

# **SVQ in Retail (Management) at SCQF Level 6**

## **Scottish Vocational Qualifications**

Specification

First registration January 2019

Issue 1

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

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

### **About Pearson**

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at [qualifications.pearson.com](https://qualifications.pearson.com)

*References to third-party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

*All information in this specification is correct at time of publication.*

ISBN 978 1 446 95935 0

All the material in this publication is copyright

© Pearson Education Limited 2019

# Contents

<b>1</b>	<b>Introducing Scottish Vocational Qualifications</b>	<b>1</b>
	What are Scottish Vocational Qualifications?	1
	Levels and sizes of SVQs	2
<b>2</b>	<b>Qualification summary and key information</b>	<b>3</b>
<b>3</b>	<b>Qualification rationale</b>	<b>4</b>
	Qualification objectives	4
	Relationship with previous qualifications	4
	Apprenticeships	4
	Progression opportunities	4
	Industry support and recognition	4
	Relationship with National Occupational Standards	4
<b>4</b>	<b>Qualification structure</b>	<b>5</b>
	SVQ in Retail (Management) at SCQF Level 6	5
<b>5</b>	<b>Programme delivery</b>	<b>10</b>
	Elements of good practice	10
<b>6</b>	<b>Centre resource requirements</b>	<b>12</b>
<b>7</b>	<b>Access and recruitment</b>	<b>13</b>
	Prior knowledge, skills and understanding	13
	Access to qualifications for learners with disabilities or specific needs	13
<b>8</b>	<b>Assessment</b>	<b>14</b>
	Language of assessment	14
	Internal assessment	14
	Assessment strategy	15
	Types of evidence	16
	Appeals	17
	Dealing with malpractice	17
	Reasonable adjustments to assessment	17
	Special consideration	18
	Credit transfer	18
<b>9</b>	<b>Centre recognition and approval</b>	<b>19</b>
	Centre recognition	19
	Approvals agreement	19
<b>10</b>	<b>Quality assurance of centres</b>	<b>20</b>

<b>11</b>	<b>Units</b>	<b>21</b>
	Unit format	21
Unit 1:	Support effective team working in a retail organisation	23
Unit 2:	Contribute to the planning, organisation and evaluation of your own learning in a retail organisation	26
Unit 3:	Organise the delivery of reliable customer service	29
Unit 4:	Recruit and retain staff in a retail organisation	32
Unit 5:	Plan and allocate work to staff in a retail organisation	37
Unit 6:	Identify and analyse opportunities for solving problems and improving retail operations	40
Unit 7:	Recommend, agree and contribute to implementing improvements to retail operations	43
Unit 8:	Monitor and maintain security in a retail organisation	46
Unit 9:	Monitor, identify and investigate loss and wastage in a retail organisation	49
Unit 10:	Assess, monitor and control risks to health and safety and provide training in a retail organisation	52
Unit 11:	Take a safe and active role when accidents and emergencies occur in a retail organisation	55
Unit 12:	Plan staffing levels and prepare work schedules for a retail organisation	58
Unit 13:	Monitor work targets to make changes in staffing levels in a retail organisation	61
Unit 14:	Help colleagues to learn in a retail organisation	64
Unit 15:	Organise staff to receive, check and record incoming deliveries in a retail organisation	67
Unit 16:	Manage staff and maintain stock records in a storage facility in a retail organisation	70
Unit 17:	Check the storage and care of stock in a retail organisation	73
Unit 18:	Organise an audit programme and put it into practice with a team in a retail organisation	76
Unit 19:	Investigate problems and report the findings of stock audits in a retail organisation	79
Unit 20:	Choose and contract with suppliers and order stock in a retail organisation	82
Unit 21:	Check and evaluate the performance of suppliers of stock	85
Unit 22:	Organise staff to display goods for retail sale	88
Unit 23:	Assess how effective displays are in a retail organisation	91
Unit 24:	Keep stock available, correctly priced and maintain quality of stock in a retail organisation	94
Unit 25:	Cash up one or more payment registers	97
Unit 26:	Promote a retail organisation's own credit card to customers	100

Unit 27:	Offer customers information on insurance products associated with a retail organisation's credit card	103
Unit 28:	Help customers to apply for a retail organisation's credit card and associated insurance products	106
Unit 29:	Identify the retail customer's credit or hire-purchase requirements	109
Unit 30:	Advise retail customers on the features of borrowing facilities	112
Unit 31:	Process credit or hire-purchase applications on behalf of retail customers	115
Unit 32:	Evaluate takings practices and procedures in a retail organisation	118
Unit 33:	Monitor practices and procedures at the payment point in a retail organisation	121
Unit 34:	Monitor and support secure use of the payment register and service area in a retail organisation	124
Unit 35:	Monitor the service provided to customers by external suppliers of a retail organisation	127
Unit 36:	Evaluate and improve external suppliers' service to customers of a retail organisation	130
Unit 37:	Improve the customer relationship	133
Unit 38:	Lead a team to improve customer service	136
Unit 39:	Monitor and improve retail customers' experience of a retail organisation	139
Unit 40:	Develop effective relationships with customers within a retail organisation	144
Unit 41:	Monitor and resolve customer complaints within a retail organisation	147
Unit 42:	Work productively with colleagues in a multi-channel retail organisation	150
Unit 43:	Work with colleagues to encourage innovation in a multi-channel retail organisation	154
Unit 44:	Update product information on a trading website	158
Unit 45:	Provide support to individual retail customers of a trading website	161
Unit 46:	Analyse feedback from retail customers of a multi-channel retail organisation when goods are returned	164
Unit 47:	Manage a social network on a trading website	167
Unit 48:	Use in-store online facilities to achieve retail sales	171
Unit 49:	Advise and support customers in a retail organisation on the use of online retail facilities	174
Unit 50:	Motivate colleagues to promote online retail facilities to retail customers	177
Unit 51:	Maintain the confidentiality and security of online data regarding retail customers	181
Unit 52:	Monitor and contribute to improving food safety in a retail organisation	185

<b>12</b>	<b>Further information and useful publications</b>	<b>188</b>
<b>13</b>	<b>Professional development and training</b>	<b>189</b>
<b>14</b>	<b>Contact us</b>	<b>190</b>
	<b>Appendix A: Assessment strategy</b>	<b>191</b>
	Annex A	198
	Annex B	202
	Annex C	204
	Annex D	206
	<b>Appendix B: Core Skills Signposting</b>	<b>207</b>

# 1 Introducing Scottish Vocational Qualifications

## What are Scottish Vocational Qualifications?

---

Scottish Vocational Qualifications (SVQs) are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which a particular qualification relates. SVQs are benchmarks of competence so they work as a guarantee that the person who holds an SVQ can do the job the qualification covers.

SVQs are based on national standards for the appropriate sector, they are drawn up by people from industry, commerce and education. These national standards define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles.

SVQs allow flexible delivery that meets the individual learner's needs. They are suitable for those in employment and for those studying at college who have a part-time job or access to a substantial work placement that allows demonstration of the competencies required for work.

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

## Levels and sizes of SVQs

---

SVQs are recognised on the Scottish Credit and Qualifications Framework (SCQF), Scotland's national qualifications framework, and are regulated by Scottish Qualifications Authority (SQA) Accreditation. The SCQF uses two measures to describe qualifications within the framework:

- level; and
- credit points.

'Level' indicates the level of difficulty and complexity of a qualification based on a single set of level descriptors that outline the general outcomes of learning at each SCQF level. The SCQF has 12 levels, ranging from SCQF Level 1 up to SCQF Level 12. SVQs are available from SCQF Level 4 up to SCQF Level 11.

'Credit points' indicate the size of a qualification by showing how much time it takes, on average, to complete. The number of credit points allocated is determined by the amount of time that an average learner at a specified level might expect to take to achieve all the outcomes of a qualification. The SCQF works on the basis that one credit point represents the amount of learning achieved through a notional 10 hours of learning time, which includes everything a learner has to do to achieve a qualification, including the assessment. There is no fixed number of credit points required for SVQs so they can be of varying sizes to reflect the specific needs of different sectors and occupations.

For more information on the SCQF go to [scqf.org.uk](http://scqf.org.uk)

At SCQF Level 5 and above, SVQs are recognised as the mandatory competence component of Modern Apprenticeships and, where appropriate, can also contribute to Graduate Level Apprenticeships. For those who wish to take a work-based qualification, SVQs can be delivered as stand-alone qualifications outside of the apprenticeship frameworks.



## 2 Qualification summary and key information

Qualification title	SVQ in Retail (Management) at SCQF Level 6
Operational start date	01/01/2019
Minimum age	16
Number of required units	10
Credit points	42–80
Assessment	Portfolio of evidence (internal assessment).
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 <i>A guide to recruiting with integrity and enrolling learners onto qualifications</i> (see <i>Section 7 Access and Recruitment</i> ).
Funding	Details of funding approval are available from Skills Development Scotland at: <a href="http://www.skillsdevelopmentscotland.co.uk">www.skillsdevelopmentscotland.co.uk</a> and the Scottish Funding Council at: <a href="http://www.sfc.ac.uk">www.sfc.ac.uk</a> Information is also available on the SQA Accreditation (SQA) website, <a href="http://accreditation.sqa.org.uk">accreditation.sqa.org.uk</a>

The qualification title, unit titles and qualification code 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 on certification in our *UK Information Manual*, available on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

## 3 Qualification rationale

### Qualification objectives

---

The SVQ in Retail (Management) at SCQF Level 6 is for learners who work in or who want to work in retailing.

The qualification gives learners the opportunity to:

- develop and demonstrate competence in retailing job roles in areas such as stock management, finance, planning and organisation
- develop technical skills and knowledge and understanding related to the specified retailing job roles such as staff management, customer care, multi-channel retail, product expertise and merchandising
- gain recognition for existing skills and knowledge
- achieve a nationally-recognised SCQF Level 6 qualification
- develop personal growth and engagement in learning.

### Relationship with previous qualifications

---

This qualification is a direct replacement for the 2012 SVQ in Retail (Management) at SCQF Level 6, which has expired.

### Apprenticeships

---

The SVQ in Retail (Management) at SCQF Level 6 is a mandatory component for the Level 6 Apprenticeship in Retail Modern Apprenticeship.

### Progression opportunities

---

Learners who achieve the SVQ in Retail (Management) at SCQF Level 6 can progress to further professional and academic development, for example a Higher National Diploma in Retail Management or employment in the retail sector.

### Industry support and recognition

---

This qualification is supported by People 1<sup>st</sup>, the Sector Skills Council for Retail.

### Relationship with National Occupational Standards

---

This qualification is based on the National Occupational Standards (NOS) in retail subjects, which were set and designed by People 1<sup>st</sup>, the Sector Skills Council for the sector.

## 4 Qualification structure

### SVQ in Retail (Management) at SCQF Level 6

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	42
Number of mandatory units that must be achieved	3
Number of optional units that must be achieved	7

Unit	Unit code	Mandatory units	Credit points	SCQF Level
1	PPL.E335	Support effective team working in a retail organisation	4	6
2	PPL.E336	Contribute to the planning, organisation and evaluation of your own learning in a retail organisation	5	6
3	CFACSB10	Organise the delivery of reliable customer service	6	6
Unit	Unit code	Optional units	Credit points	SCQF Level
Group A – Candidates must take <b>three units</b>				
4	PPL.E002	Recruit and retain staff in a retail organisation	7	6
5	PPL.E003	Plan and allocate work to staff in a retail organisation	6	6
6	PPL.E301	Identify and analyse opportunities for solving problems and improving retail operations	10	8
7	PPL.E302	Recommend, agree and contribute to implementing improvements to retail operations	7	6
8	PPL.E304	Monitor and maintain security in a retail organisation	5	5

Unit	Unit code	Optional units	Credit points	SCQF Level
9	PPL.E305	Monitor, identify and investigate loss and wastage in a retail organisation	6	8
10	PPL.E306	Assess, monitor and control risks to health and safety and provide training in a retail organisation	7	8
11	PPL.E307	Take a safe and active role when accidents and emergencies occur in a retail organisation	4	5
12	PPL.E308	Plan staffing levels and prepare work schedules for a retail organisation	6	6
13	PPL.E309	Monitor work targets to make changes in staffing levels in a retail organisation	5	6
14	PPL.E337	Help colleagues to learn in a retail organisation	5	6
Group B – Candidates must <b>take four units (minimum of one unit must be Level 6 or above)</b>				
Stock management				
15	PPL.B301	Organise staff to receive, check and record incoming deliveries in a retail organisation	12	6
16	PPL.B302	Manage staff and maintain stock records in a storage facility in a retail organisation	12	7
17	PPL.B303	Check the storage and care of stock in a retail organisation	5	6
18	PPL.B304	Organise an audit programme and put it into practice with a team in a retail organisation	8	6
19	PPL.B305	Investigate problems and report the findings of stock audits in a retail organisation	5	6
20	PPL.B306	Choose and contract with suppliers and order stock in a retail organisation	7	6
21	PPL.B307	Check and evaluate the performance of suppliers of stock	7	6

Unit	Unit code	Optional units	Credit points	SCQF Level
Merchandising				
22	PPL.C301	Organise staff to display goods for retail sale	4	6
23	PPL.C302	Assess how effective displays are in a retail organisation	4	6
24	PPL.C303	Keep stock available, correctly priced and maintain quality of stock in a retail organisation	3	5
Finance				
25	PPL.C269	Cash up one or more payment registers	4	5
26	PPL.C270	Promote a retail organisation's own credit card to customer	7	7
27	PPL.C271	Offer customers information on insurance products associated with a retail organisation's credit card	6	6
28	PPL.C272	Help customers to apply for a retail organisation's credit card and associated insurance products	8	6
29	PPL.C306	Identify the retail customer's credit or hire-purchase requirements	6	6
30	PPL.C307	Advise retail customers on the features of borrowing facilities	6	7
31	PPL.C308	Process credit or hire-purchase applications on behalf of retail customers	5	6
32	PPL.C309	Evaluate takings practices and procedures in a retail organisation	5	7
33	PPL.C310	Monitor practices and procedures at the payment point in a retail organisation	5	7
34	PPL.E211	Monitor and support secure use of the payment register and service area in a retail organisation	3	5

Unit	Unit code	Optional units	Credit points	SCQF Level
Customer service				
35	PPL.E314	Monitor the service provided to customers by external suppliers of a retail organisation	4	5
36	PPL.E315	Evaluate and improve external suppliers' service to customers of a retail organisation	8	7
37	CFACSB11	Improve the customer relationship	7	6
38	CFACSD11	Lead a team to improve customer service	7	7
39	PPL.C412	Monitor and improve retail customers' experience of a retail organisation	8	8
40	PPL.D002	Develop effective relationships with customers within a retail organisation	7	8
41	PPL.D004	Monitor and resolve customer complaints within a retail organisation	6	8
Multi-channel retail				
42	PPL.MCR01	Work productively with colleagues in a multi-channel retail organisation	8	6
43	PPL.MCR02	Work with colleagues to encourage innovation in a multi-channel retail organisation	6	6
44	PPL.MCR03	Update product information on a trading website	3	6
45	PPL.MCR05	Provide support to individual retail customers of a trading website	5	6
46	PPL.MCR06	Analyse feedback from retail customers of a multi-channel retail organisation when goods are returned	4	6
47	PPL.MCR07	Manage a social network on a trading website	4	6
48	PPL.MCR15	Use in-store online facilities to achieve retail sales	9	5

Unit	Unit code	Optional units	Credit points	SCQF Level
49	PPL.MCR16	Advise and support customers in a retail organisation on the use of online retail facilities	7	6
50	PPL.MCR17	Motivate colleagues to promote online retail facilities to retail customers	7	6
51	PPL.MCR18	Maintain the confidentiality and security of online data regarding retail customers	5	5
Product expertise				
52	PPL.B308	Monitor and contribute to improving food safety in a retail organisation	8	6

Centres should be aware that in the SCQF Level 6 qualification in this specification, learners may be required to meet the demands of units at SCQF Levels 7 and/or 8. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher-level units.

## 5 Programme delivery

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

Whichever mode of delivery is used, centres must make sure that learners have access to specified resources and to the sector specialists delivering and assessing the units. Centres must adhere to the Pearson policies that apply to the different modes of delivery. Our *Collaborative and consortium arrangements for the delivery of vocational qualifications policy* document can be found on our website.

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

### Elements of good practice

---

#### Learner recruitment, preparation and support

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

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



## Training and assessment delivery

Good practice in relation to training and assessment delivery includes:

- offering flexible delivery and assessment to meet the needs of the employer and learner, through the use of a range of approaches, for example virtual learning environments (VLEs), online lectures, video, printable online resources, virtual visits, webcams for distance training, eportfolios
- planning opportunities for the development and practising of skills on the job. On-the-job training presents an excellent opportunity to develop the learner's routine expertise, resourcefulness, craft skills and business-like attitude. It is, therefore, important that there is intentional structuring of practice and guidance to supplement the learning and development provided through engagement in everyday work activities. Learners need to have structured time to learn and practise their skills separate from their everyday work activities. Teaching and learning methods, such as coaching, mentoring, shadowing, reflective practice, collaboration and consultation, could be used in this structured on-the-job learning
- developing an holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units as appropriate, thereby reducing the assessment burden on learners and assessors. It is good practice to draw up an assessment plan that aligns the units with the learning process and the acquisition of knowledge and skills, and which indicates how and when the units will be assessed
- discussing and agreeing with the learner and employer suitable times, dates and work areas where assessment will take place. Learners and employers should be given regular and relevant feedback on performance and progress.

## Employer engagement

Good practice in relation to employer engagement includes:

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

## 6 Centre resource requirements

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

- Centres must have the appropriate physical resources available to support 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 RWE is permitted, it must offer the same conditions as the normal, day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.
- Centres must meet any specific human and physical resource requirements outlined in the assessment strategy in *Appendix A*. Staff assessing learners must meet the occupational competence requirements in the overarching assessment strategy for the sector.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery and assessment of the qualification.
- Centres must have robust internal verification systems and procedures in place to ensure the quality and authenticity of learners' work as well as the accuracy and consistency of assessment decisions between assessors operating at the centre. For information on the requirements for implementing assessment processes in centres, please refer to the document *Pearson Centre Guide to Quality Assurance 2018–2019 Pearson NVQs/SVQs and Competence-based qualifications*. Additionally, centres offering the qualification as stand alone should refer to the document *Pearson Delivery Guidance & Quality Assurance Requirements*, and centres offering the qualification within BTEC Apprenticeship frameworks should refer to the document *Pearson Quality Assurance Handbook For NVQs/SVQs And Competence-Based Qualifications*. All three documents (and any subsequent updated versions of these documents) are available on our website.
- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, see *Section 7 Access and recruitment*. For full details on the Equality Act 2010 go to [www.legislation.gov.uk](http://www.legislation.gov.uk) or [www.gov.uk.scot](http://www.gov.uk.scot)

## 7 Access and recruitment

Our policy on access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from barriers that restrict access and progression
- there should be equal opportunities for all learners 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.

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

---

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

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

---

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

We are committed to making sure that:

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

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification.

For information on reasonable adjustments and special consideration, see *Section 8 Assessment*.

## 8 Assessment

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

### Language of assessment

---

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

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

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

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

### Internal assessment

---

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

Each unit has specified assessment outcomes and standards that outline the required skills and knowledge and understanding. To pass each unit the learner must:

- achieve **all** the specified outcomes and standards
- satisfy **all** the outcomes and standards by providing consistent and valid and reliable evidence for each criterion
- prove that the evidence is their own.

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

It is important that the evidence provided to meet the performance, behaviour and knowledge outcomes and standards:

<b>Valid</b>	is relevant to the standards for which competence is claimed
<b>Authentic</b>	is produced by the learner
<b>Consistent</b>	is achieved on more than one occasion
<b>Current</b>	is usually not more than two years old
<b>Sufficient</b>	fully meets the requirements of the performance, behaviour and knowledge outcomes and standards.

Learners can provide evidence of occupational competence from:

- **current practice** – where evidence is generated from a current job role
- a **programme of development** – where evidence comes from assessment opportunities built into a learning programme. The evidence provided must meet the requirements of the Sector Skills Council's assessment strategy
- the **Recognition of Prior Learning (RPL)** – where a learner can demonstrate that they can meet a unit's outcomes and standards through knowledge, understanding or skills they already possess without undertaking a course of development. Learners must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted that is based on RPL should give the centre confidence that the same level of skill, understanding and knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification
- a combination of these.

Further guidance is available in our policy document *Recognition of prior learning policy and process*, available on our website.

## Assessment strategy

---

The assessment strategy for this qualification is included in *Appendix A*. It sets out the overarching assessment principles and the framework for assessing the units to ensure that the qualification remains valid and reliable. It has been developed by People 1<sup>st</sup> 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, Pearson's quality assurance arrangements (please see *Section 10 Quality assurance of centres*) and the requirements of the assessment strategy given in *Appendix A*.

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

- direct observation of the learner's performance by their assessor (O)
- products of the learner's work (P)
- outcomes from simulation (S)
- professional discussion (PD)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

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

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

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

Further guidance on the requirements for centre quality assurance and internal verification processes is available on our website.

## Appeals

---

Centres must have a policy for dealing with appeals from learners. Appeals may relate to incorrect assessment decisions or unfairly conducted assessment. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

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

## Dealing with malpractice

---

Centres must have a policy for dealing with malpractice by learners. This policy must follow the Joint Council for Qualifications (JCQ) *General and vocational qualifications: Suspected Malpractice in Examinations and Assessments Policies and Procedures* document. Centres should follow their policy in dealing with learner malpractice. There is no need to inform Pearson of learner malpractice unless the learner(s) in question have been certificated or their work quality assured.

Centres must report suspected malpractice by teachers or centres to the Investigations Team at Pearson before any investigation is undertaken by the centre. Centres should provide as much information as possible on the suspected malpractice in an email to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). It is extremely important that malpractice is reported in a timely fashion; particularly if any units have been subject to quality assurance or certification.

For further details on malpractice and advice on preventing malpractice by learners, please see the Pearson document *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications*, available on our website.

## Reasonable adjustments to assessment

---

Centres are able to make adjustments to assessments to take account of the needs of individual learners in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units*. In most instances, adjustments can be achieved by following the guidance, for example allowing the use of assistive technology or adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or working within the occupational area.

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

## Special consideration

---

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

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

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made only on a case-by-case basis. A separate application must be made for each learner and certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements and Reasonable Adjustments*.

## Credit transfer

---

Credit transfer is a process whereby qualifications or part qualifications are given appropriate recognition to enable learners to progress without having to repeat any learning they have already undertaken. Where appropriate, learners can use the SCQF credit points gained from one qualification towards achieving all or part of another qualification. The amount of credit that a learner is allowed to use is decided on by staff in colleges, universities and other educational institutions based on the notion of 'best curriculum fit' between the prior learning and the new learning content.

Further information on credit transfer can be found in the document *Scottish Credit and Qualifications Framework (SCQF) Credit Accumulation and Transfer*, available on our website.



## 9 Centre recognition and approval

### Centre recognition

---

Centres that have not previously offered Pearson SVQs need to apply for, and be granted, centre recognition and approval as part of the process for approval to offer individual qualifications. Centres already delivering Pearson NVQs will not need to apply for centre approval to deliver Pearson SVQs but will need to apply for qualification approval.

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

Guidance on seeking approval to deliver Pearson SVQs is available on our website.

### 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.

## 10 Quality assurance of centres

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

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

Centres offering competence-based qualifications will receive at least one visit from our Standards Verifier, followed by ongoing support and development. This may result in more visits or remote support, as required to complete standards verification. The exact frequency and duration of standards verifier visits will reflect the centre's performance, taking account of the:

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

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

For further details, please go to the document *Pearson Centre Guide to Quality Assurance 2018–2019 Pearson NVQs/SVQs and Competence-based qualifications*.

Additionally, centres offering the qualification as stand alone should refer to the *Pearson Delivery Guidance & Quality Assurance Requirements* document. Centres offering the qualification within BTEC Apprenticeship frameworks should refer to the document *Quality Assurance Handbook For NVQs/SVQs And Competence-Based Qualifications*

All three documents (and any subsequent updated versions of these documents) are available on our website.

# 11 Units

## Unit format

---

Each unit has the following sections.

### Unit title

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

### Unit code

Each unit is assigned a unit code that appears with the unit title on the SQA accredited qualification structure.

### SCQF level

All units and qualifications accredited on the Scottish Credit and Qualifications Framework (SCQF) have a level assigned to them. There are 12 levels of achievement which show the depth and complexity of learning/competence, skills and knowledge required to achieve the qualification.

### Credit points

All units have credit points. Credit points show the volume of learning required to achieve a qualification. One SCQF credit point equals 10 notional learning hours.

### Unit summary

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

### Unit assessment requirements/evidence requirements

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

### Terminology

Key terms and concepts that feature in the unit.

### Assessment outcomes and standards

The requirements the learner is expected to meet to achieve the unit. These requirements are under subheadings of 'knowledge and understanding' and 'performance criteria'.

## Knowledge and understanding

The knowledge that the learner needs to be able to understand what they are doing and why.

## Performance criteria

The level of competence the learner has to achieve.

# Unit 1: Support effective team working in a retail organisation

**Unit code:** PPL.E335

**SCQF level:** 6

**Credit points:** 4

---

## Unit summary

This standard is about working with colleagues in your retail organisation to achieve results and targets together. It is about supporting the team's efforts using leadership skills, by sharing the workload equally (to individual strengths), making realistic commitments and working hard to support them effectively, and contributing to team morale and good working relations.

This standard is for owners, managers and team leaders and team members.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Support effective team working in a retail organisation.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

## Terminology

Retailing; retailers; supports; supporting; encourages; encouraging; efficient; efficiency; effectively; teamwork; team work; buyers; buys; buying; merchandisers; merchandises; merchandising.

## Glossary

Difficulties in working together/with colleagues – Difficulties can arise for various reasons, including:

1. disagreements on work-related issues
2. personality clashes
3. unfair, insulting or threatening behaviour.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	the team's purpose, aims and targets
2	your responsibility for contributing to the team's success
3	your colleagues' roles and main responsibilities
4	the importance of sharing work equally with colleagues
5	the factors that can affect your and colleagues' willingness to carry out work, including skills and existing workload
6	the importance of being a reliable team member
7	the types of leadership skills and techniques to use to effectively support teams and individuals
8	the factors to take account of when making commitments, including your existing workload and the degree to which interruptions and changes of plan are within your control
9	the importance of maintaining team morale, the circumstances when morale is likely to deteriorate, and the kinds of encouragement and support that are likely to be valued by colleagues
10	the importance of good working relations, and techniques for removing tension between colleagues
11	the importance of following your retail organisation's policies and procedures for health and safety, including setting a good example to colleagues

## Performance criteria

### You must be able to:

1	share work equally with colleagues, taking account of yours and others' preferences, strengths, skills and time available
2	make realistic commitments to colleagues so your retail organisation's targets can be met
3	let colleagues know promptly if results and targets cannot be met
4	use leadership skills to effectively support individual members of your team
5	encourage and support colleagues when working conditions are difficult
6	encourage colleagues who are finding it difficult to work together to treat each other equally, politely and with respect
7	follow your retail organisation's health and safety procedures during all work activities

## Unit 2: **Contribute to the planning, organisation and evaluation of your own learning in a retail organisation**

**Unit code:** PPL.E336

**SCQF level:** 6

**Credit points:** 5

---

### Unit summary

This standard is about being an effective learner in your retail organisation. It assumes help and support in planning and carrying out your learning plans is available. Your responsibilities are to contribute to the planning process, carry out your plan and evaluate its effectiveness.

Specific, Measurable, Achievable, Realistic and Time bound (SMART) planning is a requirement of this standard to plan your goals, and your learning aims and objectives.

This standard is for managers, team leaders and trainees.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Contribute to the planning, organisation and evaluation of your own learning in a retail organisation.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Terminology

Retailing; retailers; helps; helping; assists; assisting; plans; planning; organises; organising; learns; trains; training; buyers; buys; buying; merchandisers; merchandises; merchandising.

### Glossary

SMART – Specific, Measurable, Achievable, Realistic, Time bound.



## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	who can help set your goals, aims and objective, help plan your learning, and give feedback about your progress
2	how to identify the knowledge and skills required to achieve your goals
3	how reflecting on past learning experiences can contribute to plan future learning, and techniques for doing so
4	what SMART planning is and how to use it to effectively plan learning
5	how to work out how much time you need to devote to learning
6	how to organise your learning using internal and external suppliers of learning used by your retail organisation
7	how often to check your progress and how to do this
8	how to adjust your plans as required to meet your goal and the aims and objectives of the learning
9	why to ask for feedback on your progress, how to do so, and how to respond positively
10	how to evaluate learning and who to report it to in your retail organisation

## Performance criteria

### You must be able to:

1	discuss and agree with the correct people learning goals that are relevant, realistic and clear
2	identify the knowledge and skills required to achieve your goals
3	agree action points and deadlines that are realistic, taking account of past learning experiences and the time and resources available for learning
4	contribute to making a SMART plan to organise your own learning
5	organise your learning using internal or external suppliers of learning used by your retail organisation
6	check your progress regularly and when necessary change your ways of working, revisiting your learning plan at regular intervals
7	ask for feedback on your progress from those in a position to give it, and use their feedback to improve your performance
8	evaluate your learning aims and outcomes when your learning has finished to see if it has met the overall learning aim
9	report your findings of your learning to relevant people in your retail organisation

## Unit 3: Organise the delivery of reliable customer service

**Unit code:** CFACSB10

**SCQF level:** 6

**Credit points:** 6

---

### Unit summary

This Standard is part of the Customer Service Theme of Delivery. This Theme covers Customer Service behaviours and processes that have most effect on the customer experience during Customer Service delivery. Remember that customers include everyone you provide a service to. They may be external to your organisation or they may be internal customers.

This Standard is about how you organise the delivery and maintenance of excellent and reliable customer service. Your role may or may not involve supervisory or management responsibilities but you are expected to take some responsibility for the resources and systems you use which support the service that you give. In your job you must be alert to customer reactions and know how they can be used to improve the service that you give. In addition, customer service information must be recorded to support reliable service.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Keywords

Organising; delivery; reliable; resources; systems; support service; customer service; communication; problem solving; behaviours; work with others; team working; giving information; receiving information services; products.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	organisational procedures for unexpected situations and your role within them
2	resource implications in times of staff sickness and holiday periods and your responsibility at these times
3	the importance of having reliable and fast information for your customers and your organisation
4	organisational procedures and systems for delivering customer service
5	how to identify useful customer feedback and how to decide which feedback should be acted on
6	how to communicate feedback from customers to others
7	organisational procedures and systems for recording, storing, retrieving and supplying customer service information
8	legal and regulatory requirements regarding the storage of data

## Performance criteria

### **Plan and organise the delivery of reliable customer service**

#### **You must be able to:**

- |   |  |
|---|--|
| 1 | plan, prepare and organise everything you need to deliver services or products to different types of customers |
| 2 | organise what you do to ensure that you are consistently able to give prompt attention to your customers       |
| 3 | reorganise your work to respond to unexpected additional workloads   |

### **Review and maintain customer service delivery**

#### **You must be able to:**

- |    |   |
|----|---|
| 4  | maintain service delivery during very busy periods and unusually quiet periods                                  |
| 5  | maintain service delivery when systems, people or resources have let you down                                   |
| 6  | consistently meet your customers' expectations  |
| 7  | balance the time you take with your customers with the demands of other customers seeking your attention        |
| 8  | respond appropriately to your customers when they make comments about the services or products you are offering |
| 9  | alert others to repeated comments made by your customers  |
| 10 | take action to improve the reliability of your service based on customer comments                               |
| 11 | monitor the action you have taken to identify improvements in the service you give to your customers            |

### **Use recording systems to maintain reliable customer service**

#### **You must be able to:**

- |    |  |
|----|--|
| 12 | record and store customer service information accurately following organisational guidelines               |
| 13 | select and retrieve customer service information that is relevant, sufficient and in an appropriate format |
| 14 | quickly locate information that will help solve a customer's query   |
| 15 | supply accurate customer service information to others using the most appropriate method of communication  |

## Unit 4: Recruit and retain staff in a retail organisation

Unit code: PPL.E002

SCQF level: 6

Credit points: 7

---

### Unit summary

This standard is about having a recruitment process that assists in retaining staff. It saves time and money as well ensures new staff settle in, thus reducing staff turnover. This standard is for owners, managers, recruitment and selection personnel and team leaders.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Recruit and retain staff in a retail organisation.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Terminology

Retailing; retailers; SMEs; small-medium enterprises; small medium enterprises; small enterprises; medium enterprises; independents; finds; finding; keeps; keeping; recruits; recruiting; retains; retaining; workers.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	what is involved in the recruitment process and how long the process typically takes
2	how to work out what skills and personal qualities are needed for specific job roles
3	why it is important to keep a written record of what the job involves
4	the current relevant legal requirements relating to recruitment, including advertising and interviewing, and how to stay informed about these requirements
5	the relevant characteristics of the local employment market, including which kinds of employer are competing to attract the type of employee your retail organisation is looking for, and the pay, benefits and working conditions and employment contracts they typically offer
6	the different ways to advertise job vacancies, and how to work out which would be the most cost effective and beneficial for your retail organisation to use
7	what characteristics a recruitment advertisement needs in order to attract suitable applicants
8	who is likely to be aware of any new job advertisements, such as retail customers or suppliers, and how to take their perceptions into account when preparing advertisements
9	the ways of conducting job interviews that will give all applicants a positive image of your retail organisation, whilst being realistic about the job role

## Knowledge and understanding

### You need to know and understand:

10	the types of information that will help in assessing applicants' suitability, and legal and effective methods of getting this information
11	the current laws relating to the recording, storage and use of personal data, and how to stay informed about these laws
12	the relevant regulations and your retail organisation's procedures to recruit and inform suitable applicants
13	the relevant regulations and your retail organisation's procedures to inform unsuitable applicants
14	the kinds of support, information and training that new staff are likely to need in order to feel welcome and to perform their jobs effectively
15	how to let staff know they are valued and the effective ways of retaining key staff



## Performance criteria

### You must be able to:

1	allow enough time for the recruitment process so that new staff can join your retail organisation when required
2	develop a clear idea of the job required, including their duties and the skills and personal qualities staff will need before starting to recruit
3	keep a written record of the details of the job in case of later dispute
4	define terms of employment which meet relevant legal requirements, meet the needs of your retail organisation, and take into account the local employment market
5	weigh up the costs and likely effectiveness of the available methods of advertising job vacancies, including word of mouth where applicable
6	advertise job vacancies in ways which meet relevant legal requirements, supportive of your retail organisation's brand image, and likely to attract suitable applicants
7	present your retail organisation in as positive a light as possible to applicants whilst being realistic about the job role
8	use effective and relevant legal methods of obtaining relevant information about applicants to help decide how suitable they are for the job
9	keep personal information about applicants confidential
10	use relevant regulations and your retail organisation's procedures to recruit and inform suitable applicants
11	use relevant regulations and your retail organisation's procedures to inform unsuitable applicants
12	plan for new staff to be given a positive welcome on arrival and to be given the support, information and training they will need to do their jobs effectively
13	check that new staff are settling in and deal promptly with any problems in ways that demonstrate that they are valued

## Performance criteria

14	regularly tell staff how important they are to your retail organisation and check the need to do anything further to retain them
----	--

## Unit 5: Plan and allocate work to staff in a retail organisation

**Unit code:** PPL.E003

**SCQF level:** 6

**Credit points:** 6

---

### Unit summary

This standard is about being able to plan and allocate work to staff in your retail organisation equally and in ways that enable staff to be effective.

This standard is for owners, managers and team leaders.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Plan and allocate work to staff in a retail organisation.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Terminology

Retailing; retailers; SMEs; small medium enterprises; small enterprises; medium enterprises; independents; allocates; allocating; assigns; assigning; delegates; delegating; tasks; jobs; workers.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	the factors that are useful to take into account when planning staff rotas in your retail organisation
2	how allocating work effectively can improve staff productivity
3	what equipment, materials, training and information staff need to carry out their work, the available options for training staff, and how to evaluate these options
4	clear and motivational ways of briefing staff when allocating work
5	the typical reasons why staff do not complete work satisfactorily, and effective ways of addressing these difficulties
6	ways to encourage staff about any problems preventing them from working effectively
7	how to monitor the work being carried out by staff and make justified assessments of individuals' effort and competence
8	the different ways of rewarding a job well done, and how to choose the most motivating response for the individual and situation

## Performance criteria

### You must be able to:

1	plan staff rotas that take account of the needs of your retail organisation and demonstrate equality to individual staff
2	plan staff activities so that they can be as productive as possible, taking into account the abilities and development needs of individuals
3	ensure that staff have the equipment, materials, information and training they need to do the work expected of them
4	brief staff about their work tasks in ways that are likely to encourage them to do their best
5	check that staff understand what is needed of them, when it needs to be done, and the standards expected of them
6	allocate work to individual staff
7	give staff enough opportunity to ask questions about the work allocated to them
8	investigate when work is not completed in line with instructions, asking staff about problems that are preventing them from working effectively

## Unit 6: Identify and analyse opportunities for solving problems and improving retail operations

**Unit code:** PPL.E301

**SCQF level:** 8

**Credit points:** 10

---

### Unit summary

This standard is about helping to improve the way your retail organisation operates, so that it can achieve or improve on sales targets and standards of service. Working within your area of responsibility, a thorough knowledge of day-to-day operations is required. It is also about being able to identify and analyse problems and suggest ways to improve operations that are practical and cost-effective.

This standard is for owners, managers and team leaders.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Identify and analyse opportunities for solving problems and improving retail operations.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Keywords

Retailing; retailers; identifies; identifying; spots; spotting; opportunity; chances; solves; issues; threats; dangers; improves; improvement.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	your retail organisation's quality standards
2	your retail organisation's policies, procedures and systems to be used to gather information
3	the different ways of identifying facts and opinions about retail operational performance and how useful each one is
4	the common causes of failure to achieve your retail organisation's quality standards
5	how to generate and analyse ideas for improving retail operations
6	how to evaluate the benefits of potential improvements and how urgent they are
7	how to work out what resources are required to put improvements into practice
8	how to weigh the costs of suggested improvements against the benefits

## Performance criteria

### You must be able to:

1	obtain accurate, up-to-date information from relevant sources about operations within your area of responsibility
2	identify and analyse the causes of problems accurately where operations are not meeting your retail organisations quality standards or sales targets
3	identify the scope for further development clearly and accurately where operations are achieving your retail organisation's quality standards and sales targets
4	analyse the suggested improvements to operations accurately to see if they are practical, consistent with your retail organisation's policy and style, and be straightforward to put into practice
5	identify the ideas and resources that offer the greatest benefits for your retail organisation and its customers
6	weigh up the costs of suggested improvements against benefits to retail operations



# Unit 7: Recommend, agree and contribute to implementing improvements to retail operations

Unit code:	PPL.E302
SCQF level:	6
Credit points:	7

---

## Unit summary

This standard is about being able to present recommendations for improvements to retail operations to decision makers clearly and persuasively, and respond positively to their questions and comments. It is about getting the agreement to go ahead with the improvement to retail operations. It is also about contributing to implementing improvements to retail operations and evaluating their impact to your retail organisation.

This standard is for owners, managers, team leaders and retail team members who have been tasked to recommend and contribute to implementing improvements to retail operations.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Recommend, agree and contribute to implementing improvements to retail operations.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

## Keywords

Retailing; retailers; recommends; recommending; suggests; suggesting; improves; improvements; enhances; enhancing; enhancements.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	how to present recommendations to retail improvements to management clearly, concisely and in a suitable format
2	why it is important to make sure you acknowledge other colleagues' recommendations
3	the types of questions and concerns decision makers are likely to have when considering recommendations to improvements to retail operations, and how to handle these
4	how to explain the benefits of the recommended retail improvements
5	how to request all the resources and staffing requirements to make improvements to retail operations
6	the different ways to get agreement from decision makers to go ahead with recommendations to retail operations
7	how to contribute to creating plans for implementing improvements to retail operations
8	how to gather and prepare the staff and resources required to begin the improvement to retail operations
9	how to give appropriate support, encouragement, advice and training to members of staff for as long as they require it
10	how to contribute to the implementation of retail improvements to retail operations following each planned stage
11	when to report to decision makers if the improvements to retail operations will not be completed on time
12	how and when to conclude all aspects of the improvements to retail operations and evaluate its impact on your retail organisation

## Performance criteria

### You must be able to:

1	present recommendations about improvements to retail operations to decision makers that are clear, concise, in a suitable format and supported by relevant information
2	acknowledge recommendations made by others during the process of researching possible improvements to retail operations
3	explain the benefits the recommended retail improvements could bring and request the resources needed to put them into practice
4	discuss recommendations with the relevant decision-makers and answer all questions clearly
5	agree with decision makers to go ahead with the recommended improvement to retail operations
6	contribute to creating plans for implementing improvements which is agreed by decision makers
7	agree and prepare the staff and resources required to begin the improvement to retail operations
8	give appropriate support, encouragement, advice and training to members of staff for as long as they require it
9	contribute to the implementation of improvements to retail operations following each planned stage
10	report to decision makers if the improvement to retail operations will not be completed on time
11	conclude all aspects of the improvement to retail operations and evaluate its impact on your retail organisation

## Unit 8: Monitor and maintain security in a retail organisation

Unit code: PPL.E304

SCQF level: 5

Credit points: 5

---

### Unit summary

This standard is about monitoring and maintaining the security of people, stock, premises (inside and out) and cash as part of a daily routine in your retail organisation. As well as personally checking the security of the work area and resolving any problems identified, it involves making sure that staff are clear about their responsibilities for maintaining security and that they understand the security procedures they must follow.

This standard is for owners, managers and team leaders.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Monitor and maintain security in a retail organisation.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Keywords

Retailing; retailers; practices; practises; implements; implementing; implementation; maintains; maintaining; secures; securing.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	your retail organisation's security procedures to support opening, operating and closing your retail organisation's premises
2	the security threats most likely to happen in your retail organisation for the following: <ul style="list-style-type: none"><li>• outside locations</li><li>• inside the premises</li><li>• stock and resources</li><li>• people</li><li>• cash.</li></ul>
3	how your retail organisation expects you to monitor and maintain the following: <ul style="list-style-type: none"><li>• outside locations</li><li>• inside the premises</li><li>• stock and resources</li><li>• people</li><li>• cash.</li></ul>
4	how to identify problems with security and resolve them promptly, legally and in line with your retail organisation's requirements
5	the different methods of briefing staff about security arrangements, and when it is appropriate to use each method
6	who has authority to stop and search staff and customers and how to contact the relevant authorities

## Performance criteria

### You must be able to:

1	monitor the work area daily in your retail organisation to identify possible problems with the security of the following: <ul style="list-style-type: none"><li>• outside locations</li><li>• inside the premises</li><li>• stock and resources</li><li>• people</li><li>• cash.</li></ul>
2	follow your retail organisation's requirements for maintaining security when opening, monitoring and closing premises
3	identify problems with security and resolve them promptly, legally and in line with your retail organisation's requirements
4	brief and update staff clearly and regularly about security procedures and their responsibilities for maintaining security
5	follow relevant regulations and your retail organisation's authorisation policy about who can stop and search colleagues and retail customers
6	contact relevant authorities when security has been breached

## Unit 9: Monitor, identify and investigate loss and wastage in a retail organisation

**Unit code:** PPL.E305

**SCQF level:** 8

**Credit points:** 6

---

### Unit summary

This standard is about monitoring levels of stock, equipment, cash and cash equivalents and identifying and investigating any loss and wastage in your retail organisation. It also involves drawing conclusions about how wastage and loss can be prevented in future, taking preventive measures and training staff to help reduce wastage and loss as far as possible.

This standard is for owners, managers and team leaders.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Monitor, identify and investigate loss and wastage in a retail organisation.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Keywords

Retailing; retailers; monitors; monitoring; checks; checking; investigates; investigation; assesses; assessing; assessment; waste; wastage.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	your retail organisation's security policy and procedures
2	your retail organisation's procedures for monitoring, identifying and recording loss and wastage
3	your retail organisation's investigation procedures and its definition of unacceptable loss and wastage
4	how unacceptable loss and wastage are likely to happen in your retail organisation
5	the items most likely to be at risk in your retail organisation
6	the purpose of loss-control and stock-taking systems
7	different strategies for preventing loss and wastage and when to use each one
8	how to explain causes of loss and wastage to colleagues so that they can contribute to reducing them
9	how to check loss and wastage evaluations



## Performance criteria

### You must be able to:

1	monitor levels of stock, equipment, cash and cash equivalents thoroughly and often enough, using methods that are consistent with your retail organisation's security policy and procedures
2	identify loss and wastage, record them accurately and investigate their causes promptly
3	identify and investigate ways of preventing loss and wastage and put them into practice
4	evaluate loss control thoroughly and accurately, using valid and reliable information
5	explain clearly to staff the nature and extent of loss and wastage and the problems it causes and how staff can help to reduce them

## Unit 10: Assess, monitor and control risks to health and safety and provide training in a retail organisation

**Unit code:** PPL.E306

**SCQF level:** 8

**Credit points:** 7

---

### Unit summary

This standard is about checking that your retail organisation is a healthy and safe place, by using day-to-day monitoring, specific regular checks and planned assessments. It is about keeping accurate records and training staff to protect health and safety. It includes checking premises, stock, and equipment including Personal Protective Equipment (PPE). Control of Substances Hazardous to Health (CoSHH) must also be monitored.

This standard is for owners, managers and team leaders and nominated Health and Safety representatives in retail organisations who do not hold recognised qualifications for Health and Safety in the workplace.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Assess, monitor and control risks to health and safety and provide training in a retail organisation.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Keywords

Retailing; retailers; assesses; assessing; assessments; controls; controlling; limits; limiting; monitors; monitoring; dangers; threats; evaluates; evaluating; evaluations.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	your rights, duties and responsibilities under relevant health and safety and risk assessment legislation
2	your rights, duties and responsibilities under relevant fire safety, accident reporting, first aid and CoSHH regulations
3	your retail organisation's procedures for assessing and monitoring health and safety and incidents
4	how to control risks to health and safety
5	how to arrange staff training on health and safety matters and incidents
6	where to get information and advice about relevant health and safety legislation, policy and procedures
7	who to and which authorities to report assessment results and risks to
8	what safety equipment and protective clothing is available and the instructions for using it
9	how to monitor staff to confirm that they are using equipment, PPE and hazardous substances according to the instructions they have been given
10	how to identify and control different risks
11	why there is a need to assess risks and how to do this
12	how to communicate effectively to others and relevant authorities to control risks
13	how to maintain all relevant records to support your assessments, monitoring and control activities

## Performance criteria

### You must be able to:

1	monitor your retail organisation continually to make sure it is clean and free from health and safety risks
2	assess any health and safety risks you observe for their severity and to check if they breach relevant legislation and your retail organisation's procedures
3	prioritise risks in the order in which they should be controlled and eliminated
4	control any health and safety risks using relevant procedures within your retail organisation
5	obtain advice immediately from the appropriate authority when a risk cannot be controlled
6	monitor staff to confirm that they are using equipment, PPE and hazardous substances according to the instructions they have been given and (CoSHH) regulations
7	provide or organise staff training, instructions and information when risks occur
8	carry out health, safety and maintenance checks in line with relevant legal and your retail organisation's requirements
9	review and update assessment procedures to take account of changes in factors affecting health and safety
10	record risk assessments accurately and make the records available to those who need them
11	maintain all relevant records to support your assessments, monitoring and control activities

## Unit 11:

## Take a safe and active role when accidents and emergencies occur in a retail organisation

**Unit code:** PPL.E307

**SCQF level:** 5

**Credit points:** 4

---

### Unit summary

This standard is about taking a safe and active role when accident and emergencies occur in your retail organisation. This includes contacting the emergency services, setting off alarms, beginning and supervising evacuation, and reducing further injury or damage as far as possible until specialist help arrives.

This standard is for owners, managers, team leaders and staff trained or training to be fire marshals and first aiders.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Take a safe and active role when accidents and emergencies occur in a retail organisation.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Keywords

Retailing; retailers; puts; putting; accidents; emergencies; policy; policies; practise; health; safety.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	your retail organisation's procedures to prevent injury and damage and to contain potential unsafe situations in the work area when accidents and emergencies occur
2	your retail organisation's procedures for raising the alarm in the event of accidents and emergencies
3	how to safely evacuate your retail organisation's building and where the emergency exits are
4	your retail organisation's procedures for contacting the relevant emergency service when accidents and emergencies occur
5	how to respond and act calmly when accidents have caused injury to colleagues and customers
6	the manufacturer's guidelines for safely using safety and accident equipment
7	how to make sure emergency services and their authorised personnel are given access to the building in the event of accidents and emergencies
8	how to follow your retail organisation's procedures for checking staff at assembly points
9	the relevant legislation and your retail organisation's procedures for allowing staff and customers to return to the premises after emergencies
10	how to identify threatening and violent behaviour
11	who to contact when security of colleagues, customers and premises are at risk

## Performance criteria

### You must be able to:

1	act promptly and in line with your retail organisation's procedures to prevent injury and damage and to contain potential unsafe situations in the work area when accidents and emergencies occur
2	follow your retail organisation's procedures for raising the alarm in the event of accidents and emergencies
3	make sure that staff and customers leave immediately using approved escape routes when evacuating the building
4	follow your retail organisation's procedures for contacting the relevant emergency service when accidents and emergencies occur
5	communicate and respond calmly when handling accidents that have caused injury to colleagues or customers
6	use safety and accident equipment in line with the manufacturer's guidelines
7	arrange for emergency services and their authorised personnel to have access to the building in the event of accidents and emergencies
8	follow your retail organisation's procedures for checking all staff have evacuated the building and are present at designated assembly points
9	follow relevant legislation and your retail organisation's procedures for allowing staff and customers to return to the premises, once the all clear has been authorised and when it is safe
10	identify threatening and violent behaviour, and act promptly and safely to protect staff and customers before contacting security staff or the police

## Unit 12: Plan staffing levels and prepare work schedules for a retail organisation

Unit code:	PPL.E308
SCQF level:	6
Credit points:	6

---

### Unit summary

This standard is about planning how many staff are required to be on duty in your retail organisation to maintain the best levels of customer service and profitability. It involves producing plans and schedules so that staff know when and where they will be required to work.

This standard is for owners, managers and team leaders.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Plan staffing levels and prepare work schedules for a retail organisation.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Keywords

Retailing; retailers; plans; planning; workforce; numbers; prepares; preparing; working; works; hours; rotas.



## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	why staffing plans are required
2	the relevant laws, your retail organisation's policy and contract terms and conditions that affect the hours that staff can work
3	how to plan and calculate staffing levels that cover all operational needs and take account of operational limits
4	how to produce staffing plans and prepare work schedules that include accurate numbers and realistic levels of skill, work allocation, places where people will work, and start and finish times
5	how planning staffing levels and work schedules maintain customer service and profitability
6	your retail organisation's requirements for producing work schedules that are clear to understand and use
7	why to include realistic contingency plans to cope with abnormal situations

## Performance criteria

### You must be able to:

1	follow your retail organisation's procedures for checking with colleagues about the levels of staffing they require
2	follow your retail organisation's policy for contracting arrangements when preparing and planning staffing levels and work schedules
3	prepare staffing plans and schedules that cover all operational needs and take account of operational limits
4	produce staffing plans and schedules that include accurate numbers and realistic levels of skill, work allocation, places where people will work, and start and finish times
5	produce staffing plans and schedules that ensure customer service and profitability is maintained
6	schedule hours of work that keep to relevant laws, your retail organisation's policy and contracts of employment
7	produce plans that are clear for the relevant people to understand and use
8	include realistic contingency plans to cope with abnormal situations

## Unit 13: Monitor work targets to make changes in staffing levels in a retail organisation

Unit code:	PPL.E309
SCQF level:	6
Credit points:	5

---

### Unit summary

This standard is about collecting, monitoring information about progress towards work targets, and making justifiable recommendations for changes in staffing levels in your retail organisation.

This standard is for owners, managers, and team leaders.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Monitor work targets to make changes in staffing levels in a retail organisation.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Keywords

Retailing; retailers; monitors; monitoring; watches; watching; workforce; numbers; compares; comparing; rotas.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	how staffing levels and the way in which staff are used can affect the work that can be done
2	how to collect, monitor and evaluate information on staffing and work targets in your retail organisation
3	how to change staffing levels and schedules
4	the factors, other than staffing, that may affect progress towards work targets, and the effect these are likely to have
5	how to justify changes in staffing levels
6	how your manner and behaviour when presenting the results of monitoring work targets are likely to influence staff's response to them

## Performance criteria

### You must be able to:

1	collect and organise information about the staff available and the work they are doing in your retail organisation
2	assess whether there are sufficient staff for work targets to be realistically achieved
3	monitor and collect information about what progress is being made towards achieving work targets
4	use the information about staffing and progress towards work targets to make realistic and justifiable judgements of how effective staff are
5	recommend changes in staffing clearly and promptly to the correct people
6	change staffing levels and schedules so that targets can be met
7	pass on the results of your monitoring promptly to the people who need them
8	use the results of your monitoring to encourage staff to reach their targets

## Unit 14: Help colleagues to learn in a retail organisation

**Unit code:** PPL.E337

**SCQF level:** 6

**Credit points:** 5

---

### Unit summary

This standard is about helping colleagues to gain the information and skills they need to learn to do their jobs in your retail organisation. It involves passing onto colleagues, knowledge and skills on a daily basis. This standard is not about being a professional trainer and it is not about assessing others' performance formally.

This standard is for owners, managers and team leaders.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Help colleagues to learn in a retail organisation.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Keywords

Retailing; retailers; helps; helping; assists; assisting; colleagues; learns; learning; trains; training; buyers; buys; buying; merchandisers; merchandises; merchandising.

### Glossary

Methods of helping colleagues to learn – Suitable methods might include:

1. spoken or signed explanation
2. demonstration
3. guided practice
4. constructive feedback

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	your role in helping colleagues to learn in your retail organisation
2	how to work out what skills and knowledge to usefully share with colleagues
3	how and when to offer help and advice to colleagues who are learning
4	the methods of helping colleagues to learn on the job, and how to choose suitable methods for different learning situations
5	the health, safety and security risks that are likely to arise when people are learning on the job, and how to reduce these risks
6	the sources of help within your retail organisation for people who are learning, and how to access them

## Performance criteria

### You must be able to:

1	encourage colleagues to ask about tasks they are not confident with in your retail organisation
2	notice when colleagues are having difficulty performing tasks that are within your competence and offer advice
3	give clear, accurate and relevant information and advice relating to tasks and procedures to help them learn
4	allow colleagues time to learn new skills and understanding
5	explain and demonstrate procedures clearly, accurately and in a logical sequence
6	encourage colleagues to ask questions if they don't understand the information and advice offered
7	give colleagues opportunities to practise new skills, and give constructive feedback
8	check that health, safety and security are not compromised when helping colleagues to learn
9	recognise the limits of your knowledge and authority and direct colleagues to other suitable sources of help as needed



## Unit 15: Organise staff to receive, check and record incoming deliveries in a retail organisation

Unit code:	PPL.B301
SCQF level:	6
Credit points:	12

---

### Unit summary

This standard is about organising staff to receive, check and record incoming deliveries in your retail organisation.

This standard is for owners, managers and team leaders.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Organise staff to receive, check and record incoming deliveries in a retail organisation.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Keywords

Retailing; retailers; organises; organising; arranges; arranging; receives; receipt; receiving; checks; checking; delivery; stocks; goods; materials; items; produce; products; inventorying; inventories.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	how to prepare to receive and handle different types of deliveries
2	how and when to organise staff in preparation of incoming deliveries
3	your retail organisation's procedures for receiving incoming deliveries, including dealing with incorrect, damaged and late deliveries
4	which staff are involved in or affected by a delivery schedule and the information they need to receive deliveries efficiently
5	your retail organisation's standards for acceptable deliveries
6	why incoming deliveries must be checked against incoming delivery records straight after unloading
7	your retail organisation's recording and control systems, including procedures for checking deliveries received
8	your organisation's safety and security procedures for receiving deliveries

## Performance criteria

### You must be able to:

1	organise sufficient capable staff and brief them before incoming deliveries are received
2	make sure that the area for receiving deliveries is prepared and that there is enough storage space for the delivery
3	check that deliveries are received and unloaded safely and securely
4	make sure that deliveries are promptly checked against incoming delivery records
5	make sure that incoming delivery records are complete and accurate and processed promptly
6	use delivery records to check that each supplier has met your retail organisation's service needs
7	identify problems with incoming deliveries and resolve them promptly

## **Unit 16: Manage staff and maintain stock records in a storage facility in a retail organisation**

<b>Unit code:</b>	<b>PPL.B302</b>
<b>SCQF level:</b>	<b>7</b>
<b>Credit points:</b>	<b>12</b>

---

### **Unit summary**

This standard is about managing staff and maintaining storage records in a storage facility.

This standard is for owners, managers and team leaders.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Manage staff and maintain stock records in a storage facility in a retail organisation.

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

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### **Keywords**

Retailing; retailers; organises; organising; maintains; maintaining; facility; areas; stores; storing; arranges; arranging; checks; checking; SMEs; small-medium enterprises; small medium enterprises; small enterprises; medium enterprises; independents.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	how effective storage systems contribute to reducing stock loss
2	how to organise what storage facilities are required for goods on order in your retail organisation
3	how to manage staff in your retail organisation's storage facility
4	how to protect goods from various causes of deterioration and damage
5	how to work out suitable storage layouts and solve storage problems efficiently, safely and securely
6	how to run your organisation's stock recording and controlling systems efficiently and accurately, including using them to monitor and record stock loss
7	the relevant legal requirements for storing stock, including health and safety requirements
8	why you need to maintain accurate and up to date stock records that can be found easily by relevant staff in your retail organisation

## Performance criteria

### You must be able to:

1	organise your retail organisation's storage facilities to take account of day-to-day work, safety requirements and the need to keep goods secure and in a saleable condition
2	give staff accurate, up-to-date information and suitable training so they can use the storage system securely, safely and in line with relevant legal requirements
3	give staff clear roles and responsibilities for storing and moving goods and check they understand these roles and responsibilities
4	develop and update plans to cope with unforeseen storage problems in your storage facility in your retail organisation
5	manage staff to ensure they are storing and moving goods competently, safely, securely and in line with relevant legal and health and safety requirements
6	maintain complete, accurate and up-to-date stock records that can be found easily by everyone in your retail organisation who requires them

## Unit 17: Check the storage and care of stock in a retail organisation

**Unit code:** PPL.B303

**SCQF level:** 6

**Credit points:** 5

---

### Unit summary

This standard is about checking the quality of goods, checking the way stock is cared for and stored and making improvements to increase profitability.

This standard is for owners, managers, team leaders.

When you have completed this standard you will be able to demonstrate your understanding and ability to:

- Check the storage and care of stock in a retail organisation.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Keywords

Retailing; retailers; checks; checking; stores; stocks; goods; materials; items; produce; products.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	when and how to check stock and storage, including both routine and spot checks
2	the relevant legal and your retail organisation's requirements for removing out-of-date stock
3	your retail organisation's requirements for storing and moving stock, and how to check that these requirements are being met
4	the causes of stock deterioration and damage and how these affect products
5	your retail organisation's requirements and quality standards for storage
6	the information colleagues require to be able to use your retail organisation's storage system effectively
7	your retail organisation's policy and procedures for caring for goods that are at risk of damage or deterioration
8	your retail organisation's systems and procedures for moving and storing stock
9	how to work out if ideas for improving the ways stock is stored and moved are likely to be profitable



## Performance criteria

### You must be able to:

1	keep up a routine for checking storage facilities and stock
2	follow your retail organisation's requirements and quality standards for storage and care of stock
3	carry out spot checks of storage facilities and stock at suitable intervals
4	make sure staff have the information and training they need to identify stock that is out of date or at risk of deteriorating, and to deal with it in line with the relevant legal and your retail organisation's requirements
5	check the storage and movement of stock to make sure that stock is reaching the shop floor as it is required
6	make sure staff follow your retail organisation's procedures for protecting the quality of stock
7	check the storage, care and movement of stock and identify ways of running storage and movement systems more profitably

## **Unit 18:** **Organise an audit programme and put it into practice with a team in a retail organisation**

<b>Unit code:</b>	<b>PPL.B304</b>
<b>SCQF level:</b>	<b>6</b>
<b>Credit points:</b>	<b>8</b>

---

### **Unit summary**

This standard is about organising an audit programme and putting it into practice with a team in your retail organisation.

This standard is for owners, managers and team leaders.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Organise an audit programme and put it into practice with a team in a retail organisation.

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

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### **Keywords**

Retailing; retailers; puts; putting; audits; auditing; inventories; inventorying; practise; carry out; carries out; carrying out.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	why it is important to audit levels of stock and stock inventories
2	how often audit programmes need to be carried out
3	the information held in your retail organisation's stock inventory and how to access it
4	how to interpret information and correct mistakes in your retail organisation's stock inventory
5	the types of situation that can make it difficult to carry out an effective audit in the time available, and how to prevent them
6	the resources required to implement an audit programme
7	when and how to tell colleagues that an audit is to take place, and how it is likely to affect colleagues' work
8	how to organise the resources and information to put an audit programme into practice
9	how to choose people to help with the audit and give them responsibilities
10	how to explain to the team what their responsibilities are during the audit, and how these responsibilities are to be carried out
11	how to put an audit programme into practice in your retail organisation
12	how to organise the team's activities during an audit
13	how to check on the progress of the audit

## Performance criteria

### You must be able to:

1	find out and understand when to carry out an audit, why it is required, what it should cover and who requires the audit programme
2	find out how the programme plan should be laid out and the level of detail required
3	find out what resources are available to carry out the audit in your retail organisation
4	identify any problems that are likely to prevent the audit being carried out effectively in the time available, and resolve them before the audit is started
5	organise the resources and information required to carry out an audit programme
6	choose staff to assist with the audit, check their availability and give responsibilities to each of them
7	brief the team so that they know what their responsibilities are during the audit, and how to carry out those responsibilities
8	plan the work of the team to make sure it is accurate and will cause as little disruption as possible to normal work
9	put the audit into practice and organise the team's activities during the audit
10	check on the team's progress at suitable intervals and help them resolve any problems they may be having in completing the audit

## Unit 19:

## Investigate problems and report the findings of stock audits in a retail organisation

Unit code	PPL.B305
SCQF level	6
Credit points	5

---

### Unit summary

This standard is about investigating problems and reporting the findings of stock audits in a retail organisation and sending the report to relevant personnel in the retail organisation.

This standard is for managers and team leaders.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Investigate problems and report the finding of stock audits in a retail organisation.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Keywords

Retailing; retailers; reports; reporting; found; results; audits; audited; inventoried; inventories.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	how to organise stock audit findings so that problems can be easily identified
2	methods for investigation and identifying problems in audit findings
3	the types of problem that can happen in your retail organisation and how to resolve them
4	the format required for the audit report
5	how to write a stock audit report for your retail organisation
6	who needs to see the report
7	how to distribute the report so that all relevant personnel receive it on time

## Performance criteria

### You must be able to:

1	organise stock audit findings so problems can be identified easily
2	identify problems and note them clearly for investigation
3	work out which problems are most important to your retail organisation and which ones should be investigated first
4	investigate problems methodically and sort them out as far as possible within the scope of the audit and with the resources available
5	prepare the final report in the format required and include comments on any problems that still exist
6	include all investigation findings in your final report
7	communicate the report to the relevant personnel who need to see it, so that each person receives it on time

## Unit 20: Choose and contract with suppliers and order stock in a retail organisation

Unit code:	PPL.B306
SCQF level:	6
Credit points:	7

---

### Unit summary

This standard is about choosing and contracting with suppliers who can provide the best prices and service, and placing orders for stock in a retail organisation.

This standard is for owners, managers, buyers and team leaders.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Choose and contract with suppliers and order stock in a retail organisation.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Keywords

Retailing; retailers; sources; sourcing; finds; finding; chooses; choosing; supply; supplies; supplying; stocks; items; goods; materials; products; produce; buyers; buys; buying; orders; ordering.



## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	the types of stock your retail organisation normally requires
2	how to use the stock records to find out what needs to be ordered
3	the suppliers currently being used
4	the suppliers who have been used in the past and why they are no longer being used
5	how to find and choose possible new suppliers and check whether they are suitable
6	your retail organisation's policy for choosing suppliers, including relevant aspects of your retail organisation's sustainability policy
7	what makes a legally binding contract
8	why suppliers' terms and conditions need to be checked
9	your retail organisation's procedures for ordering stock
10	your retail organisation's procedures for keeping records of orders

## Performance criteria

### You must be able to:

1	check the stock records at suitable intervals and identify which stock requires replenishing
2	ask colleagues if they expect to have any special orders
3	compare purchase requisitions to identify items that can be ordered together
4	use the purchasing records to find out who regular suppliers have been, if any
5	choose suitable suppliers to use, taking account of stock availability, prices, delivery times and the extent to which suppliers' practices are compatible with your retail organisation's sustainability policy
6	check chosen suppliers' contracts and terms and conditions are suitable for your retail organisation
7	order items accurately, promptly and from suitable suppliers
8	work out the total cost of an order for stock accurately
9	keep complete, accurate and up-to-date purchasing records
10	store purchasing records so that they can be easily found by the people who require them

## Unit 21: Check and evaluate the performance of suppliers of stock

Unit code:	PPL.B307
SCQF level:	6
Credit points:	7

---

### Unit summary

This standard is about checking the performance of suppliers of stock and evaluating this against agreed service levels.

This standard is for owners, managers and team leaders.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Check and evaluate the performance of suppliers of stock.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Keywords

Retailing; retailers; checks; checking; evaluates; evaluating; performs; performing; supply; stocks; items; goods; materials; products; produce; supplies; supplying; assesses; assessing.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	how to check overdue stock orders and the range of suppliers your retail organisation uses for ordering stock
2	how to inform colleagues and/or customers if orders will not be delivered on time
3	how to return stock to suppliers and order replacement stock
4	how to check the quality, price and times of deliveries against your retail organisation's requirements
5	the records your retail organisation keeps about suppliers' performance and how to find and use them
6	your retail organisation's evaluation specifications when checking the performance of suppliers
7	who in your retail organisation can comment on the quality and delivery time of items or services received, and when
8	how to ask for their comments and how to contact and complain to suppliers of stock to your retail organisation
9	how to respond positively when colleagues and/or customers complain about the speed or quality of suppliers' performance

## Performance criteria

### You must be able to:

1	match deliveries with orders promptly so overdue stock can be identified
2	identify stock that is overdue and promptly contact the relevant suppliers about it
3	inform colleagues and/or customers promptly if their orders will not be fulfilled on time and tell them what choices they have
4	follow your retail organisation's procedures for returning stock and getting it replaced
5	check the quality, price and times of deliveries against your retail organisation's requirements
6	use your retail organisation's evaluation specifications to make judgements on the performance of suppliers
7	ask colleagues and/or customers for comments about the quality and delivery times of stock received from suppliers
8	provide accurate comments to suppliers on the level of service they provide
9	keep records of evaluation and feedback findings

## Unit 22:

## Organise staff to display goods for retail sale

**Unit code:** PPL.C301

**SCQF level:** 6

**Credit points:** 4

---

### Unit summary

This standard is about organising staff to display goods for retail sale through briefing and supervising. Specialist visual merchandising skills are not required.

This standard is for owners, managers, department managers and team leaders.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Organise staff to display goods for retail sale.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Keywords

Retailing; retailers; organises; organising; displaying; displays; items; products; produce; materials; stocks; planograms.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	how to organise staff responsible for displaying goods for retail sale
2	how different types of display help to reach sales targets
3	how information can be positioned so that it helps to promote sales
4	how the layout of the selling area affects sales
5	the relevant legal requirements for pricing goods for sale
6	your retail organisation's standards for putting displays together, including standards for cleaning and preparation
7	how to work out what type and quantity of resources are required to set up displays
8	how to brief staff in a way that encourages their involvement
9	how to check the work of staff preparing and putting displays together and how to give feedback to staff on their performance
10	the security, health and safety requirements and procedures relating to displaying goods
11	the customer's legal rights and your retail organisation's legal duties and responsibilities in relation to the display of goods, including descriptions of goods
12	how to check that the information in displays is accurate and legal
13	how to use different price marking methods and technologies

## Performance criteria

### You must be able to:

1	organise staff by briefing them on the purpose of the display and relevant requirements and standards
2	check relevant requirements and standards with the appropriate authority where necessary
3	provide opportunities for staff to check they understand the requirements and standards of the display
4	supervise the staff preparing the display area and putting the display together in a way that causes the least inconvenience to customers
5	provide constructive feedback to staff on their performance
6	check that the assembled display conforms to the supplier's and your retail organisation's requirements
7	obtain permission from the appropriate authority to modify or change the display
8	monitor that information has been placed accurately and legally, and is chosen and positioned to promote sales effectively
9	keep complete, accurate and up-to-date records of displays



## Unit 23: Assess how effective displays are in a retail organisation

Unit code: PPL.C302

SCQF level: 6

Credit points: 4

---

### Unit summary

This standard is about assessing how effective displays prepared by retail staff under supervision are in a retail organisation. Specialist visual merchandising skills are not required.

This standard is for owners, managers, department managers and team leaders.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Assess how effective displays are in a retail organisation.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Keywords

Retailing; retailers; assesses; assessing; evaluates; evaluating; effectiveness; efficient; efficiency.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	the standards that should be applied when assessing how effective displays are in your retail organisation
2	how to assess displays against the relevant standards
3	how to identify displays that are unsafe or not secure enough
4	how to correct displays that are unsafe or not secure enough
5	who can authorise changes in the display in your retail organisation
6	how to involve staff in assessing and changing displays

## Performance criteria

### You must be able to:

1	identify what standards the display should meet in your retail organisation
2	check displays against all the relevant standards to decide how effective they are
3	encourage staff to make helpful comments and identify changes that may make the display more appealing to customers
4	ask the right person for permission to make any changes not within your authority
5	give staff clear instructions and encouragement so that they can make any changes required to the display
6	take prompt and suitable action to deal with any risks to security or health and safety that the assessment has revealed

## Unit 24: **Keep stock available, correctly priced and maintain quality of stock in a retail organisation**

<b>Unit code:</b>	<b>PPL.C303</b>
<b>SCQF level:</b>	<b>5</b>
<b>Credit points:</b>	<b>3</b>

---

### **Unit summary**

This standard is about making sure that stock is kept available, correctly priced and maintained for quality. It also includes making sure that displays are kept in an attractive condition. Specialist visual merchandising skills are not required.

This standard is for owners, managers, team leaders and sales floor personnel.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Keep stock available, correctly priced and maintain quality of stock in a retail organisation.

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

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### **Keywords**

Retailing; retailers; keeps; keeping; produce; items; goods; stocks; materials; maintains; maintaining; shelf filling; facing up; shelf fills; faces up; facing-up; faces-up; face-up; replenishes; replenishing; rotates; rotating; refreshes; refreshing.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	why it is important to keep stock available
2	why it is important that stock replenishment plans are up to date and realistic
3	how to collect and record information about prices
4	why it is important to record price changes accurately
5	how to check pricing and price marking, correct mistakes and change prices
6	how to check stock rotation and maintain the quality of goods on display
7	what can happen to stock that is not stored correctly or renewed as required
8	how to replenish and rotate stock and deal with sub-standard goods
9	why it is important to follow your retail organisation's customer service standards whilst replenishing, pricing and maintaining quality of stock

## Performance criteria

### You must be able to:

1	make sure that stock replenishment plans are up-to-date and realistic
2	keep stock available at all times, where possible
3	collect and record correct information on price changes
4	give accurate, up-to-date price information to the staff who require it
5	Check price marking regularly and promptly sort out any pricing problems identified
6	maintain quality of stock in line with your retail organisation's standards and procedures
7	deal with out-of-date or deteriorating stock in line with your retail organisation's policy and any relevant laws
8	identify realistic and effective ways of improving how stock is organised and presented through discussion with staff
9	obtain permission from the correct person, where necessary, to improve the way stock is organised and presented
10	follow your retail organisation's standards of customer care at all times when replenishing, pricing and maintaining quality of stock

## Unit 25: Cash up one or more payment registers

**Unit code:** PPL.C269

**SCQF level:** 5

**Credit points:** 4

---

### Unit summary

This standard is about your responsibility for cashing up one or more payment registers. This includes identifying and dealing with discrepancies. It is very important that cash and cash equivalents are kept secure when cashing up.

This standard is for owners, managers, department managers, team leaders and sales/customer service assistants.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Cash up one or more payment registers.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Keywords

Retailing; retailers; cashes up; cashes-up; cashing up; cashing-up; cashup; totalling; totals; tills.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	your retail organisation's routines and procedures for cashing up one or more cash registers
2	how to check for any discrepancies
3	the reasons why discrepancies occur
4	the level of your authority to deal with discrepancies
5	who to contact regarding those discrepancies not within your authority
6	your retail organisation's procedures for keeping cash, cash equivalents and yourself secure throughout the cashing up process
7	your retail organisation's procedures for taking cash deliveries and cash uplifts
8	what equipment to use for cashing up and how to use it safely, effectively and efficiently



## Performance criteria

### You must be able to:

1	cash up one or more cash registers in line with your retail organisation's routines and procedures
2	identify register discrepancies and deal with these in line with your retail organisation's procedures and within the limits of your authority
3	report discrepancies promptly to the correct person where the level of authority is above that given to you to resolve problems
4	follow your retail organisation's procedures for keeping cash, cash equivalents and yourself secure throughout the cashing up process
5	follow your retail organisation's procedures for cash deliveries and uplifts
6	Use cashing up equipment safely, effectively and efficiently

## Unit 26:

## Promote a retail organisation's own credit card to customers

**Unit code:** PPL.C270

**SCQF level:** 7

**Credit points:** 7

---

### Unit summary

This standard is about promoting your retail organisation's own credit card. The features and benefits of the card need to be explained persuasively and responsibly to customers. A credit card is a financial product and its promotion is subject to strict laws that must be complied with at all times. A credit card is not simply a card that offers rewards such as points or discounts, although it may have these additional features. The difference between a credit card and a card that is purely a loyalty card is that customers incur a financial debt when they use a credit card to pay for purchases. This debt must eventually be paid, and can cost customers extra money in the form of interest if payment is not made in full on the due date.

This standard is for owners, managers, department managers, team leaders and sales/customer service assistants.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Promote the retail organisation's own credit card to customers.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Keywords

Retailing; retailers; promotes; promoting; advertises; advertising.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	the benefits to your retail organisation of having card holders
2	the reasons for promoting your retail organisation's credit card to customers
3	when opportunities arise to ask if customers already have your retail organisation's credit card
4	friendly and engaging questioning techniques that can be used to find out if customers are credit card holders
5	the benefits to customers of having your retail organisation's credit card
6	how to explain to customers in a persuasive manner the benefits to them of being credit card holders
7	who is eligible to apply for the credit card
8	what the costs involved are and the repayment terms of your retail organisation's credit card
9	what customers' rights to cancel the credit card are, any discounts that may apply to the credit card and what balance transfer options with your retail organisation's credit card there are
10	typical concerns that customers might have about the credit card
11	how to respond to customers' concerns honestly whilst continuing to stress the benefits of the credit card
12	why it is important to your retail organisation to make existing credit card holders feel special and to continue to promote to them the benefits of the credit card
13	what the legal issues are around misselling credit cards

## Performance criteria

### You must be able to:

1	take suitable opportunities and use effective questioning techniques to find out if customers have credit cards with your retail organisation
2	promote the benefits to customers of having the credit card where they are not already holders
3	remind customers in a friendly and persuasive manner of the benefits of using the credit card after acknowledging they are already holders
4	give customers clear and factually accurate information about the costs involved, repayment terms, their right to cancel the credit card, any discounts that apply and any balance transfer options where they express an interest in having your retail organisation's credit card
5	address customers' concerns honestly whilst continuing to stress the benefits of the credit card where customers express concern about the credit card

## Unit 27: Offer customers information on insurance products associated with a retail organisation's credit card

**Unit code:** PPL.C271

**SCQF level:** 6

**Credit points:** 6

---

### Unit summary

This standard is about offering associated insurance products to customers who apply for your retail organisation's credit card, and giving customers information to help them decide whether to take out insurance. The sale of insurance products is carefully regulated so as to protect customers from being pressurised or misled. Your retail organisation needs to ensure that you fulfil your legal responsibilities and act within the limits of your legal authority.

This standard is for owners, managers, department managers, team leaders and sales/customer service assistants.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Offer customers information on insurance products associated with a retail organisation's own credit card.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Keywords

Retailing; retailers; offers; offering; informs; informing; policies; policy.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	the difference between informing and advising customers about insurance products and why only information must be given and not advice
2	the limits of your authority about which associated insurance products with your retail organisation's credit card to offer and to whom
3	product features that customers must be told about, including whether or not the insurance is optional, the cost of the insurance, the cover available, significant and unusual exclusions, and customers' rights to cancel the insurance
4	how to give customers information about insurance products that is consistent, clear, unbiased, factually correct, and compliant with relevant legislation, regulations and guidelines
5	the benefits to customers of reading the policy summary
6	the relevant legal requirements for offering the customer the opportunity to read the policy summary
7	who is eligible for the insurance products and how to check eligibility
8	how to deal with customers' requests for advice and recommendations concerning insurance products
9	who customers can contact for help with queries that cannot be handled at the time
10	why it is important to check that customers understand the product information given, and the verbal and non-verbal indications to listen and look for
11	what the legal issues around misselling are and why they are important

## Performance criteria

### You must be able to:

1	use compliant wording to give your retail organisation's credit card applicants consistent, clear, unbiased and factually correct information about the associated insurance products available and fully explain whether or not the insurance is optional, the cost of the insurance, the cover available, significant and unusual exclusions and customers' right to cancel the insurance
2	offer customers the policy summary and explain clearly the benefits of reading it
3	allow customers enough time to read the policy summary if they wish
4	check politely that customers are eligible for the insurance products being offered
5	explain clearly and politely that requests for advice or recommendations cannot be answered and tell customers who they can contact for further help
6	check that customers understand the product information by listening carefully to what they say and observing their body language

## Unit 28: Help customers to apply for a retail organisation's credit card and associated insurance products

Unit code:	PPL.C272
SCQF level:	6
Credit points:	8

---

### Unit summary

This standard is about helping customers apply for your retail organisation's own credit card and any associated insurance products offered. Your retail organisation must ensure it complies with financial regulations, including mis-selling and data protection legislation throughout the application process. Customer service skills are also an important aspect of this standard, including treating customers with courtesy and tact.

This standard is for owners, managers, department managers, team leaders and sales/customer service assistants.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Help customers to apply for a retail organisation's credit card and associated insurance products.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Keywords

Retailing; retailers; helps; helping; assists; assisting; applies; applying; policies; policy.



## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	the relevant legal and your retail organisation's requirements for helping customers apply for a credit card and associated insurance products and the information that needs to be given about the application process
2	why customers may wish to take application forms away to study in detail and why this is to be welcomed
3	why blank application forms must be voided and how to do so
4	why customers must prove their identity, what proofs can be accepted and how they are validated
5	why customers' personal data must be kept secure during the application process and how to do this
6	the procedures agreed between your retail organisation and the insurer for processing applications
7	the procedures to follow when an application is accepted
8	how to treat customers with courtesy and tact when their applications have been declined
9	why the possible reasons for customers' applications being declined must not be speculated upon
10	the contact details that can be given to customers who want to enquire further about declined applications
11	how to use the application system and equipment and how to deal with technical problems that may occur with these
12	what the relevant legal and your retail organisation's procedures are to avoid misselling of credit cards and associated insurance products

## Performance criteria

### You must be able to:

1	meet relevant legal and your retail organisation's requirements when helping customers to apply for a credit card and associated insurance products and giving information about the process
2	allow customers to take the application form away to consider its contents, make it clear that they are welcome to do so and follow relevant legal and your retail organisation's procedures for voiding the blank form
3	ask customers politely for proof of identity and check that suitable proof is provided
4	keep customers' personal data secure throughout the application process
5	process applications in line with the procedures agreed between your retail organisation and the insurer
6	confirm clearly to customers the decision, their credit limit, the Annual Percentage Rate that applies, any discounts that apply to purchases and any balance transfer options from other cards, where an application is accepted
7	follow procedures to enable accounts to be set up for customers whose applications have been accepted
8	tell customers tactfully where an application is declined and explain how they can enquire about the reasons
9	deal with technical problems when they occur with the application system or equipment and report promptly to the correct person any problems not within your authority
10	ensure you follow all relevant legal and your retail organisation's procedures to avoid misselling of credit cards and associated insurance products

## Unit 29:

## Identify the retail customer's credit or hire-purchase requirements

**Unit code:** PPL.C306

**SCQF level:** 6

**Credit points:** 6

---

### Unit summary

This standard is about identifying the borrowing facilities that can be offered to individual retail customers to help them fulfil their credit or hire-purchase requirements from your retail organisation. It involves agreeing with the customer how much they will pay as a deposit and working out the remaining balance including any interest. These arrangements must be legally and ethically sourced.

This standard is for owners, managers, team leaders and sales personnel with authority to check retail customers' credit or hire-purchase requirements.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Identify the retail customer's credit or hire-purchase requirements.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Keywords

Retailing; retailers; identifies; identifying; determines; determining; works out; working out; HP; hire purchases; hire-purchases; needs.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	the range of credit and hire-purchase facilities your retail organisation offers
2	the relevant legal requirements for all aspects of credit and hire-purchase transactions
3	the terms and conditions that apply to specific credit or hire-purchase facilities
4	how to calculate the Annual Percentage Rate (APR) and the difference between the Annual Percentage Rate and simple interest
5	how to carry out credit checks and authorise credit applications

## Performance criteria

### You must be able to:

1	communicate with retail customers to identify their requirements
2	agree with retail customers the deposit they need to pay to qualify for credit or hire-purchase facilities
3	calculate accurately the balance retail customers need to borrow so they can pay in full
4	calculate accurately the interest retail customers will have to pay on the amount they have borrowed
5	agree retail customers' credit or hire-purchase requirements with them
6	identify the options you can offer to retail customers in relation to their credit or hire-purchase requirements
7	follow relevant legal requirements in relation to credit and hire-purchase facilities strictly, in all aspects of the transaction

## Unit 30:

## Advise retail customers on the features of borrowing facilities

**Unit code:** PPL.C307

**SCQF level:** 7

**Credit points:** 6

---

### Unit summary

This standard is about advising retail customers on the features of your retail organisation's borrowing facilities and helping customers to understand fully the rights and obligations involved so that they can make informed decisions. These borrowing facilities need to be legally and ethically promoted.

This standard is for owners, managers, department managers and team leaders.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Advise retail customers on the features of borrowing facilities.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Keywords

Retailing; retailers; advises; advising; informs; informing; explains; explaining; credit; HP; hire-purchases; hire purchases.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	the terms, conditions and features of the borrowing facilities your retail organisation is authorised to offer retail customers
2	why advice must be given to retail customers to help them understand their responsibilities in relation to the borrowing facility
3	how to explain the terms and conditions of borrowing facilities in ways that different retail customers can understand
4	how to give retail customers the chance to ask questions and check they understand the terms, conditions and features of the borrowing facility
5	how to prepare accurate written quotations from the information retail customers have given
6	the information that your retail organisation and the relevant legislation requires to be provided to retail customers in relation to borrowing facilities, and where this can be obtained
7	the ethics and morals of promoting borrowing
8	why it is important to follow your retail organisation's customer service standards

## Performance criteria

### You must be able to:

1	advise retail customers clearly and accurately on the terms and conditions of the borrowing facility
2	check with retail customers that they understand their responsibilities in relation to the borrowing facility
3	give retail customers the chance to check they understand and to ask questions about the borrowing facility and its features
4	give retail customers the chance to compare the benefit and value of different borrowing options where they are available
5	provide retail customers with accurate written quotations together with all the information your retail organisation and the law say must be provided
6	follow your retail organisation's customer service standards at all times whilst dealing with retail customers



## Unit 31: Process credit or hire-purchase applications on behalf of retail customers

**Unit code:** PPL.C308

**SCQF level:** 6

**Credit points:** 5

---

### Unit summary

This standard is about processing applications for credit or hire-purchase facilities on behalf of retail customers, including making any credit checks required. It involves treating retail customers politely and tactfully, particularly when questioning information they have provided or telling them that their application has been refused.

This standard is for owners, managers, department managers and team leaders and sales personnel with authority to process credit arrangements.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Process credit or hire-purchase applications on behalf of retail customers.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Keywords

Retailing; retailers; processes; processing; hire purchases; hirepurchases; applies; applying; HP.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	the documents required for credit or hire-purchase applications, and how to fill them in accurately
2	how to check for problems with information about retail customers, and how to question retail customers tactfully about any problems
3	the credit checks to be carried out and how to do this
4	your retail organisation's procedures for authorising credit applications
5	relevant legal requirements that apply to credit or hire purchase including data protection
6	the ethical and moral issues around promoting credit arrangements
7	reasons why credit applications may be refused
8	how to explain tactfully to retail customers that credit or hire purchase applications have been refused
9	additional or associated services your retail organisation is authorised to offer to retail customers, and how to spot suitable opportunities to offer these
10	your level of authority to make judgements about credit applications
11	who can help sort out problems with processing applications
12	why confidentiality is important when processing applications

## Performance criteria

### You must be able to:

1	complete all the documents required for the credit or hire purchase application accurately
2	complete the necessary credit checks and authorisation procedures
3	request more information from retail customers tactfully and politely where credit checks reveal problems in any information given
4	keep retail customers' information strictly confidential
5	refer problems with applications to the correct person when your level of authority has been reached
6	tell retail customers politely and clearly the decisions about their application to access credit or borrow funds
7	give reasons to retail customers when credit has been refused and give contact details so that they can query or complain about the decision
8	process the application for credit or hire purchase on behalf of retail customers
9	offer additional or associated services to retail customers where appropriate
10	keep all information about retail customers confidential whilst processing the application

## Unit 32:

## Evaluate takings practices and procedures in a retail organisation

**Unit code:** PPL.C309

**SCQF level:** 7

**Credit points:** 5

---

### Unit summary

This standard is about evaluating takings practices and procedures in a retail organisation and how they are processed by staff at point of sale. It also involves identifying any problems and sorting these out promptly. Takings practices include interim and final takings sampling.

This standard is for owners, managers, department managers and team leaders.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Evaluate takings practices and procedures in a retail organisation.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Keywords

Retailing; retailers; evaluates; evaluating; assesses; assessing; cash; cards; tills; checkouts; check-outs; point of sales; point-of-sales; POS.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	the aims that takings practices and procedures are designed to achieve
2	how the way that payment transaction procedures are carried out can affect your retail organisation's reputation
3	your retail organisation's takings procedures, including safety and security arrangements
4	the control systems available and the information they provide
5	how to collect and interpret information about takings
6	how to check takings practices and procedures
7	types of problems with takings that staff need to be aware of
8	how to resolve problems with takings
9	the limits of your authority for resolving problems with takings
10	how to report the evaluation on takings practices and procedures

## Performance criteria

### You must be able to:

1	check that staff carry out takings practices and procedures in line with your retail organisation's requirements
2	identify and promptly resolve any problems with takings practices and procedures
3	check payment processes and transaction procedures to make sure they follow your retail organisation's customer service standards
4	check at suitable times that review and control systems are providing up-to-date and accurate information
5	deal with any identified problems promptly, or refer them promptly to the correct person to resolve when problems are beyond your limits of authority
6	evaluate the takings practices and procedures and report findings to the correct person

## Unit 33: Monitor practices and procedures at the payment point in a retail organisation

Unit code:	PPL.C310
SCQF level:	7
Credit points:	5

---

### Unit summary

This standard is about monitoring staff and ensuring they are following your retail organisation's practices and procedures at the payment point.

This standard is for owners, managers, department managers and team leaders.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Monitor practices and processes at the payment point in a retail organisation.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Keywords

Retailing; retailers; monitors; monitoring; watches; watching; observes; observing; checks; checking; cards; tills; checkouts; check-outs; point of sales; point-of-sales; POS.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	methods of payment that are accepted in your retail organisation
2	how to monitor that payment points are being correctly set up and operated
3	the problems that can arise in routine payment point practices and procedures and how to resolve them
4	your retail organisation's approved procedures for handling cash and cash equivalents and how to follow these efficiently
5	the types of refund and payment that require authorisation and the procedures for authorising these
6	your retail organisation's payment point security procedures
7	how to plan to cope with unexpected problems at the payment point



## Performance criteria

### **You must be able to:**

1	monitor at suitable times that staff are setting up and operating payment points correctly
2	resolve any problems with routine payment point practices and procedures promptly
3	check that staff are handling cash and cash equivalents efficiently and in line with your retail organisation's procedures
4	authorise refunds and payments promptly and in line with your retail organisation's procedures
5	follow payment point security procedures correctly
6	develop effective plans to cope with unexpected problems at the payment point

## Unit 34: Monitor and support secure use of the payment register and service area in a retail organisation

Unit code:	PPL.E211
SCQF level:	5
Credit points:	3

---

### Unit summary

This standard is about your individual responsibility for maintaining the secure use of payment register and the service area in your retail organisation during trading hours. The standard refers to a single register, but can be taken to mean all the registers in service areas when you are responsible for these.

This standard is for managers, team leaders and payment point operators.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Monitor and support secure use of the payment register and service area in a retail organisation.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Keywords

Retailing; retailers; monitors; monitoring; watches; watching; supports; supporting; ensures; ensuring; secures; securing; registers; checkouts; check outs; uses; using; working hours; opening hours.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	the payment register and service area within your area of responsibility to monitor and support
2	why it is important to keep personal data confidential
3	the data security risks that can arise at the payment register and how to minimise these
4	the types of register transactions and adjustments within your area of authority
5	how to carry out payment register transactions and adjustments within your area of authority
6	when and how to support colleagues when they require support with a range of problems
7	who can authorise a transaction that is outside your level of authority, and how to contact that person
8	how to replenish and monitor the change in the payment register, including your retail organisation's procedures for keeping cash, colleagues and yourself secure in the process
9	how to monitor the payment register and service area whilst completing other tasks
10	who is authorised to draw cash and cash equivalents from the payment register during trading hours

## Performance criteria

### You must be able to:

1	monitor the payment register regularly to ensure that personal data is kept confidential in the service area during opening hours
2	authorise payment register transactions and adjustments within the limits of your authority and in line with your retail organisation's procedures for: <ul style="list-style-type: none"><li>• customer service</li><li>• security</li><li>• stock control.</li></ul>
3	support colleagues when they need assistance with transaction and security problems
4	refer payment register transactions and adjustments promptly to the correct person when these are outside your level of authority to authorise
5	replenish and monitor change requirements in the payment register in a timely fashion and in line with your retail organisation's security procedures
6	monitor the service area for security risks during all payment transactions
7	check the authorisation of anyone who draws cash or cash equivalents from the register during trading hours
8	prioritise your tasks so as to minimise customer waiting times and queue size

# Unit 35: Monitor the service provided to customers by external suppliers of a retail organisation

**Unit code:** PPL.E314

**SCQF level:** 5

**Credit points:** 4

---

## Unit summary

This standard is about monitoring the service provided by external suppliers to customers of your retail organisation. This involves checking the progress of orders, keeping customers informed and getting customer feedback about the service provided.

This standard is for owners, managers and team leaders and sales staff with responsibility for monitoring external suppliers.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Monitor the service provided to customers by external suppliers of a retail organisation.

## Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

## Keywords

Retailing; retailers; monitors; monitoring; watches; watching; assesses; assessing; assessments; services; provides; providing; providers.

## Glossary

External suppliers – These are the range of suppliers of products or services to a retail organisation's customers. This can mean supply of products directly from the external supplier's premises or from your retail organisation, delivery of products, or assembly/fitting of products on the customer premises.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	which services external suppliers are providing to customers of your retail organisation
2	the records required to keep, including those your retail organisation needs
3	how to monitor the services provided by external suppliers
4	how to get feedback from retail customers
5	how to find out what is making retail customers dissatisfied
6	how to deal with dissatisfied retail customers in ways that maintain good customer service

## Performance criteria

### You must be able to:

1	keep accurate and up-to-date records of the external suppliers used in your retail organisation
2	keep accurate and up-to-date records of the customer orders sent or collected from your retail organisation to external suppliers
3	monitor the progress of the service regularly to identify any difficulties or delays in processing them
4	obtain an explanation when products or services are delayed and tell the customer promptly and accurately what is happening
5	identify accurately whether your retail customer is satisfied with the ordering service or product provided
6	identify any customer dissatisfaction with the ordering service or products and the causes of this accurately
7	explain clearly and politely when a problem is the customer's responsibility
8	explain clearly and accurately the retail customer's rights when the cause of the problem lies with the external supplier
9	collect regularly and accurately report, to those who need to know, feedback on the quality of external suppliers' service

## Unit 36: Evaluate and improve external suppliers' service to customers of a retail organisation

**Unit code:** PPL.E315

**SCQF level:** 7

**Credit points:** 8

---

### Unit summary

This standard is about evaluating feedback from customers of your retail organisation to decide how the service provided by external suppliers could be improved, and encouraging suppliers to make improvements.

This standard is for owners, managers and team leaders.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Evaluate and improve external suppliers' service to customers of a retail organisation.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Keywords

Retailing; retailers; evaluates; evaluating; evaluations; improves; improving; improvements; services; provides; providing; providers.

### Glossary

**External suppliers** – These are the range of suppliers of products or services to a retail organisation's customers. This can mean supply of products directly from the external supplier's premises or from your retail organisation, delivery of products, or assembly/fitting of products on the customer premises.



## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	how to gather feedback to assist the evaluation process
2	what the level of customer satisfaction is with individual suppliers
3	how to evaluate the quality of service given to customers by external suppliers
4	the typical problems with services provided by external suppliers used by your retail organisation
5	who to report your evaluations and recommendations to in your retail organisation
6	how to present evaluations and suggestions to external suppliers
7	what to do when external suppliers refuse to improve the quality of service

## Performance criteria

### You must be able to:

1	assess information objectively to identify external suppliers' overall quality of service to customers of your retail organisation
2	make evaluations that are consistent with the weight of evidence gathered
3	use evaluations to develop realistic and cost-effective improvements to customer service
4	present the results of evaluations and suggestions for improvement clearly to external suppliers
5	invite external suppliers to suggest improvements they can make
6	report to your manager and accurately note agreements to improve customer service
7	make an accurate report to your manager, together with your recommendations for action, if external suppliers do not improve service

## Unit 37:

## Improve the customer relationship

**Unit code:** CFACSB11

**SCQF level:** 6

**Credit points:** 7

---

### Unit summary

This Standard is part of the Customer Service Theme of Delivery. This Theme covers Customer Service behaviours and processes that have most effect on the customer experience during Customer Service delivery. Remember that customers include everyone you provide a service to. They may be external to your organisation or they may be internal customers. To improve relationships with your customers you need to deliver consistent and reliable customer service. In addition, customers need to feel that you genuinely want to give them high levels of service and that you make every possible effort to meet or exceed their expectations. This encourages loyalty from external customers or longer-term service partnerships with internal customers. You need to be proactive in your dealings with your customers and to respond professionally in all situations. You need to negotiate between your customers and your organisation or department in order to find some way of meeting your customers' expectations. In addition you need to make extra efforts to delight your customers by exceeding their customer service expectations.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Keywords

Relationships; customer service; reliable; exceed expectations; external customer; internal customer; loyalty; service partnerships; customer service; communication; problem solving; behaviours; work with others; giving Information; teamwork.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	how to make best use of the method of communication chosen for dealing with your customers
2	how to negotiate effectively with your customers
3	how to assess the costs and benefits to your customer and your organisation of any unusual agreement you make
4	the importance of customer loyalty and/or improved internal customer relationships to your organisation
5	how to monitor information about your interaction with customers from every available source including internet communication channels and social media platforms

## Performance criteria

### **Improve communication with your customers**

#### **You must be able to:**

- |   |  |
|---|--|
| 1 | select and use the best method of communication to meet your customers' expectations   |
| 2 | take the initiative to contact your customers to update them when things are not going to plan or when you require further information |
| 3 | adapt your communication to respond to individual customers' feelings  |
| 4 | monitor information about your interaction with customers using all available information channels                                     |

### **Balance the needs of your customer and your organisation**

#### **You must be able to:**

- |    |   |
|----|---|
| 5  | meet your customers' expectations within your organisation's service offer  |
| 6  | explain the reasons to your customers sensitively and positively when their expectations cannot be met                    |
| 7  | identify alternative solutions for your customers either within or outside the organisation                               |
| 8  | identify the costs and benefits of these solutions to your organisation and to your customers                             |
| 9  | negotiate and agree solutions with your customers which satisfy them and are acceptable to your organisation              |
| 10 | take action to satisfy your customers with the agreed solution when balancing their needs with those of your organisation |

### **Exceed customer expectations to develop the relationship**

#### **You must be able to:**

- |    |  |
|----|--|
| 11 | make extra efforts to improve your relationship with your customers                        |
| 12 | recognise opportunities to exceed your customers' expectations                             |
| 13 | take action to exceed your customers' expectations within the limits of your own authority |
| 14 | gain the help and support of others to exceed your customers' expectations                 |

## Unit 38: Lead a team to improve customer service

**Unit code:** CFACSD11

**SCQF level:** 7

**Credit points:** 7

---

### Unit summary

This Standard is part of the Customer Service Theme of Development and Improvement. This Theme covers activities and approaches that play a vital part in customer service by seeking and implementing improvements and developments. Remember that customers include everyone you provide a service to. They may be external to your organisation or they may be internal customers. If you are responsible for leading a team delivering customer service, you need to plan and organise their work and support them as they develop their performance.

This Standard is about looking at both your organisation and your staffing resources and bringing these together in a constructive way to improve overall customer service. You need to give support and guidance to your team to encourage them to improve their customer service delivery. It is about having a passion for customer service and sharing this enthusiasm with your colleagues and staff team. It is about leading by example.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Keywords

Team leading; customer service; contact centres; staffing resources; support, guidance; leading by example; developing; improving; communication; problem solving; behaviours; work with others; teamwork; giving information; receiving information; services; ticketing; customer; communicate; box office; admissions; visitor.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	the roles and responsibilities of your team members and where they fit in with the overall structure of the organisation
2	how team and individual performance can affect the achievement of organisational objectives
3	the implications of failure to improve customer service for your team members and your organisation
4	how to plan work activities
5	how to present plans to others to gain understanding and commitment
6	how to facilitate meetings to encourage frank and open discussion
7	how to involve and motivate staff to encourage teamwork
8	how to recognise and deal sensitively with issues of underperformance

## Performance criteria

### Plan and organise the work of a team

#### You must be able to:

- |   |  |
|---|--|
| 1 | treat team members with respect at all times   |
| 2 | agree with team members their role in delivering effective customer service  |
| 3 | involve team members in planning and organising their customer service work  |
| 4 | allocate work which takes full account of team members' customer service skills and the objectives of the organisation |
| 5 | motivate team members to work together to raise their customer service performance                                     |

### Provide support for team members

#### You must be able to:

- |   |  |
|---|--|
| 6 | check that team members understand what they have to do to improve their work with customers and why that is important |
| 7 | check with team members what support they feel they may need throughout this process                                   |
| 8 | provide team members with support and direction when they need help  |
| 9 | encourage team members to work together to improve customer service  |

### Review performance of team members

#### You must be able to:

- |    |  |
|----|--|
| 10 | provide sensitive feedback to team members about their customer service performance                                      |
| 11 | encourage team members to discuss their customer service performance   |
| 12 | discuss sensitively with team members action they need to take to continue to improve their customer service performance |



## Unit 39: Monitor and improve retail customers' experience of a retail organisation

**Unit code:** PPL.C412

**SCQF level:** 8

**Credit points:** 8

---

### Unit summary

The quality of the retail customer experience can help keep retail customers loyal or lose them to your competitors. This standard is relevant if you are a retail manager, area manager or regional manager and have some responsibility for the quality of the retail customer experience. You need to be able to monitor and improve all aspects of retail customers' experience.

The standard includes being in the retail sales area regularly, training staff and gathering feedback from retail customers. For simplicity we have referred throughout the standard to a single retail organisation, but if you are a regional or area manager you should understand this to mean all the locations you manage. This standard is for owners, area/regional managers and managers.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Monitor and improve retail customers' experience of a retail organisation.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Keywords

Retailing; retailers; monitors; monitoring; watches; watching; checks; checking; improves; improving; enhances; enhancing; experiences; walks the floor; walking the floor.

## Glossary

Walk the store – ‘Walking the store’ is a standard expression used in retail and is not intended to be discriminatory. You need not necessarily inspect your retail organisation by moving around on foot. The essential point is that you should be physically present in your retail organisation, moving through it in such a way that you can check the features that affect how customers experience your retail organisation.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
<b>You need to know and understand:</b>	
1	what can be learnt by looking at your retail organisation from retail customers' point of view
2	how often, and at what times of day, a 'walk the store' needs to be carried out
3	things that should be monitored that could affect the retail customer experience
4	which areas and facilities outside your retail organisation can be influenced
5	your retail organisation's legal requirements and policy towards disabled customers
6	the reasons why products can't always be placed where retail customers would prefer, such as the requirement to encourage impulse purchases or protect high value goods
7	your retail organisation's policy regarding: <ul style="list-style-type: none"><li>• layout and appearance</li><li>• staff appearance and behaviour</li><li>• service at point of sale.</li></ul>
8	the types of special offers and promotions that run in your retail organisation and how these are intended to boost sales
9	any additional services or facilities your retail organisation offers, how they enhance the retail customer experience and how retail customers can access them

## Knowledge and understanding

### You need to know and understand:

10	the methods available for gathering retail customer feedback and how they compare on: <ul style="list-style-type: none"><li>• cost-effectiveness</li><li>• timeliness</li><li>• acceptability to the retail customer</li><li>• relevance and accuracy of the information they provide.</li></ul>
11	the authority and the budget available to make improvements to the retail customer experience
12	who can authorise changes that are above your level of authority
13	the elements of a persuasive business case for making changes, including: <ul style="list-style-type: none"><li>• justifiable cost</li><li>• likely impact on sales or goodwill</li><li>• consistency with your retail organisation's ethos and desired image</li><li>• suitability compared with alternatives.</li></ul>
14	your retail organisation's policy and retail customers' legal rights regarding refunds and exchanges

## Performance criteria

### You must be able to:

1	'walk the store' regularly to experience it from retail customers' viewpoint
2	check your retail organisation inside and out from retail customers' point of view, noticing relevant features such as: <ul style="list-style-type: none"><li>• cleanliness and tidiness</li><li>• staff dress and behaviour</li><li>• queues at payment points</li><li>• how easy it is to enter and move about in the sales area</li><li>• information about special offers</li><li>• how easy it is to find products</li><li>• information to help retail customers choose retail products, including</li><li>• information about prices.</li></ul>
3	train and encourage your retail organisation's staff to notice and report things that need improving
4	ensure your retail organisation's staff know your retail organisation's policy and procedures for dealing with refunds, exchanges and retail customer complaints, including the situations in which staff should ask for help
5	gather feedback from retail customers about their experience of your retail organisation using methods that are: <ul style="list-style-type: none"><li>• cost-effective</li><li>• timely</li><li>• likely to be acceptable to retail customers</li><li>• likely to draw out honest and relevant feedback from retail customers.</li></ul>
6	identify ways of improving the retail customer experience that are cost-effective and reflect the importance your retail organisation places on promoting sales and preventing theft
7	take prompt and suitable action to make improvements that are within your level of authority and budget
8	make realistic recommendations to the correct person for improvements that are above your level of authority

## Unit 40: Develop effective relationships with customers within a retail organisation

Unit code	PPL.D002
SCQF level	8
Credit points	7

---

### Unit summary

Developing effective relationships with customers goes beyond just meeting the customer service policies and standards that have been set for a retail organisation. It involves doing that bit extra for customers thereby increasing retail customer loyalty and enhancing the reputation of your retail organisation. This is likely to involve negotiating, making an extra effort and potentially costs.

This standard is for owners, regional and area managers and managers.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Develop effective relationships with customers within the retail organisation.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Keywords

Retailing; retailers; SMEs; small-medium enterprises; small medium enterprises; small enterprises; medium enterprises; independents; develops; developing; devises; devising; creates; creating; encourages; encouraging; effectively; efficiently; personal.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	how to obtain information about customers and competitors that will help to decide how to develop relationships with customers
2	the typical benefits and drawbacks of offering special terms to customers, and how to estimate the effects these might have on your retail organisation
3	the negotiating techniques that will protect your retail organisation's interests and profit margins whilst following your retail organisation's customer service standards
4	the common negotiating tactics that customers use, how to recognise these, and how to choose a response to suit the circumstances
5	how to decide what level of authority individual staff members should have to negotiate with customers
6	the efficient and effective ways of keeping track of special terms agreed with customers, and how to pick the most suitable method for your retail organisation
7	the effective ways of measuring customer satisfaction and the effects of special terms
8	the factors that tend to influence customer expectations and the effectiveness of special terms, and how to monitor these factors

## Performance criteria

### You must be able to:

1	take into account customer profiles, competitor activity and the brand image when deciding on an overall approach to developing effective customer relationships
2	take into account the profit margins, the risk of lost sales and the likelihood of repeat business when deciding whether to offer special terms to retail customers
3	negotiate with customers in ways that protect your own organisation's interests but follow your retail organisation's customer service standards
4	explain positively and sensitively where customers' expectations cannot be met for special terms and offer alternatives where possible
5	give individual members of staff a level of authority to negotiate with customers that reflects the staff member's ability to do this
6	ensure individual members of staff clearly understand the limits of their authority to agree to special terms with customers
7	ensure that everyone who negotiates with customers in your retail organisation records special terms agreed with customers and passes this information on promptly
8	monitor the effects of special terms on customer satisfaction
9	analyse the sales and profit figures and check if special terms have affected them positively or that the results seen are due to something else
10	review the approach to customer relationships often enough to be able to respond to changes in circumstances or customer expectations



## Unit 41: Monitor and resolve customer complaints within a retail organisation

**Unit code:** PPL.D004

**SCQF level:** 8

**Credit points:** 6

---

### Unit summary

This standard is about ensuring customer complaints do not escalate if a customer is not satisfied with a first level resolution offer. It is also about monitoring customer complaints to ensure complex or serious complaints are passed to those with the authority to handle difficult complaints.

This standard is for owners, managers and department managers.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Monitor and resolve customer complaints within a retail organisation.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Keywords

Retailing; retailers; SMEs; small-medium enterprises; small medium enterprises; small enterprises; medium enterprises; independents; resolves; resolving; problems; issues.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	the current laws relating to customers' rights and your responsibilities to customers and how to stay informed about relevant laws
2	how to identify the needs of staff for training in handling customer complaints
3	how to devise effective procedures for handling complaints, including deciding what the different roles should be
4	the effects that difficult customers can have on staff morale and behaviour, and effective ways of maintaining morale and standards of service when customers are difficult
5	the types of information that customers tend to appreciate when their complaints are not yet resolved
6	how to recognise and deal with customers in a respectful manner when there is not going to be an agreement about the nature of a problem
7	the ways of dealing respectfully with customers without necessarily changing your stance on a complaint
8	what to look for when identifying and monitoring recurring complaints in your retail organisation
9	the typical causes of recurring complaints in your retail organisation

## Performance criteria

### You must be able to:

1	ensure that your retail organisation handles complaints in line with current laws relating to customers' rights and your responsibilities to customers
2	ensure staff have the training they need to enable them to handle common customer complaints in ways that follow your retail organisation's customer service standards
3	ensure staff are clear about the types of complaint they should refer and how they should do this
4	make sure staff have the support they need from others with the responsibility to deal with difficult customers
5	keep customers informed about the action being taken and the time this is likely to take when a complaint cannot be resolved immediately
6	discuss the nature of the complaint and an acceptable solution when there is a disagreement with the customer
7	ensure respect is shown to the customer at all times and your retail organisation's interests are protected
8	monitor recurring complaints and investigate the possible causes
9	resolve recurring complaints following your retail organisation's customers service standards at all times

## Unit 42: Work productively with colleagues in a multi-channel retail organisation

Unit code:	PPL.MCR01
SCQF level:	6
Credit points:	8

---

### Unit summary

This standard is about working productively with colleagues both in the same channel of your retail organisation and within other channels. Cooperation across channels is essential to the success of your retail organisation as a whole.

This standard describes what everyone within your multi-channel retail organisation needs to do in order to work together effectively. It applies to everyone in your retail organisation regardless of their particular specialism, their level of responsibility or the channel within which they work. This standard is for owners, managers, department managers and team leaders.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Work productively with colleagues in a multi-channel retail organisation.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Glossary

Brand values – the core values and qualities that define your retail organisation from the customer's viewpoint.

Colleagues – those who work in any of the following:

1. your team
2. the same channel of your retail organisation
3. other channels of your retail organisation
4. external organisations, if applicable.

## Keywords

Retailing; retailers; internet; e-commerce; e-tailing; etailing; e-tailers; etailers; works; working; cooperates; cooperating; effectively; efficiently; co-workers; coworkers; multichannel.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	mutually acceptable ways of communicating with colleagues in a multichannel retail organisation
2	how your work and that of colleagues contributes towards the success of your retail organisation
3	why there is a need to be courteous and respectful when liaising with colleagues
4	how to offer and respond to constructive criticism
5	the types of support and encouragement colleagues are likely to need and in what circumstances to work productively
6	effective ways of seeking and suggesting ideas for new ways of working that will benefit your retail organisation
7	what information colleagues need
8	potential sources of conflict within your retail organisation
9	effective ways to resolve conflict
10	the purpose, objectives and brand values of your retail organisation

## Performance criteria

### **You must be able to:**

1	use effective methods of communicating with colleagues within a multichannel retail organisation
2	recognise and value the work of colleagues and their contribution to the success of your retail organisation
3	liaise with colleagues in a courteous and respectful manner
4	offer and accept constructive criticism to and from colleagues when necessary whilst ensuring they work productively
5	offer support and encouragement to colleagues, particularly if they have new roles or responsibilities
6	explore with colleagues regularly possible new ways of working that will benefit your retail organisation
7	ensure the information you share with colleagues is up-to-date, relevant and clear
8	take appropriate action to resolve difficulties in working with colleagues when work is not being carried out productively
9	work with colleagues in ways that support the purpose, objectives and brand values of your retail organisation

## Unit 43: Work with colleagues to encourage innovation in a multi-channel retail organisation

Unit code:	PPL.MCR02
SCQF level:	6
Credit points:	6

---

### Unit summary

Competition between retail organisations is fierce and unrelenting, and so a constant supply of innovative ideas is needed in order for your retail organisation to survive and thrive. Within your multi-channel retail organisation, innovative thinking is needed to drive sales not just within individual channels but across the channels too. This standard is about working with colleagues to encourage and support one another's innovative thinking.

This standard is for owners, managers, department managers and team leaders.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Work with colleagues to encourage innovation in a multi-channel retail organisation.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Glossary

Colleagues – those who work in any of the following:

1. your team
2. the same channel of your retail organisation
3. other channels of your retail organisation
4. external organisations, if applicable.



## Keywords

Retailing; retailers; internet; e-commerce; e-tailing; etailing; e-tailers; etailers; multi-channel; working; works; cooperates; cooperating; encourages; encouraging; promotes; promoting; co-workers; coworkers; innovative.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	the benefits to your multi-channel retail organisation of encouraging innovation
2	what kinds of opportunities for innovation are likely to exist within your retail organisation, and which could be acted upon
3	how to keep up-to-date with new developments in your retail organisation and why it is important for everyone to do so
4	the role of open and constructive communication in encouraging innovation
5	the types of difficulties that may arise when exploring new ideas, and ways that colleagues can be worked with to overcome these difficulties
6	how to ensure that colleagues receive the credit they deserve for their contributions to innovation within your multi-channel retail organisation
7	the types of advice and support available to colleagues
8	who needs to be kept informed of any new ideas that are tried out
9	who has the authority to make resources available for innovation
10	how to develop a persuasive case for resources to support innovation

## Performance criteria

### You must be able to:

1	keep up-to-date with developments in your multi-channel retail organisation and encourage colleagues to do the same
2	seek out and act on opportunities to work with colleagues to encourage, generate and develop new ideas
3	challenge existing ways of working constructively
4	consult colleagues about the likely effects on their work of changes being considered within your sphere of influence
5	offer constructive advice from your field of expertise to colleagues who are developing new ideas
6	offer practical support to colleagues who are implementing new ideas where your workload allows
7	acknowledge colleagues' contributions to innovations within your retail organisation openly and fairly
8	keep relevant colleagues informed about any new ideas being tried out
9	make a clearly-argued case to decision-makers where there is a need to request resources for innovation

## Unit 44: Update product information on a trading website

**Unit code:** PPL.MCR03

**SCQF level:** 6

**Credit points:** 3

---

### Unit summary

An up-to-date and readily-searchable product database is an essential component of a successful trading website. This standard is about the role in maintaining product information databases that contribute to sales and customer satisfaction. Data concerning product details and prices must comply with any relevant legislation. This standard is for owners, managers, department managers and team leaders. When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Update product information on a trading website.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Glossary

Colleagues – those who work in any of the following:

1. your team
2. the same channel of your retail organisation
3. other channels of your retail organisation
4. external organisations, if applicable.

### Keywords

Retailing; retailers; internet; e-commerce; e-tailing; etailing; e-tailers; etailers; multi channel; multi-channel; updates; updating; refreshes; refreshing; products; items; goods; services; materials; produce; details.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	how a well-maintained product database contributes to the success of your retail organisation as a whole
2	the sources of information about the criteria used by retail customers to search for products on the trading website
3	which colleagues need to know about the classification system used
4	the accepted ways of classifying products and the advantages and disadvantages of each
5	the sources of product information and prices that are up-to-date, accurate and legally-compliant
6	the likely consequences for your retail organisation of non-compliant product information appearing on the trading website
7	the importance of having effective routines in place for data back-up
8	how to back-up the data
9	which colleagues can provide information about retail customer behaviour on the trading website
10	the sources of information about new ideas and technology relating to product databases
11	when and how to upload updates to the live database
12	the sources of advice and support to resolve problems with uploads to the live database

## Performance criteria

### You must be able to:

1	use a classification system that takes into account the search criteria likely to be used by retail customers
2	explain clearly the classification system to colleagues who are required to know about it
3	cross-reference associated and related products in ways that are likely to promote additional sales
4	use sources of product information and prices that are up-to-date, accurate and legally-compliant
5	use information about customer behaviour on the trading website to improve the functioning of the database
6	keep up-to-date with new ideas and technology relating to product databases
7	implement effective routines for data back-up
8	upload updates to the live database in accordance with the agreed procedures and timescales of your retail organisation
9	seek advice and support from designated colleagues to resolve problems with uploads to the live database when necessary

## **Unit 45: Provide support to individual retail customers of a trading website**

<b>Unit code:</b>	<b>PPL.MCR05</b>
<b>SCQF level:</b>	<b>6</b>
<b>Credit points:</b>	<b>5</b>

---

### **Unit summary**

This standard is about the role of the member of staff who provides support to individual retail customers using the retail organisation's trading website. Support could be provided by e-mail, phone, fax or post. It is about taking the opportunity to offer other products or services when dealing with retail customers. It is also about ensuring customer satisfaction and loyalty.

This standard is for contact centre staff working in an online customer service role.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Provide support to individual retail customers of a trading website.

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

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### **Keywords**

Retailing; retailers; internet; e-commerce; e-tailing; etailing; e-tailers; etailers; multi-channel; multi channel; provides; providing; gives; giving; offers; offering; supports; supporting; assistance; assists; assisting; helps; helping; individuals.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	the ways in which individual retail customers can use contact tools for support
2	how to use information and communication technology to communicate with individual retail customers
3	the brand values of your retail organisation
4	how to communicate with individual retail customers in ways that are consistent with the brand values of your retail organisation, and why this is important
5	the typical retail customer queries and the types of solution that can be offered
6	how to ask questions to help to clarify the individual retail customer's requirements
7	the help available to resolve individual retail customer queries that cannot be immediately resolved
8	where to find up-to-date information about products and services sold by your retail organisation
9	how to recognise opportunities to suggest additional products and services to the individual retail customer
10	the options available to the individual retail customer for shopping with your retail organisation
11	how to locate products and complete purchases on your retail organisation's trading website



## Performance criteria

### You must be able to:

1	respond within the required timescales when providing support to individual retail customers
2	communicate with individual retail customers clearly, politely, and in ways that are consistent with the brand values of your retail organisation
3	make sure what the individual retail customer requires has been understood
4	offer the solutions available that best meet the individual retail customer's needs
5	let the individual retail customer know what will happen and within what timescales when further steps need to be taken to resolve the retail customer's queries
6	suggest additional products and services related to the individual retail customer's current purchase when appropriate
7	explain clearly to individual retail customers where and how they can make any additional purchases in which they have shown an interest
8	help the individual retail customer to complete on-line purchases when required, doing so in a manner that is likely to encourage the individual retail customer to use your retail organisation's trading website again in future
9	suggest to the individual retail customer alternative ways of buying products from your retail organisation's when appropriate

## Unit 46: Analyse feedback from retail customers of a multi-channel retail organisation when goods are returned

Unit code:	PPL.MCR06
SCQF level:	6
Credit points:	4

---

### Unit summary

Customer feedback is invaluable to your multi-channel retail organisation. In order to keep improving customer satisfaction and sales, your retail organisation needs to know the specific reasons why retail customers return goods and what they like or dislike about particular products or services.

This standard is about analysing such feedback from customers when goods are returned and making recommendations based on the analysis. This standard is for owners, managers, department managers and team leaders.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Analyse feedback from retail customers of a multi-channel retail organisation when goods are returned.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Keywords

Retailing; retailers; internet; e-commerce; e-tailing; etailing; e-tailers; etailers; multi channel; analyses; analysing; analysis; comments; criticism; praise; consumers; shoppers.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	the retail multi-channels your retail organisation wants data and feedback to be gathered from
2	the reliable sources of retail customer feedback your retail organisation can use and the advantages and disadvantages of each
3	the different types of analytical tools and software applications available and the advantages and disadvantages of each
4	how data can be collated and the content assessed
5	the different ways in which data can be analysed and interpreted and the advantages and disadvantages of each
6	how to produce legal, relevant and accurate reports for colleagues in a timely manner
7	how to safely and legally store reports
8	how to keep up-to-date with your retail organisation's commercial objectives and how the work in your area of responsibility contributes to meeting these
9	how to encourage colleagues to suggest improvements in their areas of responsibility
10	how to give constructive feedback to colleagues' suggestions for improvements
11	why you need to keep up-to-date with developments in your area of responsibility

## Performance criteria

### You must be able to:

1	choose a reliable source to gather data and feedback on returned goods from the multi-channels your retail organisation trades in
2	use a reliable source to collate and assess the data and feedback to ensure it clearly shows the reasons given by retail customers for returning the goods
3	use an efficient method to analyse the data and feedback and interpret the results to identify and highlight trends
4	prepare accurate, relevant and legal reports for colleagues and send them by the agreed method and in a timely manner
5	store and back-up data and reports safely and in line with relevant legal requirements
6	review the work regularly in your area of responsibility to identify any areas for improvement as a result of feedback
7	encourage colleagues to review the work in their areas of responsibility and make innovative suggestions for improvements
8	provide clear and concise feedback on the assessment of any suggestions
9	monitor and keep up-to-date with developments in your area of responsibility

## Unit 47: Manage a social network on a trading website

**Unit code:** PPL.MCR07

**SCQF level:** 6

**Credit points:** 4

---

### Unit summary

This standard is about managing through monitoring a social network on a trading website. Comments posted by customers on social networking sites can impact on your retail organisation almost instantly and so need to be monitored carefully and dealt with promptly.

This standard is for owners, managers, department managers and team leaders or other staff given the responsibility for social media networking.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Manage a social network on a trading website.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Glossary

Access points and devices – These may include for example:

1. computer monitors
2. mobile phones
3. kiosks
4. television screens.

Brand values – the core values and qualities that define your retail organisation from the customer's viewpoint.

Colleagues – those who work in any of the following:

1. your team
2. the same channel of your retail organisation
3. other channels of your retail organisation
4. external organisations, if applicable.

## **Keywords**

Retailing; retailers; internet; e-commerce; e-tailing; etailing; e-tailers; etailers; multi channel; multi-channel; manages; managing; moderates; moderating; moderator; forums; chat; networks; networking.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	the access points and devices currently available to customers and the implications of each of these for a social network on a trading website
2	which parts of your retail organisation could benefit from or contribute to the success of the social network
3	the brand values of your retail organisation
4	the currently accepted conventions of social networking and how these are evolving
5	the objectives and targets that the social network is expected to help your retail organisation to achieve
6	the rules under which the network operates
7	your role as moderator in ensuring discussions stay within the rules
8	why it is important to monitor and manage the social network on your trading website
9	how to recognise when to intervene in discussions
10	where to find accurate, up-to-date information about the products and services offered by your retail organisation
11	the relevant legal requirements relating to social networking and product information
12	which colleagues can authorise content for the social network
13	the sources of up-to-date information about trends and technological developments relating to social networking

## Performance criteria

### You must be able to:

1	take into account the access points and devices that customers will use to gain access to the social network on your trading website
2	use the social network to promote all the channels in which your retail organisation operates
3	manage the social network to ensure it operates in a way that is consistent with the brand values of your retail organisation
4	promote the benefits of the social network to colleagues
5	encourage colleagues to suggest ideas for discussion topics
6	choose online discussion topics that are likely to help your retail organisation achieve its objectives and targets
7	initiate and contribute to online discussions at times when doing so will best support the objectives and targets of your retail organisation
8	monitor the social network closely to allow effective moderation
9	moderate discussions in accordance with your retail organisation's rules
10	ensure that all the content added to the network is factually accurate, up to date, legally compliant and, where necessary, authorised by colleagues
11	alert colleagues to retail customers' comments where these are relevant to those colleagues' responsibilities
12	keep up-to-date with trends and technological developments relating to social networking



## Unit 48:

## Use in-store online facilities to achieve retail sales

**Unit code:** PPL.MCR15

**SCQF level:** 5

**Credit points:** 9

---

### Unit summary

This standard is about using the web-based activities available in-store to promote and achieve retail sales. It includes using the online facilities to help fulfil customers' requirements and making customers aware of the availability and scope of the web-based facilities available to them. This can include checking stock availability, placing orders on behalf of customers, and processing payments using online facilities available in store. It also includes providing a positive and 'seamless' service to customers, irrespective of the customer journey, i.e. whether customers shop in person in-store using designated terminals or online via their own PC, tablet or mobile telephone etc.

This standard is for all sales personnel who deal with customers in-store.

When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Use in-store online facilities to achieve retail sales.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Keywords

Online; on-line; customer; web; internet; web-based retail; multi-channel.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	how to operate the range of web-based retail selling facilities available instore within your retail organisation, including any mobile apps
2	the features of the web-based retail selling facilities and their associated benefits, both to retail customers and to your retail organisation
3	the impact of multi-channel retailing upon in-store selling within your retail organisation, including its impact for retail customers' ability to research and order products from your retail organisation and its competitors
4	the importance of providing a 'seamless' service to your retail organisation's customers, irrespective of the customer journey taken, and what this means when dealing with retail customers in-store
5	the opportunities for building retail customer relations when retail customers visit stores to collect and to return products purchased online
6	how retail customers' attitudes and understanding of online technology can affect their use of in-store online facilities and the need to be sensitive to such attitudes and to respond accordingly
7	your responsibilities for monitoring and maintaining in-store online retail facilities
8	the impact of relevant distance selling legislation and consumer rights upon your area of responsibility and in particular upon online retail selling
9	the impact of relevant legislation and regulatory requirements upon the selling of products within your area of responsibility

## Performance criteria

### You must be able to:

1	make retail customers aware of the availability and scope of your retail organisation's in-store web-based retail facilities
2	communicate the features and benefits of the online facilities to retail customers
3	operate all aspects of your retail organisation's relevant in-store web-based retail selling facilities correctly
4	use in-store online facilities for the benefit of retail customers, based upon identifying retail customer requirements
5	respond to retail customer requirements from, and interest in, the online facilities, involving them in using the online process where appropriate in order to achieve retail sales
6	be proactive in checking online the availability of stock sought by retail customers and in placing orders online on behalf of retail customers, where relevant
7	process retail customer payments using online facilities correctly, where relevant, applying appropriate discounts, and in line with your retail organisation's requirements to achieve retail sales
8	seek feedback from customers upon their experience of using your retail organisation's web-based retail facilities
9	monitor in-store web-based selling facilities, ensuring that good housekeeping standards are maintained and report any faults promptly to the correct person

## Unit 49:

## Advise and support customers in a retail organisation on the use of online retail facilities

Unit code:

PPL.MCR16

SCQF level:

6

Credit points:

7

---

### Unit summary

This standard is about advising and supporting retail customers in the use of the web-based facilities available to them within your retail organisation. This includes their use of 'kiosks', stand-alone terminals and mobile apps and how customers can use these to browse and research products, to check stock availability, to place orders, and where appropriate, to pay for their purchases. In supporting retail customers in the use of the web-based facilities you will need to demonstrate the online processes in a manner that promotes understanding and that is sensitive to different retail customers' existing understanding and attitude to online technology. This standard is for all sales personnel who help customers in store. When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Advise and support customers in a retail organisation on the use of online retail facilities.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Keywords

Online; on-line; customer; web; internet; web-based retail; multi-channel; coaching; selling.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	how to operate the range of web-based retail selling facilities available instore within your retail organisation, including any mobile apps
2	the features of the web-based retail selling facilities and their associated benefits, both to retail customers and to your retail organisation
3	the impact of multi-channel retailing upon in-store selling within your retail organisation, including its impact on retail customers' ability to research and order products from your retail organisation and your competitors
4	the importance of achieving a balance between demonstration, instruction and retail customers' own activity in operating the facilities, as appropriate to retail customers' levels of expertise, attitude and confidence
5	your retail organisation's practices and requirements relating to advising and supporting customers on the use of web-based retail facilities
6	the impact of distance selling, relevant legislation and consumer rights upon your area of responsibility, and in particular upon online retail selling

## Performance criteria

### You must be able to:

1	operate all aspects of your retail organisation's relevant in-store web-based retail selling facilities correctly
2	determine retail customers' requirements in accessing the web-based facilities and their level of understanding regarding how to use the facilities
3	promote the use of your retail organisation's web-based facilities, relating the features and benefits to the relevant requirements of retail customers
4	determine and explain clearly and correctly the use of the web-based facilities in meeting customers' needs
5	explain the use of the facilities to retail customers taking into consideration retail customers' existing appreciation and attitude to the technology being demonstrated
6	advise customers to ask questions, check for understanding, and respond in ways that promotes your retail organisation
7	support retail customers in operating the web-based facilities as appropriate to their requirements and level of confidence
8	seek feedback from retail customers upon their experience of using your retail organisation's web-based facilities and respond appropriately
9	inform the correct person regarding positive comments and any aspects for enhancement suggested by the feedback

## Unit 50:

## Motivate colleagues to promote online retail facilities to retail customers

Unit code:

PPL.MCR17

SCQF level:

6

Credit points:

7

---

### Unit summary

This standard is about motivating your retail colleagues to use the available web-based online retail facilities and to recognise and respond positively to the opportunities that these facilities provide for engaging with customers and for building sales overall. Your colleagues can be those who work with you in your immediate retail area, or others with whom you have contact. You need not necessarily have supervisory responsibility for these colleagues. Indeed, such colleagues might be amongst those more senior to you, and they can also include those in your peer group. As this standard is about motivating colleagues, you need not be a 'subject expert' in the use of facilities, although you must know how to operate the web-based retail facilities available in your store. This standard is for all sales team members. When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Motivate colleagues to promote online retail facilities to retail customers.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Keywords

Online; online; on-line; customer; web; internet; web-based retail; motivate; multi-channel; colleagues; communication.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	how to operate the range of online retail selling facilities available in-store within your retail organisation, including any mobile apps
2	the features of the online retail selling facilities and their associated benefits, both to customers and to your retail organisation
3	the impact of multi-channel retailing upon in-store selling within your retail organisation, including its impact for customers' ability to research and order products from your retail organisation and its competitors
4	the importance of providing a 'seamless' service to your retail organisation's customers, irrespective of the customer journey taken, and what this means for yourself and colleagues in dealings with customers in-store
5	the principal reasons why some colleagues may be concerned about the development and availability of online retail selling facilities in-store
6	the activities appropriate to supporting colleagues in addressing their concerns
7	those personnel within your retail organisation with whom it is appropriate to discuss activities designed to overcome barriers and concerns regarding the use of online retail selling activities in-store
8	how colleagues learn and develop their skills in using the online technology
9	the different learning styles and their impact for how colleagues learn and develop their skills in using online technology



## Knowledge and understanding

### **You need to know and understand:**

10	the importance of demonstrating respect for colleagues when helping them in their use of online technology and methods of achieving this
11	the sources of information within your retail organisation regarding developments in multi-channel retail online facilities affecting your retail organisation

## Performance criteria

### You must be able to:

1	explain to colleagues the purpose of all aspects of your retail organisation's relevant in-store online retail selling facilities and the benefits for retail customers
2	promote to colleagues the value of the facilities to your retail organisation, including the opportunities they present for engaging with retail customers in store
3	determine any learning needs of colleagues relating to their use of the online retail facilities, and address these in line with your retail organisation's procedures
4	encourage and support colleagues in the use of the online retail facilities identify positive and negative attitudes amongst colleagues regarding the online retail facilities
5	identify positive and negative attitudes amongst colleagues regarding the online retail facilities
6	identify any barriers and conflicts that may impact negatively upon colleagues' attitudes to the use of online retail facilities
7	discuss the needs of colleagues relating to their use of the online retail facilities with relevant people in your retail organisation
8	make recommendations regarding activities designed to promote positive attitudes and use of online retail facilities
9	demonstrate respect for your colleagues and communicate effectively with them whilst motivating them to promote online retail facilities
10	recognise achievement by colleagues in the use of online retail facilities
11	discuss an individual's needs with others in ways that protect the individual's confidentiality where required
12	act within your levels of authority and expertise

## Unit 51:

## Maintain the confidentiality and security of online data regarding retail customers

Unit code:

PPL.MCR18

SCQF level:

5

Credit points:

5

---

### Unit summary

This standard is about taking personal responsibility for maintaining the confidentiality and security of information held online regarding your retail organisation's customers. This includes managing requests for information from customers about their transactions and/or accounts, whether in person, online or by email or telephone and also from third parties, such as suppliers or partnered companies, for which permission may be required before passing on particular information. It also includes protecting sensitive information within the workplace, with all actions being in line with the retail organisation's relevant policies relating to data protection and confidentiality. This standard is for all team members who handle customer information in any format. When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Maintain the confidentiality and security of online data regarding retail customers.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Keywords

Online; on-line; customer; web; information; internet; web-based retail; multi-channel; data; confidentiality; security; social media; data protection; legal.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	the relevant legal and your retail organisation's requirements relating to maintaining the confidentiality and security of online data
2	how information should be recorded, shared and transmitted, and their impact for your area of responsibility
3	your retail organisation's policies and guidelines for the retention, protection and disposal of information, including that information that may be recorded
4	the reasons why different items of retail customer information are required
5	the customers' rights to see the data held about them by your retail organisation, and how to respond to any requests by customers to see such data
6	your retail organisation's guidelines regarding your use of social media in relation to maintaining retail customer confidentiality
7	why maintaining the protection of information is important to everyone in your retail organisation and others outside your retail organisation
8	the potential implications of an information security incident to you, your retail organisation and others outside your retail organisation
9	how to protect information held electronically, including the use of encryption and passwords

## Knowledge and understanding

### You need to know and understand:

10	the security checks required by your retail organisation before releasing information to a third party by telephone and online
11	the actions to take where a retail customer or other third party is unable to satisfy the required security checks when seeking information by telephone and online
12	the methods of sending information securely according to the value and sensitivity of information and the level of protection that it needs
13	your retail organisation's procedures to arrange for computer media to be made unreadable, ahead of such media being disposed of properly

## Performance criteria

### You must be able to:

1	keep documents, computers or electronic equipment containing online data and information secure
2	check that information is not changed in any unauthorised way
3	encrypt all data entered electronically where required
4	check that any parties seeking information have the authority to receive it, following your retail organisation's procedures
5	provide information to third parties only where they have satisfied relevant security checks, in line with your retail organisation's procedures
6	share relevant information only with those who need to use the information
7	check your authority to release any information to others, and that when required, it is sent securely
8	make a record of only that information that needs to be recorded, according to your retail organisation's requirements
9	keep all records of confidential information away from public display
10	protect confidentiality by making sure that information is destroyed properly when it is no longer required
11	seek guidance about maintaining the security of online data when required
12	maintain your retail organisation's requirements relating to the confidentiality and security of data

## Unit 52: Monitor and contribute to improving food safety in a retail organisation

Unit code:	PPL.B308
SCQF level:	6
Credit points:	8

---

### Unit summary

This standard is for personnel who supervise staff that handle or prepare wrapped or unwrapped food, including food subject to temperature control. The standard is firstly about monitoring food safety in line with a retail organisation's food safety procedures. Secondly, the standard is about making a contribution to continuously improving food safety. This standard is for owners, managers and team leaders. When you have completed this standard you will be able to demonstrate your understanding of and ability to:

- Monitor and contribute to improving food safety in a retail organisation.

### Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall assessment strategy in *Appendix A*.

### Keywords

Retailing; retailers; monitors; monitoring; improves; improving; helps; helping; assists; assisting; meat; fish; produce; bakery; butchery.

## Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

Knowledge and understanding	
You need to know and understand:	
1	what the relevant food safety management principles are and why it is important to follow them
2	what critical control points, control points, critical limits and relevant variance are
3	why it is important to monitor critical control points and control points, and how to do so
4	your responsibilities under your retail organisation's food safety procedures, including the critical control points relating to your work activity
5	how to communicate responsibilities for food safety procedures to staff and make sure they understand these
6	how to make sure staff receive appropriate training to meet their food safety responsibilities
7	the impact of variance at critical control points and control points on food safety, public health and your retail organisation
8	the type and frequency of checks that should be performed to control food safety within your work activities, and how to obtain verification of those checks
9	the reporting procedures when control measures fail
10	the records required for controlling food safety and how to maintain them
11	how traceability works and why it is important to food safety
12	types and methods of corrective action to reduce, control or eliminate food safety hazards
13	why it is important to have food safety procedures in place
14	what continuous improvement is and why it is important to contribute to the improvement process



## Performance criteria

### You must be able to:

1	identify and monitor critical control points in your retail organisation
2	identify relevant food safety control measures
3	allocate and supervise food safety responsibilities
4	identify and meet staff training needs
5	complete all your retail organisation's specified operational controls and checks at the set time frequency
6	keep accurate and complete records of monitoring
7	obtain verification for completed monitoring checks, following your retail organisation's procedures
8	take suitable corrective action with the appropriate degree of urgency when control measures fail
9	report to the appropriate person any procedures that are out of line with critical limits
10	seek expert advice and support for matters outside your level of authority or expertise
11	highlight and suggest areas for improvement
12	identify and report any factors or issues that arise that may affect the safety of food
13	identify and report any factors or issues within your retail organisation, supplies or products that may affect the safety of food
14	contribute to improving food safety
15	contribute to team meetings with ideas and suggestions to improve procedures or processes
16	contribute to introducing new procedures and/or reviewing existing ones in order to improve food safety
17	interpret and use food safety management procedures
18	check your understanding and that you can use any new control measures that are introduced related to food safety

## 12 Further information and useful publications

### Key publications

- *Access Arrangements and Reasonable Adjustments* (Joint Council for Qualifications (JCQ))
- *Centre Guidance: Dealing with Malpractice* (Pearson)
- *Centre Guide to Quality Assurance Pearson NVQ/SVQ and Competence-based Qualifications* (Pearson)
- *Collaborative and Consortium Arrangements for the Delivery of Vocational Qualifications Policy* (Pearson)
- *Delivery Guidance and Quality Assurance Requirements for NVQ/SVQ and Competence-based Qualifications* (Pearson)
- *Enquiries and Appeals about Pearson Vocational Qualifications Policy* (Pearson)
- *Equality and Diversity Policy* (Pearson)
- *Guide for Centres to Enrolling onto Qualifications* (Pearson)
- *Quality Assurance Handbook BTEC Apprenticeship* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *SCQF Credit Accumulation and Transfer Policy* (Scottish Qualifications Authority (SQA))
- *Suspected Malpractice in Examinations and Assessments Policies and Procedures* (Joint Council for Qualifications (JCQ))
- *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units* (Pearson)
- *UK Information Manual* (Pearson)
- *Use of Languages in Qualifications Policy* (Pearson).

All of these publications are available on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

Further information and publications on the delivery and quality assurance of SVQ/competence-based qualifications are available on our website.

To order publications, please go to the resources page of our website.

For books, software and online resources for UK schools and colleges, please go to: [www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

## 13 Professional development and training

### Professional development and training

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

The support we offer focuses on a range of issues, such as:

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

The national programme of training we offer is on our website, [qualifications.pearson.com](https://qualifications.pearson.com). You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

### Training and support for the lifetime of the qualifications

To get in touch with our dedicated support teams please visit our website, [qualifications.pearson.com](https://qualifications.pearson.com)

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

### Online forum

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

## 14 Contact us

To get in touch with us, please visit our 'Contact us' pages for Pearson Work Based Learning customers:

<http://qualifications.pearson.com/en/support/support-for-you/work-based-learning/contact-us.html>

# Appendix A: Assessment strategy



## **Assessment Strategy**

### **Retail**

### **Retail SVQs**

**Developed by People 1<sup>st</sup>**

**Approved by ACG**

**7 March 2018**

**Version**

**1**

## Introduction

The purpose of an assessment strategy is to provide awarding bodies with a consistent approach to assessment that complies with SQA Accreditation's regulatory requirements.

The key areas this assessment strategy will cover are:

- how external quality control of assessment will be achieved
- which aspects must always be assessed through performance in the workplace
- the extent to which a realistic work environment and simulated working conditions may be used to assess competence
- the occupational expertise requirements for assessors and verifiers.

Awarding bodies must use the assessment strategy as the basis for developing and defining the evidence requirements and assessment methods their providers will use. This includes specifying how the qualification will be internally and externally quality assured.

## External quality control

External quality control is achieved through rigorous monitoring and standardisation of assessment decisions. Awarding bodies achieve this by operating their existing systems for quality monitoring, risk assessment and management of their approved centres, following guidance issued by the regulatory authorities.

As part of this process People 1<sup>st</sup> requires awarding bodies to:

- ensure that external verification, monitoring and support provided to centres takes into account their level of risk. For example new assessment centres, and those that are experiencing difficulty in meeting the assessment requirements, should be given additional support by their awarding body
- supply People 1<sup>st</sup> with standardised information on their statistical monitoring, including registration and certification figures, on a quarterly basis. This data will remain confidential and no individual awarding body's data will be published
- report annually on the outcomes of, and any issues arising from, external verification and quality control arrangements
- highlight specific issues relating to the assessment of the sector's SVQ units and qualifications that require immediate attention, as and when they arise
- contribute to awarding body forums to review and discuss matters relating to the assessment of retail SVQ units and qualifications
- resolve issues relating to the assessment and verification of the sector's SVQ units and qualifications with the action(s), and in the timeframe, agreed.

## Workplace assessment

People 1<sup>st</sup> advocate the integration of national occupational standards within employers' organisations in order to achieve a national level of competence across the sector's labour market. As such, assessment of the sector's competence based units and qualifications will, ideally, take place within the workplace. People 1<sup>st</sup> recognise, however, that it is not always feasible for candidates to be assessed in the workplace and as such it permits the use of assessment within Realistic Working Environments (RWE). Additionally, where sector employers do not have the infrastructure to manage assessment independently, it values the role of peripatetic assessors to support the assessment process.

Within these parameters, People 1<sup>st</sup> expects that:

- the majority of assessment of the sector's SVQ units and qualifications will be based on **performance evidence**, i.e. direct observation, outputs of work and witness testimony within the workplace or a RWE approved by an awarding body. 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.
- opportunities to ascertain candidate's **accreditation of prior learning** is maximised by early contact between the assessor and candidate and during initial assessment/induction period.

*Please note: External tests do not form part of People 1<sup>st</sup>'s assessment strategy.*

## **Witness Testimony**

People 1<sup>st</sup> recognise the use of **witness testimony** and **expert witness testimony** as appropriate methods for assessors to collect evidence of candidates' performance.

**Witness testimonies** can be obtained from people who are occupationally competent and who may be familiar with the national occupational standards, such as the candidate's line manager. They may also be obtained from people who are not occupationally competent, and do not have a knowledge of the national occupational standards, such as other people within the candidate's workplace, e.g. customers and suppliers. The assessor must judge the validity of the witness testimony and this may vary depending on the source.

Witness testimonies can support the assessment process but should not be used as the main form of evidence (e.g. witness testimony may be useful to authenticate a candidate's work, confirm consistency over time or confirm that a candidate has covered all of the required scope/range for a unit). In all cases the awarding body's minimum evidence requirements must be met.



**Expert witnesses** may be used where additional support relating to the assessment of technical competence is required. Expert witnesses may be:

- approved assessors for other sectors who are also familiar with the relevant occupational standards
- line managers, other managers or experienced colleagues that are not approved assessors, but who the awarding body agrees has current occupational competence, knowledge and expertise to make a judgement of a candidate's competence.

Expert witnesses must be able to demonstrate through relevant qualifications and/or practical experience and knowledge that they are qualified to provide an expert opinion on a candidate's performance in relation to the unit being assessed. People 1<sup>st</sup> believe that it is unlikely for an expert witness to be fully expert within any of the sector's occupational areas in less than 12 months. The final judgement on the validity of the expert witness testimony rests with the assessor and such testimonies may only be used in line with awarding body's requirements.

A list of Units for which Expert Witness Testimony is required if the assessor is not expert in the specialism covered by the unit can be found in **Annex A**.

## Professional Discussion

Professional discussion could be used in addition to performance evidence to confirm a candidate's overall competence. Professional discussion could also be used as a form of evidence for assessing underpinning knowledge; such discussions should enable the assessor to gather relevant evidence to ensure the candidate has a firm understanding of the standard being assessed, rather than using a prescribed list of questions.

## Realistic work environment and simulation

**Simulation** can only be used to assess candidates for the sector's SVQ units and qualifications where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence.

There are no People 1<sup>st</sup> units that can be solely achieved by simulation. Where simulation is acceptable in the evidence requirements, it should only be used when performance evidence is unlikely to be generated through normal working practices.

See **Annex B** for SVQ units which permit the use of simulation.

Awarding bodies must issue adequate guidance which informs centres how simulation should be planned and organised, ensuring that demands on candidates are neither more nor less than they would encounter in a real work situation. In particular:

- a centre's overall strategy for simulation must be examined and approved by the external verifier
- all simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the unit seeks to assess
- ideally, there should be a range of simulations to cover the same aspect of the standard
- the physical environment for the simulation, and the nature of the contingency, must be realistic
- the candidate should be given no indication as to what the simulation will present.

## Providing a Realistic Working Environment (RWE)

Where simulation is used the sector requires that:

- Simulation must be undertaken in a Realistic Working Environment
- Awarding bodies 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.

## Occupational expertise of quality assurers

**The requirements relating to the occupational expertise of assessors and verifiers is set out in Annex C.**

To maintain high standards of quality and standardisation within assessment, and achieve best practice, People 1<sup>st</sup> require all external verifiers, internal verifiers and assessors to maintain a record of their **continuous professional development** – see guidance at **Annex D**.

## Annex A

### List of Units for which Expert Witness Testimony is required if the assessor is not expert in the specialism covered by the unit

Unit Number	Unit Title
PPL.B220	Bake (bake-off) products for sale in a retail organisation
PPL.B221	Finish bake-off products in a retail organisation
PPL.B224	Prepare greengrocery products for sale in a retail organisation
PPL.B225	Display and maintain greengrocery products to attract sales in a retail organisation
PPL.B226	Quality check the suitability of meat products for finishing in a retail organisation
PPL.B227	Prepare to finish meat products in a retail organisation
PPL.B228	Achieve meat product yield and finish in a retail organisation
PPL.B235	Maintain food safety while working with food in a retail organisation
PPL.B238	Prepare to receive deliveries of fuel (for driver-controlled transfers) on a forecourt
PPL.B239	Check that driver-controlled fuel transfers have been completed
PPL.B240	Receive deliveries and transfer fuel on a forecourt
PPL.B243	Organise your work to meet a dough production schedule in a retail organisation
PPL.B248	Hand-process fish in a retail organisation
PPL.B308	Monitor and contribute to improving food safety in a retail organisation
PPL.C215	Process applications from retail customers for credit facilities
PPL.C216	Set, monitor and take action with retail customers' credit accounts
PPL.C217	Process payments made to retail customer accounts
PPL.C218	Reconcile retail customers' accounts
PPL.C220	Assemble retail products at customers' premises and assist with installation and initial use
PPL.C221	Explain to customers the features and benefits of a retail organisation's loyalty scheme and how the scheme works

Unit Number	Unit Title
PPL.C222	Gain customer commitment to a retail organisation's loyalty scheme and assist them in completing the application
PPL.C230	Interpret design briefs for retail displays
PPL.C231	Source merchandise and props to be featured in retail displays
PPL.C232	Dress in-store retail displays to guidelines
PPL.C233	Dress window displays following a retail organisation's guidelines
PPL.C234	Evaluate and improve retail displays
PPL.C235	Order graphic materials to meet retail display requirements
PPL.C236	Position graphic materials to support retail displays
PPL.C237	Dismantle retail displays
PPL.C238	Store equipment, props and graphics for retail displays
PPL.C239	Confirm the requirements for props and prototypes for retail displays
PPL.C240	Make life-size copies of items for retail displays
PPL.C241	Make scale models of items for retail displays
PPL.C242	Decorate fixtures and panels for retail displays
PPL.C243	Interpret retail display layout requirements from plans, elevations and drawings
PPL.C244	Follow guidelines for putting retail display layouts together
PPL.C250	Identify the retail customers' requirements for lingerie
PPL.C251	Measure and fit retail customers for lingerie
PPL.C253	Demonstrate beauty products to retail customers
PPL.C254	Maintain the retail customer record-card system in a retail organisation
PPL.C262	Establish retail customers' requirements and provide advice regarding tiling products
PPL.C263	Advise customers upon measuring and planning for the fixing of tiles
PPL.C264	Advise customers upon the fixing of their own tiles
PPL.C266	Authorise and monitor the self-service dispensing of motor fuel on a forecourt

<b>Unit Number</b>	<b>Unit Title</b>
PPL.C267	Maintain a display of cut flowers in a retail organisation that does not specialise in floristry
PPL.C268	Help customers to choose alcoholic beverages in a retail organisation by advising on and recommending relevant products
PPL.C270	Promote a retail organisation's own credit card to customers
PPL.C271	Offer customers information on insurance products associated with a retail organisation's credit card
PPL.C272	Help customers to apply for a retail organisation's credit card and associated insurance products
PPL.C278	Help customers to choose delicatessen products in a specialist retail organisation
PPL.C279	Portion delicatessen products to meet individual customers' requirements in a specialised retail organisation or specialist counter within a general retail organisation
PPL.C306	Identify the retail customer's credit or hire-purchase requirements
PPL.C307	Advise retail customers on the features of borrowing facilities
PPL.C308	Process credit or hire-purchase applications on behalf of retail customers
PPL.C311	Make and review plans for finding new retail clients
PPL.C312	Market a retail organisation's services to potential clients
PPL.C313	Provide a consultative selling service to retail clients
PPL.C314	Provide an after-sales service to retail clients as a result of retail client consultations
PPL.C330	Interpret requirements for retail displays
PPL.C331	Choose and agree retail merchandise to be featured in retail displays
PPL.C332	Identify and obtain graphic materials for retail displays
PPL.C333	Co-ordinate how graphic materials are used in retail displays
PPL.C334	Check how graphic materials are used in retail displays
PPL.C335	Gather information about retail customers' responses to displays and layouts
PPL.C336	Assess and report the effect of retail displays and layouts

Unit Number	Unit Title
PPL.C337	Negotiate and agree costs for visual merchandising projects
PPL.C338	Record and monitor costs for visual merchandising projects
PPL.C339	Contribute to developing a retail organisation's visual-design policy
PPL.C340	Support staff putting into practice a retail organisation's visual-design policy
PPL.C341	Develop and test solutions for retail display layouts
PPL.C342	Produce guidance for putting retail display layouts together
PPL.E308	Plan staffing levels and prepare work schedules for a retail organisation
PPL.E309	Monitor work targets to make changes in staffing levels in a retail organisation
IMPCB101	Select weigh and measure ingredients in bakery operations
IMPCB105	Divide, mould and shape fermented dough in bakery operations
PPL.MCR01	Work productively with colleagues in a multi-channel retail organisation
PPL.MCR02	Work with colleagues to encourage innovation in a multi-channel retail organisation
PPL.MCR03	Update product information on a trading website
PPL.MCR05	Provide support to individual retail customers of a trading website
PPL.MCR06	Analyse feedback from retail customers of a multi-channel retail organisation when goods are returned
PPL.MCR07	Manage a social network on a trading website
PPL.MCR15	Use in-store online facilities to achieve retail sales
PPL.MCR16	Advise and support customers in a retail organisation on the use of online retail facilities
PPL.MCR17	Motivate colleagues to promote online retail facilities to retail customers
PPL.MCR18	Maintain the confidentiality and security of online data regarding retail customers

## Annex B

### SVQ units in Retail that permit simulation

There are no People 1<sup>st</sup> units that may be achieved solely by the use of simulation. However, partial simulation is permissible in the units listed in the table below.

The overarching principle to be applied to units identified as suitable for simulation is that it should only be undertaken in a minority of cases where:

- there is a high risk to the security or safety
- the opportunity to present evidence from work-based practice happens infrequently and therefore insisting that candidates wait for such an occurrence would be unreasonable or create blockages in the assessment system and might carry the risk of de-motivating candidates
- there would otherwise be a breach of confidentiality or privacy.

Unit number	Unit title
PPL.B101	Move goods and materials manually in a retail organisation
PPL.B102	Check stock levels in a retail organisation
PPL.C101	Package goods for customers in a retail organisation
PPL.C266	Authorise and monitor the self-service dispensing of motor fuel on a forecourt
PPL.E101	Identify and report security risks in a retail organisation
PPL.E102	Identify and seek assistance when accidents and emergencies occur in a retail organisation
PPL.E103	Maintain health and safety procedures in a retail organisation
PPL.E105	Work effectively as part of a team in a retail organisation
PPL.E106	Follow a training plan for your own learning to improve your skills and knowledge in a retail organisation
PPL.E107	Keep work surfaces clean in a retail organisation
PPL.E108	Safely remove and dispose of waste and litter in a retail organisation
PPL.E109	Maintain personal hygiene in a retail organisation
PPL.E205	Help maintain security in a retail organisation
PPL.E206	Deal with accidents and emergencies within the limits of your authority in a retail organisation
PPL.E207	Contribute to reducing risks to health and safety in a retail organisation



<b>Unit number</b>	<b>Unit title</b>
PPL.E208	Work effectively in a team to meet targets in a retail organisation
PPL.E304	Monitor and maintain security in a retail organisation
PPL.E305	Monitor, identify and investigate loss and wastage in a retail organisation
PPL.E306	Assess, monitor and control risks to health and safety and provide training in a retail organisation
PPL.E307	Take a safe and active role when accidents and emergencies occur in a retail organisation

## Annex C

### Occupational Expertise of Assessors and Verifiers

The requirements set out below relates to all assessors and verifiers.

✓ = mandatory

Assessors, Internal Verifiers and External Verifiers must:	A	IV	EV
Have a good knowledge and understanding of the national occupational standard and competence based units and qualifications which are being assessed or verified.	✓	✓	✓
Hold or be working towards relevant assessment and/or verification qualification(s) as identified by SQA Accreditation, qualifications regulator, confirming their competence to assess or verify SVQ units and qualifications assessment as follows:			
<ul style="list-style-type: none"> <li>Assessors and verifiers who hold current assessor and/or verifier units and undertake appropriate continuous professional development (CPD)</li> </ul>	✓	✓	✓
<ul style="list-style-type: none"> <li>Assessors and verifiers who hold previous versions of assessor and/or verifier units, who work to the current Learning and Development (L&amp;D) National Occupational Standards (NOS) and undertake appropriate continuous professional development (CPD)</li> </ul>	✓	✓	✓
<ul style="list-style-type: none"> <li>Any new assessors or verifiers who do not currently hold any assessor or verifier units must undertake the relevant current unit(s)</li> <li>In the case that an assessor or verifier is working towards their assessor/verifier unit, a representative sample of their assessment/verification decisions must be counter-signed by a colleague who has achieved an appropriate assessor/verifier unit. This colleague should have the same occupational expertise.</li> </ul>	✓	✓	✓

Assessors, Internal Verifiers and External Verifiers must:	A	IV	EV
Have relevant occupational expertise and knowledge, at the appropriate level of the occupational area(s) they are assessing and/or verifying which has been gained through 'hands on' experience in the industry.	✓	✓	✓
Adhere to the awarding body's assessment requirements and practice standardised assessment principles.	✓	✓	✓
Have sufficient resources to carry out the role of assessor or verifier, i.e. time and budget.	✓	✓	
Have supervisory/management, interpersonal and investigative skills; including the ability to analyse information, hold meetings, guide, advise, plan and make recommendations at all levels, taking into account the nature and size of the organisation in which assessment is taking place. High standards of administration and record keeping are also essential.		✓	✓
Hold qualifications, or have undertaken training, that has legislative relevance to the competence based units and qualifications being assessed (see Annex D).	✓	Good practice	Good Practice
Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned Continuous Professional Development (see Annex E).	✓	✓	✓

## Annex D

### Continuous Professional Development for Assessors and Verifiers

It is necessary for assessors and verifiers to maintain a record of evidence of their continuous professional development (CPD). This is necessary to maintain currency of skills and understanding of the occupational area(s) being assessed, and can be achieved in a variety of ways. It should be a planned process, reviewed on an annual basis, for example as part of an individual's performance review.

Assessors and verifiers should select CPD methods that are appropriate to meeting their development needs. The following provides examples of a variety of methods that could be used for CPD purposes.

<b>Updating occupational expertise</b>	<ul style="list-style-type: none"><li>• Internal and external work placements</li><li>• Work experience and shadowing (e.g. within associated departments)</li><li>• External visits to other organisations</li><li>• Updated and new training and qualifications</li><li>• Training sessions to update skills</li><li>• Visits to educational establishments</li><li>• Trade fairs</li></ul>
<b>Keeping up to date with sector developments and new legislation</b>	<ul style="list-style-type: none"><li>• Relevant sector websites</li><li>• Membership of professional bodies</li><li>• Papers and documents on legislative change</li><li>• Networking events</li><li>• Seminars, conferences, workshops, membership of committees/working parties (e.g. People 1<sup>st</sup> events), webinars, social media</li><li>• Staff development days</li></ul>
<b>Standardising and best practice in assessment</b>	<ul style="list-style-type: none"><li>• Regular standardisation meetings with colleagues</li><li>• Sharing best practice through internal meetings, newsletters, email circulars</li><li>• Comparison of assessment and verification in other sectors</li><li>• Attending awarding body meetings/seminars</li></ul>

Downloadable guidance on CPD can be found at CPD Guidance (<https://set.foundation.co.uk/professionalism/cpd/>)

### **Core Skills Signposting**

#### **Retail Sector**

##### **Qualification Titles:**

**SVQ Retail Skills at SCQF Level 4**

**SVQ Retail Skills at SCQF Level 5**

**SVQ Retail (Management) at SCQF Level 6**

**SVQ Retail (Sales Professional) at SCQF Level 6**

**SVQ Retail (Visual Merchandising) at SCQF Level 6**

**Developed by People 1<sup>st</sup>**

**Approved by ACG – 7 March 2018**

**Version 1**

## Introduction

Core Skills signposting indicates if there are opportunities within units to develop Core Skills in the workplace to a specified SCQF level. The signposting document should also acknowledge where there are no opportunities to develop Core Skills. This signposting can be used by providers and assessors to plan the development and assessment of Core Skills. All numbers in the columns refer to the SCQF level – any blanks indicate there is no opportunity.

The five Core Skills are:

- Communication
- Information and Communication Technology
- Numeracy
- Problem Solving
- Working with Others

URN	Unit title	Communication	ICT	Numeracy	Problem Solving	Working with Others
CFACSA4	Give customers a positive impression of yourself and your organisation	4			3	3
CFACSB10	Organise the delivery of reliable customer service	4	3	3	5	5
CFACSB11	Improve the customer relationship	5	4	4	6	5
CFACSD2	Support customer service improvements	5			5	5
CFACSD8	Work with others to improve customer service	5			6	6
CFACSD11	Lead a team to improve customer service	5			4	6
IMPCB101	Select weigh and measure ingredients in bakery operations	4		4	3	
IMPCB105	Divide, mould and shape fermented dough in bakery operations	3		3	3	
PPL.B101	Move goods and materials manually in a retail organisation	3		3		4
PPL.B102	Check stock levels in a retail organisation	3		3		
PPL.B103	Replenish stock on the sales floor in a retail organisation	3		3		3
PPL.B105	Sort and prepare donated goods in a retail-charity organisation for selling or recycling	3				
PPL.B201	Prepare to receive deliveries in a retail organisation	4		3	3	3

URN	Unit title	Communication	ICT	Numeracy	Problem Solving	Working with Others
PPL.B202	Receive deliveries and check storage arrangements of goods in a retail organisation	4	3	3	3	3
PPL.B204	Put goods into storage in a retail organisation	3		3		
PPL.B205	Check the level of goods on sale in a retail organisation	4	3	4	3	3
PPL.B206	Replenish goods on sale in a retail organisation	3	3	4	4	3
PPL.B207	Check the availability of goods for customer orders	4		4	4	4
PPL.B208	Process orders for retail customers	4	3	4	3	4
PPL.B209	Assist retail customers who need to return goods	4		3	4	4
PPL.B210	Process refunds and returns of retail goods	4	3	3	3	4
PPL.B212	Prepare and assemble products for selling to retail customers	4		3	3	
PPL.B220	Bake (bake-off) products for sale in a retail organisation	3		4		
PPL.B221	Finish bake-off products in a retail organisation	3		3		
PPL.B224	Prepare greengrocery products for sale in a retail organisation			3		
PPL.B225	Display and maintain greengrocery products to attract sales in a retail organisation			3		



URN	Unit title	Communication	ICT	Numeracy	Problem Solving	Working with Others
PPL.B226	Quality check the suitability of meat products for finishing in a retail organisation	3		3		
PPL.B227	Prepare to finish meat products in a retail organisation	none				
PPL.B228	Achieve meat product yield and finish in a retail organisation	3		3		
PPL.B235	Maintain food safety while working with food in a retail organisation	4		3		
PPL.B238	Prepare to receive deliveries of fuel (for driver-controlled transfers) on a forecourt	4		4	4	3
PPL.B239	Check that driver-controlled fuel transfers have been completed	3		3		3
PPL.B240	Receive deliveries and transfer fuel on a forecourt	3		3	4	3
PPL.B243	Organise your work to meet a dough production schedule in a retail organisation	3		3	3	3
PPL.B245	Pick goods to fulfil customer orders in a retail organisation	4	3	4	3	
PPL.B246	Assist in loading customer orders for despatch in a retail organisation	4				4
PPL.B247	Count stock levels and resolve problems with stock levels in a retail organisation	4	3	4	4	4

URN	Unit title	Communication	ICT	Numeracy	Problem Solving	Working with Others
PPL.B248	Hand-process fish in a retail organisation			3		
PPL.B301	Organise staff to receive, check and record incoming deliveries in a retail organisation	5		4	4	6
PPL.B302	Manage staff and maintain stock records in a storage facility in a retail organisation	5	4	4	4	6
PPL.B303	Check the storage and care of stock in a retail organisation	5	4	4	4	6
PPL.B304	Organise an audit programme and put it into practice with a team in a retail organisation	5	5	4	5	6
PPL.B305	Investigate problems and report the findings of stock audits in a retail organisation	5	5	4	6	5
PPL.B306	Choose and contract with suppliers and order stock in a retail organisation	5	4	5		5
PPL.B307	Check and evaluate the performance of suppliers of stock	4	4	5	4	5
PPL.B308	Monitor and contribute to improving food safety in a retail organisation	5	4	4	5	6
PPL.C101	Package goods for customers in a retail organisation	3		3		4

URN	Unit title	Communication	ICT	Numeracy	Problem Solving	Working with Others
PPL.C201	Prepare display areas and materials in a retail organisation in line with display plans	3		3		4
PPL.C202	Set up and dismantle displays in line with display plans in a retail organisation	3		3		4
PPL.C203	Label displays of stock in a retail organisation	3			3	
PPL.C204	Help retail customers find products	4				5
PPL.C205	Help retail customers choose products	5				5
PPL.C206	Identify opportunities to increase sales of particular products	5	5	5		4
PPL.C207	Promote particular retail products	5		5		4
PPL.C208	Provide information and advice to meet the requirements of retail customers	5			4	4
PPL.C209	Help retail customers resolve complaints	5			4	5
PPL.C213	Work out the price of customers' retail purchases			4	4	4
PPL.C214	Provide a payment service at point of sale in a retail organisation	4	4	4		4
PPL.C215	Process applications from retail customers for credit facilities	4	3			4
PPL.C217	Process payments made to retail customer accounts	4	4	4	4	4
PPL.C218	Reconcile retail customers' accounts	4	4	5	4	4

URN	Unit title	Communication	ICT	Numeracy	Problem Solving	Working with Others
PPL.C220	Assemble retail products at customers' premises and assist with installation and initial use	5				4
PPL.C221	Explain to customers the features and benefits of a retail organisation's loyalty scheme and how the scheme works	5				4
PPL.C222	Gain customer commitment to a retail organisation's loyalty scheme and assist them in completing the application	4				4
PPL.C223	Check the customers' preferences and buying decisions when making retail sales	5				4
PPL.C224	Provide assistance at the self-service payment point in a retail organisation	4	3		4	4
PPL.C230	Interpret design briefs for retail displays	4				
PPL.C231	Source merchandise and props to be featured in retail displays	4		3	4	4
PPL.C232	Dress in-store retail displays to guidelines	4				
PPL.C233	Dress window displays following a retail organisation's guidelines	none				
PPL.C234	Evaluate and improve retail displays				3	4

URN	Unit title	Communication	ICT	Numeracy	Problem Solving	Working with Others
PPL.C235	Order graphic materials to meet retail display requirements	4		3		4
PPL.C236	Position graphic materials to support retail displays	4				
PPL.C237	Dismantle retail displays	none				5
PPL.C238	Store equipment, props and graphics for retail displays	3		3	3	
PPL.C239	Confirm the requirements for props and prototypes for retail displays	4		4		
PPL.C240	Make life-size copies of items for retail displays	4		4		
PPL.C241	Make scale models of items for retail displays	4		6		
PPL.C242	Decorate fixtures and panels for retail displays	3		5		
PPL.C243	Interpret retail display layout requirements from plans, elevations and drawings	4		5	4	
PPL.C244	Follow guidelines for putting retail display layouts together	4			4	
PPL.C250	Identify the retail customers' requirements for lingerie	4				4
PPL.C251	Measure and fit retail customers for lingerie	4		4	4	5
PPL.C252	Follow procedures for retail sales of age-restricted products	4		3	4	4

URN	Unit title	Communication	ICT	Numeracy	Problem Solving	Working with Others
PPL.C253	Demonstrate beauty products to retail customers	5				5
PPL.C254	Maintain the retail customer record-card system in a retail organisation	4		4		4
PPL.C262	Establish retail customers' requirements and provide advice regarding tiling products	4		4		5
PPL.C263	Advise customers upon measuring and planning for the fixing of tiles	5		5		5
PPL.C264	Advise customers upon the fixing of their own tiles	5		4	3	5
PPL.C266	Authorise and monitor the self-service dispensing of motor fuel on a forecourt		3	3	4	
PPL.C267	Maintain a display of cut flowers in a retail organisation that does not specialise in floristry	4				4
PPL.C268	Help customers to choose alcoholic beverages in a retail organisation by advising on and recommending relevant products	5				5
PPL.C269	Cash up one or more payment registers		3	4	3	
PPL.C270	Promote a retail organisation's own credit card to customers	5		4		4

URN	Unit title	Communication	ICT	Numeracy	Problem Solving	Working with Others
PPL.C271	Offer customers information on insurance products associated with a retail organisation's credit card	5		4		4
PPL.C272	Help customers to apply for a retail organisation's credit card and associated insurance products	5	4	4		4
PPL.C273	Use the dressing room facilities to create sales opportunities	4		3	3	4
PPL.C274	Keep dressing room facilities ready for customer use				3	
PPL.C275	Promote sales of food or drink products by offering samples to customers and following relevant food safety requirements	4			3	4
PPL.C276	Deliver products to customers' premises making the best use of time and resources	4		3	3	4
PPL.C277	Contribute to monitoring and maintaining ease of shopping in a retail sales area				3	4
PPL.C278	Help customers to choose delicatessen products in a specialist retail organisation	5		3		4

URN	Unit title	Communication	ICT	Numeracy	Problem Solving	Working with Others
PPL.C279	Portion delicatessen products to meet individual customers' requirements in a specialised retail organisation or specialist counter within a general retail organisation	3		4		4
PPL.C280	Demonstrate products to customers in a retail organisation	5				4
PPL.C301	Organise staff to display goods for retail sale	5				6
PPL.C302	Assess how effective displays are in a retail organisation	5				5
PPL.C303	Keep stock available, correctly priced and maintain quality of stock in a retail organisation	5	4	4	4	4
PPL.C306	Identify the retail customer's credit or hire-purchase requirements	5	4	5		4
PPL.C307	Advise retail customers on the features of borrowing facilities	5	4	4		4
PPL.C308	Process credit or hire-purchase applications on behalf of retail customers	5	3	4	3	4
PPL.C309	Evaluate takings practices and procedures in a retail organisation	5	4	5	5	5



URN	Unit title	Communication	ICT	Numeracy	Problem Solving	Working with Others
PPL.C310	Monitor practices and procedures at the payment point in a retail organisation	5	4	5	5	5
PPL.C311	Make and review plans for finding new retail clients	5	4	4	5	5
PPL.C312	Market a retail organisation's services to potential clients	5	4			6
PPL.C313	Provide a consultative selling service to retail clients	5	4	4		6
PPL.C314	Provide an after-sales service to retail clients as a result of retail client consultations	5	4	3	3	4
PPL.C315	Decide on the value of items offered in part-exchange by retail customers	4		4	3	5
PPL.C316	Negotiate part-exchange sales transactions with retail customers	5		4	3	5
PPL.C330	Interpret requirements for retail displays	4				4
PPL.C331	Choose and agree retail merchandise to be featured in retail displays	4			3	4
PPL.C332	Identify and obtain graphic materials for retail displays	4		4		4
PPL.C333	Co-ordinate how graphic materials are used in retail displays	4		4		5

URN	Unit title	Communication	ICT	Numeracy	Problem Solving	Working with Others
PPL.C334	Check how graphic materials are used in retail displays	4			4	4
PPL.C335	Gather information about retail customers' responses to displays and layouts	5	4	5		4
PPL.C336	Assess and report the effect of retail displays and layouts	4	4	5	5	4
PPL.C337	Negotiate and agree costs for visual merchandising projects	6	4	5	4	5
PPL.C338	Record and monitor costs for visual merchandising projects	4	4	5	4	4
PPL.C339	Contribute to developing a retail organisations visual-design policy	5	4	5	5	4
PPL.C340	Support staff putting into practice a retail organisation's visual-design policy	5		4	4	5
PPL.C341	Develop and test solutions for retail display layouts	5	4	4	4	4
PPL.C342	Produce guidance for putting retail display layouts together	5	5	5	3	4
PPL.C355	Help customers to choose specialist products in a retail organisation	5		4	3	4
PPL.C356	Demonstrate specialist products to customers in a retail organisation	5				4

URN	Unit title	Communication	ICT	Numeracy	Problem Solving	Working with Others
PPL.C412	Monitor and improve customers' experience of a retail organisation	5		4		5
PPL.D002	Develop effective relationships with customers within a retail organisation	5	4	5	4	5
PPL.D004	Monitor and resolve customer complaints within a retail organisation	5			4	4
PPL.E002	Recruit and retain staff in a retail organisation	5	4	4	4	5
PPL.E003	Plan and allocate work to staff in a retail organisation	4		3	3	5
PPL.E101	Identify and report security risks in a retail organisation	4		3	3	3
PPL.E102	Identify and seek assistance when accidents and emergencies occur in a retail organisation	3			3	3
PPL.E103	Maintain health and safety procedures in a retail organisation	3				3
PPL.E104	Manually lift and handle goods and materials safely in a retail organisation	3		3		3
PPL.E105	Work effectively as part of a team in a retail organisation	4		3	3	4
PPL.E106	Follow a training plan for your own learning to improve your skills and knowledge in a retail organisation	4			3	4

URN	Unit title	Communication	ICT	Numeracy	Problem Solving	Working with Others
PPL.E107	Keep work surfaces clean in a retail organisation	3				3
PPL.E108	Safely remove and dispose of waste and litter in a retail organisation	3				3
PPL.E109	Maintain personal hygiene in a retail organisation	None				
PPL.E205	Help maintain security in a retail organisation	3			3	3
PPL.E206	Deal with accidents and emergencies within the limits of your authority in a retail organisation	4			3	3
PPL.E207	Contribute to reducing risks to health and safety in a retail organisation	4			3	3
PPL.E209	Improve the way you learn in a retail organisation	4			4	4
PPL.E210	Prepare newspapers and magazines for return to the merchandiser	3		3		
PPL.E211	Monitor and support secure use of the payment register and service area in a retail organisation	3	3	4	4	4
PPL.E212	Check the accuracy of records of hours worked in a retail organisation	4	4	4	4	4
PPL.E301	Identify and analyse opportunities for solving problems and improving retail operations	5	5	5	6	4

URN	Unit title	Communication	ICT	Numeracy	Problem Solving	Working with Others
PPL.E302	Recommend, agree and contribute to implementing improvements to retail operations	5	4	4	4	5
PPL.E304	Monitor and maintain security in a retail organisation	4			4	4
PPL.E305	Monitor, identify and investigate loss and wastage in a retail organisation	5	4	5	5	4
PPL.E306	Assess, monitor and control risks to health and safety and provide training in a retail organisation	5	4	4	4	4
PPL.E307	Take a safe and active role when accidents and emergencies occur in a retail organisation	4				4
PPL.E308	Plan staffing levels and prepare work schedules for a retail organisation	4	4	4	4	4
PPL.E309	Monitor work targets to make changes in staffing levels in a retail organisation	5	3	4	4	4
PPL.E314	Monitor the service provided to customers by external suppliers of a retail organisation	4		3	4	4
PPL.E315	Evaluate and improve external suppliers service to customers of a retail organisation	4	3	4		4
PPL.E335	Support effective team working in a retail organisation	5			4	6

URN	Unit title	Communication	ICT	Numeracy	Problem Solving	Working with Others
PPL.E336	Contribute to the planning, organisation and evaluation of your own learning in a retail organisation	5		4		4
PPL.E337	Help colleagues to learn in a retail organisation	5				5
PPL.E338	Manage a team on a temporary basis in a retail organisation	5		3	5	6
PPL.MCR01	Work productively with colleagues in a multi-channel retail organisation	5	4		4	5
PPL.MCR02	Work with colleagues to encourage innovation in a multi-channel retail organisation	5	4		4	5
PPL.MCR03	Update product information on a trading website	5	5	4	4	5
PPL.MCR05	Provide support to individual retail customers of a trading website	5	4	4	4	4
PPL.MCR06	Analyse feedback from retail customers of a multi-channel retail organisation when goods are returned	5	4	5	4	4
PPL.MCR07	Manage a social network on a trading website	5	5		4	5
PPL.MCR15	Use in-store online facilities to achieve retail sales	5	5	4	4	5

<b>URN</b>	<b>Unit title</b>	<b>Communication</b>	<b>ICT</b>	<b>Numeracy</b>	<b>Problem Solving</b>	<b>Working with Others</b>
PPL.MCR16	Advise and support customers in a retail organisation on the use of online retail facilities	5	5		4	5
PPL.MCR17	Motivate colleagues to promote online retail facilities to retail customers	5	5		4	5
PPL.MCR18	Maintain the confidentiality and security of online data regarding retail customers	5	4	3	4	4

All numbers refer to SCQF level – any blanks indicate no opportunity

**March 2019**

**For information about Pearson Qualifications, including Pearson Edexcel, BTEC and LCCI qualifications visit [qualifications.pearson.com](http://qualifications.pearson.com)**

**Edexcel and BTEC are registered trademarks of Pearson Education Limited**

**Pearson Education Limited. Registered in England and Wales No. 872828**

**Registered Office: 80 Strand, London WC2R 0RL.**

**VAT Reg No GB 278 537121**