) include the Pearson Edexcel Level 2 Diploma in Optical Retail Skills as the competence component for the Intermediate Apprenticeship in Health (Optical Retail).

Progression opportunities through Pearson qualifications

Learners who have achieved the Pearson Edexcel Level 2 Diploma can progress to the Pearson Level 3 Diploma in Optical Retail Skills or other qualifications in the health or retail sectors.

Industry support and recognition

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

Relationship with National Occupational Standards

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

3 Qualification structure

Pearson Edexcel Level 2 Diploma in Optical Retail Skills (QCF)

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

Minimum number of credits that must be achieved	37
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	F/601/5465	Introduction to communication in health, social care or children's and young people's settings	2	3	23
2	D/602/4853	Meet customers of the optical practice and provide information	2	3	18
3	H/602/4854	Contribute to the record keeping of the optical practice	2	2	15
4	M/601/1511	Resolve customer service problems	2	6	40
5	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
6	J/601/8142	Handle information in health and social care settings	2	1	10
7	L/601/5470	Introduction to personal development in health, social care or children's and young people's settings	2	3	23
8	T/602/4857	Select and sell optical products to meet customer needs	2	4	22
9	A/602/4861	Provide a spectacle collection service	2	4	30

Unit number	Unit reference number	Optional units	Level	Credit	Guided learning hours
10	F/602/4859	Determine facial, frame and spectacle lens measurements	2	4	30
11	J/602/4863	Provide a spectacle repair and adjustment service	2	3	17
12	T/602/4860	Process optical prescriptions and order optical products	2	4	22
13	Y/602/4866	Carry out routine optical screening procedures	3	4	30
14	L/602/4864	Provide a contact lens collection service	2	5	30
15	H/503/5696	Dress visual merchandising displays to attract customers	2	7	35
16	M/503/5684	Display stock to promote sales to customers in a retail environment	2	5	26
17	L/503/5689	Process payments for purchases in a retail environment	2	4	17
18	J/503/5691	Promote loyalty schemes to customers in a retail environment	2	3	11

Centres should be aware that within the Level 2 qualification in this specification, learners will be required to meet the demands of unit(s) at level 3. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level unit(s) during delivery and assessment of the qualification.

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 Edexcel 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 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 the Skills for Health assessment strategy, 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.

Credit transfer

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

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of unit achievement.

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 Edexcel 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 Edexcel vocational qualifications is available at www.pearsonwbl.edexcel.com/qualifications-approval.

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 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 Pearson 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 *Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website, at www.pearsonwbl.edexcel.com/NVQ-competence-based.

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 www.edexcel.com/Policies

11 Unit format

Each unit has the following sections.

Unit title

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

Unit reference number

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

QCF level

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

Credit value

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

Guided learning hours

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

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: Introduction to communication in health, social care or children's and young people's settings

Unit reference number: F/601/5465

QCF level: 2

Credit value: 3

Guided learning hours: 23

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 introduces the central importance of communication in such settings and ways to overcome barriers to meet individual needs and preferences in communication.

Unit assessment requirements/evidence requirements

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

Assessment criteria 2.1, 2.2, 2.3, 3.2, 3.3 and 4.2 must be assessed in real work situations.

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 communication is important in the work setting	1.1	Identify different reasons why people communicate			
		1.2	Explain how effective communication affects all aspects of own work			
		1.3	Explain why it is important to observe an individual's reactions when communicating with them			
2	Be able to meet the communication and language needs, wishes and preferences of individuals	2.1	Find out an individual's communication and language needs, wishes and preferences			
		2.2	Demonstrate **communication methods** that meet an individual's communication needs, wishes and preferences			
		2.3	Show how and when to seek advice about communication			
3	Be able to reduce barriers to communication	3.1	Identify barriers to communication			
		3.2	Demonstrate how to reduce barriers to communication in different ways			
		3.3	Demonstrate ways to check that communication has been understood			
		3.4	Identify sources of information and support or services to enable more effective communication			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to apply principles and practices relating to confidentiality at work	4.1	Explain the term 'confidentiality'			
		4.2	Demonstrate confidentiality in day to day communication, in line with agreed ways of working			
		4.3	Describe situations where information normally considered to be confidential might need to be passed on			
		4.4	Explain how and when to seek advice about confidentiality			

Additional information

Communications methods include:

Non-verbal communication

- Eye contact
- Touch
- Physical gestures
- Body language
- Behaviour

Verbal communication

- Vocabulary
- Linguistic tone
- Pitch

Services may include:

- translation services
- interpreting services
- speech and language services
- advocacy services

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 2: Meet customers of the optical practice and provide information

Unit reference number: D/602/4853

QCF level: 2

Credit value: 3

Guided learning hours: 18

Unit aim

This unit covers how to meet customers who visit the optical practice and identify their needs and priorities. This includes providing information and effectively responding to questions to ensure a service is provided, which encourages good relationships and customer loyalty without compromising clinical responsibilities.

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 legislation/practice requirements, policies and procedures			
		1.2	Describe the potential consequences of not following legislation, practice requirements, policies and procedures			
		1.3	Describe the product knowledge required for both frames and lenses, contact lenses and current promotions			
2	Be able to establish initial contact with customers	2.1	Establish contact with the customer in accordance with practice policy			
		2.2	Explain the needs and priorities customers may have			
		2.3	Describe how to establish and maintain rapport with customers			
		2.4	Identify and agree the individual's needs and priorities when meeting a customer			
		2.5	Propose and agree with the customer the next actions to be taken			
		2.6	Communicate clearly at all times taking into account the customer's individual needs			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Be able to provide information to customers	3.1	Describe the information sources which can be accessed in response to customer information requests			
	3.2	Explain to the customer how the practice's products and services meet their expectations			
	3.3	Check that the information provided meets the customer's needs			
	3.4	Ask further questions to encourage responses from the customer			
	3.5	Liaise with team members in accordance with practice policy			
	3.6	Explain the payment options and entitlements available to customers			
	3.7	Document and store all relevant information in line with practice policies and procedures			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 3: Contribute to the record keeping of the optical practice

Unit reference number: H/602/4854

QCF level: 2

Credit value: 2

Guided learning hours: 15

Unit aim

This unit covers how to contribute to the effective administration and record keeping of the optical practice. This includes the making 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 practice			
		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 make **appointments** to suit customer and practice requirements	2.1	Establish contact with the customer, in accordance with practice policy			
		2.2	Identify and 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	Ensure the length of the appointment time is suitable			
		2.6	Explain the range of allowances, confirm entitlements and evidence required			
		2.7	Confirm costs/fees for those not eligible for allowances/entitlements			
		2.8	Provide a written record of the appointment time for the customer			
		2.9	Liaise with team members in accordance with practice policy			
		2.10	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 operate a customer **recall** system	3.1	Update records with the relevant recall details, in accordance with practice requirements, policies and procedures			
	3.2	Ensure at the appropriate time, that records are identified and indicate the type of recall required			
	3.3	Implement 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. 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: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 4: Resolve customer service problems

Unit reference number: M/601/1511

QCF level: 2

Credit value: 6

Guided learning hours: 40

Unit aim

This unit is about what to do when it is difficult to meet customer expectations. Even if the service the learner gives is excellent, some customers experience problems. Part of the learner's job is to help to resolve those problems. There is likely to be a problem if customer expectations are not met. This may be because the customer's expectations involve more than the learner can offer or because service procedures have not been followed. Some problems are reported by customers and sometimes the learner will spot the problem first and resolve it before their customer has even noticed. As soon as the learner is aware of a problem, they need to consider the options and then choose a way to put it right. This unit is particularly important in customer service because many customers judge how good the customer service of the organisation is by the way problems are handled.

Unit assessment requirements/ICS 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. However, for this Unit, evidence collected in a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this Unit. (Guidelines for a Realistic Working Environment can be found in the Assessment Strategy for Customer Service S/NVQs at Levels 1,2,3 and 4 – February 2010)

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 resolving problems involving each of the following:

    a   a problem first identified by customers

    b   a problem identified within the organisation before it has affected your customer

    c   a problem caused by differences between your customer's expectations and what your organisation can offer

    d   a problem caused by a system or procedure failure

    e   a problem caused by a lack of resources or human error.

5. You must provide evidence that you:

    a   supplied relevant information when customers have requested it

    b   supplied relevant information when customers have not requested it

    c   have used agreed organisational procedures when solving problems

    d   have made exceptions to usual practice with the agreement of others.

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	Spot customer service problems	1.1	Listen carefully to customers about any problem they have raised			
		1.2	Ask customers about the problem to check their understanding			
		1.3	Recognise repeated problems and alert the appropriate authority			
		1.4	Share customer feedback with others to identify potential problems before they happen			
		1.5	Identify problems with systems and procedures before they begin to affect customers			
2	Pick the best solution to resolve customer service problems	2.1	Identify the options for resolving a customer service problem			
		2.2	Work with others to identify and confirm the options to resolve a customer service problem			
		2.3	Work out the advantages and disadvantages of each option for their customer and the organisation			
		2.4	Pick the best option for their customer and the organisation			
		2.5	Identify for their customer other ways that problems may be resolved if they are unable to help			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Take action to resolve customer service problems	3.1	Discuss and agree the options for solving the problem with their customer			
		3.2	Take action to implement the option agreed with their customer			
		3.3	Work with others and their customer to make sure that any promises related to solving the problem are kept			
		3.4	Keep their customer fully informed about what is happening to resolve the problem			
		3.5	Check with their customer to make sure the problem has been resolved to the customer's satisfaction			
		3.6	Give clear reasons to their customer when the problem has not been resolved to the customer's satisfaction			
4	Know how to resolve customer service problems	4.1	Describe organisational procedures and systems for dealing with customer service problems			
		4.2	Explain how to defuse potentially stressful situations			
		4.3	Describe how to negotiate			
		4.4	Identify the limitations of what they can offer their customer			
		4.5	Describe types of action that may make a customer problem worse and should be avoided			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 5: Protect own and others' health and safety when working in a retail environment

Unit reference number: Y/503/5727

QCF 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

Workplace assessment of occupational competence is required. This 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 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: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 6: Handle information in health and social care settings

Unit reference number: J/601/8142

QCF level: 2

Credit value: 1

Guided learning hours: 10

Unit aim

This unit is aimed at those who work in health and social care settings. It provides the learner with the knowledge and skills required for good practice in recording, storing and sharing information.

Unit assessment requirements/evidence requirements

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

Learning outcome 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	Date
1	Understand the need for secure handling of information in health and social care settings	1.1	Identify the legislation that relates to the recording, storage and sharing of information in health and social care			
		1.2	Explain why it is important to have secure systems for recording and storing information in a health and social care setting			
2	Know how to access support for handling information	2.1	Describe how to access guidance, information and advice about handling information			
		2.2	Explain what actions to take when there are concerns over the recording, storing or sharing of information			
3	Be able to handle information in accordance with agreed ways of working	3.1	Keep records that are up to date, complete, accurate and legible			
		3.2	Follow agreed ways of working for: ● recording information ● storing information ● sharing information			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 7: Introduction to personal development in health, social care or children's and young people's settings

Unit reference number: L/601/5470

QCF level: 2

Credit value: 3

Guided learning hours: 23

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 introduces the concepts of personal development and reflective practice which are fundamental to such roles and ways to implement these.

Unit assessment requirements/evidence requirements

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

Learning outcomes 2.2, 2.3, 3.3, 4.2, 4.2, 4.2 and 4.4 must be assessed in real work situations.

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 role			
		1.2	Identify **standards** that influence the way the role is carried out			
		1.3	Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work			
2	Be able to reflect on own work activities	2.1	Explain why reflecting on work activities is an important way to develop knowledge, skills and practice			
		2.2	Assess how well own knowledge, skills and understanding meet standards			
		2.3	Demonstrate the ability to reflect on work activities			
3	Be able to agree a **personal development plan**	3.1	Identify **sources of support** for own learning and development			
		3.2	Describe the process for agreeing a **personal development plan** and **who should be involved**			
		3.3	Contribute to drawing up own **personal development plan**			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to develop own knowledge, skills and understanding	4.1	Show how a learning activity has improved own knowledge, skills and understanding			
		4.2	Show how reflecting on a situation has improved own knowledge, skills and understanding			
		4.3	Show how feedback from others has developed own knowledge, skills and understanding			
		4.4	Show how to record progress in relation to personal development			

Additional information

Standards may include:

- codes of practice
- regulations
- minimum standards
- national occupational standards

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.

Sources of support may include:

- formal support
- informal support
- supervision
- appraisal
- within the organisation
- beyond the organisation

Who should be involved may include:

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

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 8: Select and sell optical products to meet customer needs

Unit reference number:	**T/602/4857**
QCF level:	**2**
Credit value:	**4**
Guided learning hours:	**22**

Unit aim

This unit covers selling skills and explaining the features and benefits of single vision and bifocal spectacles, coatings, accessories and spectacle lens care products. This includes explaining the pricing options, dealing effectively with objections and closing the sale.

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	Explain legislation, practice requirements, policies and procedures relevant to the sale of optical products			
		1.2	Describe how to establish a customer's priorities and requirements			
		1.3	Explain how to establish and maintain rapport with customers			
2	Understand the procedures involved in selling products	2.1	Describe the principles of single vision and bifocal spectacles, coatings, accessories and spectacle lens care products			
		2.2	Describe the selling skills required in the work place			
		2.3	Explain the stock recording systems			
		2.4	Describe effective methods of displaying and presenting products			
		2.5	Explain the sources of price information			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Be able to demonstrate optical products	3.1	Select products which meet a customer's requirements			
	3.2	Demonstrate the features and benefits of the selected products to the customer			
	3.3	Offer solutions to any objections made by the customer			
	3.4	Explain the prescriptions, frame shapes, decentration of lenses and the impact of all these on the end product			
	3.5	Describe the materials used, allergens and their characteristics in handling			
	3.6	Explain the importance of face shapes in order to select the best product for customers			
4 Be able to conduct a sales transaction	4.1	Access relevant sources of pricing information			
	4.2	Calculate the price of the chosen product			
	4.3	Inform the customer of promotions or entitlements			
	4.4	Confirm the order with the customer			
	4.5	Liaise with a clinically qualified colleague when appropriate			
	4.6	Explain how the payment process works to the customer			
	4.7	Complete the sales transaction			

Additional information

Contact lenses and their accessories are not included in this unit.

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 9: Provide a spectacle collection service

Unit reference number: A/602/4861

QCF level: 2

Credit value: 4

Guided learning hours: 30

Unit aim

This unit covers receiving spectacles from the supplier, making any small adjustments to suit the customer's specific needs and completing the sale with the customer. It includes advising the customer on the handling and care of spectacles, accessories and after-sales service.

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 practice/GOC requirements, policies and procedures			
		1.2	Describe the potential consequences of not following, practice requirements, policies and procedures			
		1.3	Explain the limitations of own authority and responsibilities			
2	Be able to verify that the spectacles meet the order specification	2.1	Check that the spectacles received from the supplier match all aspects of the order			
		2.2	Record any discrepancies and defects			
		2.3	Take any remedial action required			
		2.4	Clean and set up the spectacles and store the spectacles ready for collection			
		2.5	Inform the customer that the spectacles are ready for collection			
		2.6	Explain how to use the practice focimeter/lensmeter			
		2.7	Explain the process for the selection an use of cleaning materials			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to make simple adjustments to spectacles	3.1	Identify spectacle lens and frame materials and characteristics to enable suitable adjustments			
		3.2	Select equipment and tools appropriate for the work and use in accordance with practice policies and procedures and safety requirements			
		3.3	Make any adjustments to frames without damaging them			
		3.4	Explain the adjustments which may have to be made and how this is carried out			
		3.5	Liaise with team members in accordance with practice policy and GOC rules and regulations			
		3.6	Inform the customer of the details of the adjustments			
		3.7	Confirm that adjustment is completed and check against the requirements and to the customer's satisfaction			
		3.8	Explain the action to be taken if adjustments cannot be made or the spectacles are damaged			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to distribute spectacles to customers	4.1	Advise the customer that the spectacles are available and explain the fitting procedure			
		4.2	Confirm the vision and comfort of the spectacles with the customer			
		4.3	Explain how to confirm the vision and comfort of spectacles			
		4.4	Confirm that customer is happy with vision and comfort			
		4.5	Check any problems with the spectacles supplied are identified, rectified within the limits of own responsibility or referred to the relevant person for action			
		4.6	Clean, handle and package spectacles in accordance with practice policies and procedures			
		4.7	Complete the financial transaction using appropriate method of payment or entitlements			
		4.8	Describe the methods of payment available			
5	Be able to advise customers on the care and after care of their spectacles	5.1	Describe how to establish and maintain rapport with customers			
		5.2	Demonstrate how to store, clean and handle the spectacles			
		5.3	Advise customers of any adaption/s required			
		5.4	Recommend to the customer accessories appropriate for the spectacles with information on how to use them			
		5.5	Provide information o the customer of any after sales service and arrangements for any further appointments			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 10: Determine facial, frame and spectacle lens measurements

Unit reference number: F/602/4859

QCF level: 2

Credit value: 4

Guided learning hours: 30

Unit aim

This unit is about ensuring the correct fit of spectacle frames and to ensure that the lenses are positioned to give optimum visual benefits. It 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 the procedures involved in obtaining measurements	1.1	Explain legal and practice requirements, policies and procedures relevant to obtaining measurements			
		1.2	Describe monocular CDs, inter-pupillary distance, optical centres, lens decentration			
		1.3	Describe how to recognise ocular asymmetry			
		1.4	Describe the characteristics of frame types and the appropriate measurements to take			
		1.5	Describe how to obtain all measurements accurately			
		1.6	Identify the units of measurements used			
		1.7	Explain the advantages and disadvantages of various types of frames and lenses for fit and comfort			
2	Be able to obtain facial measurements	2.1	Explain procedures to the customer			
		2.2	Explain the purpose of taking measurements			
		2.3	Liaise with team members in accordance with practice policy			
		2.4	Take and record facial measurements using equipment in accordance with practice policy			

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 style, size and comfort			
		3.2	Measure and record the size of frame required for suitability			
		3.3	Confirm suitability and availability			
		3.4	Complete the fitting process			
		3.5	Explain the importance of BVD and pantoscopic angle			
4	Be able to take spectacle lens measurements	4.1	Check that the prescription data and spectacle lens specification are recorded, in accordance with practice policies and procedures confirmed/checked for accuracy and in accordance with ELR			
		4.2	Check measurements from previous spectacles			
		4.3	Confirm the measurements for single vision and bifocal lenses			
		4.4	Liaise with clinically qualified colleague when appropriate			
		4.5	Check that the prescription will be understandable to the manufacturer			
		4.6	Complete documentation and store information in accordance with practice policies and procedures			
		4.7	Confirm lens suitability and availability			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

_____ Date: _____

Unit 11: Provide a spectacle repair and adjustment service

Unit reference number: J/602/4863

QCF level: 2

Credit value: 3

Guided learning hours: 17

Unit aim

This unit covers the repair and adjustment of spectacles. It includes using questioning skills with the customer to identify the problem, calculating the cost of the repair or adjustment and arranging for or making the repair or adjustment.

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	Explain legislation, practice requirements, policies and procedures			
		1.2	Describe the potential consequences of not following practice requirements, policies and procedures			
2	Be able to arrange for spectacles to be adjusted and repaired	2.1	Examine spectacles and confirm them as acceptable for adjustment or repair			
		2.2	Identify if the work is covered by warranty or guarantee			
		2.3	Provide an written/verbal estimate of cost to the customer			
		2.4	Explain collection arrangements to the customer			
		2.5	Explain the criteria for on-site or off-site repair or adjustment			
		2.6	Confirm arrangements for the repair, adjustment or quotation with the relevant person and/or supplier			
		2.7	Despatch spectacles to the relevant person/ supplier with supporting documentation			
		2.8	Explain the range of frame materials and their characteristics			
		2.9	Explain the relevance of CE markings			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Be able to adjust spectacles	3.1	Identify and confirm the spectacles to be adjusted			
	3.2	Handle spectacles without damaging them			
	3.3	Explain the types of adjustments which can be carried out and their consequences and limitations			
	3.4	Select equipment and tools appropriate for the work being carried out in accordance with manufacturers and practice instructions			
	3.5	Refer to or consult with a relevant person where assistance is needed with the adjustment			
	3.6	Inform the customer of details of the adjustment/s			
	3.7	Carry out the adjustment safely and hygienically			
	3.8	Explain what is covered and not covered in a warranty			
	3.9	Explain the differences between, guarantee, warranty and timescales for each			
	3.10	Explain the restrictions/legalities placed on safety glasses regarding adjustment/repair			

Additional information

The learner should be aware of the requirements of the Sale of Goods Act and the restrictions on the repair of safety glasses.

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 12:   Process optical prescriptions and order optical products

Unit reference number: T/602/4860

QCF level: 2

Credit value: 4

Guided learning hours: 22

Unit aim

This unit covers the reading, measurement, documentation and understanding of prescriptions for spectacles. This includes the transposition of prescriptions to the required format and the processing of prescriptions and optical products as required by the practice

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 GOC/practice requirements, policies and procedures			
		1.2	Describe the potential consequences of not following practice requirements, policies and procedures			
		1.3	Explain the limitations of own authority and responsibilities			
2	Be able to verify spectacle prescriptions	2.1	Check the customer's latest prescription details for accuracy, in accordance with GOC rules and regulation and validity			
		2.2	Obtain relevant measurements from current spectacles to establish prescription			
		2.3	Explain the information required from prescriptions and how to gather this			
		2.4	Confirm the details of the condition, design, type, materials and manufacturer of existing spectacles are accurate and complete			
		2.5	Explain how centration and other measurements are obtained			
		2.6	Liaise with a clinically qualified colleague when appropriate			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to record optical prescription details	3.1	Describe the types of prescriptions available and related entitlements			
		3.2	Confirm the prescription is current and there are no errors or omissions			
		3.3	Provide information to the customer according to their needs			
		3.4	Liaise with team members in accordance with practice policy			
		3.5	Explain how to transpose prescriptions in an accurate manner to compare the different formats in use			
		3.6	Complete documentation, in accordance with practice policies and procedures			
4	Be able to process optical prescriptions	4.1	Confirm the customers' and prescribers' agreement with the prescription arrangements			
		4.2	Provide details of cost and expected delivery date to the customer			
		4.3	Explain the range of documentation which needs to be completed			
		4.4	Confirm with the customer their prescription/benefit entitlements			
		4.5	Process the prescription with the approved manufacturer or supplier			
		4.6	Complete documentation fully, accurately, legibly and in a timely manner			
		4.7	Explain the difference between NHS, Private, HES and private consultation prescriptions			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 13: Carry out routine optical screening procedures

Unit reference number:	**Y/602/4866**
QCF level:	**3**
Credit value:	**4**
Guided learning hours:	**30**

Unit aim

This unit covers the routine screening of customers for non-contact tonometry, auto-refraction and field screening. The tests and procedures and data collection are carried out under the supervision of a qualified person.

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 policy and good practice related to the optical practice	1.1	Describe why it is important to apply GOC/practice requirements, policies and procedures			
		1.2	Describe the potential consequences of not following practice requirements, policies and procedures			
2	Be able to determine the procedures to be carried out with customers	2.1	Explain how to establish and maintain a rapport with customers			
		2.2	Convey information to the customer about the screening tests to be carried out			
		2.3	Gain valid consent for the tests to be carried out within own responsibility			
		2.4	Respond to requests for information from the customer			
		2.5	Access customer details from existing records when available and confirm with the customer			
		2.6	Record new customer details in line with local policies and procedures			
		2.7	Describe the range and characteristics of screening tests available and how these are carried out			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Be able to prepare to carry out optical screening procedures	3.1	Establish that the customer is comfortable for the screening to be carried out			
	3.2	Obtain and confirm a customer's records and details			
	3.3	Explain the tests to be performed with a customer as directed by the qualified person			
	3.4	Explain the general principles of visual fields theory and the eye conditions that can be detected			
	3.5	Describe the general principles of glaucoma, cataracts and diabetes and the effect of these conditions on the eye			
	3.6	Consult with a relevant person where any anomalies or complex issues are identified			
	3.7	Confirm the equipment to be used is available and fit for use			
	3.8	Explain the range of screening tests available and how they are carried out			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to conduct optical screening procedures	4.1	Inform the customer about the screening requirements and confirm their understanding			
		4.2	Apply standard precautions for hygiene procedures			
		4.3	Carry out the screening routines in accordance with manufacturer's instructions ensuring safe usage of equipment and customer safety and equipment			
		4.4	Describe the purposes of screening equipment			
		4.5	Refer difficulties in carrying out the tests or significant variations in data to a qualified person			
		4.6	Carry out the process within the recommended timescales promptly			
		4.7	Record results in accordance with practice policies and procedures			
		4.8	Conduct a handover to the next stage in the process in accordance with practice policies and procedures			
		4.9	Explain why it is important not to offer comment or diagnosis to the customer and all results have to be handed to the clinician who will then discuss with customer			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 14: Provide a contact lens collection service

Unit reference number: L/602/4864

QCF level: 2

Credit value: 5

Guided learning hours: 30

Unit aim

This unit covers the supply of contact lenses including checking the prescription and demonstrating to the customer how to fit, care and store contact lenses. It also includes the after-care arrangements, out-of-hours service and arrangements for further appointments.

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 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			
2	Be able to verify contact lens orders and prescriptions	2.1	Confirm that contact lenses received from the supplier or stock match the order requested			
		2.2	Confirm the customers' prescription matches contact lenses' specification			
		2.3	Record and take remedial action for any identified discrepancies or defects			
		2.4	Prepare and store the contact lenses ready for collection in accordance with local policies and procedures			
		2.5	Advise the customer that lenses are ready for collection			
		2.6	Describe spherical, toric and multifocal contact lenses and units of measurements			
		2.7	Explain the types of materials used in contact lenses			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to distribute contact lenses to customers	3.1	Explain how to establish and maintain rapport with customers			
		3.2	Confirm the customer is confident with the routine lens fitting procedures			
		3.3	Demonstrate to the customer how to insert, remove and centre contact lenses			
		3.4	Ensure when a customer requires checks on vision, fit and comfort, they are referred to a contact lens optician			
		3.5	Ensure that where anomalies or complex requirements are identified, a relevant person is consulted			
		3.6	Identify any difficulties and problems and refer to the relevant person for assistance			
		3.7	Confirm the wearing schedule with the customer as agreed with the contact lens optician			
		3.8	Explain how to maintain hygiene procedures for contact lenses			
		3.9	Confirm aftercare timescales and arrangements for check ups			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to advise customers on contact lens handling and care requirements	4.1	Demonstrate to the customer how to routinely handle, store and care for their contact lenses			
		4.2	Describe the types of materials used for contact lenses			
		4.3	Provide contact lens cleaning instructions to the customer and explain how they should be cleaned			
		4.4	Identify suitable accessories and solutions for the customer			
		4.5	Explain relevant standards and statutory requirements relating to contact lens specifications			
		4.6	Explain where the wearing of lenses may be ill-advised			
		4.7	Make arrangements for routine aftercare visits			
		4.8	Explain the limitations on advice to external/internet supply customers			
5	Be able to advise the customer on after-care procedures for contact lenses	5.1	Explain the range of lenses available and their benefits			
		5.2	Explain the importance of continuing and regular after-care with the customer			
		5.3	Describe the types of problems which can occur when wearing contact lenses			
		5.4	Inform the customer of the recall procedure			
		5.5	Advise the customer of actions to take should adverse reactions occur			
		5.6	Advise the customer of the out-of-hours and after-sales service available			
		5.7	Complete outstanding documentation and administration in accordance with practice policies and procedures			
		5.8	Complete the handover process			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to carry out after care procedures	6.1	Explain external customer after care requirements			
		6.2	Explain how to arrange internet supply customers aftercare appointments			
		6.3	Describe the appointment types available. Explain the advice provided to customers prior to appointments — wearing times before check up, what to bring to check up			
		6.4	Explain GOC rules and regulations and limitations on authority			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

_____ Date: _____

Unit 15: Dress visual merchandising displays to attract customers

Unit reference number: H/503/5696

QCF level: 2

Credit value: 7

Guided learning hours: 35

Unit aim

This unit is for visual merchandising specialists and is about following guidelines for dressing in-store and window displays in ways that promote sales. It involves making judgements about how best to achieve the visual effect you need, while working within your company's policy for visual design. It is also about evaluating finished displays and sorting out any problems you identify.

Unit assessment requirements/evidence requirements

Unit assessment: If the Assessor does not have the technical competence this unit may be assessed by an Expert Witness.

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 purpose of visual merchandising displays	1.1	Explain the different purposes of visual merchandising displays			
		1.2	Explain how visual merchandising displays can achieve add-on sales			
		1.3	Explain why add-on sales are important to the organisation			
2	Understand how visual merchandising displays achieve their intended purposes	2.1	Explain the importance of visual merchandising displays in retail environments			
		2.2	Explain the importance of being aware of trends relating to visual merchandising			
		2.3	Explain how props, prototypes, dressings and fixtures create visual effects within displays			
		2.4	Explain why different kinds of merchandise need different approaches to display			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Be able to dress in-store displays and window displays	3.1	Position merchandise, signage and graphics within displays: • in ways that attract the attention and interest of target customers • to provide the information that customers need • in line with organisational visual merchandising guidelines			
	3.2	Group merchandise within displays in ways that suit: • the purpose of the display • the style of the display • the intended focal points of the display • the angles from which customers will view the display • the selling features of the merchandise • the visual effect specified by the design brief			
	3.3	Assess whether the display's lighting meets the design brief in achieving the required visual effects and atmosphere			
	3.4	Check that the finished display meets organisational requirements for: • health and safety • security • easy access			
	3.5	Seek permission from the designated person to change displays when this is not within own authority			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 16: Display stock to promote sales to customers in a retail environment

Unit reference number: M/503/5684

QCF level: 2

Credit value: 5

Guided learning hours: 26

Unit aim

This unit is about three aspects of displaying stock attractively. Firstly, it involves checking that the display area is suitable and preparing to set up the display. Secondly, it is about setting up and dismantling displays. Thirdly, it is concerned with labelling stock on display. This unit is suitable for sales assistants who are not visual merchandising specialists.

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, 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 (see *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 importance of checking for potential health and safety issues before setting up and dismantling displays	1.1	Explain the importance of checking for potential health and safety issues before setting up and dismantling displays			
2	Understand how displays help to promote sales	2.1	Explain how sales can be promoted by: • the effective use of space in a display • the positioning of products within a display • the use of labelling in a display			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Know about legal requirements for labelling products in a display	3.1	Describe the legal requirements for labelling products in a display			
	3.2	State what can happen if legal requirements for labelling products in a display are not met			
4 Be able to establish the availability of space and other resources needed for a display	4.1	Identify the person or people who can provide advice if any problems arise with the space or other resources needed to prepare a display as instructed			
	4.2	Perform checks on the space available for a display to ensure that: • there is enough space for the display • the display will not cause an obstruction			
	4.3	Perform checks to ensure that the materials, equipment and stock needed for the display are: • available • in working order			
5 Be able to prepare a display area for use in a retail environment	5.1	Prepare a display area for use, ensuring that the area is: • clear of any items not wanted for the display • clean			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
6 Be able to set up a display in a retail environment	6.1	Set up a display: • using safe working practices • in line with plans • within the time allowed • minimising the inconvenience caused to other people nearby			
	6.2	Check that the finished display: • has the levels of stock needed • is clean, tidy and safe for use			
	6.3	Clear the area where the display has been set up of any equipment, excess materials and waste in line with organisational procedures			
7 Be able to label a display of stock in a retail environment	7.1	Perform checks to ensure that the information on labels meets legal and organisational requirements before including labels in a display			
	7.2	Identify the person who should be told about any information on labels that needs changing			
	7.3	Position labels in line with organisational requirements			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
8 Be able to dismantle a display in a retail environment	8.1	Dismantle the display: • using safe working practices • within the time allowed • minimising the inconvenience caused to other people nearby			
	8.2	Clear the area where the display has been dismantled of any equipment or excess materials: • safely • using the designated storage or disposal facilities			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

_____ Date: _____

Unit 17: Process payments for purchases in a retail environment

Unit reference number: L/503/5689

QCF level: 2

Credit value: 4

Guided learning hours: 17

Unit aim

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

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, 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 deal 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 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 be helped in some other way			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 18: Promote loyalty schemes to customers in a retail environment

Unit reference number: J/503/5691

QCF 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 form for the loyalty scheme			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Date: _____

12 Further information and useful publications

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

- Pearson Edexcel: **www.edexcel.com/contactus**

- Pearson BTEC: **www.btec.co.uk/contactus**

- Pearson Work Based Learning: **www.pearsonwbl.com/contactus**

- Books, software and online resources for UK schools and colleges: **www.pearsonschools.co.uk/contactus**

Other sources of information and publications available on our website include:

- *Pearson Equality Policy*

- *Pearson Work Based Learning Centre Guide*

- *Edexcel UK Information Manual – Chapter 9* (updated annually)

- *Recognition of Prior Learning Policy.*

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications is available on our website, at www.pearsonwbl.edexcel.com/NVQ-competence-based.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/publications.

13 Professional development and training

Pearson supports UK and international customers with training related to our qualifications. This support is available through a choice of training options and sector events, 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
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality assurance systems.

For more information on training options and upcoming events, please visit our website, www.pearsonwbl.edexcel.com//training-events. You can request customised training by completing the enquiry form on our website and we will contact you to discuss your training needs.

Support services

Face-to-face support: our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required. A UK map showing the Regional Quality Managers' contact details can be found at www.btec.co.uk/support.

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

Online forum

Pearson Work Based Learning Communities is an online forum where employers, further education colleges and workplace training providers are able to seek advice and clarification about any aspect of our qualifications and services, as well as share knowledge and information with others. The forums are sector specific and cover Business Administration, Customer Service, Health and Social Care, Hospitality and Catering and Retail. The online forum is available at www.pearsonwbl.edexcel.com/Our-support.

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.

---

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.

c   Provide clear guidance to centres to indicate that evidence towards a competence-based qualification should come from the workplace except where simulation is expressly allowed in the evidence requirements for a particular unit. Workplace evidence may be gathered in the context of full, part-time, casual or voluntary employment. Assessment may be undertaken in a 'work placement' (i.e. fulltime students placed into a working environment for a day per week) although supporting evidence from a supervisor or manager, associated with some form of work activity must supplement the assessment process.

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:

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

OR

a 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.

---

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 report2 (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.

- Whether the prospective centre has had a previous application for centre approval refused or their approval status withdrawn.

---

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

- 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
J/600/2314	C.45	Help customers to choose alcoholic beverages in a retail store

WBA ref.	SR ref.	Unit title
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 L2	2 L2	3 L2	4 L2	5 L2	6 L2	7 L2	8 L2	9 L2	10 L2	11 L2	12 L2	13 L3	14 L2	15 L2	16 L2	17 L2	18 L2
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 L2	2 L2	3 L2	4 L2	5 L2	6 L2	7 L2	8 L2	9 L2	10 L2	11 L2	12 L2	13 L3	14 L2	15 L2	16 L2	17 L2	18 L2
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									•									