SVQ in Retail (Visual Merchandising) at SCQF Level 6

Scottish Vocational Qualifications

Specification

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Pearson

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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

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 (Visual Merchandising) at SCQF Level 6
Operational start date	01/01/2019
Minimum age	16
Number of required units	10
Credit points	37–80
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 *A guide to recruiting with integrity and enrolling learners onto qualifications* (see *Section 7 Access and Recruitment*).
Funding	Details of funding approval are available from Skills Development Scotland at: www.skillsdevelopmentscotland.co.uk and the Scottish Funding Council at: www.sfc.ac.uk Information is also available on the SQA Accreditation (SQA) website, accreditation.sqa.org.uk

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

3 Qualification rationale

Qualification objectives

The SVQ in Retail (Visual Merchandising) 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 management, merchandising and visual merchandising
- develop technical skills and knowledge and understanding related to the specified retailing job roles such as stock management, leadership, merchandising and visual 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 (Visual Merchandising) at SCQF Level 6, which has expired.

Apprenticeships

The SVQ is a mandatory component for the Level 6 Apprenticeship in Retail Modern Apprenticeship.

Progression opportunities

Learners who achieve the SVQ in Retail (Visual Merchandising) 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 1st, 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 1st, the Sector Skills Council for the sector.

4 Qualification structure

SVQ in Retail (Visual Merchandising) 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	37
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 – learners must take a **minimum of three units**				
4	PPL.C234	Evaluate and improve retail displays	6	6
5	PPL.C235	Order graphic materials to meet retail display requirements	5	6
6	PPL.C239	Confirm the requirements for props and prototypes for retail displays	8	8
7	PPL.C240	Make life-size copies of items for retail displays	8	7
8	PPL.C241	Make scale models of items for retail displays	8	7
9	PPL.C242	Decorate fixtures and panels for retail displays	5	7

Unit	Unit code	Optional units	Credit points	SCQF Level
10	PPL.C243	Interpret retail display layout requirements from plans, elevations and drawings	5	7
11	PPL.C301	Organise staff to display goods for retail sale	4	6
12	PPL.C302	Assess how effective displays are in a retail organisation	4	6
13	PPL.C332	Identify and obtain graphic materials for retail displays	4	6
14	PPL.C333	Co-ordinate how graphic materials are used in retail displays	4	6
15	PPL.C335	Gather information about retail customers' responses to displays and layouts	5	6
16	PPL.C336	Assess and report the effect of retail displays and layouts	4	7
17	PPL.C337	Negotiate and agree costs for visual merchandising projects	7	7
18	PPL.C338	Record and monitor costs for visual merchandising projects	6	7
19	PPL.C339	Contribute to developing a retail organisation's visual-design policy	6	7
20	PPL.C340	Support staff putting into practice a retail organisation's visual-design policy	6	7
21	PPL.C341	Develop and test solutions for retail display layouts	7	7
22	PPL.C342	Produce guidance for putting retail display layouts together	7	8
Group B – learners must take a **maximum of four units**				
Merchandising and visual merchandising				
23	PPL.C230	Interpret design briefs for retail displays	3	5
24	PPL.C231	Source merchandise and props to be featured in retail displays	5	5

Unit	Unit code	Optional units	Credit points	SCQF Level
25	PPL.C232	Dress in-store retail displays to guidelines	7	5
26	PPL.C233	Dress window displays following a retail organisation's guidelines	6	5
27	PPL.C236	Position graphic materials to support retail displays	3	5
28	PPL.C238	Store equipment, props and graphics for retail displays	3	5
29	PPL.C244	Follow guidelines for putting retail display layouts together	4	5
30	PPL.C303	Keep stock available, correctly priced and maintain quality of stock in a retail organisation	3	5
31	PPL.C330	Interpret requirements for retail displays	2	5
32	PPL.C331	Choose and agree retail merchandise to be featured in retail displays	3	5
33	PPL.C334	Check how graphic materials are used in retail displays	2	5
Stock management				
34	PPL.B301	Organise staff to receive, check and record incoming deliveries in a retail organisation	12	6
35	PPL.B302	Manage staff and maintain stock records in a storage facility in a retail organisation	12	7
36	PPL.B303	Check the storage and care of stock in a retail organisation	5	6
Management and leadership				
37	PPL.E307	Take a safe and active role when accidents and emergencies occur in a retail organisation	4	5
38	PPL.E337	Help colleagues to learn in a retail organisation	5	6

Unit	Unit code	Optional units	Credit points	SCQF Level
39	PPL.E338	Manage a team on a temporary basis in a retail organisation	5	6
40	PPL.E301	Identify and analyse opportunities for solving problems and improving retail operations	10	8
41	PPL.E302	Recommend, agree and contribute to implementing improvements to retail operations	7	6
42	PPL.E304	Monitor and maintain security in a retail organisation	5	5
43	PPL.E305	Monitor, identify and investigate loss and wastage in a retail organisation	6	8

Centres should be aware that within 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 *Pearson Centre Guide to Quality Assurance 2018–2019 Pearson NVQs/SVQs and Competence-based qualifications* document. Additionally, centres offering the qualification as stand alone should refer to the Pearson *Delivery Guidance & Quality Assurance Requirements* document, and centres offering the qualification within BTEC Apprenticeship frameworks should refer to the Pearson *Quality Assurance Handbook For NVQs/SVQs And Competence-Based Qualifications* document. 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 or 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 and Reasonable Adjustments*. Both documents are on our website.

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, 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, 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:

Valid is relevant to the standards for which competence is claimed

Authentic is produced by the learner

Consistent is achieved on more than one occasion

Current is usually not more than two years old

Sufficient 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 1st in partnership with employers, training providers, awarding organisations and the regulatory authorities.

Types of evidence

To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria, 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 policy* 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. 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 Policy*, 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.

Keywords

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*.

Keywords

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*.

Keywords

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	respond appropriately to your customers when they make comments about the services or products you are offering
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

Performance criteria	
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: Evaluate and improve retail displays

Unit code: PPL.C234

SCQF level: 6

Credit points: 6

Unit summary

This standard is about evaluating finished retail displays to see if they are suitable, easy to reach, safe and secure, sorting out any problems you identify and then considering how they could be improved.

This standard is for specialist staff who are responsible for visual merchandising personnel or those who have been allocated visual display responsibilities.

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

● evaluate and improve retail displays.

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; design briefs; designs; evaluates; evaluating; assesses; assessing; improves; improving; adjusts; adjusting; visual merchandising.

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 decide if items are suitable for retail displays
2	how to identify risks to items and measures to protect them
3	how to evaluate the visual effect of retail displays
4	how to make adjustments and improvements to retail displays
5	how to use scale when creating visual effects
6	why retail displays need to be evaluated and improved
7	how light, colour, texture, shape and dimension combine to achieve the visual effects required for retail displays
8	different approaches to using retail displays for different types of merchandise
9	the dressing techniques for different types of merchandise
10	how to identify the purpose of retail displays
11	your retail organisation's visual design and merchandising policies
12	the types of risk retail displays face, why these risks must be reduced as far as possible and how to do so
13	the reporting arrangements for resolving problems and reducing risks
14	the levels of your authority to change retail displays

Performance criteria	
You must be able to:	
1	check that all the parts of retail displays are suitable for the purpose of the retail display
2	check that retail displays meet requirements for easy access, safety and security
3	identify safety and security risks to retail displays and choose suitable ways of reducing risks
4	consider how retail displays look from all the directions from which customers will approach them
5	encourage colleagues to provide constructive comments about retail displays
6	evaluate retail displays
7	make any authorised improvements promptly that are required to achieve the required visual effects and to make retail displays safe and secure
8	check regularly retail displays' visual effects
9	report promptly to the correct person any problems and risks

Unit 5: Order graphic materials to meet retail display requirements

Unit code: PPL.C235

SCQF level: 6

Credit points: 5

Unit summary

This standard is about ordering the right quantity and quality of graphic materials, including signs and tickets, within the available budget and checking the progress of orders to ensure that retail display requirements are met.

This standard is for staff who are visual merchandising specialists or personnel who have responsibilities for visual displays.

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

- order graphic materials to meet retail display 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; orders; ordering; graphics; images; pictures; displays; visual merchandising.

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 graphic materials help to make retail displays more effective
2	different ways to use graphic materials for different types of merchandise
3	how to choose graphic materials that will achieve the desired effects
4	who can supply graphic materials
5	your retail organisation's procedures for ordering graphic materials
6	how to make clear to suppliers what graphic materials are required to meet the retail display requirements
7	how to check the quantity and quality of graphic materials when they are delivered
8	how to confirm the cost limits and deadlines for buying graphic materials and the importance of following these

Performance criteria
You must be able to:
1	state what graphic materials are required to suppliers for retail displays
2	check that suppliers can meet the requirements of your retail organisation
3	order supplies of graphic materials promptly and within the available budget
4	check the progress of orders
5	check the quality and quantity of graphic materials when they are delivered and that they match the order

Unit 6: Confirm the requirements for props and prototypes for retail displays

Unit code:	**PPL.C239**
SCQF level:	**8**
Credit points:	**8**

Unit summary

This standard is about using design information to confirm the props and prototypes required for retail displays and working out how to obtain these items.

This standard is for staff who are visual merchandising specialists and personnel with responsibilities for visual display and equipment.

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

- confirm the requirements for props and prototypes for retail displays.

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; confirms; confirming; checks; checking; needs; models; cutouts; cut-outs; cut outs; items; goods; materials; products; visual merchandising.

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	where to obtain the design brief
2	how to use design information to confirm the props and prototypes required for retail displays
3	how to decide whether different types of props and prototypes are relevant, including life-size, large scale, small scale, standing items and moving items
4	how to specify the requirements for props and prototypes clearly, and what formats to use
5	how to use scale in creating visual effects
6	how props, prototypes, dressings and fixtures create visual effects
7	the types and styles of props and prototypes your retail organisation uses

Performance criteria
You must be able to:
1	use design information to confirm the props and prototypes required for retail displays
2	produce specifications for props and prototypes that meet the design brief
3	specify clearly and accurately the type, size and function of the props and prototypes required
4	identify which props and prototypes can be obtained ready-made and which need to be made to order
5	make realistic plans to obtain all the items required

Unit 7:   Make life-size copies of items for retail displays

Unit code: **PPL.C240**

SCQF level: **7**

Credit points: **8**

Unit summary

This standard is about making life-size copies of items to use as props in visual retail displays in stores.

This standard is for staff who are visual merchandising specialists with the authority and capabilities to make life-sized items.

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

- make life-size copies of items for retail displays.

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; making; makes; creating; creates; full size; copying; goods; materials; products; props; prototypes; visual merchandising.

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 the life-size copies of items required for retail displays
2	how to check whether the life-size copies made are suitable for retail displays
3	how to test that the life-size copies work as they should, look as they should, and are safe to use
4	how to use scale to create visual effects
5	how props, prototypes, dressings and fixtures create visual effects
6	how to use the design brief to identify what items need to be copied
7	how to identify the cost limits and deadlines for making life-size copies
8	how to arrange suitable storage for life-size copies

Performance criteria	
You must be able to:	
1	use the design brief to identify the features of original items that need to be copied for retail displays
2	choose and use suitable and efficient techniques, materials, tools and equipment for making life-size copies
3	complete the life-size copies, including any alterations, by agreed deadlines and in line with the design brief
4	use valid and thorough tests to check that the life-size copies work as they should, look as they should, and are safe to use
5	evaluate test results accurately and make any adjustments required to the life-size copies
6	store life-size copies securely and make them available to those who require them by the agreed deadlines

Unit 8: Make scale models of items for retail displays

Unit code: PPL.C241

SCQF level: 7

Credit points: 8

Unit summary

This standard is about making scale models of items to be included in visual retail displays in stores.

This standard is for staff who are visual merchandising specialists with the authority and capabilities to make scale models for display.

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

- make scale models of items for retail displays.

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; making; makes; creating; creates; scaled; scales; scaling; goods; materials; products; props; prototypes; visual merchandising.

Glossary

Policy – Your retail organisation's policy may include a set of principles, or procedures, or both. If there is a written policy, it should work in line with this and any further instructions your manager has given. If your retail organisation has no written policy then advice should be sought on the broad guidelines to be followed if this is not already clear. If there is no written policy, it should be assumed 'policy' means those broad guidelines your retail organisation or manager have given.

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 scale models to use as props and prototypes for retail displays
2	how to evaluate finished scale models against specifications
3	how to test that scale models work as they should, look as they should, and are safe to use
4	how to use scale to create visual effects
5	how scale models help to create visual effects
6	the mechanical principles of working scale models
7	how to use the design brief to identify what is required for scale models
8	how to identify the budget and deadlines for making scale models
9	how to make suitable storage arrangements for scale models

Performance criteria	
You must be able to:	
1	choose new ideas, techniques and materials that are consistent with the design brief and your retail organisation's design policy
2	use shapes and colour styles that make scale models more effective within the limits of the design brief
3	choose and use suitable and efficient techniques, materials, tools and equipment for making scale models for retail displays
4	complete scale models, including any alterations, by agreed deadlines and in line with the design brief
5	use valid and thorough tests to check that scale models work as they should, look as they should, and are safe to use
6	evaluate test results accurately and make any adjustments required to scale models
7	store scale models securely and make them available to those who require them by the agreed deadlines

Unit 9:

Decorate fixtures and panels for retail displays

Unit code: PPL.C242

SCQF level: 7

Credit points: 5

Unit summary

This standard is about decorating fixtures and panels for use in retail displays in store. This standard is for staff who are visual merchandising specialists and personnel given authority to decorate display fixtures.

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

- decorate fixtures and panels for retail displays.

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; decorates; decorating; shelves; visual merchandising.

Glossary

Policy – Your retail organisation's policy may include a set of principles, or procedures, or both. If there is a written policy, it should work in line with this and any further instructions your manager has given. If your retail organisation has no written policy then advice should be sought on the broad guidelines to be followed if this is not already clear. If there is no written policy, it should be assumed 'policy' means those broad guidelines your retail organisation or manager have given.

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 choose decorative materials and techniques
2	how to check and evaluate decorative work as it is being done
3	how to use materials efficiently
4	how to check the quality of finish of decorative panels and fixtures for retail displays
5	how to judge the suitability of, and choose, new and creative decorative techniques
6	how to apply innovative decorative techniques
7	how to complete decorative work within cost limits and policy
8	how light, colour, texture, shape and dimension combine to achieve the visual effects required for a retail display
9	why panels and fixtures need to be decorated in creative ways
10	why different kinds of merchandise require different approaches to decoration
11	how decorated panels and fixtures contribute to visual effects
12	how to identify the range of decorative techniques and materials that can be chosen
13	how to identify the purpose of the retail display
14	your retail organisation's visual design policy

Performance criteria	
You must be able to:	
1	choose decorative techniques and materials that are suitable, new and within cost limits for retail displays
2	choose materials that will have the visual effect required when applied to the relevant fixtures and panels for retail displays
3	evaluate decorative work as its visual effect emerges and adjust it to give the effect required
4	use tools, equipment and materials efficiently when decorating fixtures and panels for retail displays
5	produce decorative work that is free from faults, has the visual impact required, is consistent with the design brief and is completed within agreed deadlines

Unit 10: Interpret retail display layout requirements from plans, elevations and drawings

Unit code: PPL.C243

SCQF level: 7

Credit points: 5

Unit summary

This standard is about interpreting plans, elevations and drawings of layouts for visual merchandising retail displays. As well as identifying the features of layouts, such as where to put them and what is required to create them, this standard covers working out what is required to assemble layouts. For the purposes of this standard, 'elevation' means scale models or drawings of retail display requirements.

This standard is for staff who are visual merchandising specialists and personnel with authority or responsibilities to interpret display layouts.

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

- interpret retail display layout requirements from plans, elevations and drawings.

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; interprets; interpreting; understands; understanding; layouts; needs; designs; instructions; visual merchandising.

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 interpret the layout requirements and the essential features of retail display layouts from plans, elevations and drawings
2	how to work out what activities and resources are required to put retail display layouts together
3	how to identify the health, safety and security arrangements required for layouts and what they are
4	what layout design is and its part in effective visual design practice
5	the techniques of layout design, including drawing conventions and standards
6	sources of information to use when calculating what is required for layouts
7	who can make decisions when a problem needs to be resolved with layouts

Performance criteria	
You must be able to:	
1	interpret accurately the essential features and detailed requirements of retail display layouts from plans, elevations and drawings
2	identify accurately health, safety and security arrangements from plans, elevations and drawings
3	work out what activities and resources are required to put layouts together as shown in plans, elevations and drawings
4	identify possible problems in putting layouts together and work out ways of resolving them

Unit 11: 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 12: 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 13: Identify and obtain graphic materials for retail displays

Unit code: PPL.C332

SCQF level: 6

Credit points: 4

Unit summary

This standard is about identifying, obtaining and choosing graphic materials including signs and tickets to make retail displays more attractive and informative to customers.

This standard is for trained visual merchandising personnel.

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

- identify and obtain graphic materials for retail displays.

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; gets hold; getting hold; sources; sourcing; acquires; acquiring; graphics; images; pictures; visual merchandising.

Glossary

Policy – Your retail organisation's policy may include a set of principles, or procedures, or both. If there is a written policy, it should work in line with this and any further instructions your manager has given. If your retail organisation has no written policy then advice should be sought on the broad guidelines to be followed if this is not already clear. If there is no written policy, it should be assumed 'policy' means those broad guidelines your retail organisation or manager have given.

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 identify the requirement for graphic materials, and the factors affecting their use and style
2	how to check the interpretations of the graphic materials that you need to obtain
3	how to choose graphic materials and say how they should be used
4	how to check that proposals for graphic materials are consistent with your retail organisation's visual-design policy and aims
5	how to brief suppliers about requirements
6	the part graphic materials play in retail displays
7	the part graphic materials have in attracting retail customers and giving them information
8	approaches to using graphic materials for different types of merchandise
9	your retail organisation's visual-design policy
10	relevant legal requirements relating to graphic materials
11	the accepted ways of describing types and quantities of graphic materials so that suppliers understand what is required
12	your retail organisation's procedures and requirements for ordering graphic materials
13	who the relevant decision-makers are
14	who can supply graphic materials

Performance criteria
You must be able to:
1	use the design brief and information about the layout to identify the graphic materials required for retail displays
2	identify the types and quantities of graphic materials you need to obtain and the associated costs, delivery dates and delivery addresses
3	confirm what is required with the relevant decision makers
4	choose graphic materials that are consistent with relevant legal requirements and your retail organisation's visual-design policy
5	use the accepted ways of describing the type and quantity of graphic materials required
6	confirm that proposals for using graphic materials are consistent with your retail organisation's visual-design policy and aims and are acceptable to decision makers
7	specify clearly to suppliers what graphic materials are required for retail displays

Unit 14: Co-ordinate how graphic materials are used in retail displays

Unit code: PPL.C333

SCQF level: 6

Credit points: 4

Unit summary

This standard is about co-ordinating the distribution of graphic materials, including signs and tickets, and how they are used in retail displays.

This standard is for trained visual merchandising personnel.

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

● co-ordinate how graphic materials are used in retail displays.

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; co-ordinates; co-ordinating; coordinates; coordinating; organises; organising; arranges; arranging; directs; directing; graphics; images; pictures; uses; using; visual merchandising.

Glossary

Policy – Your retail organisation's policy may include a set of principles, or procedures, or both. If there is a written policy, it should work in line with this and any further instructions your manager has given. If your retail organisation has no written policy then advice should be sought on the broad guidelines to be followed if this is not already clear. If there is no written policy, it should be assumed 'policy' means those broad guidelines your retail organisation or manager have given.

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 confirm whether graphic materials are available
2	how to check that graphic materials are suitable for use in retail displays
3	how to produce instructions for installing graphic materials and co-ordinate how they are carried out
4	how to check that installations are satisfactory
5	the part graphic materials play in retail displays
6	the part graphic materials have in attracting and informing retail customers
7	different approaches to using graphic materials for different merchandise
8	your retail organisation's policy and relevant legal requirements for graphic materials

Performance criteria
You must be able to:
1	check that graphic materials meet specifications, relevant legal requirements and your retail organisation's policy
2	distribute graphic materials to the correct places by the agreed deadlines and co-ordinate how they are used in retail displays
3	give colleagues clear, accurate and up-to-date instructions for installing graphic materials promptly
4	check that graphic materials are correctly installed and maintained

Unit 15:   Gather information about retail customers' responses to displays and layouts

Unit code: **PPL.C335**

SCQF level: **6**

Credit points: **5**

Unit summary

This standard is about gathering valid and reliable information that will allow judgements to be made about whether displays and layouts are having the desired effect on retail customers and encouraging them to purchase the items being promoted.

This standard is for visual merchandising specialists and personnel responsible for gathering feedback on visual displays and layouts.

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

- gather information about retail customers' responses to displays and layouts.

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; gathers; gathering; collects; collecting; statistics; facts; figures; numbers; reactions; respond; visual merchandising.

Glossary

Customers' responses:

1. whether they are attracted to the display
2. whether they show interest in the display features
3. whether they buy the goods or services featured in the display

Policy – Your retail organisation's policy may include a set of principles, or procedures, or both. If there is a written policy, it should work in line with this and any further instructions your manager has given. If your retail organisation has no written policy then advice should be sought on the broad guidelines to be followed if this is not already clear. If there is no written policy, it should be assumed 'policy' means those broad guidelines your retail organisation or manager have given.

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 the gathering of information about retail customers' responses, such as sales figures, footfall and customer flow
2	how to bring together, compare and interpret information about retail customers' responses to displays and layouts
3	how to choose the information that is most useful for judging the effect of displays and layouts
4	why information about retail customers' responses to displays and layouts is required and how to use it to decide what requires improvement
5	how constantly improving the design of displays and layouts helps to attract and interest retail customers
6	how to recognise what different designs are meant to achieve and the types of retail customer they should attract
7	what customer-focused trading is
8	the meaning of 'validity' and 'reliability' in relation to retail customers' responses
9	useful sources of information about retail customers' responses
10	your retail organisation's procedures and requirements for gathering information about retail customers' responses to displays and layouts

Performance criteria	
You must be able to:	
1	accurately recognise when information is required about retail customers' responses, why it is required, and what type of information would be most useful
2	gather information about retail customers' responses in ways that are suitable for your purposes, in line with your retail organisation's communications policy
3	gather sufficient information to allow accurate judgements about retail customers' responses to displays and layouts to be made
4	accurately interpret information about retail customers' responses
5	assess information fairly when reviewing the effect of displays and layouts

Unit 16:   Assess and report the effect of retail displays and layouts

Unit code: **PPL.C336**

SCQF level: **7**

Credit points: **4**

Unit summary

This standard is about assessing the effect of retail displays and layouts on retail performance. It also involves reporting findings to decision makers.

This standard is for trained visual merchandising personnel.

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

- assess and report the effect of retail displays and layouts.

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; interprets; interpreting; reports; reporting; finds; findings; effects; effectiveness; visual merchandising.

Glossary

Customers' responses:

1. whether they are attracted to the display
2. whether they show interest in the display features
3. whether they buy the goods or services featured in the display

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 constantly improving the design of retail displays and layouts helps to attract and interest retail customers
2	the meaning of 'validity' and 'reliability' in relation to interpreting information about retail customers' responses to retail displays and layouts
3	the decisions that will be based on findings and recommendations and the effect these decisions will have
4	how to assess the evidence of retail customers' responses against the agreed standards for retail displays and layouts
5	how to draw reasonable conclusions about the effect of retail displays and layouts, bearing in mind the purpose of the retail displays or layouts and customers' responses to them
6	how to report improvements that could be made to the way visual merchandising is carried out in your retail organisation
7	who can make decisions about the way visual merchandising is carried out in your retail organisation
8	how to report and present findings and recommendations clearly to decision makers

Performance criteria
You must be able to:
1	agree suitable standards for assessing the effect of retail displays and layouts
2	assess fairly the evidence of the effect of retail displays and layouts against the agreed standards
3	draw conclusions that are reasonable in terms of the purpose of retail displays and retail customers' responses to them
4	clearly identify improvements that could be made to the way visual merchandising is carried out in your retail organisation
5	report findings and recommendations clearly to decision makers

Unit 17: Negotiate and agree costs for visual merchandising projects

Unit code: PPL.C337

SCQF level: 7

Credit points: 7

Unit summary

This standard is about obtaining the money required to fund proposed visual merchandising projects. It involves working out the likely costs of proposed projects, negotiating and agreeing costs and justifying recommendations to decision makers.

This standard is for trained visual merchandising personnel.

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

● negotiate and agree costs for visual merchandising projects.

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; negotiates; negotiating; agrees; agreeing; costing; funds; funding; expenses.

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 reasonable estimates of the costs of proposed visual merchandising projects
2	how to use estimated costs to support the business case for proposed visual merchandising projects
3	how to negotiate successfully
4	who to ask for comments to help strengthen the business case for the spending that is being recommended
5	the approved layout for budget proposals
6	how to present budget proposals clearly to decision makers
7	who to agree costs with for visual merchandising projects
8	where information can be obtained about the costs of activities and resources
9	how to put together accurate budgets from agreed budget proposals
10	how to brief colleagues about the cost limits they must work within
11	how controlling spending and using resources efficiently help your retail organisation
12	your retail organisation's budgeting procedures and deadlines

Performance criteria
You must be able to:
1	check that the estimates of the costs of proposed visual merchandising projects are reasonable
2	negotiate the costs for proposed visual merchandising projects
3	prepare business cases for spending proposals that show clearly how value for money can be achieved
4	ask colleagues to suggest ways that could strengthen the business case
5	present proposals clearly to decision makers
6	calculate accurate costs and agree budgets with decision makers in a way that keeps them committed to the visual merchandising project's aims
7	explain clearly to colleagues the cost limits they must work within

Unit 18: Record and monitor costs for visual merchandising projects

Unit code:	**PPL.C338**
SCQF level:	**7**
Credit points:	**6**

Unit summary

This standard is about recording and monitoring visual merchandising project costs, identifying any unacceptable spending and taking prompt action to resolve it.

This standard is for trained visual merchandising personnel.

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

- record and monitor costs for visual merchandising projects.

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; controls; controlling; costing; spends; spending; funds; funding; expenses; expends; budgets; budgeting.

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 costs visual merchandising project budgets include and how these are set out
2	how to record visual merchandising project expenses
3	the financial information you need to refer to and when and how it is presented
4	how to interpret reports of actual spending against budgeted spending
5	how to recognise unacceptable differences between actual and budgeted spending
6	your retail organisation's procedures for monitoring, reporting and acting on cost variations
7	what 'value for money' means, and why it does not simply mean paying the lowest prices
8	how to recognise and use opportunities to increase value for money within visual merchandising projects
9	how controlling spending and using resources efficiently help your retail organisation and the reputation of visual merchandising
10	why costs need to be monitored

Performance criteria
You must be able to:
1	keep accurate, complete and up-to-date records of visual merchandising project spending
2	identify unacceptable differences in visual merchandising project costs promptly, resolve them as soon as possible, and report them immediately to the correct person when outside your authority
3	recognise opportunities to improve value for money within budget limits and promptly act on these
4	monitor ongoing costs
5	keep the correct people informed of activities and costs for visual merchandising projects

Unit 19:   Contribute to developing a retail organisation's visual-design policy

Unit code: **PPL.C339**

SCQF level: **7**

Credit points: **6**

Unit summary

This standard is about contributing suggestions for developing your retail organisation's visual-design policy, including gathering information and analysing it to then present recommendations. This standard applies if your retail organisation has a formal written policy for visual design that must be improved or if your retail organisation is going to have a formal written policy for the first time that needs to be written and developed.

This standard is for trained visual merchandising personnel.

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

● contribute to developing a retail organisation's visual-design policy.

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; contributes; contributing; assists; assisting; helps; helping; develops; improves; improving; updates; updating; visual designs; policies; procedures; practices; visual merchandising.

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 current visual-design policy
2	who the internal and external retail customers are
3	how to find out about and recognise what internal and external retail customers hope for and expect from the visual-design policy
4	accepted good practice in visual design
5	how to decide if your retail organisation's current and recent designs follow accepted good practice in visual design
6	how to identify opportunities for new and improved ways of using visual design
7	the format to use when making recommendations
8	how to put together and present recommendations for developing the visual-design policy
9	how visual design helps to promote and sell goods and services
10	what retail customer-focused design is
11	how merchandising helps your retail organisation to achieve its aims

Performance criteria	
You must be able to:	
1	gather accurate and up-to-date information about what internal and external customers require and expect from the visual-design policy
2	analyse information accurately to identify internal and external customers' wishes and expectations
3	decide if current and recent designs follow accepted good practice in visual design
4	use available information to identify opportunities for improving visual-design policy and for contributing and introducing new design ideas in relation to the policy
5	draw conclusions as to whether the new ideas and suggestions for improvement are relevant to the requirements of your retail organisation and the development of the visual-design policy
6	recommend clearly to decision makers those improvements and new ideas that are relevant and present these in the required format and by the agreed deadlines

Unit 20: Support staff putting into practice a retail organisation's visual-design policy

Unit code:	**PPL.C340**
SCQF level:	**7**
Credit points:	**6**

Unit summary

This standard is about supporting staff putting into practice your retail organisation's visual-design policy. It involves being able to explain the policy to staff, motivating them to follow it, and making checks to make sure the policy is followed. This standard applies if your retail organisation has a formal written policy for visual design that must be put into practice.

This standard is for trained visual merchandising personnel.

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

- support staff putting into practice a retail organisation's visual-design policy.

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; supports; supporting; puts; displays; layouts; visual merchandising; visual designs; policies; procedures; practices.

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 your retail organisation's visual-design policy is
2	the role of visual design in retail
3	good practice in creating visual effect by using displays
4	the different purposes of displays and their use in visual merchandising
5	why different kinds of merchandise require displaying in different ways
6	different approaches to using visual design for different types of merchandising
7	how designs achieve the visual effects required by displays
8	how to brief staff and colleagues about your retail organisation's visual-design policy
9	how to support staff putting your retail organisation's visual-design policy into practice
10	how to explain your retail organisation's visual-design policy so that staff and colleagues will understand it
11	how to check that staff understand and are committed to follow your retail organisation's visual-design policy
12	how to check that visual designs are consistent with the visual-design policy

Performance criteria	
You must be able to:	
1	present information about your retail organisation's visual-design policy to staff and check that they understand and are committed
2	give staff the opportunity to ask questions about the visual-design policy
3	support staff who are putting into practice your retail organisation's visual-design policy
4	check that visual designs are consistent with your retail organisation's visual-design policy
5	correct any designs promptly that do not conform to the visual-design policy
6	give staff and colleagues accurate information about the visual-design policy and how it affects visual merchandising in their areas
7	check displays to make sure they conform to your retail organisation's visual-design policy, are used correctly and kept in the required condition required for as long as they are in use
8	report to your manager promptly any problems with keeping displays in the required condition

Unit 21: Develop and test solutions for retail display layouts

Unit code: PPL.C341

SCQF level: 7

Credit points: 7

Unit summary

This standard is about developing creative solutions for retail display layout designs within the limits of time, budget and any guidelines that must be followed. It involves testing that ideas are realistic, as well as asking for and using the suggestions of decision makers.

This standard is for trained visual merchandising personnel.

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

- develop and test solutions for retail display layouts.

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; develops; developing; development; tests; testing; evaluates; evaluating; displays; visual merchandising.

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 and evaluate ideas and information about retail display layout design
2	how to develop, evaluate and modify design options
3	how to develop designs in detail and maintain a creative approach while doing so
4	how to choose and combine scale, shape, colour, texture and focal points to produce creative design solutions
5	how to apply techniques of retail display layout design, including drawing conventions and standards
6	how to test and judge whether designs are practical
7	who the relevant decision makers are
8	how to consult with decision makers throughout the design process
9	why retail display layout designs need to be reviewed and solutions that are both creative and suitable suggested
10	what retail display layout design is and its part in effective visual merchandising
11	the nature and processes of creativity and retail display layout design
12	the part played in creative design by dimension, shape, colour, texture and location
13	sources of information about the design requirements and possible retail display layout solutions

Performance criteria
You must be able to:
1	work out what kind of retail display layout is required and check this with decision-makers
2	gather information from reliable sources about layout design and ideas for retail display layout design
3	evaluate information and ideas about retail display layout design to see how relevant they are for your retail organisation's requirements
4	suggest a wide enough range of retail display layout options so that a creative solution can be decided upon
5	choose and combine dimension, shape, colour, texture, location and focal points to produce creative design solutions
6	evaluate retail display layout options against your retail organisation's design requirements and choose those which offer the most creative solution possible within time and cost limits
7	test the retail display layout solutions that have been selected
8	continue improving the preferred retail display layouts until there is a detailed layout that meets your retail organisation's design requirements and that can be achieved within the agreed time and cost limits
9	check carefully that there is enough space for the preferred retail display layout in the sales area
10	adapt the layout when there is not enough space available for the preferred retail display layout, so that it will fit the space and can still be used as intended and have the desired effect
11	consult decision-makers fully throughout the design development process, clearly acknowledge changes they suggest, and use these when they improve the usefulness and creativity of the design

Unit 22: Produce guidance for putting retail display layouts together

Unit code:	**PPL.C342**
SCQF level:	**8**
Credit points:	**7**

Unit summary

This standard is about producing guidance that will allow staff to put retail display layouts together. It involves working out what is involved in putting retail display layouts together and giving instructions using schematic drawings and detailed written specifications.

This standard is for trained visual merchandising personnel.

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

- produce guidance for putting retail display layouts together.

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; produces; producing; provides; providing; guidelines; instructions; guides; guiding; instructs; instructing; notes; puts; displays; assembles; assembling; visual merchandising.

Glossary

Formats – This refers to the type of document e.g. PDF, printed leaflet

Platforms – This refers to where the guidance can be found digitally e.g. intranet

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 specifications, drawings and supporting information are required for putting retail display layouts together
2	how to produce specifications and drawings to the technical standards required
3	how to estimate quantities and costs
4	how to specify the standard of finished work
5	how to identify and specify the requirement for specialist services
6	how to describe methods for putting retail display layouts together
7	how to recognise risks to health and safety arising from putting retail display layouts together
8	how to draw the attention of staff to health and safety risks and the preventative action they must take
9	how to identify and assess the conditions under which retail display layouts will be put together
10	who puts together retail display layouts in your retail organisation and who uses them
11	the drawing and coding conventions and standards to use
12	the agreed formats and platforms to be used when producing guidance for putting retail display layouts together and why it is important to follow them
13	the supporting information needed by staff who will put retail display layouts together

Performance criteria	
You must be able to:	
1	draw retail display layouts accurately
2	use accepted drawing techniques, graphic conventions and coding conventions to provide information
3	specify accurately and clearly the dimensions and orientation of retail display layouts and the standards of the finished work
4	estimate the quantities and costs of materials required within cost limits and the design requirement
5	estimate costs of materials if there are no existing stocks to be used
6	recognise when specialist services will be required
7	identify the correct methods for putting retail display layouts together and any risks to health and safety involved in putting retail display layouts together and using them
8	provide enough information to allow staff to put retail display layouts together efficiently
9	produce guidance for putting retail display layouts together in agreed formats and platforms
10	tell staff clearly and accurately what they must do to protect their own and others' health and safety while they are putting retail display layouts together

Unit 23: Interpret design briefs for retail displays

Unit code:	**PPL.C230**
SCQF level:	**5**
Credit points:	**3**

Unit summary

This standard is for visual merchandising specialists. It is about interpreting design briefs for retail displays in a retail organisation.

This standard is for staff who are visual merchandising specialists.

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

- interpret design briefs for retail displays.

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; designs; interprets; interpreting; understands; understanding; instructions; plans; layouts; visual merchandising.

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 role of retail displays in marketing, promotional and sales campaigns and activities
2	the importance and content of the design brief and how to interpret it
3	how to use the design brief to identify what is required for the retail display
4	different approaches to designing retail displays for different types of merchandise, and why these are effective
5	how to evaluate the potential places to put the retail display so the design brief is met
6	your retail organisation's policies for visual design

Performance criteria
You must be able to:
1	identify the purpose, content and style of the retail display when interpreting the design brief
2	identify the equipment, materials, merchandise and props required to create and install the retail display and the dates for completing it
3	evaluate whether the planned place to put the retail display is likely to fulfil the design brief
4	create new and effective ways of improving the visual effect of retail displays, within the limits of the design brief, your retail organisation's visual design policies and the authority given to you

Unit 24: Source merchandise and props to be featured in retail displays

Unit code: **PPL.C231**

SCQF level: **5**

Credit points: **5**

Unit summary

This standard is about sourcing the merchandise and props shown in the design brief that will be featured in retail displays.

This standard is for members of staff that are visual merchandising specialists.

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

● source merchandise and props to be featured in retail displays.

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; design briefs; designs; items; goods; materials; products; produce; gets; getting; acquires; acquiring; sources; sourcing; models; cutouts; cut-outs; cut outs; features; featuring; displaying; visual merchandising.

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 role of retail displays in marketing, promotional and sales campaigns and activities
2	how to use the design brief to identify what needs to be sourced for retail displays
3	different approaches to designing retail displays for different types of merchandise, and why these are effective
4	how light, colour, texture, shape and dimension combine to achieve the effects required
5	how to assess the potential of places to put retail displays to meet the design brief
6	your retail organisation's policies for visual design
7	the merchandiser or buyer that you need to consult about merchandise and props to be featured in retail displays
8	how to arrange delivery of merchandise and monitor the progress of deliveries
9	why stock records must be updated to account for merchandise on retail displays and how to do this

Performance criteria	
You must be able to:	
1	confirm that the features shown in the design brief are those most likely to attract retail customers' attention and increase sales when sourcing the merchandise and props
2	identify other merchandise and props when those originally specified are not available or not suitable and agree the selections with the correct person
3	agree arrangements for delivery of merchandise and props with the correct people, allowing enough time for deliveries to arrive before the retail display must be installed
4	check the progress of deliveries and take suitable action if delays seem likely
5	update stock records to account for merchandise on the retail display

Unit 25: Dress in-store retail displays to guidelines

Unit code: PPL.C232

SCQF level: 5

Credit points: 7

Unit summary

This standard is about following guidelines for dressing in-store retail displays in ways that promote sales. It involves making judgements about how best to achieve the visual effect required, while working within your retail organisation's policy for visual design.

This standard is for specialist staff who are responsible for visual merchandising.

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

● dress in-store retail displays to guidelines.

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; design briefs; designs; dresses; dressing; instructions; visual merchandising.

Glossary

Policy – Your retail organisation's policy may include a set of principles, or procedures, or both. If there is a written policy, it should work in line with this and any further instructions your manager has given. If your retail organisation has no written policy then advice should be sought on the broad guidelines to be followed if this is not already clear. If there is no written policy, it should be assumed 'policy' means those broad guidelines your retail organisation or manager have given.

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 create and use focal points within in-store retail displays
2	how to put together merchandising displays for use inside the store
3	how to choose and combine dimension, shape, colour, texture and lighting to create the visual effect required from in-store retail displays
4	how to dress mannequins, busts and other props
5	how to display different types of merchandise
6	how to choose suitable types of grouping
7	how to use different types, directions and levels of light to create atmosphere
8	how retail displays can achieve add-on sales and why this is important
9	why visual merchandise personnel are expected to install creative in-store retail displays and to be aware of trends
10	different approaches to displaying merchandise and how to choose the best approach
11	the different purposes of in-store retail displays and how they are used in visual merchandising
12	how props, prototypes, dressing and fixtures create visual effects
13	health and safety guidelines and relevant legal requirements for in-store retail displays
14	how to identify the selling features of merchandise to be used in in-store retail displays

Performance criteria
You must be able to:
1	follow your retail organisation's procedures for using ladders, tools and equipment safely
2	place in-store retail displays where they will attract the attention of target retail customers
3	use the design brief to identify the focal points of in-store retail displays
4	choose shapes, colours and groupings that are suited to the purpose and style of in-store retail displays
5	dress in-store retail displays to achieve the visual effects required and that are consistent with your retail organisation's visual design policy
6	position merchandise, graphics and signs in ways that promote sales
7	check that lighting is installed in line with the design brief
8	check that finished in-store retail displays meet health and safety guidelines and relevant legal requirements

Unit 26: Dress window displays following a retail organisation's guidelines

Unit code: PPL.C233

SCQF level: 5

Credit points: 6

Unit summary

This standard is about following guidelines for dressing window displays in ways that promote sales and follow the retail organisation's guidelines. It involves deciding how to achieve the best visual effect, whilst working within your retail organisation's policy for visual design.

This standard is for specialist staff who are responsible for visual merchandising.

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

- dress window displays following a retail organisation's guidelines.

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; design briefs; designs; dresses; dressing; instructions; windows; visual merchandising.

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 your retail organisation's guidelines are on dressing window displays
2	how to choose and combine dimension, shape, colour, texture and lighting to create the visual effects required from window displays
3	how to dress mannequins and other props
4	how to display different types of merchandise
5	how to choose suitable ways of grouping merchandise
6	how to light window displays and who in your retail organisation is responsible for installing lighting when dressing a window display
7	how window displays can achieve add-on sales and why this is important
8	why visual merchandising personnel are expected to install window displays creatively and to be aware of trends
9	why different kinds of merchandise require different approaches to window displays and why these approaches are important
10	the different purposes of window displays and how they are used in visual merchandising
11	how props, prototypes, dressings and fixtures create visual effects
12	the dressing techniques to use for different types of merchandise

Knowledge and understanding	
13	health and safety guidelines for window displays
14	the relevant legal requirements that apply to pricing and ticketing
15	how to identify the selling features of merchandise to be used in window displays

Performance criteria	
You must be able to:	
1	position merchandise, graphics and signs following your retail organisation's guidelines and in ways that attract the attention and interest of customers
2	ensure window displays give retail customers the information they require
3	group merchandise appropriately for the purpose and style of window display, the selling features of the merchandise and the visual effect required under the design brief
4	make sure that lighting is installed in line with lighting requirements when dressing window displays
5	check that finished window displays meet health and safety guidelines and relevant legal requirements

Unit 27: Position graphic materials to support retail displays

Unit code:	**PPL.C236**
SCQF level:	**5**
Credit points:	**3**

Unit summary

This standard is about positioning graphic materials, including signs and tickets, so that they support the purpose of retail displays and meet all relevant requirements.

This standard is for staff who are visual merchandising specialists and personnel responsibilities for visual displays.

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

● position graphic materials to support retail displays.

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; positions; positioning; places; placing; graphics; images; pictures; visual merchandising.

Glossary

Policy – Your retail organisation's policy may include a set of principles, or procedures, or both. If there is a written policy, it should work in line with this and any further instructions your manager has given. If your retail organisation has no written policy then advice should be sought on the broad guidelines to be followed if this is not already clear. If there is no written policy, it should be assumed 'policy' means those broad guidelines your retail organisation or manager have given.

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	house style, your retail organisation's policy and relevant legal requirements for using graphic materials
2	how to identify and interpret manufacturers' branding requirements
3	how to interpret the design brief
4	how to choose where to position graphic materials to support retail displays
5	how to check that graphics and signs are safe and secure
6	how graphic materials help to attract and inform retail customers
7	different ways to use graphic materials for different types of merchandise

Performance criteria	
You must be able to:	
1	position graphic materials according to the following: • design brief • house style • your retail organisation's policy on signs • manufacturers' branding requirements • legal requirements
2	position graphic materials in ways that support retail displays' intended visual effects and messages
3	check that graphic materials are positioned safely and securely and in line with relevant legal requirements

Unit 28: Store equipment, props and graphics for retail displays

Unit code:	**PPL.C238**
SCQF level:	**5**
Credit points:	**3**

Unit summary

This standard is about storing retail display equipment, props and graphics and regularly checking the condition of storage facilities and stored items.

This standard is for staff who are visual merchandising specialists and personnel with responsibilities for visual displays and equipment.

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

- store equipment, props and graphics for retail displays.

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; stores; storing; items; goods; materials; products; models; cutouts; cut-outs; cut outs; images; pictures; visual merchandising.

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 work out the storage space required
2	how to identify requirements for protective packaging and security measures
3	how to check the condition of equipment, props and graphics for retail displays
4	how to deal with equipment, props and graphics that require repair
5	why equipment, props and graphics for retail displays must be labelled accurately
6	why records must be kept of items and where to store them
7	why equipment, props and graphics for retail displays must be stored securely
8	what suitable storage facilities are available
9	which equipment, props and graphics are required to be stored
10	possible dangers and risks to health, safety and security in relation to storage facilities and stored items
11	who to report dangers and risks to

Performance criteria
You must be able to:
1	work out accurately the storage space required
2	identify the protective packaging required and the security measures that must be in place
3	store equipment, props and graphics for retail displays in suitable places and with clear and accurate labels
4	keep accurate and up-to-date records of equipment, props and graphics in storage
5	identify damaged or missing equipment, props and graphics or any item that poses a danger or risk to health and safety, and report these promptly to the correct person
6	check that storage facilities and items in storage are clean, safe, secure and accessible only to those with authority to access them

Unit 29: Follow guidelines for putting retail display layouts together

Unit code:	**PPL.C244**
SCQF level:	**5**
Credit points:	**4**

Unit summary

This standard is about putting retail display layouts together accurately following the guidelines provided and introducing creative effects when appropriate.

This standard is for staff who are visual merchandising specialists and personnel with authority to put display layouts together.

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

- follow guidelines for putting retail display layouts together.

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; follows; following; instructions; puts; creates; creating; assembling; assembles; designs; visual merchandising.

Glossary

Policy – your retail organisation's policy may include a set of principles, or procedures, or both. If there is a written policy, it should work in line with this and any further instructions your manager has given. If your retail organisation has no written policy then advice should be sought on the broad guidelines to be followed if this is not already clear. If there is no written policy, it should be assumed 'policy' means those broad guidelines your retail organisation or manager have given.

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 follow guidelines for putting retail display layouts together
2	how to identify opportunities to achieve creative effects
3	how to work creatively within your retail organisation's visual merchandising policy
4	how to identify and resolve problems when putting retail display layouts together
5	when creative effects are suitable
6	the parts required to put retail display layouts together
7	the relevant health, safety and relevant legal requirements
8	where to find the parts required for retail display layouts

Performance criteria	
You must be able to:	
1	check that the parts required for retail display layouts are available and in working order
2	put retail display layouts together following the guidelines, agreed deadlines, health and safety policies and relevant legal requirements
3	identify opportunities for achieving creative effects and do so within the guidelines
4	identify possible problems that may arise and take prompt and suitable action within the guidelines to resolve them

Unit 30: Keep stock available, correctly priced and maintain quality of stock in a retail organisation

Unit code: PPL.C303

SCQF level: 5

Credit points: 3

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 31: Interpret requirements for retail displays

Unit code: PPL.C330

SCQF level: 5

Credit points: 2

Unit summary

This standard is about interpreting requirements to identify what is required for retail displays. Retail displays may be in-store or window displays.

This standard is for trained visual merchandising personnel.

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

- interpret requirements for retail displays.

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; interprets; interpreting; determines; determining; needs; visual merchandising.

Glossary

Policy – Your retail organisation's policy may include a set of principles, or procedures, or both. If there is a written policy, it should work in line with this and any further instructions your manager has given. If your retail organisation has no written policy then advice should be sought on the broad guidelines to be followed if this is not already clear. If there is no written policy, it should be assumed 'policy' means those broad guidelines your retail organisation or manager have given.

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 identify the purpose of retail displays from design information
2	how to identify the merchandise that will be used
3	how retail displays attract the interest of customers and persuade them to make buying decisions
4	the role of retail displays in marketing, promotional and sales campaigns and activities
5	good practice in creating retail displays that have the visual effect required
6	your retail organisation's policy for merchandising and visual design
7	sources of information about the merchandise that will be used
8	who to check the required interpretations with

Performance criteria	
You must be able to:	
1	use design information to identify the purpose of retail displays, the merchandise that will be used and how the merchandise will feature in retail displays
2	interpret the requirements for retail displays in line with your retail organisation's design policy where there is scope for interpretation
3	check any interpretations with the correct person before work starts on putting retail displays together

Unit 32:

Choose and agree retail merchandise to be featured in retail displays

Unit code: **PPL.C331**

SCQF level: **5**

Credit points: **3**

Unit summary

This standard is about choosing and agreeing retail merchandise to feature in retail displays. Displays may be in-store or window displays.

This standard is for trained visual merchandising personnel.

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

- choose and agree retail merchandise to be featured in retail displays.

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; chooses; choosing; picks; picking; selects; selecting; agrees; agreeing; stock; items; products; produce; materials; features; featuring; visual merchandising.

Glossary

Policy – Your retail organisation's policy may include a set of principles, or procedures, or both. If there is a written policy, it should work in line with this and any further instructions your manager has given. If your retail organisation has no written policy then advice should be sought on the broad guidelines to be followed if this is not already clear. If there is no written policy, it should be assumed 'policy' means those broad guidelines your retail organisation or manager have given.

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 compare selected retail merchandise with retail display requirements
2	how to check whether retail merchandise that will be featured in the retail displays is available
3	how to arrange for retail merchandise to be delivered
4	why retail displays are used to attract the interest of retail customers and persuade them to make buying decisions
5	how light, colour, texture, shape and dimension combine to achieve the visual effects required
6	why there is an expectation to show creativity in selecting merchandise for retail displays and to be aware of trends
7	how retail displays can achieve add-on sales
8	other approaches to use for displaying different kinds of retail merchandise
9	the different purposes of retail displays and their use in visual merchandising
10	your retail organisation's policy for merchandising and visual design
11	the decision makers that need to agree the choices of retail merchandise to be featured
12	the people who can supply the retail merchandise required for retail displays

Performance criteria	
You must be able to:	
1	evaluate the potential of retail merchandise to attract retail customers' attention and interest
2	choose retail merchandise that is the most likely to attract and interest retail customers, meets the requirements of retail displays and is consistent with your retail organisation's visual-display policy
3	check the suitability and availability of retail merchandise that is to be featured in the displays with the relevant decision makers
4	reach agreement with decision makers concerning realistic arrangements and timescales for supply
5	make any additional arrangements promptly to acquire retail merchandise if it is not otherwise available within the timescales and cost limits

Unit 33: Check how graphic materials are used in retail displays

Unit code:	**PPL.C334**
SCQF level:	**5**
Credit points:	**2**

Unit summary

This standard is about checking that graphic materials, including signs and tickets, are being used consistently with the purpose of retail displays and any relevant requirements.

This standard is for trained visual merchandising personnel.

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

- check how graphic materials are used in retail displays.

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; looks at; looking at; graphics; images; pictures; uses; using; visual merchandising.

Glossary

Policy – Your retail organisation's policy may include a set of principles, or procedures, or both. If there is a written policy, it should work in line with this and any further instructions your manager has given. If your retail organisation has no written policy then advice should be sought on the broad guidelines to be followed if this is not already clear. If there is no written policy, it should be assumed 'policy' means those broad guidelines your retail organisation or manager have given.

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 how graphic materials should be used
2	how to ask for and collect comments from colleagues about using graphic materials
3	why it is important to check how graphic materials are used
4	the action to take when graphic materials are not being used correctly
5	the part graphic materials play in retail displays
6	the part graphic materials have in attracting retail customers and giving them information
7	alternative approaches to using graphic materials for different merchandise
8	what your retail organisation's policy and procedures are on how graphic materials are used in retail displays
9	your retail organisation's procedures for dealing with cases where graphic materials are not being used in line with policy

Performance criteria	
You must be able to:	
1	check any retail displays as far as possible and encourage colleagues to provide relevant information about using graphic materials
2	collect enough relevant information about whether graphic materials are being used suitably and effectively
3	take prompt and suitable action when graphic materials are not being used or maintained in line with your retail organisation's policy or the design brief
4	identify situations where the way graphic materials are used should change, promptly making any alterations required

Unit 34:

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 35: Manage staff and maintain stock records in a storage facility in a retail organisation

Unit code: PPL.B302

SCQF level: 7

Credit points: 12

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 36: 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 37: 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 accidents 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 38: 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 39:　Manage a team on a temporary basis in a retail organisation

Unit code:　　PPL.E338

SCQF level:　　6

Credit points:　5

Unit summary

This standard is about managing a team in your retail organisation on a temporary basis. For example being responsible for:

- a special event
- sales preparation
- stock taking or emergency situations
- covering when managers are absent.

It is about understanding your limitations: it is not about formally developing or disciplining team members.

This standard is for personnel who have been given temporary leadership responsibilities.

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

- manage a team on a temporary basis 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; manages; managing; management.

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 and policies relating to the work of the team and the way the team's daily activities are managed, including: • health and safety • security • staffing levels • absence reporting • timekeeping • personal appearance • handling customer complaints • laws and regulations relating to the products the team sells
2	why to set an example to team members by following your retail organisation's procedures and policies at all times
3	how to check that team members are following your retail organisation's procedures and policies
4	what must be done when team members are not following your retail organisation's procedures and policies
5	how clear communication helps teams to work effectively
6	how to give instructions so that team members will readily understand them and feel motivated to follow them
7	why to be approachable as a team leader

Knowledge and understanding	
8	the different ways of motivating and encouraging staff, and how to choose which method to use
9	the kinds of support team members are likely to need, and what kinds of support within your area of responsibility can be provided
10	how to plan, prioritise and delegate so that your usual and temporary management duties can be fulfilled
11	the types of confidential information to which team leaders have access, and the importance of respecting confidentiality
12	why all team members must be treated equally
13	the challenges involved in managing people who are a friend or fellow team member, and techniques for resisting pressure from team members to abuse these temporary responsibilities
14	the limits of your responsibility and authority when managing the team
15	who can help to sort out problems that are beyond your responsibility, authority or expertise
16	the kinds of information your manager needs, when it is needed and in what format

Performance criteria
You must be able to:
1	set an example for the team by following your retail organisation's procedures and policies at all times
2	check that team members are following your retail organisation's procedures and policies
3	take prompt and suitable action when team members are not following your retail organisation's procedures and policies
4	give clear information and instructions to the team
5	use methods suited to individual team members' levels of motivation and expertise, when encouraging them to complete tasks
6	recognise when team members need support
7	choose and apply suitable methods for supporting team members
8	praise good performance promptly and tell your manager about it
9	manage your time so that your usual and temporary management duties can be carried out effectively
10	recognise when information is confidential and release it only to those who have a right to it
11	share work and privileges equally between team members
12	act within the limits of your responsibility and authority
13	ask the correct person for advice promptly when problems are beyond your responsibility, authority or expertise to resolve

Unit 40: 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 organisation's 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 41: 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 42: 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: • outside locations • inside the premises • stock and resources • people • cash
3	how your retail organisation expects you to monitor and maintain the following: • outside locations • inside the premises • stock and resources • people • cash
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: • outside locations • inside the premises • stock and resources • people • cash
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 43: 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

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

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

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.

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

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

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

Training and support for the lifetime of the qualifications

To get in touch with our dedicated support teams please visit our website.

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.

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.

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 1st

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 1st 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 1st 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 1st 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 1st 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 1st 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 1st's assessment strategy.

Witness Testimony

People 1st 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 1st 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 1st 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 1st 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

Unit Number	Unit Title
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 1st 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

Unit number	Unit title
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:			
● Assessors and verifiers who hold current assessor and/or verifier units and undertake appropriate continuous professional development (CPD)	✓	✓	✓
● Assessors and verifiers who hold previous versions of assessor and/or verifier units, who work to the current Learning and Development (L&D) National Occupational Standards (NOS) and undertake appropriate continuous professional development (CPD)	✓	✓	✓
● Any new assessors or verifiers who do not currently hold any assessor or verifier units must undertake the relevant current unit(s) ● 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.	✓	✓	✓

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.

Updating occupational expertise	• Internal and external work placements • Work experience and shadowing (e.g. within associated departments) • External visits to other organisations • Updated and new training and qualifications • Training sessions to update skills • Visits to educational establishments • Trade fairs
Keeping up to date with sector developments and new legislation	• Relevant sector websites • Membership of professional bodies • Papers and documents on legislative change • Networking events • Seminars, conferences, workshops, membership of committees/working parties (e.g. People 1st events), webinars, social media • Staff development days
Standardising and best practice in assessment	• Regular standardisation meetings with colleagues • Sharing best practice through internal meetings, newsletters, email circulars • Comparison of assessment and verification in other sectors • Attending awarding body meetings/seminars

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

Appendix B: Core Skills Signposting

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 1st

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

URN	Unit title	Communication	ICT	Numeracy	Problem Solving	Working with Others
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