edexcel

Sector guidance for centres

SVQ1 and SVQ2 in Retail Skills (SCQF Levels 4 and 5)

SVQ3 in Retail (SCQF Level 6)

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Section 1: SVQ1 and 2 in Retail Skills (SCQF Levels 4 and 5 and SVQ3 in Retail (SCQF Level 6)

Introduction

This document contains information that is specific to the SVQs in Retail. It should be read in conjunction with the *Edexcel SVQ guidance for centres* and the relevant candidate logbooks (see *Section 5: Further information*).

National Occupational Standards and SVQs

The standards, Assessment Strategy and award structures for Retail Skills are owned by Skillsmart Retail, who reviewed these National Occupational Standards. The SVQs have been developed from the National Occupational Standards.

The SVQs in Retail give recognition of candidates' skills, knowledge and understanding. They allow candidates to gain a qualification in the workplace that relates to their job area and promotes good working practice.

You can contact the Sector Skills Council (SSC) at:

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The NOS can be located on the SSC website: www.skillsmartretail.com

Section 2: About these SVQs

These SVQs are designed to be assessed in the workplace.

In a further education or training situation, assessment is occasionally achieved through simulation. Simulation must be carried out in conditions resembling the workplace. These conditions are described as being a 'realistic working environment' (RWE). For guidance on the use of simulation, see *Section 3: Assessment Strategy*.

Which SVQs in Retail Skills are available?

SVQs in Retail skills are available as follows:

- SVQ1 in Retail Skills at SCQF Level 4
- SVQ2 in Retail Skills at SCQF Level 5
- SVQ3 in Retail (Sales Professional) at SCQF Level 6
- SVQ3 in Retail (Visual Merchandising) at SCQF Level 6
- SVQ3 in Retail (Management) at SCQF Level 6

It is important that the most appropriate level and route is selected for each candidate.

Who are these SVQs for?

The SVQ1, 2 and 3 in Retail Skills (at SCQF Levels 4, 5 and 6)

The types of candidates and their job roles are indicated below for each level:

- SVQ1 (SCQF Level 4) – trainee sales assistant, wrapper and packer of sales items, replenishment assistant
- SVQ2 (SCQF Level 5) – general sales assistant, product expert
- SVQ3 (SCQF Level 6) – supervisor, first line manager, department manager, owner/manager.

Candidates who are pre-16 will require a formal work placement.

What progression do these SVQs offer?

These qualifications offer opportunities for progression to other Edexcel SVQs and associated Edexcel BTEC qualifications. Some of these opportunities are detailed below.

Level 1 candidates may progress within their own employment or they can also progress to:

- the SVQ2 (at SCQF Level 5) in Retail Skills
- other Level 1 qualifications, such as the Edexcel BTEC Level 1 Award and Certificate in Retail Knowledge (QCF)
- the Edexcel BTEC Level 2 Award, Certificate and Diploma in Retail Knowledge (QCF)
- the Edexcel BTEC Level 2 Certificate in Retail Knowledge (Beauty) (QCF).

Level 2 candidates may progress within their own employment from supporting a team of people to a supervisory role. They can also progress to:

- other Level 2 qualifications, such as the Edexcel BTEC Level 2 Award, Certificate and Diploma in Retail Knowledge (QCF), the Edexcel BTEC Level 2 Certificate in Retail Knowledge (Beauty) (QCF) and the Edexcel BTEC Level 2 Award in Team Leading (QCF)

- the Edexcel BTEC Level 3 Award, Certificate and Diploma in Retail Knowledge (QCF)

- the SVQ3 (at SCQF Level 6) in Retail (Sales Professional), Retail (Visual Merchandising) and Retail (Management)

- the SVQ3 (at SCQF Level 7) in Management

- the Edexcel BTEC Level 3 Award and Certificate in Management (QCF)

- the Edexcel BTEC Level 3 Diploma and Extended Diploma in Business (Management) (QCF).

Level 3 candidates may progress within their own employment, from a supervisory role to line management. They can also progress to:

- the Edexcel BTEC Level 3 Award, Certificate and Diploma in Retail Knowledge (QCF)

- the SVQ3 (at SCQF Level 7) in Management

- the Edexcel BTEC Level 3 Award and Certificate in Management (QCF)

- the Edexcel BTEC Level 3 Diploma and Extended Diploma in Business (Management) (QCF).

- the Edexcel BTEC Level 3 Award/Certificate in Management (QCF)

- the SVQ4 (at SCQF Level 9) in Management

- the Edexcel BTEC Level 4 HNC Diploma and Level 5 HND Diploma in Business (Management) (QCF)

- the Edexcel BTEC Level 5 Award/Certificate/Diploma in Management and Leadership (QCF).

What is the structure of the SVQ1 in Retail Skills at SCQF Level 4?

To achieve the whole qualification at SCQF Level 4, you must prove competence in **five** units.

This comprises:

- **one** mandatory unit
- **three** units from any of the Groups A, B, C, D and E
- **one** further unit from either Group A, B, C, D, E or F.

Mandatory unit for the Edexcel SVQ1 in Retail Skills at SCQF Level 4

You must achieve the unit listed below:

Unit number	Unit code	Title	Unit credit	SCQF level
1	E.03	Work effectively in your retail team	7	4

Optional units for the Edexcel SVQ1 in Retail Skills at SCQF Level 4

You must achieve:

- **three** units from any of the Groups A, B, C, D and E
- **one** further unit from either Group A, B, C, D, E or F.

Group A – Stock management

Unit number	Unit code	Title	Unit credit	SCQF level
2	B.01	Move goods and materials manually in a retail environment	3	4
3	B.08	Process donated goods for resale or recycling in a retail environment	6	4
4	B.29	Load orders for despatch from a retail store to customers	3	4

Group B – Product expertise (Food and drink)

Unit number	Unit code	Title	Unit credit	SCQF level
5	B.20	Contribute to food safety in a retail environment	7	4
6	C.58	Provide a counter/takeaway service	3	4

Group C – Merchandising

Unit number	Unit code	Title	Unit credit	SCQF level
7	B.02	Keep stock at required levels in a retail environment	3	4
8	C.51	Contribute to monitoring and maintaining ease of shopping in a retail sales area	2	4

Group D – Customer service

Unit number	Unit code	Title	Unit credit	SCQF level
9	C.01	Wrap and pack goods for customers in a retail environment	3	4

Group E – Organisational effectiveness

Unit number	Unit code	Title	Unit credit	SCQF level
10	E.01	Help to keep the retail unit secure	4	4
11	E.02	Help to maintain health and safety in a retail environment	5	4
12	E.04	Keep the retail environment clean and hygienic (non-food)	3	4

Group F – Optional SCQF Level 5 units

Unit number	Unit code	Title	Unit credit	SCQF level
13	B.03	Receive goods and materials into storage in a retail environment	4	5
14	B.04	Put goods and materials into storage in a retail environment	4	5
15	B.05	Keep stock on sale at required levels in a retail environment	3	5
16	B.06	Process customer orders for goods in a retail environment	3	5
17	B.07	Process returned goods and materials in a retail environment	3	5
18	B.09	Prepare products for sale to customers in a retail environment	3	5
19	B.10	Process bake-off products for sale in a retail environment	6	5

Unit number	Unit code	Title	Unit credit	SCQF level
20	B.12	Process greengrocery products for sale in a retail environment	9	5
21	B.13	Finish meat products by hand in a retail environment	9	5
22	B.21	Maintain food safety while working with food in a retail environment	8	5
23	B.23	Receive driver-controlled deliveries of fuel on a petrol forecourt	7	5
24	B.24	Control deliveries of motor fuel on a forecourt	7	5
25	B.28	Pick products in a retail store to fulfil customer orders	4	5
26	B.30	Check stock levels and sort out problems with stock levels in a retail store	2	5
27	B.31	Hand-process fish in a retail environment	8	5
28	B.32	Contribute to the control and efficiency of dough production in a retail environment	4	5
29	B.33	Select, weigh and measure bakery ingredients	6	5
30	B.34	Hand divide, mould and shape fermented doughs	6	5
31	C.02	Display stock to promote sales to customers in a retail environment	6	5
32	C.03	Help customers choose products in a retail environment	8	5
33	C.04	Maximise product sales in a retail environment	5	5
34	C.05	Provide information and advice to customers in a retail environment	5	5
35	C.06	Demonstrate products to customers in a retail environment	3	5
36	C.08	Process payments for purchases in a retail environment	5	5
37	C.09	Process payments and credit applications for purchases in a retail environment	7	5
38	C.10	Process cash and credit transactions in a retail environment	7	5
39	C.11	Assemble retail products in customer's home/workplace	4	5
40	C.12	Promote loyalty schemes to customers in a retail environment	5	5

Unit number	Unit code	Title	Unit credit	SCQF level
41	C.17	Provide the lingerie fitting service in a retail environment	8	5
42	C.18	Follow guidelines for planning and preparing visual merchandising displays	7	5
43	C.19	Follow guidelines for dressing visual merchandising displays	8	5
44	C.20	Order graphic materials for visual merchandising displays	3	5
45	C.21	Dismantle and store visual merchandising displays	13	5
46	C.22	Make props for visual merchandising displays	10	5
47	C.23	Put visual merchandising displays together	8	5
48	C.35	Promote beauty products to retail customers	10	5
49	C.36	Follow point-of-sale procedures for age-restricted products in a retail environment	8	5
50	C.37	Help customers to buy National Lottery products in a retail environment	8	5
51	C.39	Process the self-service dispensing and purchase of motor fuel on a forecourt	7	5
52	C.40	Establish customer needs and provide advice regarding tiling products	6	5
53	C.41	Advise customers upon measuring and planning for the fixing of tiles	6	5
54	C.42	Advise customers upon the fixing of tiles	6	5
55	C.43	Maintain a display of cut flowers in a retail store	3	5
56	C.46	Cash up in a retail store	2	5
57	C.47	Promote the store's credit card to customers	3	5
58	C.48	Provide service to customers in the dressing room of a retail store	1	5
59	C.49	Promote sales of food or drink products by offering samples to customers	2	5
60	C.50	Deliver retail products to the customer's premises	3	5
61	C.52	Help customers to apply for the store's credit card and associated insurance products	4	5

Unit number	Unit code	Title	Unit credit	SCQF level
62	C.54	Help customers to choose delicatessen products in a retail outlet	6	5
63	C.55	Portion delicatessen products in a retail outlet to meet individual customers' requirements	6	5
64	D.10	Give customers a positive impression of yourself and your organisation	5	5
65	D.11	Support customer service improvements	5	5
66	D.12	Resolve customer service problems	6	5
67	E.06	Help to maintain health and safety in a retail environment	4	5
68	E.07	Help to keep the retail unit secure	6	5
69	E.16	Allocate and check work in your team	12	5
70	E.20	Prepare newspapers and magazines for return to the merchandiser	2	5
71	E.22	Check the accuracy of records of hours worked in a retail store	3	5

What is the structure of the SVQ2 in Retail Skills at SCQF Level 5?

To achieve the whole qualification at Level 5, candidates must prove competence in **six** units.

This comprises:

- **one** mandatory unit
- **four** units from any of the Groups A, B, C, D, E, F G, H and I
- **one** further unit from Groups A-I **or** Group J **or** Group K

Mandatory unit for the Edexcel SVQ2 in Retail Skills at SCQF Level 5

You must achieve the unit listed below:

Unit number	Unit code	Title	Unit credit	SCQF level
1	E.19	Work effectively in your retail team	8	5

Optional units for the SVQ2 in Retail Skills at SCQF Level 5

You must achieve:

- **four** units from any of the Groups A, B, C, D, E, F G, H and I
- **one** further unit from Groups A-I **or** Group J **or** Group K

Group A – Sales

Unit number	Unit code	Title	Unit credit	SCQF level
2	C.03	Help customers choose products in a retail environment	8	5
3	C.04	Maximise product sales in a retail environment	5	5
4	C.05	Provide information and advice to customers in a retail environment	5	5
5	C.06	Demonstrate products to customers in a retail environment	3	5
6	C.12	Promote loyalty schemes to customers in a retail environment	5	5
7	C.47	Promote the store's credit card to customers	3	5
8	C.52	Help customers to apply for the store's credit card and associated insurance products	4	5

Group B – Stock management

Unit number	Unit code	Title	Unit credit	SCQF level
9	B.03	Receive goods and materials into storage in a retail environment	4	5
10	B.04	Put goods and materials into storage in a retail environment	4	5
11	B.06	Process customer orders for goods in a retail environment	3	5
12	B.28	Pick products in a retail store to fulfil customer orders	4	5
13	B.30	Check stock levels and sort out problems with stock levels in a retail store	2	5
14	E.20	Prepare newspapers and magazines for return to the merchandiser	2	5

Group C – Product expertise

Unit number	Unit code	Title	Unit credit	SCQF level
Clothing and footwear				
15	C.17	Provide the lingerie fitting service in a retail environment	8	5
16	C.48	Provide service to customers in the dressing room of a retail store	1	5
Food and drink				
17	B.10	Process bake-off products for sale in a retail environment	6	5
18	B.12	Process greengrocery products for sale in a retail environment	9	5
19	B.13	Finish meat products by hand in a retail environment	9	5
20	B.21	Maintain food safely while working with food in a retail environment	8	5
21	B.31	Hand-process fish in a retail environment	8	5
22	B.32	Contribute to the control and efficiency of dough production in a retail environment	4	5
23	B.33	Select weigh and measure bakery ingredients	6	5
24	B.34	Hand divide, mould and shape fermented doughs	6	5
25	C.49	Promote sales of food or drink products by offering samples to customers	2	5

Unit number	Unit code	Title	Unit credit	SCQF level
26	C.54	Help customers to choose delicatessen products in a retail outlet	6	5
27	C.55	Portion delicatessen products in a retail outlet to meet individual customers' requirements	6	5
Home and garden				
28	C.40	Establish customer needs and provide advice regarding tiling products	6	5
29	C.41	Advise customers upon measuring and planning for the fixing of tiles	6	5
30	C.42	Advise customers upon the fixing of tiles	6	5
Motor fuel				
31	B.23	Receive driver-controlled deliveries of fuel on a petrol forecourt	7	5
32	B.24	Control deliveries of motor fuel on a forecourt	7	5
33	C.39	Process the self-service dispensing and purchase of motor fuel on a forecourt	7	5
Other				
34	B.09	Prepare products for sale to customers in a retail environment	3	5
35	C.11	Assemble retail products in customer's home/workplace	4	5
36	C.35	Promote beauty products to retail customers	10	5
37	C.37	Help customers to buy national lottery products in a retail environment	8	5
38	C.43	Maintain a display of cut flowers in a retail store	3	5
39	C.50	Deliver retail products to the customer's premises	3	5

Group D – Merchandising

Unit number	Unit code	Title	Unit credit	SCQF level
40	B.05	Keep stock on sale at required levels in a retail environment	3	5

Group E – Visual merchandising

Unit number	Unit code	Title	Unit credit	SCQF level
41	C.02	Display stock to promote sales to customers in a retail environment	6	5
42	C.18	Follow guidelines for planning and preparing visual merchandising displays	7	5
43	C.19	Follow guidelines for dressing visual merchandising displays	8	5
44	C.20	Order graphic materials for visual merchandising diplays	3	5
45	C.21	Dismantle and store visual merchandising displays	13	5
46	C.22	Make props for visual merchandising diplays	10	5
47	C.23	Put visual merchandising displays together	8	5

Group F – Management and leadership

Unit number	Unit code	Title	Unit credit	SCQF level
48	E.16	Allocate and check work in your team	12	5

Group G – Finance and administration

Unit number	Unit code	Title	Unit credit	SCQF level
49	C.08	Process payments for purchases in a retail environment	5	5
50	C.09	Process payments and credit applications for purchases in a retail environment	7	5
51	C.10	Process cash and credit transactions in a retail environment	7	5
52	C.36	Follow point-of-sale procedures for age-restricted products in a retail environment	8	5
53	C.46	Cash up in a retail store	2	5
54	E.22	Check the accuracy of records of hours worked in a retail store	3	5

Group H – Customer service

Unit number	Unit code	Title	Unit credit	SCQF level
55	B.07	Process returned goods and materials in a retail environment	3	5
56	D.10*	Give customers a positive impression of yourself and your organisation	5	5
57	D.11*	Support customer service improvements	5	5
58	D.12*	Resolve customer service problems	6	5

*Only **one** unit can count towards the qualification when chosen from units D.10, D.11 and D.12, the SCQF level 6 units D.13, D.14, D.15, D.16 and the SCQF level 7 unit D.17.*

Group I – Organisational effectiveness

Unit number	Unit code	Title	Unit credit	SCQF level
59	E.06	Help to maintain health and safety in a retail environment	4	5
60	E.07	Help to keep the retail unit secure	6	5

A **maximum of one** unit can be chosen from *either Group J -* **SCQF level 4,** *or Group K -* **SCQF level 6 and above**. The candidate is **not** allowed to choose units from **both** SCQF level 4 and SCQF level 6 or above.

Group J – Optional at SCQF level 4 units

Unit number	Unit code	Title	Unit credit	SCQF level
61	B.08	Process donated goods for resale or recycling in a retail environment	6	4
62	B.20	Contribute to food safety in a retail environment	7	4
63	B.29	Load orders for despatch from a retail store to customers	3	4
64	C.51	Contribute to monitoring and maintaining ease of shopping in a retail sales area	2	4
65	C.58	Provide a counter/takeaway service	3	4

Group K - Optional at SCQF level 6 and above units

Unit number	Unit code	Title	Unit credit	SCQF level
Sales				
66	C.07	Process part-exchange sales transactions in a retail environment	12	6
67	C.30	Develop individual retail service opportunities	6	6
68	C.31	Provide a personalised sales and after-sales service to your retail clients	8	6
69	C.56	Help customers choose specialist products in a retail environment	7	6
70	C.57	Demonstrate specialist products to customers in a retail environment	5	6
Stock management				
71	B.14	Organise the receipt and storage of goods in a retail environment	11	7
72	B.15	Audit stock levels and stock inventories in a retail environment	6	7
Product expertise				
Food and drink				
73	B.22	Monitor and help improve food safety in a retail environment	12	6
74	C.45	Help customers to choose alcoholic beverages in a retail store	6	6
Other				
75	C.38	Assist customers to obtain appropriate insurance	12	6
Sourcing				
76	B.16	Source required goods and services in a retail environment	10	7
Merchandising				
77	C.13	Maintain the availability of goods for sale to customers in a retail environment	11	6
Management and leadership				
78	E.09	Help to manage a retail team	11	6
79	E.10	Contribute to the continuous improvement of retail operations	10	6
80	E.12	Plan, monitor and adjust staffing levels and schedules in a retail environment	11	7
81	E.13	Recruit, select and keep colleagues	12	9
82	E.15	Develop productive working relationships with colleagues	9	6

		Developing people		
83	E.14	Provide learning opportunities for colleagues	11	8
Finance and administration				
84	C.15	Enable customers to apply for credit and hire purchase facilities	12	6
85	C.16	Evaluate the receipt of payments from customers	9	6
86	E.21	Monitor and support secure till use during trading hours	3	6
Customer service				
87	E.17	Monitor and evaluate the quality of service provided to your customers by external suppliers	9	6
88	D.13*	Organise the delivery of reliable customer service	6	6
89	D.14*	Improve the customer relationship	7	6
90	D.15*	Work with others to improve customer service	8	6
91	D.16*	Monitor and solve customer service problems	6	6
92	D.17*	Promote continuous improvement	7	7

*Only **one** unit can count towards the qualification from the SCQF level 6 units D.13, D.14, D.15, D.16 the SCQF level 5 units D.10, D.11 and D.12 and the SCQF level 7 unit D.17.*

		Organisational effectiveness		
93	E.11	Help to monitor and maintain the security of the retail unit	11	6
94	E.18	Monitor and maintain health and safety in a retail environment	13	6
Visual merchandising				
95	C.24	Choose merchandise to feature in visual merchandising displays	6	6
96	C.25	Plan, monitor and control how graphics are used in visual merchandising displays	8	6
97	C.26	Monitor the effect of visual merchandising displays and layouts	10	6
98	C.27	Allocate, monitor and control visual merchandising project resources against budgets	10	6
99	C.28	Contribute to developing and putting into practice the company's visual merchandising policy	10	6
100	C.29	Create plans, elevations and drawings to realise visual merchandising ideas	10	6

What is the structure of the SVQ3 in Retail (Visual Merchandising) at SCQF Level 6?

To achieve the whole qualification at Level 6, you must prove competence in **six** units.

This comprises of:

- **one** mandatory unit
- **four** units from Groups A, B or C
- **one** further unit from Groups A, B, C or D

The remaining six units can come from either Group A or B.

Mandatory unit for the SVQ3 in Retail Skills (Visual Merchandising) at SCQF Level 6

You must achieve **all** of the units listed below:

Unit number	Unit code	Title	Unit credit	SCQF level
1	E.08	Work effectively in your retail organisation	9	6

Optional units for the SVQ3 in Retail Skills (Visual Merchandising) at SCQF Level 6

You must achieve:

- **four** units from Groups A, B or C
- **one** further unit from Groups A, B, C or D

Group A – Stock management

Unit number	Unit code	Title	Unit credit	SCQF level
2	B.14	Organise the receipt and storage of goods in a retail environment	11	7

Group B – Visual merchandising

Unit number	Unit code	Title	Unit credit	SCQF level
3	C.24	Choose merchandising to feature in visual merchandising displays	6	6
4	C.25	Plan, monitor and control how graphics are used in visual merchandising displays	8	6
5	C.26	Monitor the effect of visual merchandising displays and layouts	10	6
6	C.27	Allocate, monitor and control visual merchandising project resources against budgets	10	6

Unit number	Unit code	Title	Unit credit	SCQF level
7	C.28	Contribute to developing and putting into practice the company's visual merchandising policy	10	6
8	C.29	Create plans, elevations and drawings to realise visual merchandising ideas	10	6

Group C – Management and leadership

Unit number	Unit code	Title	Unit credit	SCQF level
9	E.09	Help to manage a retail team	11	6
10	E.10	Contribute to the continuous improvement of retail operations	10	6

Group D – Visual merchandising units at SCQF Level 5

Unit number	Unit code	Title	Unit credit	SCQF level
11	C.18	Follow guidelines for planning and preparing visual merchandising displays	7	5
12	C.19	Follow guidelines for dressing visual merchandising displays	8	5
13	C.20	Order graphic materials for visual merchandising displays	3	5
14	C.21	Dismantles and store visual merchandising displays	13	5
15	C.22	Make props for visual merchandising displays	10	5
16	C.23	Put visual merchandising displays together	8	5

What is the structure of the SVQ3 in Retail (Management) at SCQF Level 6?

To achieve the whole qualification at Level 6, you must prove competence in **six** units

This comprises of:

- **one** mandatory unit
- **five** optional units

The remaining six units can come from either Group A or B.

Mandatory units for the SVQ3 in Retail (Management) at SCQF Level 6

You must achieve the unit listed below:

Unit number	Unit code	Title	Unit credit	SCQF level
1	E.08	Work effectively in your retail organisation	9	6

Optional units for the SVQ3 in Retail (Mangement) at SCQF Level 6

You must achieve:

- **at least two** of the units listed below:

Unit number	Unit code	Title	Unit credit	SCQF level
2	E.10	Contribute to the continuous improvement of retail operations	10	6
3	E.13	Recruit, select and keep colleagues	12	9
4	E.14	Provide learning opportunities for colleagues	11	8
5	E.15	Develop productive working relationships with colleagues	9	6
6	E.16	Allocate and check work in your team	12	5

All remaining units must be chosen from the following units:

Group A – Stock management

Unit number	Unit code	Title	Unit credit	SCQF level
7	B.14	Organise the receipt and storage of goods in a retail environment	11	7
8	B.15	Audit stock levels and stock inventories in a retail environment	6	7

Group B – Product expertise (Food and drink)

Unit number	Unit code	Title	Unit credit	SCQF level
9	B.22	Monitor and help improve food safety in a retail environment	12	6

Group C - Sourcing

Unit number	Unit code	Title	Unit credit	SCQF level
10	B.16	Source required goods and services in a retail environment	10	7

Group D - Merchandising

Unit number	Unit code	Title	Unit credit	SCQF level
11	C.13	Maintain availability of goods for sale to customers in a retail environment	11	6

Group E – Management and leadership

Unit number	Unit code	Title	Unit credit	SCQF level
2	E.10	Contribute to the continuous improvement of retail operations	10	6
12	E.12	Plan, monitor and adjust staffing levels and schedules in a retail environment	11	7
3	E.13	Recruit, select and keep colleagues	12	9
5	E.15	Develop productive working relationships with colleagues	9	6
6	E.16	Allocate and check work in your team	12	5

Group F – Developing people

Unit number	Unit code	Title	Unit credit	SCQF level
4	E.14	Provide learning opportunities for colleagues	11	8

Group G – Finance and administration

Unit number	Unit code	Title	Unit credit	SCQF level
13	C.16	Evaluate the receipt of payments from customers	9	6
14	C.46	Cash up in a retail store	2	5
15	E.21	Monitor and support secure till use during trading hours	3	6

Group H – Customer service

Unit number	Unit code	Title	Unit credit	SCQF level
16	E.17	Monitor and evaluate the quality of service provided to your customers by external suppliers	9	6
17	D.13*	Organise the delivery of reliable customer service	6	6
18	D.14*	Improve the customer relationship	7	6
19	D.15*	Work with others to improve customer service	8	6
20	D.16*	Monitor and solve customer service problems	6	6
21	D.17*	Promote continuous improvement	7	7

*Only **one** unit can count toward the qualification when chosen from units D.13, D.14, D.15, D.16 and SCQF Level 7 unit D.17*

Group I – Organisational effectiveness

Unit number	Unit code	Title	Unit credit	SCQF level
22	E.11	Help to monitor and maintain the security of the retail unit	11	6
23	E.18	Monitor and maintain health and safety in a retail environment	13	6

What is the structure of the SVQ3 in Retail (Sales Professional) at SCQF Level 6?

To achieve the whole qualification at Level 6, you must prove competence in **six** units.

This comprises:

- **one** mandatory unit
- **four** units chosen from any of the Groups A, B, C, D, E, F, G, H and I
- **one** further unit from Group A, B, C, D, E, F, G, H, I or J.

Mandatory unit for the SVQ3 in Retail (Sales Professional) at SCQF Level 6

You must achieve unit the listed below:

Unit number	Unit code	Title	Unit credit	SCQF level
1	E.08	Work effectively in your retail organisation	9	6

Optional units for the SVQ3 in Retail (Sales Professional) at SCQF Level 6

You must achieve:

- **four** units chosen from any of the Groups A, B, C, D, E, F, G, H or I
- **one** further unit from Groups A, B, C, D, E, F, G, H, I or J.

Group A – Sales

Unit number	Unit code	Title	Unit credit	SCQF level
2	C.07	Process part-exchange sales transactions in a retail environment	12	6
3	C.30	Develop individual retail service opportunities	6	6
4	C.31	Provide a personalised sales and after-sales service to your retail clients	8	6
5	C.56	Help customers choose specialist products in a retail environment	7	6
6	C.57	Demonstrate specialist products to customers in a retail environment	5	6

Group B – Stock management

Unit number	Unit code	Title	Unit credit	SCQF level
7	B.14	Organise the receipt and storage of goods in a retail environment	11	7
8	B.15	Audit stock levels and stock inventories in a retail environment	6	7

Group C – Product expertise (food and drink)

Unit number	Unit code	Title	Unit credit	SCQF level
9	B.22	Monitor and help improve food safety in a retail environment	12	6
10	C.45	Help customers to choose alcoholic beverages in a retail store	6	6
11	C.38	Assist customers to obtain appropriate insurance	12	6

Group D – Sourcing

Unit number	Unit code	Title	Unit credit	SCQF level
12	B.16	Source required goods and services in a retail environment	10	7

Group E – Merchandising

Unit number	Unit code	Title	Unit credit	SCQF level
13	C.13	Maintain the availability of goods for sale to customers in a retail environment	11	6

Group F – Management and leadership

Unit number	Unit code	Title	Unit credit	SCQF level
14	E.09	Help to manage a retail team	11	6
15	E.10	Contribute to the continuous improvement of retail operations	10	6
16	E.12	Plan, monitor and adjust staffing levels and schedules in a retail environment	11	7
17	E.15	Develop productive working relationships with colleagues	9	6

Group G – Finance and administration

Unit number	Unit code	Title	Unit credit	SCQF level
18	C.15	Enable customers to apply for credit and hire purchase facilities	12	6
19	E.21	Monitor and support secure till use during trading hours	3	6

Group H – Customer service

Unit number	Unit code	Title	Unit credit	SCQF level
20	E.17	Monitor and evaluate the quality of service provided to your customers by external suppliers	9	6
21	D.13*	Organise the delivery of reliable customer service	6	6
22	D.14*	Improve the customer relationship	7	6
23	D.15*	Work with others to improve customer service	8	6
24	D.16*	Monitor and solve customer service problems	6	6
25	D.17*	Promote continuous improvement	7	7

*Only **one** unit can count towards the qualification when chosen from Units D.13, D.14, D.15. D.16 and D.17*

Group I – Organisational effectiveness

Unit number	Unit code	Title	Unit credit	SCQF level
26	E.11	Help to monitor and maintain the security of the retail unit	11	6

Group J – Optional SCQF Level 5 units

Unit number	Unit code	Title	Unit credit	SCQF level
Sales				
27	C.47	Promote the store's credit card to customers	3	5
28	C.52	Help customers to apply for the store's credit card and associated insurance products	4	5
Product expertise (clothing and footwear)				
29	C.17	Provide the lingerie fitting service in a retail environment	8	5
30	C.48	Provide service to customers in the dressing room of a retail store	1	5
Product expertise (food and drink)				
31	B.10	Process bake-off products for sale in a retail environment	6	5
32	B.12	Process greengrocery products for sale in a retail environment	9	5
33	B.13	Finish meat products by hand in a retail environment	9	5
34	B.31	Hand-process fish in a retail environment	8	5
35	B.32	Contribute to the control and efficiency of dough production in a retail environment	4	5
36	B.33	Select, weigh and measure bakery ingredients	6	5
37	B.34	Hand divide, mould and shape fermented doughs	6	5
38	C.49	Promote sales of food or drink products by offering samples to customers	2	5
39	C.54	Help customers to choose delicatessen products in a retail outlet	6	5
40	C.55	Portion delicatessen products in a retail outlet to meet individual customers' requirements	6	5
Product expertise (home and garden)				
41	C.40	Establish customer needs and provide advice regarding tiling products	6	5
42	C.41	Advise customers upon measuring and planning for the fixing of tiles	6	5
43	C.42	Advise customers upon the fixing of tiles	6	5

Group J – SCQF Level 5 units (continued …)

Unit number	Unit code	Title	Unit credit	SCQF level
Product expertise (other)				
44	C.35	Promote beauty products to retail customers	10	5
Finance and administration				
45	C.46	Cash up in a retail store	2	5

Section 3: Assessment Strategy

Introduction

The Assessment Strategy for these SVQ has been established by the SSC in agreement with awarding bodies.

This Assessment Strategy sets out recommendations and specifications for the assessment and quality control of the National Occupational Standards (NOS) for the retail sector across the UK. This strategy should be read in conjunction with the following documents:

- *Edexcel SVQ guidance for centres*

- SVQs in Retail Skills Candidate Logbook (SVQ1, 2 and 3 at SCQF Levels 4, 5 and 6).

The NOS referred to underpin the Scottish Vocational Qualifications (SVQs) at Level 1-3 (SCQF Levels 4-6). This includes the following SVQs:

- SVQ1 in Retail Skills at SCQF Level 4

- SVQ2 in Retail Skills at SCQF Level 5

- SVQ3 in Retail (Sales Professional) at SCQF Level 6

- SVQ3 in Retail (Visual Merchandising) at SCQF Level 6

- SVQ3 in Retail (Management) at SCQF Level 6

The following sections outline the principles that underpin the assessment of the above standards and qualifications with regard to:

- the use and application of simulation

- the role and competence of assessors, expert witnesses and verifiers

- external quality control of assessment.

These principles are in addition to the generic criteria that awarding bodies must meet for the delivery of SVQs, as required by the Scottish Qualifications Authority (SQA) current guidance and requirements.

Assessment Strategy for the SVQs in Retail - August 2011

1   Introduction

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

2 Key Principles

A set of key principles have been firmly established over the past five years which inform the proposed assessment strategies and which should be used in interpreting their application. These principles are that:

Evidence of Competence is Based on Workplace Activity	SVQs recognise competence in the workplace; as such evidence should reflect workplace activity and aim to reflect attainment within an organisational context.
Assessing National Occupational Standards and SCQF Levels	Assessment should assess the achievement of National Occupational Standards but must also ensure that the methods employed are those that are most relevant for the level being assessed and sector expectations of candidates at that level. For example, this means that, whilst observation should be the principle method to assess individuals at SCQF level 5, other methods like professional discussion and assignments might well be employed to assess individuals at SCQF level 6 and above.
Developing a Skilled Workforce	Assessment practice should contribute to the development of a skilled workforce and the choice and application of assessment methods must reflect this ideal.
Integrating Systems for Capturing Evidence of Competence	Skills formation in the Retail sector, delivered through staff induction and ongoing training & development programmes, is required by organisations to capture the unique character and culture that the organisation wishes to project. To this end assessment systems for SVQs should, where possible, be integrated with organisations' training and HR models for developing and recognising the competence of their workforce.

3 Assessment strategies

3.1 The use and application of simulation

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

- some aspects of Health & Safety and Security, and

- some basic functions which do not involve interaction with customers.

Skillsmart Retail requires that awarding bodies:

a   Discourage the inappropriate use of SVQs by organisations that do not assess candidates in a working environment. SVQs are only suitable for individuals who are in some form of working capacity in the sector, or, in a limited set of contexts, are being prepared for work and will be assessed in a realistic working environment (see section 3.1.1 below for definition).

b   Establish criteria to ensure that simulation is not used as the sole form of evidence for any unit of an SVQ, except where allowed for specific units in Section 3.2 of this Assessment Strategy. This should be expressed in guidance for qualifications operating in the sector.

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

3.1.1   Providing Realistic Working Environments (RWE)

Where simulation is used the sector requires that:

a   Simulation must be undertaken in a Realistic Working Environment

b   Awarding 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.

3.2   Units which are required to be assessed through performance

Assessment for the SVQ must always be carried out in a retail environment except where a realistic working environment is permitted for simulation. Simulation is allowed only where:

- the assessment criteria require the learner to respond to an emergency;

- a unit covers a limited selection of basic functions which need not involve interacting with customers;

- a unit originates from another SSC or SSB and the originator expressly allows simulation to be used for that unit.

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

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

3.3   The role and competence of Assessors, Expert Witnesses and Verifiers

A wide variety of issues impact upon the participation of organisations and take-up by individuals of SVQs. These issues relate to other matters as well as the quality of an assessment process, however, they are central to the way assessment is managed.

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

3.3.1 The Role of Supervisors and Managers in the Assessment Process

The principle is established that, wherever possible, assessment is conducted by colleagues, supervisors and/or managers in a workplace environment. Where the skill or capability of these individuals is inadequate to deliver the requirements of the organisation or the quality infrastructure, external services (to the work unit or organisation) may be introduced (peripatetic assessors). If the candidate is employed in the Retail sector, in no circumstances may a Retail SVQ be delivered without the involvement of the candidate's line manager or the owner/manager to confirm the candidate's competence.

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

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

   OR

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

The alternative option described in (b) above, which waives the need for the regulatory approved units in the Retail Sector, must be confined in application to an 'organisation by organisation' and 'qualification by qualification' basis. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the standards in association with the prospective awarding body who will be offering the qualification.

3.3.2 The role of Peripatetic Assessors/Internal Verifiers in the Assessment Process

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

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

3.3.3 The role of Expert Witnesses in the assessment process

There are a number of different sub sectors in retail selling a huge range of products. Consequently there are occupations within the retail store which are undertaken by specialists e.g. beauty consultants, bakers and visual merchandisers. These specialist occupations are reflected in the retail National Occupational Standards which means that in many cases assessors will not be competent in performing the occupational requirements of the standards.

In these instances the assessor must use an expert witness[1] to provide evidence in confirming to the candidate's competence. The assessor will make the final judgement.

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

3.3.4   Occupational competence of Expert Witnesses

Expert witnesses can be drawn from a wide range of people who can attest to performance in the workplace, including line managers and experienced colleagues from inside the candidate's organisation.

Skillsmart Retail requires that:

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

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

3.3.5   Occupational competence of Assessors

Skillsmart Retail requires that:

"Assessors are required to be Competent in performing the occupational requirements of the retail generic standards, in terms of performance and knowledge, and also demonstrate an in-depth knowledge of both the generic and specialist standards they are assessing.

The acquisition of this competence will have been gained either from direct employment in the same occupational role as the national occupational standards or in an operational supervisory, managerial or in-company trainer position of employees carrying out this role."

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

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

3.3.6   Occupational competence of Verifiers

Skillsmart Retail requires that:

*"**Internal Verifiers** are required to have a current Understanding of the content, structure and occupational requirements of the standards that they are internally verifying. The acquisition of this understanding will have been gained while working directly within the retail occupational area in either an operational or a support function.*

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

The level of understanding should be sufficient to allow them to make a judgement as to whether the assessor has fully assessed candidates against all the performance and knowledge evidence requirements for the national occupational standards."

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

"External Verifiers are required to have a current Understanding of the occupational requirements of the standards they are verifying. The acquisition of this understanding will have been gained while working within the occupational area in either an operational or a support function.

The level of understanding should enable them to relate to and understand the requirements of the national occupational standards and be sufficient to enable them to determine whether the evidence collected for a candidate met all the evidence requirements."

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

3.3.7 Continuing Professional Development of Peripatetic Assessors and Verifiers

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

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

o   *Internal or external work experience*

o   *Internal or external work shadowing opportunities*

o   *Other relevant CPD activities with the prior approval of the awarding bodies"*

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

3.4 External quality control of assessment - risk identification and management

The application and implementation of external quality control (i.e. independent assessment, external moderation, tests and projects) was thoroughly researched during the project and the main report2 (section 6) details the reasons sector employers felt it was considered neither feasible nor practical. The rationale supported by employers was that a robust quality

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

system is based upon processes associated with risk assessment and management.

The awarding body's risk rating system must be auditable by the regulatory bodies.

3.4.1 Risk identification

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

- Prospective centres' experience of operating SVQs.

- The appropriateness of existing systems, or systems developed to meet the requirements of other quality assurance regimes, for the delivery of SVQs.

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

- The proposed ratio of candidates to assessors and internal verifiers, taking account of whether the assessors and internal verifiers are full-time or part-time in their roles.

- Whether candidates are going to be in employment (paid or voluntary), on work placements or learning in a realistic working environment (see section 3.1.1 for definition).

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

3.4.2 Risk Management

In order to identify and manage risk during ongoing centre operation, the awarding body must undertake a **yearly risk assessment of each active centre for the Retail SVQs**. The awarding body must obtain information on a number of specified 'risk factors' for each centre. Skillsmart Retail would recommend the following, but awarding bodies should feel free to recommend alternative risk factors, which would be more appropriate.

- The turnover of assessors and internal verifiers.

- The throughput of candidates.

- The ratio of candidates to assessors and internal verifiers, taking account of whether the assessors and internal verifiers are full-time or part-time in their roles.

- Whether public funding is being accessed for the training of candidates towards/assessment of candidates for the SVQs.

- Whether candidates are in employment (paid or voluntary), on work placements or learning in a realistic working environment (see section 3.1.1 for definition).

The awarding body must have a **method of rating** each centre against each of the risk factors noted above and, also, producing an overall rating which

identifies the level of risk associated with the centre. The rating should then be used by the awarding body to assist in determining the level of ongoing support for the centre, including the level of external verification activity.

4   Qualifications covered by this Assessment Strategy

SVQ1 in Retail Skills at SCQF Level 4

SVQ2 in Retail Skills at SCQF Level 5

SVQ3 in Retail (Sales Professional) at SCQF Level 6

SVQ3 in Retail (Visual Merchandising)at SCQF Level 6

SVQ3 in Retail (Management) at SCQF Level 6

5   SVQ units for which simulated activities are allowed

Unit ref.	Unit title
B.01	Move goods and materials manually in a retail environment
B.02	Keep stock at required levels in a retail environment
B.23	Receive driver-controlled deliveries of fuel on a petrol forecourt
B.24	Control deliveries of motor fuel on a forecourt
C.01	Wrap and pack goods for customers in a retail environment
C.39	Process the self-service dispensing and purchase of motor fuel on a forecourt
E.01	Help to keep the retail unit secure
E.02	Help to maintain health and safety in a retail environment
E.03	Work effectively in your retail team
E.04	Keep the retail environment clean and hygienic (non-food)
E.06	Help to maintain health and safety in a retail environment
E.07	Help to keep the retail unit secure
E.11	Help to monitor and maintain the security of the retail unit
E.18	Monitor and maintain health and safety in a retail environment

6   SVQ units for which expert witness testimony is required if the assessor is not expert in the specialism covered by the unit

Unit ref.	Unit title
B.10	Process bake-off products for sale in a retail environment
B.12	Process greengrocery products for sale in a retail environment
B.13	Finish meat products by hand in a retail environment
B.20	Contribute to food safety in a retail environment
B.21	Maintain food safety while working with food in a retail environment
B.22	Monitor and help improve food safety in a retail environment
B.23	Receive driver-controlled deliveries of fuel on a petrol forecourt
B.24	Control deliveries of motor fuel on a forecourt
B.31	Hand-process fish in a retail environment
B.32	Contribute to the control and efficiency of dough production in a retail environment
B.33	Select, weigh and measure bakery ingredients (Improve)
B.34	Hand divide, mould and shape fermented doughs (Improve)
C.09	Process payments and credit applications for purchases in a retail environment
C.10	Process cash and credit transactions in a retail environment
C.11	Assemble retail products in customer's home/workplace
C.12	Promote loyalty schemes to customers in a retail environment
C.15	Enable customers to apply for credit and hire purchase facilities
C.17	Provide the lingerie fitting service in a retail environment
C.18	Follow guidelines for planning and preparing visual merchandising displays
C.19	Follow guidelines for dressing visual merchandising displays
C.20	Order graphic materials for visual merchandising displays
C.21	Dismantle and store visual merchandising displays
C.22	Make props for visual merchandising displays
C.23	Put visual merchandising displays together
C.24	Choose merchandise to feature in visual merchandising displays
C.25	Plan, monitor and control how graphics are used in visual merchandising displays
C.26	Monitor the effect of visual merchandising displays and layouts

Unit ref.	Unit title
C.27	Allocate, monitor and control visual merchandising project resources against budgets
C.28	Contribute to developing and putting into practice the company's visual merchandising policy
C.29	Create plans, elevations and drawings to realise visual merchandising ideas
C.30	Develop individual retail service opportunities
C.31	Provide a personalised sales and after-sales service to your retail clients
C.35	Promote beauty products to retail customers
C.37	Help customers to buy National Lottery products in a retail environment
C.38	Assist customers to obtain appropriate insurance (FSSC)
C.39	Process the self-service dispensing and purchase of motor fuel on a forecourt
C.40	Establish customer needs and provide advice regarding tiling products
C.41	Advise customers upon measuring and planning for the fixing of tiles
C.42	Advise customers upon the fixing of tiles
C.43	Maintain a display of cut flowers in a retail store
C.45	Help customers to choose alcoholic beverages in a retail store
C.47	Promote the store's credit card to customers
C.58	Provide a counter/takeaway service (People 1st)
C.52	Help customers to apply for the store's credit card and associated insurance products
C.54	Help customers to choose delicatessen products in a retail outlet
C.55	Portion delicatessen products in a retail outlet to meet individual customers' requirements
E.12	Plan, monitor and adjust staffing levels and schedules in a retail environment

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(SCQF Level 6) — Issue 1 — January 2012 © Pearson Education Limited 2012

Section 4: Recording forms

Introduction

This section contains the following exemplar forms for use in the Retail SVQs.

- Form 1: Portfolio title page
- Form 2: Personal profile
- Form 3: Contents checklist
- Form 4: Index of evidence
- Form 5: Unit assessment plan
- Form 6: Unit sign-off record
- Form 7: Work Log
- Form 8: Observation record
- Form 9: Witness testimony
- Form 10: Expert witness evidence record
- Form 11: Record of questions and candidate's answers.

Example form 1 — Portfolio title page

Name:	
Job title:	
Name of employer/training provider/college:	
Their address:	
	Postcode:
Telephone number (Home):	**(Work):**
Email address:	**Fax number:**
SVQ: **Level:**	
Units submitted for assessment:	
Mentor/Supervisor: **(Please provide details of mentor's/supervisor's experience):**	
Assessor:	**Date:**

SV030010 — Sector guidance for centres SVQ 1 and 2 in Retail Skills (SCQF Level 4 and 5), SVQ 3 in Retail
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Example form 2 — Personal profile

Name:	

Address:

Postcode:

Telephone number (Home):	**(Work):**
Email address:	**Fax number:**

Job title:

Relevant experience

Description of your current job:

Previous work experience or attach copy of a current CV:

Qualifications and training and/or attach copy of a current CV:

continued overleaf…

Voluntary work/interests:

Name of employer/training provider/college:

Address:
Postcode:

Telephone number (work):	Fax number:
Email address:	

Type of business, if employer:

Number of staff:

Structure of organisation (including chart or diagram if available):

Example form 3 — Contents checklist

	Completed?	Page/section number
SVQ title:		
Candidate:		
Title page for the portfolio		
Personal profile • your own personal details • a brief CV or career profile • description of your job • information about your employer/training provider/college		
Summary of the units		
Completed units • signed by yourself, your assessor and the internal verifier (where relevant) • reference numbers included • unit assessment plans		
Unit progress records		
Index of evidence (with cross-referencing information completed)		
Evidence (with reference numbers) • observation records • details of witnesses (witness testimony sheets) • personal statements		

Example form 4 — Index of evidence

SVQ title and level:				
Candidate:				
Units/elements evidence links to *(give specific numbers, eg 5.2.1)*	**Evidence number**	**Description of evidence**	**Included in portfolio (Yes/No)** *If No, state location*	**Internal verifier signature and date of sampling**

SV030010 — Sector guidance for centres SVQ 1 and 2 in Retail Skills (SCQF Level 4 and 5), SVQ 3 in Retail
(SCQF Level 6) — Issue 1 — January 2012 © Pearson Education Limited 2012

Example form 5 — Unit assessment plan

SVQ title:				
Unit:				
Candidate:		**Assessor:**		
Normal working activities performed				
	TYPICAL EVIDENCE	**WORK AREA**	**EXPECTED COMPLETION DATE**	**LINKS TO OTHER UNITS/ELEMENTS**
ELEMENT:				
ELEMENT:				
ELEMENT:				
Activities needing to be performed				
ELEMENT:				
ELEMENT:				
ELEMENT:				
Additional comments				
Assessor's signature:			**Date:**	
Candidate's signature:			**Date:**	

SV030010 — Sector guidance for centres SVQ 1 and 2 in Retail Skills (SCQF Level 4 and 5), SVQ 3 in Retail
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Example form 6 — Unit sign-off record

SVQ title and level:
Candidate:
Assessor:

To achieve the whole qualification, you must prove competence in Xxx **mandatory** units and Xxx **optional** units.

Unit checklist: list here the units you will be undertaking, then circle the reference number of each unit as you complete it.

Mandatory									
Optional									

Mandatory units			
Unit number	Title	Assessor's signature	Date

continued overleaf…

Optional units			
Unit number	Title	Assessor's signature	Date

Example form 7 — Work Log

SVQ title and level:
Unit/element(s):
Candidate:
Purpose of statement:
Evidence index number:

Date	Evidence index number	Details of statement	Links to other evidence *(enter numbers)*	Units, elements and PCs covered

Candidate's signature:		Date:
Assessor's signature:		Date:

SV030010 — Sector guidance for centres SVQ 1 and 2 in Retail Skills (SCQF Level 4 and 5), SVQ 3 in Retail
(SCQF Level 6) — Issue 1 — January 2012 © Pearson Education Limited 2012

Example form 8 — Observation record

SVQ title and level:	
Unit/element(s):	
Candidate:	**Date of observation:**
Evidence index number:	

Skills/activities observed:	**PCs and range covered:**

Knowledge and understanding apparent from this observation:

Other units/elements to which this evidence may contribute:

Assessor comments and feedback to candidate:

I can confirm the candidate's performance was satisfactory.

Assessor's signature:	**Date:**
Candidate's signature:	**Date:**

SV030010 — Sector guidance for centres SVQ 1 and 2 in Retail Skills (SCQF Level 4 and 5), SVQ 3 in Retail (SCQF Level 6) — Issue 1 — January 2012 © Pearson Education Limited 2012

Example form 9 — Witness testimony

SVQ title and level:	
Candidate name:	
Evidence index number:	
Where applicable, evidence number to which this testimony relates:	
Unit:	
Element(s):	
Range:	
Date of evidence:	
Witness name:	
Relationship to candidate:	
Details of testimony:	
I can confirm the candidate's evidence is authentic and accurate.	
Witness signature:	

Name:	**Date:**

Contact telephone number:

Please tick (✓) the appropriate box.	
	QUALIFIED AS AN ASSESSOR FOR WORKPLACE PERFORMANCE
	FAMILIAR WITH THE SVQ STANDARDS TO WHICH THE CANDIDATE IS WORKING

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Example form 10 — Expert witness evidence record

SVQ title and level:	
Candidate name:	
Evidence index number:	
Where applicable, evidence number to which this testimony relates:	
Unit:	
Element(s):	
Date of evidence:	
Expert witness name:	
Relationship to candidate:	
Details of testimony:	
I can confirm the candidate's evidence is authentic and accurate.	
Expert witness signature:	

Name:	**Date:**

Contact telephone number:

Please tick (✓) the appropriate box.	
	QUALIFIED AS AN ASSESSOR FOR WORKPLACE PERFORMANCE
	RELEVANT PROFESSIONAL WORK ROLE THAT INVOLVES EVALUATING EVERYDAY STAFF PRACTICE
	CURRENT EXPERTISE
	FAMILIAR WITH THE SVQ STANDARDS TO WHICH THE CANDIDATE IS WORKING

Example form 11 — Record of questions and candidate's answers

SVQ title and level:	
Candidate name:	

Unit:	Element(s):

Evidence index number:

Circumstances of assessment:

List of questions and candidate's responses:

Q:
A:

Q:
A:

Assessor's signature:	Date:
Candidate's signature:	Date:

Section 5: Further information

What else should you read?

The following publications provide additional information directly relevant to the provision of SVQs.

Publications	Publication code
SVQ Sector guidance for centres	SV030010
SVQ1 in Retail Skills at SCQF Level 4 - Candidate Logbook	SV030005
SVQ2 in Retail Skills at SCQF Level 5 - Candidate Logbook	
SVQ3 in Retail (Sales Professional) at SCQF Level 6 - Candidate Logbook	SV030006
SVQ3 in Retail (Management) at SCQF Level 6 - Candidate Logbook	SV030007
SVQ3 in Retail (Visual Merchandising) at SCQF Level 6 - Candidate Logbook	SV030008
	SV030009

How do you contact us?

For further information about SVQs and our other qualifications, please contact Customer Services. Our Customer Services numbers are:

BTEC and NVQ:	0844 576 0026
GCSE:	0844 576 0027
GCE:	0844 756 0025
The Diploma:	0844 576 0028
DIDA and other qualifications:	0844 576 0031

Calls may be recorded for training purposes.

You can also contact us through Ask Edexcel at www.edexcel.com/ask.

List of annexes

Annexe A: Qualification codes
Annexe B: Mapping to core skills
Annexe C: Evidence requirements
Annexe D: Glossary of terms

SV030010 — Sector guidance for centres SVQ 1 and 2 in Retail Skills (SCQF Level 4 and 5), SVQ 3 in Retail
(SCQF Level 6) — Issue 1 — January 2012 © Pearson Education Limited 2012

Annexe A: Qualification codes

Qualification	Qualification code
SVQ1 in Retail Skills at SCQF Level 4	GE2T 21
SVQ2 in Retail Skills at SCQF Level 5	GE2V 22
SVQ3 in Retail (Sales Professional) at SCQF Level 6	GE2W 23
SVQ3 in Retail (Visual Merchandising) at SCQF Level 6	GE30 23
SVQ3 in Retail (Management) at SCQF Level 6	GE2Y 23

Annexe B: Mapping to Core skills

Introduction

The Core Skills links shown in the sections of the document below are based on the version of the Core Skills published by the Scottish Qualifications Authority dated 2008.

The SVQ units are listed in numerical order within the SVQ levels.

Core Skills Signposting within the Retail SVQ units

This document signposts to the Core Skills all the units used in the following qualifications:

SVQ1 in Retail Skills at SCQF Level 4

SVQ2 in Retail Skills at SCQF Level 5

SVQ3 in Retail (Sales Professional) at SCQF Level 6

SVQ3 in Retail (Visual Merchandising) at SCQF Level 6

SVQ3 in Retail (Management) at SCQF Level 6

The signposting document indicates where the evidence generated to meet the National Occupational Standards may *potentially* contribute to that required for Core Skills. There is no guarantee that the evidence will contribute to a particular Core Skill or that the evidence will not contribute to other Core Skills.

The decision on the suitability of evidence must be determined by the Core Skills assessor on an individual basis against the evidence requirements specified by the Awarding Bodies for Core Skills accreditation.

SVQ 1 Retail Skills

Core Skill	SCQF Level	SVQ units											
		B.01	B.02	B.08	B.20	B.29	C.01	C.51	C.58				
Communication	3	✔	✔	✔	✔		✔		✔				
Communication	4					✔			✔				
Communication	5												
Communication	6												
Information and communication technology	3												
Information and communication technology	4												
Information and communication technology	5												
Information and communication technology	6												
Numeracy	3	✔					✔						
Numeracy	4	✔					✔						
Numeracy	5												
Numeracy	6												
Problem solving	3												
Problem solving	4												
Problem solving	5												
Problem solving	6												
Working with others	3												
Working with others	4	✔	✔				✔						
Working with others	5												
Working with others	6												

✔ = A possible opportunity to evidence Core Skills at the level shown. Potentially relevant elements from the Core Skills units are listed on the next page.

SVQ 1 Retail Skills

Core Skills evidence links

SVQ units		Core Skills		
Unit	*Learning outcome*	*Core Skill*	*SCQF Level*	*Tasks*
B.01 **Move goods and materials manually in a retail environment**	Move goods and materials manually in a retail environment	Comm.	3	3
		Num.	3	1
		Num.	4	1
		WWO	4	1
B.02 **Keep stock at required levels in a retail environment**	Check stock levels in a retail environment	Comm.	3	3
	Fill shelves in a retail environment	Comm.	3	3
		WWO	4	1
B.08 **Process donated goods for resale or recycling in a retail environment**	Process donated goods in a retail environment for selling or recycling	Comm.	3	3
B.20 **Contribute to food safety in a retail environment**	Contribute to food safety in a retail environment	Comm.	3	3
B.29 **Load orders for despatch from a retail store to customers**	Load orders for despatch from a retail store to customers	Comm.	4	1
C.01 **Wrap and pack goods for customers in a retail environment**	Package goods for customers in a retail environment	Comm.	3	3
		Num.	3	1
		Num.	4	1
		WWO	4	1
C.51 **Contribute to monitoring and maintaining ease of shopping in a retail sales area**	Contribute to monitoring and maintaining ease of shopping in a retail sales area	None identified		
C.58 **Provide a counter/takeaway service (People 1st)**	Serve customers at the counter	Comm.	3	3
		Comm.	4	3
	Maintain counter and service areas	None identified		

SVQ 1 Retail Skills

Core Skill	SCQF Level	SVQ units												
		E.01	E.02	E.03	E.04									
Communication	3	✔	✔	✔										
Communication	4		✔	✔										
Communication	5													
Communication	6													
Information and communication technology	3													
Information and communication technology	4													
Information and communication technology	5													
Information and communication technology	6													
Numeracy	3													
Numeracy	4													
Numeracy	5													
Numeracy	6													
Problem solving	3													
Problem solving	4			✔										
Problem solving	5													
Problem solving	6													
Working with others	3		✔	✔	✔									
Working with others	4		✔	✔	✔									
Working with others	5													
Working with others	6													

✔ = A possible opportunity to evidence Core Skills at the level shown. Potentially relevant elements from the Core Skills units are listed on the next page.

SVQ 1 Retail Skills

Core Skills Evidence Links

SVQ units		Core Skills		
Unit	*Learning outcome*	*Core Skill*	*SCQF Level*	*Tasks*
E.01 **Help to keep the retail unit secure**	Identify and report security risks in a retail environment	Comm.	3	3
E.02 **Help to maintain health and safety in a retail environment**	Identify and report accidents and emergencies in a retail environment	Comm.	3	3
	Protect health and safety as you work in a retail environment	Comm.	3	3
	Lift and handle goods safely in a retail environment	Comm. Comm. WWO WWO	3 4 3 4	3 3 1 1
E.03 **Work effectively in your retail team**	Work well as part of a retail team	Comm. Comm. WWO WWO	3 4 3 4	3 3 1 1
	Follow plans and procedures for learning in a retail environment	Comm. PS WWO	4 4 4	3 3 1 and 3
E.04 **Keep the retail environment clean and hygienic (non-food)**	Keep work surfaces clean in a retail environment	WWO WWO	3 4	1 1
	Get rid of waste and litter in a retail environment	WWO WWO	3 4	1 1
	Maintain personal hygiene in a retail environment	None identified		

SVQ 2 Retail Skills

Core Skill	SCQF Level	SVQ units										
		B.03	B.04	B.05	B.06	B.07	B.09					
Communication	3	✔	✔		✔	✔	✔					
Communication	4			✔	✔	✔						
Communication	5											
Communication	6											
Information and communication technology	3	✔		✔		✔						
Information and communication technology	4											
Information and communication technology	5											
Information and communication technology	6											
Numeracy	3		✔	✔								
Numeracy	4		✔									
Numeracy	5											
Numeracy	6											
Problem solving	3											
Problem solving	4			✔								
Problem solving	5											
Problem solving	6											
Working with others	3						✔					
Working with others	4											
Working with others	5	✔	✔	✔								
Working with others	6											

✔ = A possible opportunity to evidence Core Skills at the level shown. Potentially relevant elements from the Core Skills units are listed on the next page.

SVQ 2 Retail Skills

Core Skills Evidence Links

SVQ units		Core Skills		
Unit	*Learning outcome*	*Core Skill*	*SCQF Level*	*Tasks*
B.03 **Receive goods and materials into storage in a retail environment**	Prepare to receive deliveries in a retail environment	Comm.	3	3
		WWO	5	1
	Receive deliveries into storage in a retail environment	Comm.	3	3
		ICT	3	1
		WWO	5	1
B.04 **Put goods and materials into storage in a retail environment**	Check storage arrangements for goods and materials in a retail environment	Comm.	3	3
	Put goods and materials into storage in a retail environment	Comm.	3	3
		Num.	3	1
		Num.	4	1
		WWO	5	1
B.05 **Keep stock on sale at required levels in a retail environment**	Check the level of stock on sale in a retail environment	Comm.	4	3
		ICT	3	1
		Num.	3	1
		Num.	4	1
	Replenish stock on sale in a retail environment	ICT	3	1
		Num.	3	1
		Num.	4	1
		PS	4	1
		WWO	5	1
B.06 **Process customer orders for goods in a retail environment**	Check the availability of goods for retail orders	Comm.	4	3
	Process orders for retail customers	Comm.	3	3
B.07 **Process returned goods and materials in a retail environment**	Help retail customers who need to return goods	Comm.	4	3
	Process returns of retail goods	Comm.	4	3
		ICT	3	1
B.09 **Prepare products for sale to customers in a retail environment**	Prepare products for selling to retail customers	Comm.	3	1 and 3
		WWO	5	1

SVQ 2 Retail Skills

Core Skill	SCQF Level	SVQ units											
		B.10	B.12	B.13	B.21	B.23	B.24						
Communication	3												
Communication	4				✔								
Communication	5												
Communication	6												
Information and communication technology	3												
Information and communication technology	4												
Information and communication technology	5												
Information and communication technology	6												
Numeracy	3	✔	✔	✔		✔	✔						
Numeracy	4	✔	✔	✔		✔	✔						
Numeracy	5												
Numeracy	6												
Problem solving	3												
Problem solving	4												
Problem solving	5					✔	✔						
Problem solving	6												
Working with others	3												
Working with others	4												
Working with others	5		✔	✔									
Working with others	6												

✔ = A possible opportunity to evidence Core Skills at the level shown. Potentially relevant elements from the Core Skills units are listed on the next page.

SVQ 2 Retail Skills

Core Skills Evidence Links

SVQ units		Core Skills		
Unit	*Learning outcome*	*Core Skill*	*SCQF Level*	*Tasks*
B.10 **Process bake-off products for sale in a retail environment**	Bake products for sale (bake off) in a retail environment	Num. Num.	3 4	1 1
	Glaze, coat and decorate bake-off products in a retail environment	Num. Num.	3 4	1 1
B.12 **Process greengrocery products for sale in a retail environment**	Prepare greengrocery products in a retail environment for selling to customers	Num. Num.	3 4	1 1
	Display greengrocery products to attract retail sales	None identified		
B.13 **Finish meat products by hand in a retail environment**	Check the suitability of meat products for finishing in a retail environment	None identified		
	Prepare to finish meat products in a retail environment	WWO	5	1
	Achieve meat product yield and finish in a retail environment	Num. Num. WWO	3 4 5	1 1 1
B.21 **Maintain food safety while working with food in a retail environment**	Maintain food safety while working with food in a retail environment	Comm.	4	3
B.23 **Receive driver-controlled deliveries of fuel on a petrol forecourt**	Prepare to receive deliveries of motor fuel on a forecourt	Num. Num. PS	3 4 5	1 1 1 and 2
	Check that driver-controlled deliveries of motor fuel have been completed safely	None identified		
B.24 **Control deliveries of motor fuel on a forecourt**	Prepare to receive deliveries of motor fuel on a forecourt	Num. Num. PS	3 4 5	1 1 1 and 2
	Control deliveries of motor fuel on a forecourt	PS	5	1 and 2

SVQ 2 Retail Skills

Core Skill	SCQF Level	B.28	B.30	B.31	B.32	B.33	B.34						
							SVQ units						
Communication	3												
Communication	4	✔				✔							
Communication	5				✔								
Communication	6												
Information and communication technology	3												
Information and communication technology	4												
Information and communication technology	5												
Information and communication technology	6												
Numeracy	3			✔		✔							
Numeracy	4	✔				✔							
Numeracy	5												
Numeracy	6												
Problem solving	3												
Problem solving	4				✔	✔							
Problem solving	5				✔								
Problem solving	6												
Working with others	3												
Working with others	4												
Working with others	5			✔	✔								
Working with others	6												

✔ = A possible opportunity to evidence Core Skills at the level shown. Potentially relevant elements from the Core Skills units are listed on the next page.

SVQ 2 Retail Skills

Core Skills Evidence Links

SVQ units		Core Skills		
Unit	*Learning outcome*	*Core Skill*	*SCQF Level*	*Tasks*
B.28 **Pick products in a retail store to fulfil customer orders**	Pick products in a retail store to fulfil customer orders	Comm. Num.	4 4	1 2
B.30 Check stock levels and sort out problems with stock levels in a retail store	Check stock levels and sort out problems with stock levels	None identified		
B.31 Hand-process fish in a retail environment	Hand-process fish in a retail environment	Num. WWO	3 5	1 1
B.32 **Contribute to the control and efficiency of dough production in a retail environment**	Organise your own work to meet a dough production schedule in a retail store	PS PS WWO	4 5 5	2 2 1
	Contribute to improving the efficiency and effectiveness of dough processing in a retail store	Comm. PS WWO	5 4 5	3 1 1
B.33 **Select, weigh and measure bakery ingredients (Improve)**	Identify ingredients	Comm.	4	1
	Select ingredients	PS	4	1
	Weigh and measure ingredients	Num. Num.	3 4	1 1
B.34 **Hand divide, mould and shape fermented doughs (Improve)**	Hand divide fermented doughs	None identified		
	Hand mould and shape fermented doughs	None identified		

SVQ 2 Retail Skills

Core Skill	SCQF Level	SVQ units												
		C.02	C.03	C.04	C.05	C.06								
Communication	3													
Communication	4		✔	✔	✔	✔								
Communication	5													
Communication	6													
Information and communication technology	3													
Information and communication technology	4													
Information and communication technology	5													
Information and communication technology	6													
Numeracy	3	✔		✔										
Numeracy	4	✔		✔										
Numeracy	5			✔										
Numeracy	6			✔										
Problem solving	3													
Problem solving	4													
Problem solving	5													
Problem solving	6													
Working with others	3													
Working with others	4													
Working with others	5	✔												
Working with others	6													

✔ = A possible opportunity to evidence Core Skills at the level shown. Potentially relevant elements from the Core Skills units are listed on the next page.

SVQ 2 Retail Skills

Core Skills Evidence Links

SVQ units		Core Skills		
Unit	*Learning outcome*	*Core Skill*	*SCQF Level*	*Tasks*
C.02 **Display stock to promote sales to customers in a retail environment**	Prepare display areas and materials in a retail store	Num.	3	1
		Num.	4	1
		WWO	5	1
	Set up and dismantle displays in a retail store	Num.	3	1
		Num.	4	1
		WWO	5	1
	Label displays of stock in a retail store	Num.	3	1
		Num.	4	1
C.03 **Help customers choose products in a retail environment**	Help customers choose products in a retail store	Comm.	4	3
	Check the customer's preferences and buying decisions when making retail sales	Comm.	4	3
C.04 **Maximise product sales in a retail environment**	Identify opportunities to increase retail sales of particular products	Num.	3	1 and 3
		Num.	4	1 and 3
		Num.	5	1 and 3
		Num.	6	1 and 3
	Promote particular retail products	Comm.	4	3
		Num.	3	1 and 3
		Num.	4	1 and 3
		Num.	5	1 and 3
		Num.	6	1 and 3
C.05 **Provide information and advice to customers in a retail environment**	Provide information and advice to meet the needs of retail customers	Comm.	4	3
	Help retail customers to sort out complaints	Comm.	4	3
C.06 **Demonstrate products to customers in a retail environment**	Demonstrate products to customers in a retail environment	Comm.	4	3
	Help customers choose products in a retail store	Comm.	4	3

SVQ 2 Retail Skills

Core Skill	SCQF Level	SVQ units													
		C.08	C.09	C.10	C.11										
Communication	3														
Communication	4	✔	✔		✔										
Communication	5				✔										
Communication	6														
Information and communication technology	3		✔	✔											
Information and communication technology	4			✔											
Information and communication technology	5			✔											
Information and communication technology	6			✔											
Numeracy	3	✔	✔	✔	✔										
Numeracy	4	✔	✔	✔											
Numeracy	5														
Numeracy	6														
Problem solving	3														
Problem solving	4				✔										
Problem solving	5														
Problem solving	6														
Working with others	3														
Working with others	4														
Working with others	5														
Working with others	6														

✔ = A possible opportunity to evidence Core Skills at the level shown. Potentially relevant elements from the Core Skills units are listed on the next page.

SVQ 2 Retail Skills

Core Skills Evidence Links

SVQ units		Core Skills		
Unit	*Learning outcome*	*Core Skill*	*SCQF Level*	*Tasks*
C.08 **Process payments for purchases in a retail environment**	Work out the price of customers' retail purchases	Num.	*3*	*1*
		Num.	*4*	*1*
	Provide service at point of sale in a retail store	Comm.	*4*	*3*
		Num.	*3*	*1*
		Num.	*4*	*1*
C.09 **Process payments and credit applications for purchases in a retail environment**	Work out the price of customers' retail purchases	Num.	3	1
		Num.	4	1
	Provide service at point of sale in a retail store	Comm.	4	3
		Num.	3	1
		Num.	4	1
	Process applications from retail customers for credit facilities	Comm.	4	3
		ICT	3	1
C.10 **Process cash and credit transactions in a retail environment**	Process retail customer credit	ICT	3	1, 2 and 3
		ICT	4	1, 2 and 3
		ICT	5	1, 2 and 3
		ICT	6	1
		Num.	3	4
		Num.	4	4
	Process payments made to retail customer accounts	ICT	3	1, 2 and 3
		ICT	4	1, 2 and 3
		ICT	5	1, 2 and 3
		ICT	6	1
		Num.	3	4
		Num.	4	4
	Reconcile retail customer accounts	ICT	3	1, 2 and 3
		ICT	4	1, 2 and 3
		ICT	5	1, 2 and 3
		ICT	6	1
		Num.	3	4
		Num.	4	4

Unit	Learning outcome	Core Skill	SCQF Level	Tasks
C.11 **Assemble retail products in customer's home/workplace**	Deliver retail products to the customer's premises	Comm. Num. PS	4 3 4	1 and 3 1 2
	Put retail products together at the customer's premises	Comm.	5	3

SVQ 2 Retail Skills

Core Skill	SCQF Level	SVQ units											
		C.12	C.17	C.18	C.19	C.20	C.21						
Communication	3												
Communication	4	✔	✔	✔	✔	✔							
Communication	5				✔								
Communication	6												
Information and communication technology	3												
Information and communication technology	4												
Information and communication technology	5												
Information and communication technology	6												
Numeracy	3		✔				✔						
Numeracy	4		✔				✔						
Numeracy	5												
Numeracy	6												
Problem solving	3												
Problem solving	4			✔									
Problem solving	5												
Problem solving	6												
Working with others	3												
Working with others	4												
Working with others	5				✔	✔	✔						
Working with others	6												

✔ = A possible opportunity to evidence Core Skills at the level shown. Potentially relevant elements from the Core Skills units are listed on the next page.

SVQ 2 Retail Skills

Core Skills Evidence Links

SVQ units		Core Skills		
Unit	*Learning outcome*	*Core Skill*	*SCQF Level*	*Tasks*
C.12 **Promote loyalty schemes to customers in a retail environment**	Explain to customers the features and benefits of the loyalty scheme	Comm.	4	3
	Gain customer commitment to the loyalty scheme	Comm.	4	3
C.17 **Provide the lingerie fitting service in a retail environment**	Identify the retail customer's needs for lingerie	Comm.	4	3
	Measure and fit the retail customer for lingerie	Comm. Num. Num.	4 3 4	3 1 and 2 1 and 2
	Check the customer's preferences and buying decisions when making retail sales	Comm.	4	3
C.18 **Follow guidelines for planning and preparing visual merchandising displays**	Interpret design briefs for retail displays	Comm.	4	1
	Get hold of merchandise and props to be featured in retail displays	PS	4	1 and 2
C.19 **Follow guidelines for dressing visual merchandising displays**	Dress in-store displays to guidelines	Comm. WWO	4 5	1 1
	Dress window displays to guidelines	WWO	5	1
	Evaluate and improve retail displays	Comm.	5	3
C.20 **Order graphic materials for visual merchandising displays**	Order graphic materials to meet retail display needs	Comm.	4	3
	Position graphic materials to support retail displays	Comm. WWO	4 5	1 1
C.21 **Dismantle and store visual merchandising displays**	Dismantle retail displays	WWO	5	1
	Store retail display equipment, props and graphics	Num. Num. WWO	3 4 5	1 1 1

SVQ 2 Retail Skills

Core Skill	SCQF Level	SVQ units				
		C.22	C.23	C.35	C.36	C.37
Communication	3					
Communication	4	✔	✔	✔	✔	✔
Communication	5					
Communication	6					
Information and communication technology	3					
Information and communication technology	4					
Information and communication technology	5					
Information and communication technology	6					
Numeracy	3	✔	✔	✔	✔	✔
Numeracy	4	✔	✔	✔	✔	✔
Numeracy	5					
Numeracy	6	✔				
Problem solving	3					
Problem solving	4					
Problem solving	5					
Problem solving	6		✔			
Working with others	3					
Working with others	4					
Working with others	5		✔			
Working with others	6					

✔ = A possible opportunity to evidence Core Skills at the level shown. Potentially relevant elements from the Core Skills units are listed on the next page.

SVQ 2 Retail Skills

Core Skills Evidence Links

SVQ units		Core Skills		
Unit	**Learning outcome**	**Core Skill**	**SCQF Level**	**Tasks**
C.22 **Make props for visual merchandising displays**	Confirm the requirements for props and prototypes for retail displays	Comm.	4	1
	Make life-size copies of items for retail displays	Num. Num.	3 4	1 1
	Make scale models of items for retail displays	Num.	6	1 and 3
	Decorate fixtures and panels for retail displays	Comm.	4	1
C.23 **Put visual merchandising displays together**	Interpret retail display layout requirements from plans, elevations and drawings	Comm. Num. Num. PS	4 3 4 6	1 1 1 1 and 2
	Follow guidelines for putting retail display layouts together	PS WWO	6 5	1 and 2 1
C.35 **Promote beauty products to retail customers**	Demonstrate beauty products to retail customers	Comm.	4	3
	Maintain the customer record card system in a retail store	Comm. Num. Num.	4 3 4	3 1 1
C.36 **Follow point-of-sale procedures for age-restricted products in a retail environment**	Follow procedures for retail sales of age-restricted products	Comm.	4	3
	Provide service at point of sale in a retail store	Comm. Num. Num.	4 3 4	3 1 1
C.37 **Help customers to buy National Lottery products in a retail environment**	Sell National Lottery products to retail customers	Comm.	4	3
	Follow procedures for retail sales of age-restricted products	Comm.	4	3
	Provide service at point of sale in a retail store	Comm. Num. Num.	4 3 4	3 1 1

SVQ 2 Retail Skills

Core Skill	SCQF Level	SVQ units											
		C.39	C.40	C.41	C.42	C.43	C.46	C.47	C.48				
Communication	3												
Communication	4	✔	✔	✔	✔			✔					
Communication	5							✔					
Communication	6												
Information and communication technology	3												
Information and communication technology	4												
Information and communication technology	5												
Information and communication technology	6												
Numeracy	3	✔		✔			✔						
Numeracy	4	✔		✔									
Numeracy	5												
Numeracy	6												
Problem solving	3												
Problem solving	4												
Problem solving	5												
Problem solving	6												
Working with others	3												
Working with others	4												
Working with others	5												
Working with others	6												

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SVQ 2 Retail Skills

Core Skills Evidence Links

SVQ units		Core Skills		
Unit	*Learning outcome*	*Core Skill*	*SCQF Level*	*Tasks*
C.39 **Process the self-service dispensing and purchase of motor fuel on a forecourt**	Authorise and monitor the self-service dispensing of motor fuel on a forecourt	None identified		
	Provide service at point of sale in a retail store	Comm. Num. Num.	4 3 4	3 1 1
C.40 **Establish customer needs and provide advice regarding tiling products**	Establish customer needs and provide advice regarding tiling products	Comm.	4	3
C.41 **Advise customers upon measuring and planning for the fixing of tiles**	Advise customers upon measuring and planning for the fixing of tiles	Comm. Num. Num.	4 3 4	3 1 1
C.42 **Advise customers upon the fixing of tiles**	Advise customers upon the fixing of tiles	Comm.	4	3
C.43 **Maintain a display of cut flowers in a retail store**	Maintain a display of cut flowers in a retail store	None identified		
C.46 **Cash up in a retail store**	Cash up in a retail store	Num.	3	2
C.47 **Promote the store's credit card to customers**	Promote the store's credit card to customers	Comm. Comm.	4 5	3 3
C.48 **Provide service to customers in the dressing room of a retail store**	Use the dressing room facilities to create sales opportunities	*None identified*		
	Keep dressing room facilities ready for customer use	*None identified*		

SVQ 2 Retail Skills

Core Skill	SCQF Level	C.49	C.50	C.52	C.54	C.55									
Communication	3														
Communication	4		✔	✔	✔										
Communication	5			✔	✔										
Communication	6														
Information and communication technology	3														
Information and communication technology	4														
Information and communication technology	5														
Information and communication technology	6														
Numeracy	3		✔												
Numeracy	4				✔										
Numeracy	5														
Numeracy	6														
Problem solving	3														
Problem solving	4		✔												
Problem solving	5														
Problem solving	6														
Working with others	3														
Working with others	4														
Working with others	5														
Working with others	6														

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SVQ 2 Retail Skills

Core Skills Evidence Links

SVQ units		Core Skills		
Unit	*Learning outcome*	*Core Skill*	*SCQF Level*	*Tasks*
C.49 **Promote sales of food or drink products by offering samples to customers**	Promote sales of food or drink products by offering samples to customers	None identified		
C.50 **Deliver retail products to the customer's premises**	Deliver retail products to the customer's premises	Comm. Num. PS	4 3 4	1 and 3 1 2
C.52 **Help customers to apply for the store's credit card and associated insurance products**	Help customers to apply for the store's credit card and associated insurance products	Comm. Comm.	4 5	3 3
	Offer customers insurance products associated with the store's credit card	Comm. Comm.	4 5	3 3
C.54 **Help customers to choose delicatessen products in a retail outlet**	Help customers to choose delicatessen products in a retail outlet	Comm. Comm.	4 5	1 and 3 3
C.55 **Portion delicatessen products in a retail outlet to meet individual customers' requirements**	Portion delicatessen products in a retail outlet to meet individual customers' requirements	Num.	4	2

SVQ 2 Retail Skills

Core Skill	SCQF Level	D.10	D.11	D.12					
		SVQ units							
Communication	3								
Communication	4	✔	✔	✔					
Communication	5								
Communication	6								
Information and communication technology	3	✔							
Information and communication technology	4	✔							
Information and communication technology	5								
Information and communication technology	6								
Numeracy	3								
Numeracy	4								
Numeracy	5								
Numeracy	6								
Problem solving	3								
Problem solving	4								
Problem solving	5		✔	✔					
Problem solving	6								
Working with others	3								
Working with others	4								
Working with others	5			✔					
Working with others	6								

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SVQ 2 Retail Skills

Core Skills Evidence Links

SVQ units		Core Skills		
Unit	*Learning outcome*	*Core Skill*	*SCQF Level*	*Tasks*
D.10 **Give customers a positive impression of yourself and your organisation**	Establish effective relationships with customers	Comm.	4	3
	Respond appropriately to customers	Comm.	4	3
	Communicate information to customers	Comm. ICT ICT	4 3 4	3 1 and 3 1 and 3
D.11 **Support customer service improvements**	Use feedback to identify potential customer service improvements	Comm. PS	4 5	1 and 3 1
	Contribute to the implementation of changes in customer service	Comm. PS	4 5	2 and 3 1 and 2
	Assist with the evaluation of changes in customer service	Comm. PS	4 5	1 and 3 1
D.12 **Resolve customer service problems**	Spot customer service problems	Comm. PS	4 5	3 1
	Pick the best solution to resolve customer service problems	Comm. PS	4 5	1 and 3 1
	Take action to resolve customer service problems	Comm. PS WWO	4 5 5	3 1, 2 and 3 1

SVQ 2 Retail Skills

Core Skill	SCQF Level	SVQ units											
		E.06	E.07	E.16	E.19	E.20	E.22						
Communication	3												
Communication	4	✔	✔	✔	✔								
Communication	5												
Communication	6												
Information and communication technology	3												
Information and communication technology	4												
Information and communication technology	5												
Information and communication technology	6												
Numeracy	3			✔		✔							
Numeracy	4			✔									
Numeracy	5												
Numeracy	6												
Problem solving	3												
Problem solving	4				✔								
Problem solving	5												
Problem solving	6												
Working with others	3												
Working with others	4				✔								
Working with others	5												
Working with others	6			✔									

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SVQ 2 Retail Skills

Core Skills Evidence Links

SVQ units		Core Skills		
Unit	*Learning outcome*	*Core Skill*	*SCQF Level*	*Tasks*
E.06 **Help to maintain health and safety in a retail environment**	Deal with accidents and emergencies in a retail environment	Comm.	4	3
	Help to reduce risks to health and safety in a retail environment	Comm.	4	3
E.07 **Help to keep the retail unit secure**	Help to keep the retail environment secure	Comm.	4	3
E.16 **Allocate and check work in your team**	Allocate and check work in your team	Comm.	4	3
		Num.	3	1
		Num.	4	1
		WWO	6	1 and 3
E.19 **Work effectively in your retail team**	Work effectively in your retail team	Comm.	4	3
		PS	4	1
		WWO	4	1
	Improve the way you learn in a retail environment	Comm.	4	3
		PS	4	2 and 3
		WWO	4	2
E.20 **Prepare newspapers and magazines for return to the merchandiser**	Prepare newspapers and magazines for return to the merchandiser	None identified		
E.22 **Check the accuracy of records of hours worked in a retail store**	Check the accuracy of records of hours worked in a retail store	Num.	4	1

SVQ 3 Retail

Core Skill	SCQF Level	SVQ units													
		B.14	B.15	B.16	B.22										
Communication	3														
Communication	4			✔	✔										
Communication	5	✔	✔		✔										
Communication	6														
Information and communication technology	3														
Information and communication technology	4			✔											
Information and communication technology	5			✔											
Information and communication technology	6		✔												
Numeracy	3	✔	✔	✔											
Numeracy	4	✔	✔	✔											
Numeracy	5														
Numeracy	6														
Problem solving	3														
Problem solving	4				✔										
Problem solving	5				✔										
Problem solving	6	✔	✔												
Working with others	3														
Working with others	4														
Working with others	5														
Working with others	6	✔	✔												

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SVQ 3 Retail

Core Skills Evidence Links

SVQ units		Core Skills		
Unit	*Learning outcome*	*Core Skill*	*SCQF Level*	*Tasks*
B.14 **Organise the receipt and storage of goods in a retail environment**	Organise staff to receive and check incoming deliveries in a retail environment	Comm. Num. Num. WWO	5 3 4 6	3 1 1 1 and 3
	Organise and maintain storage facilities in a retail environment	WWO	6	1
	Check the storage and care of stock in a retail environment	PS	6	1 and 2
B.15 **Audit stock levels and stock inventories in a retail environment**	Put an audit programme into practice in a retail environment	Comm. PS WWO	5 6 6	3 1 and 2 1 and 3
	Report on the findings of a retail stock audit	Comm. ICT Num. Num. PS	5 6 3 4 6	2 1, 2 and 3 1 1 1 and 2
B.16 **Source required goods and services in a retail environment**	Choose suppliers and order stock for retail sale	ICT ICT Num. Num.	4 5 3 4	3 3 1 1
	Check and evaluate the performance of suppliers of stock for retail sale	Comm. Num. Num.	4 3 4	3 1 1
B.22 **Monitor and help improve food safety in a retail environment**	Monitor food safety at critical control points in a retail environment	Comm.	4	3
	Contribute to continuous improvement of food safety in a retail environment	Comm. Comm. PS PS	4 5 4 5	3 3 1 and 2 1 and 2

SVQ 3 Retail

Core Skill	SCQF Level	SVQ units												
		C.07	C.13	C.15	C.16									
Communication	3													
Communication	4	✔	✔	✔										
Communication	5		✔											
Communication	6		✔											
Information and communication technology	3			✔										
Information and communication technology	4													
Information and communication technology	5													
Information and communication technology	6													
Numeracy	3	✔	✔	✔	✔									
Numeracy	4	✔	✔	✔	✔									
Numeracy	5													
Numeracy	6													
Problem solving	3													
Problem solving	4													
Problem solving	5													
Problem solving	6				✔									
Working with others	3													
Working with others	4													
Working with others	5													
Working with others	6		✔											

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SVQ 3 Retail

Core Skills Evidence Links

SVQ units		Core Skills		
Unit	*Learning outcome*	*Core Skill*	*SCQF Level*	*Tasks*
C.07 **Process part-exchange sales transactions in a retail environment**	Decide on the value of items offered in part exchange by retail customers	Comm. *Num.* *Num.*	4 *3* *4*	3 *1* *1*
	Negotiate part-exchange sales transactions with retail customers	Comm. *Num.* *Num.*	4 *3* *4*	3 *1* *1*
	Provide service at point of sale in a retail store	Comm. *Num.* *Num.*	4 *3* *4*	3 *1* *1*
C.13 **Maintain the availability of goods for sale to customers in a retail environment**	Organise staff to display goods for retail sale	Comm. Comm. WWO	4 5 6	3 3 1 and 3
	Assess how effective displays are in a retail environment	Comm. Comm.	4 6	3 3
	Keep products available and maintain their quality in a retail environment	Comm. Comm. Num. Num.	4 6 3 4	3 3 1 1
C.15 **Enable customers to apply for credit and hire purchase facilities**	Identify the retail customer's credit or hire-purchase requirements	Comm. Num. Num.	4 3 4	3 1 1
	Advise retail customers on the features of borrowing facilities	Comm. Num. Num.	4 3 4	3 1 1
	Process credit or hire purchase applications on behalf of retail customers	Comm. ICT Num. Num.	4 3 3 4	3 1 and 2 1 1
C.16 **Evaluate the receipt of payments from customers**	Evaluate takings practices and procedures in a retail environment	PS	6	1 and 2
	Monitor takings practices and processes at the cash point in a retail environment	Num. Num. PS	3 4 6	1 1 1

SVQ 3 Retail

Core Skill	SCQF Level	SVQ units												
		C.24	C.25	C.26										
Communication	3													
Communication	4	✔	✔	✔										
Communication	5	✔												
Communication	6		✔											
Information and communication technology	3			✔										
Information and communication technology	4													
Information and communication technology	5													
Information and communication technology	6													
Numeracy	3	✔	✔	✔										
Numeracy	4	✔	✔	✔										
Numeracy	5													
Numeracy	6													
Problem solving	3													
Problem solving	4													
Problem solving	5			✔										
Problem solving	6													
Working with others	3													
Working with others	4													
Working with others	5													
Working with others	6		✔											

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SVQ 3 Retail

Core Skills Evidence Links

SVQ units		Core Skills		
Unit	*Learning outcome*	*Core Skill*	*SCQF Level*	*Tasks*
C.24 **Choose merchandise to feature in visual merchandising displays**	Interpret requirements for retail displays	Comm.	5	1
	Choose and agree retail merchandise to be featured in displays	Comm.	4	3
		Num.	3	1
		Num.	4	1
C.25 **Plan, monitor and control how graphics are used in visual merchandising displays**	Identify and get hold of graphic materials for retail displays	Comm.	4	1
		Num.	3	1
		Num.	4	1
	Co-ordinate how graphic materials are used in retail displays	Comm.	4	1, 2 and 3
		Num.	3	1
		Num.	4	1
		WWO	6	1 and 3
	Check how graphic materials are used in retail displays	Comm.	4	3
		Comm.	6	3
C.26 **Monitor the effect of visual merchandising displays and layouts**	Gather information about retail customers' responses to displays and layouts	ICT	3	1 and 2
		Num.	3	1
		Num.	4	1
	Assess and report the effect of retail displays and layouts	Comm.	4	2 and 3
		ICT	3	1 and 2
		Num.	3	1
		Num.	4	1
		PS	5	1

SVQ 3 Retail

Core Skill	SCQF Level	SVQ units													
		C.27	C.28	C.29											
Communication	3														
Communication	4	✔	✔	✔											
Communication	5		✔												
Communication	6	✔													
Information and communication technology	3														
Information and communication technology	4			✔											
Information and communication technology	5			✔											
Information and communication technology	6														
Numeracy	3	✔	✔	✔											
Numeracy	4	✔	✔	✔											
Numeracy	5			✔											
Numeracy	6			✔											
Problem solving	3														
Problem solving	4														
Problem solving	5														
Problem solving	6		✔	✔											
Working with others	3														
Working with others	4														
Working with others	5														
Working with others	6														

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SVQ 3 Retail

Core Skills Evidence Links

SVQ units		Core Skills		
Unit	**Learning outcome**	*Core Skill*	*SCQF Level*	*Tasks*
C.27 **Allocate, monitor and control visual merchandising project resources against budgets**	Negotiate and agree costs for visual merchandising projects	Comm.	4	2 and 3
		Comm.	6	3
		Num.	3	1
		Num.	4	1
	Control costs for visual merchandising projects	Comm.	4	2 and 3
		Num.	3	1
		Num.	4	1
C.28 **Contribute to developing and putting into practice the company's visual merchandising policy**	Contribute to developing the company's visual design policy for its retail stores	Comm.	4	1, 2 and 3
		Num.	3	1
		Num.	4	1
		PS	6	1
	Support staff putting into practice the company's visual design policy for its retail stores	Comm.	4	3
		Comm.	5	3
C.29 **Create plans, elevations and drawings to realise visual merchandising ideas**	Develop and test solutions for retail display layouts	ICT	4	1 and 2
		ICT	5	1 and 2
		Num.	3	1 and 2
		Num.	4	1 and 2
		Num.	5	1
		Num.	6	3
		PS	6	1 and 2
	Produce guidance for putting retail display layouts together	Comm.	4	3
		ICT	4	1 and 2
		ICT	5	1 and 2
		Num.	3	1
		Num.	4	1

SVQ 3 Retail

Core Skill	SCQF Level	SVQ units													
		C.30	C.31	C.38	C.45										
Communication	3			✔											
Communication	4			✔	✔										
Communication	5	✔	✔		✔										
Communication	6														
Information and communication technology	3	✔	✔												
Information and communication technology	4														
Information and communication technology	5														
Information and communication technology	6	✔	✔												
Numeracy	3	✔	✔	✔											
Numeracy	4	✔	✔	✔											
Numeracy	5														
Numeracy	6														
Problem solving	3														
Problem solving	4														
Problem solving	5														
Problem solving	6	✔													
Working with others	3														
Working with others	4														
Working with others	5														
Working with others	6														

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SVQ 3 Retail

Core Skills Evidence Links

SVQ units		Core Skills		
Unit	*Learning outcome*	*Core Skill*	*SCQF Level*	*Tasks*
C.30 **Develop individual retail service opportunities**	Make plans for finding new retail clients	Comm.	5	3
		ICT	3	1 and 2
		ICT	6	1
		Num.	3	1
		Num.	4	1
		PS	6	1
	Market your service to potential retail clients	Comm.	5	3
		ICT	3	1 and 2
		ICT	6	1
C.31 **Provide a personalised sales and after-sales service to your retail clients**	Provide a personalised service to retail clients	Comm.	5	3
		ICT	3	1 and 2
		ICT	6	1
		Num.	3	1
		Num.	4	1
	Provide an after-sales service to retail clients	Comm.	5	3
		ICT	3	1 and 2
		ICT	6	1
C.38 **Assist customers to obtain appropriate insurance (Financial Services Skills Council)**	Identify the customer's insurance needs	Comm.	3	1
		Comm.	4	3
	Agree insurance policies with the customer to enable them to be appropriately insured	Comm.	3	1 and 2
		Comm.	4	3
	Process insurance applications	Comm.	4	3
		Num.	3	1
		Num.	4	1
	Assist customers with claims	Comm.	4	1, 2 and 3
C.45 **Help customers to choose alcoholic beverages in a retail store**	Help customers to choose alcoholic beverages in a retail store	Comm.	4	3
		Comm.	5	3

SVQ 3 Retail

Core Skill	SCQF Level	C.56	C.57	D.13	D.14							
Communication	3											
Communication	4			✔	✔							
Communication	5	✔	✔	✔	✔							
Communication	6											
Information and communication technology	3			✔								
Information and communication technology	4			✔								
Information and communication technology	5											
Information and communication technology	6											
Numeracy	3				✔							
Numeracy	4				✔							
Numeracy	5											
Numeracy	6											
Problem solving	3											
Problem solving	4											
Problem solving	5											
Problem solving	6			✔	✔							
Working with others	3		✔									
Working with others	4											
Working with others	5											
Working with others	6			✔	✔							

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SVQ 3 Retail

Core Skills Evidence Links

Unit	Learning outcome	Core Skill	SCQF Level	Tasks
C.56 **Help customers to choose specialist products in a retail environment**	Help customers to choose specialist products in a retail environment	Comm.	5	3
C.57 **Demonstrate specialist products to customers in a retail environment**	Demonstrate specialist products to retail customers	Comm. WWO	5 3	3 1
D.13 **Organise the delivery of reliable customer service**	Plan and organise the delivery of reliable customer service	Comm. WWO	5 6	3 1
	Review and maintain customer service delivery	Comm. PS	5 6	3 1 and 2
	Use recording systems to maintain reliable customer service	Comm. ICT	4 3	2 and 3 1, 2 and 3
D.14 **Improve the customer relationship**	Improve communication with your customers	Comm. Comm.	4 6	2 3
	Balance the needs of your customer and your organisation	Comm. Num. Num. PS	5 3 4 6	3 1 1 1 and 2
	Exceed customer expectations to develop the relationship	Comm. WWO	5 6	3 1 and 3

SVQ 3 Retail

Core Skill	SCQF Level	SVQ units											
		D.15	D.16	D.17	E.08								
Communication	3												
Communication	4	✔	✔	✔	✔								
Communication	5	✔	✔	✔									
Communication	6												
Information and communication technology	3												
Information and communication technology	4												
Information and communication technology	5												
Information and communication technology	6												
Numeracy	3												
Numeracy	4												
Numeracy	5												
Numeracy	6												
Problem solving	3												
Problem solving	4				✔								
Problem solving	5	✔		✔									
Problem solving	6	✔	✔										
Working with others	3												
Working with others	4												
Working with others	5				✔								
Working with others	6	✔	✔	✔									

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SVQ 3 Retail

Core Skills Evidence Links

SVQ units		Core Skills		
Unit	*Learning outcome*	*Core Skill*	*SCQF Level*	*Tasks*
D.15 **Work with others to improve customer service**	Improve customer service by working with others	Comm.	5	3
		PS	5	1
		WWO	6	1 and 3
	Monitor your own performance when improving customer service	Comm.	5	3
		PS	6	3
		WWO	6	4
	Monitor joint performance when improving customer service	Comm.	4	3
		Comm.	5	3
		PS	6	1 and 2
		WWO	6	1 and 3
D.16 **Monitor and solve customer service problems**	Solve immediate customer service problems	Comm.	5	3
		PS	6	1 and 2
	Identify repeated customer service problems and options for solving them	Comm.	5	3
		PS	6	1
		WWO	6	1
	Take action to avoid the repetition of customer service problems	Comm.	4	2
		Comm.	5	3
		PS	6	2
D.17 **Promote continuous improvement**	Plan improvements in customer service based on customer feedback	Comm.	4	3
		Comm.	5	3
	Implement changes in customer service	Comm.	5	3
		PS	5	2
		WWO	6	1 and 3
	Review changes to promote continuous improvement	Comm.	5	2 and 3
E.08 **Work effectively in your retail organisation**	Support effective team working in a retail environment	Comm.	4	3
		WWO	5	1
	Help to plan and organise your own learning in a retail environment	Comm.	4	3
		PS	4	3
		WWO	5	3
	Help others to learn in a retail environment	Comm.	4	3
		WWO	5	1

SVQ 3 Retail

Core Skill	SCQF Level	SVQ units												
		E.09	E.10	E.11	E.12									
Communication	3													
Communication	4	✔	✔	✔	✔									
Communication	5	✔	✔	✔	✔									
Communication	6	✔												
Information and communication technology	3				✔									
Information and communication technology	4				✔									
Information and communication technology	5				✔									
Information and communication technology	6													
Numeracy	3			✔	✔									
Numeracy	4			✔	✔									
Numeracy	5													
Numeracy	6													
Problem solving	3													
Problem solving	4													
Problem solving	5	✔												
Problem solving	6		✔	✔	✔									
Working with others	3													
Working with others	4													
Working with others	5	✔												
Working with others	6													

✔ = A possible opportunity to evidence Core Skills at the level shown. Potentially relevant elements from the Core Skills units are listed on the next page.

SVQ 3 Retail

Core Skills Evidence Links

SVQ units		Core Skills		
Unit	**Learning outcome**	*Core Skill*	*SCQF Level*	*Tasks*
E.09 **Help to manage a retail team**	Help to manage a retail team	Comm.	4	3
		Comm.	5	3
		Comm.	6	3
		PS	6	1 and 2
		WWO	6	1
E.10 **Contribute to the continuous improvement of retail operations**	Identify opportunities for solving problems and improving retail operations	PS	6	1
	Recommend ways of improving retail operations	Comm.	4	2 and 3
		Comm.	5	3
	Contribute to putting improvements to retail operations into practice	Comm.	4	3
		Comm.	5	3
E.11 **Help to monitor and maintain the security of the retail unit**	Put procedures into practice to maintain security in a retail environment	Comm.	4	3
		Comm.	5	3
	Monitor and investigate losses in a retail environment	Comm.	4	3
		Comm.	5	3
		Num.	3	1
		Num.	4	1
		PS	6	1 and 2
E.12 **Plan, monitor and adjust staffing levels and schedules in a retail environment**	Plan staffing levels and prepare work schedules for a retail team	Num.	3	1
		Num.	4	1
		ICT	3	1 and 2
		ICT	4	1 and 2
		ICT	5	1 and 2
		PS	6	1 and 2
	Monitor staffing levels and schedules against the work targets of a retail team	Comm.	4	3
		Comm.	5	3
		Num.	3	1
		Num.	4	1
		PS	6	1 and 2

SVQ 3 Retail

Core Skill	SCQF Level	SVQ units										
		E.13	E.14	E.15	E.17	E.18	E.21					
Communication	3											
Communication	4	✔	✔	✔	✔	✔						
Communication	5	✔	✔	✔		✔						
Communication	6											
Information and communication technology	3											
Information and communication technology	4											
Information and communication technology	5											
Information and communication technology	6											
Numeracy	3				✔							
Numeracy	4				✔							
Numeracy	5											
Numeracy	6											
Problem solving	3											
Problem solving	4											
Problem solving	5											
Problem solving	6	✔	✔									
Working with others	3											
Working with others	4											
Working with others	5											
Working with others	6	✔	✔	✔								

✔ = A possible opportunity to evidence Core Skills at the level shown. Potentially relevant elements from the Core Skills units are listed on the next page.

SVQ 3 Retail

Core Skills Evidence Links

SVQ units		Core Skills		
Unit	Learning outcome	*Core Skill*	*SCQF Level*	*Tasks*
E.13 **Recruit, select and keep colleagues**	Recruit, select and keep colleagues	Comm.	4	3
		Comm.	5	3
		PS	6	1 and 2
		WWO	6	1 and 3
E.14 **Provide learning opportunities for colleagues**	Provide learning opportunities for colleagues	Comm.	4	3
		Comm.	5	3
		PS	6	1 and 2
		WWO	6	1 and 3
E.15 **Develop productive working relationships with colleagues**	Develop productive working relationships with colleagues	Comm.	4	3
		Comm.	5	3
		WWO	6	1, 3 and 4
E.17 **Monitor and evaluate the quality of service provided to your customers by external suppliers**	Monitor the quality of customer service provided by external suppliers to your retail customers	Comm.	4	3
		Num.	3	1
		Num.	4	1
	Evaluate and improve external suppliers' service to your retail customers	Comm.	4	2 and 3
E.18 **Monitor and maintain health and safety in a retail environment**	Assess and control risks to health and safety in a retail environment	Comm.	4	3
		Comm.	5	3
	Put accident and emergency procedures into practice in a retail environment	Comm.	4	3
E.21 **Monitor and support secure till use during trading hours**	Monitor and support secure till use during trading hours	None identified		

Annexe C: Evidence requirements

Section 1: Assumptions

Section 2: Evidence Requirements for each Retail SVQ unit

Section 3: Qualifications covered by these Evidence Requirements

Section 4: List of Units for which simulated activities are permitted

Section 5: List of Units for which Expert Witness Testimony is required if the assessor is not expert in the specialism covered by the unit

Evidence Requirements for the Retail SVQs

Developed jointly with SQA (Awards), City & Guilds, EDI and Edexcel

A list of the qualifications covered by these evidence requirements appears in Appendix 1 of this booklet.

Section 1: Assumptions

1. Within the criteria for assessment there are four stages – plan, observe, record and decide. The last of these stages is about the assessor being confident that the candidate is competent. Many of the units in the Retail SVQs are 'specialist units' where it is unlikely that the assessor will have the all the specialist occupational competence themselves. These units are listed in Appendix 3 of this document. Where the assessor does not have the specialist occupational competence, we will expect the assessor to use 'expert witness testimony' (EWT) from an experienced peer or the candidate's line manager. The requirements for EWT are set out in the Assessment Strategy for the Retail SVQs.

2. The Assessment Strategy will maintain the need for the candidate's line manager to be involved in the assessment process to the extent that the candidate cannot be signed off as competent if the line manager does not agree.

3. Imported units will maintain the evidence requirements already prescribed by the originating SSC/SSB; however there is no need to duplicate the qualification's Assessment Strategy as Assessment Strategies are relevant to qualifications rather than units. The exception to this would be any specific rules on simulation.

4. Unit summaries will accompany each unit and be produced by Skillsmart Retail.

5. Each awarding body will provide unit assessment guidance as appropriate to their own organisation, but the unit-specific evidence requirements will be common to all awarding bodies.

Section 2: Evidence Requirements for each Retail SVQ unit

(In order of Skillsmart Retail's unit reference numbers)

Unit No: B.01

Unit Title: Move goods and materials manually in a retail environment

Unit Summary: This unit is about following instructions for moving goods and materials and putting them in the right places. The unit does not involve using a lift truck, but you do need to use other types of lifting equipment and to use safe lifting techniques at all times.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is allowed for the performance evidence within this Unit only if no opportunities exist to gather workplace evidence.

Unit No: B.02

Unit Title: Keep stock at required levels in a retail environment

Unit Summary: This unit covers two areas of responsibility concerning keep the shelves filled on the sales floor. Firstly, it involves following instructions for checking stock levels and updating stock records. Secondly, it is about positioning stock correctly on the sales floor.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is allowed for the performance evidence within this Unit only if no opportunities exist to gather workplace evidence.

Unit No: B.03

Unit Title: Receive goods and materials into storage in a retail environment

Unit Summary: This unit is about two aspects of receiving deliveries. The first concerns preparing the receiving and storage areas and making sure the relevant paperwork is in order. The second is about checking deliveries, making sure that they are satisfactory and are off-loaded into the right areas, and updating the stock control records.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: B.04

Unit Title: Put goods and materials into storage in a retail environment

Unit Summary: This unit is about two areas of responsibility concerning the storage of goods. Firstly, it involves checking that suitable storage space and handling equipment are available. Secondly, it is about putting goods into storage in ways that make the best use of the available space and allow people to reach the goods as needed.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: B.05

Unit Title: Keep stock on sale at required levels in a retail environment

Unit Summary: This unit is about two aspects of keeping the right levels of stock on sale. The first concerns using the stock control system to help you anticipate how much stock will be needed, while there is still enough time to order it. The second is about ordering stock on time, and making sure it reaches the sales floor as needed.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: B.06

Unit Title: Process customer orders for goods in a retail environment

Unit Summary: This unit covers two stages of processing customers' orders for goods. The first involves checking if the goods the customer wants are available and telling the customer the terms of supply. The second is about processing the order and keeping the customer informed of progress.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: B.07

Unit Title: Process returned goods and materials in a retail environment

Unit Summary: This unit is suitable for candidates who work on the shop floor and deal with customers face-to-face, as well as for candidates in behind-the-scenes roles dealing with customers by telephone or e-mail for example. The unit involves firstly telling the customer what you can do to help them return unwanted goods, and secondly taking suitable action such as requesting a refund or picking out replacement goods.

In stores where the POS system automatically updates the stock control system, criterion P2.3 can be achieved simply by scanning the returned goods at the POS. Knowing this procedure and its effects will count as knowing how to update the stock control system under K2.3

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: B.08

Unit Title: Process donated goods for resale or recycling in a retail environment

Unit Summary: This unit is about processing donated goods in charity shops. It involves correctly identifying different types of goods, checking the condition of goods and preparing suitable goods for sale.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: B.09

Unit Title: Prepare products for sale to customers in a retail environment

Unit Summary: This unit is about preparing products for display by unpacking and assembling them. It also involves regularly checking the condition of goods on display and removing any that are damaged.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: B.10

Unit Title: Process bake-off products for sale in a retail environment

Unit Summary: This unit is about processing ready-prepared goods such as bread, pastry, biscuits and scones, and covers two stages of the preparation process. The first involves baking ready-prepared goods and checking their quality. The second is about following instructions for decorating ready-prepared goods.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: B.12

Unit Title: Process greengrocery products for sale in a retail environment

Unit Summary: This unit is about two aspects of putting greengrocery products on display in a store. Firstly, it is about unpacking products, checking their quality and preparing them for display. Secondly, it is about checking and rotating stock regularly so that it remains attractive to customers. You need to show you do all this with vegetables, fruit and salad.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

Greengrocery products are to include vegetables, fruit and salad.

Unit No: B.13

Unit Title: Finish meat products by hand in a retail environment

Unit Summary: This unit is about three aspects of finishing meat products by hand. The first is about checking that meat products are suitable for processing. The second is about choosing suitable tools and preparing your work area so that you can process meat safely and hygienically. The third aspect of the unit is about processing meat by hand so that you get the required quantity and quality of finished products.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

Finishing is to include both meat and poultry

Unit No: B.14

Unit Title: Organise the receipt and storage of goods in a retail environment

Unit Summary: This unit is firstly about organising staff to receive goods, for example when preparing for seasonal intake of stock. Secondly, the unit involves organising storage facilities and training and supervising staff in the use of the storage system.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: B.15

Unit Title: Audit stock levels and stock inventories in a retail environment

Unit Summary: This unit involves organising an audit, managing the audit team and preparing an audit report. The audit team may consist of people who don't normally work together, and you need not necessarily be a team leader in your day-to-day work.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: B.16

Unit Title: Source required goods and services in a retail environment

Unit Summary: This unit is suitable for you if you order stock for a small, independent store and you are responsible for choosing the store's suppliers as well as ordering stock directly from them. The unit involves working out what needs replenishing and choosing which suppliers to use. It also involves ordering stock, checking that the right stock is delivered on time, and evaluating supplier's performance.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: B.20

Unit Title: Contribute to food safety in a retail environment

Unit Summary: This unit is about your role in helping to maintain food safety. The unit applies to you if your job involves any of these activities:

- handling wrapped food

- handling unwrapped food not subject to temperature control requirements (for example, fresh produce or bakery items)

- going into an area where food is prepared even if you do not handle the food (for example, if you clean the food preparation area)

The unit is concerned with two aspects of food safety. The first is about keeping yourself clean as you work, and the second is about noticing and reporting obvious food safety hazards such as dirt, spillage or out-of-date stock.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

A glossary for this unit can be found on the next page

Glossary: The glossary contains definitions of the terms used in unit B.20. These definitions do not constitute range.

Accessories	Additional items apart from clothing and jewellery, for example, false nails
Indicators of potential food safety hazards	Things which could make food unsatisfactory for consumers, for example:

- damaged packaging
- spillage into another food
- out of date stock
- food not stored where it should be (for example, if customers have moved food)
- chiller cabinets or freezers which are not operating at the right temperature
- ovens or hot hold cabinets which are not operating at the right temperature
- use of the same utensils to handle different foods
- food waste which needs disposing of
- dirt
- evidence of pests such as rodents or insects

Protective clothing	Clothing the company provides for you, which could include:

- trousers
- tops such as jackets or tabards
- coats
- disposable gloves
- headgear such as caps or hairnets
- aprons

Right person to report to	This could be your supervisor or manager
Right times to wash hands	Appropriate times to wash your hands would include:

- after going to the toilet
- before going into food production areas including after any work breaks
- after disposing of waste
- after cleaning
- before and after changing dressing or touching an open wound

Unsafe behaviour	Behaviour which can make food unsafe for customers, including:

- touching your face, nose or mouth
- smoking
- chewing gum
- eating
- scratching
- coughing or sneezing

Unit No: B.21

Unit Title: Maintain food safety while working with food in a retail environment

Unit Summary: This unit is about your responsibility for maintaining food safety. The unit applies to you if your main job role requires you to work in a food preparation area and involves any of these activities:

- handling wrapped or unwrapped food including that subject to temperature control requirements (for example, in storage, display, in the bakery or on the deli counter)

- preparing unwrapped food, including that subject to temperature control requirements

The unit is concerned with several aspects of food safety. Firstly, it is about keeping yourself clean as you work and cleaning your work area as you go. Secondly, it involves following the company's procedures for handling and processing food hygienically. Lastly, it is about making scheduled checks of food and food storage areas.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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

A glossary for this unit begins on the next page

Glossary: The glossary contains definitions of the terms used in unit B.21. These definitions do not constitute range.

Accessories	Additional items apart from clothing and jewellery, for example, false nails
Cross-contamination	In a retail environment, there are two kinds of cross-contamination you need to guard against:

1   the transfer of harmful bacteria between foods by direct contact (e.g. the juices of raw meat dripping on to cooked meat stored on a lower shelf) or indirect contact (e.g. via the hands, clothing, cloths, equipment or other surfaces)

2   the cross-contamination of foods containing specific allergens (e.g. nuts, milk, eggs) with other food (e.g. by use of common utensils on cold meat counters and salad bars, slicers on deli counters, etc.; mixing of foods due to damaged packaging or spillage or via hands, clothing, cloths or other surfaces)

Food handling practices	Depending on the type of food you work with and the activities you carry out, food handling practices may include:

- keeping finished products separate from other materials
- keeping raw and cooked meat products separate
- getting rid of waste, contaminated or damaged products

Food safety hazards	Something which may cause harm to the consumer and can be:

- microbiological (for example, bacteria, moulds, viruses)
- chemical (for example, pesticides used on fruit and vegetables, chemicals used in cleaning or for pest control)
- physical (for example, insects, parasites, glass, nails)
- allergenic (for example nuts, milk, eggs)

Food spoilage	When food goes bad and has a noticeable change in its taste, smell or appearance
Indicators of potential food safety hazards	Things which could make food unsatisfactory for consumers, for example:

- damaged packaging
- spillage into another food
- out of date stock
- food not stored where it should be (for example, if customers have moved food)
- chiller cabinets or freezers which are not operating at the right temperature
- ovens or hot hold cabinets which are not operating at the right temperature
- use of the same utensils to handle different foods
- food waste which needs disposing of
- dirt
- evidence of pests such as rodents or insects

Infestation	The presence of pests such as insects or rodents in the workplace which put food safety at risk.
Procedures	A series of clear steps or instructions on how to do things; rules. Some companies document their procedures formally in writing, and others simply have procedures that all staff understand and follow but which are not written down.
Protective clothing	Clothing the company provides for you, which could include: • trousers • tops such as jackets or tabards • coats • disposable gloves • headgear such as caps or hairnets • aprons
Right person to report to	This could be your supervisor or manager
Right times to wash hands	Appropriate times to wash your hands would include: • after going to the toilet • before going into food production areas including after any work breaks • after disposing of waste • after cleaning • before and after changing dressing or touching an open wound
Specified temperatures	Temperatures specified by relevant legislation or in your company's procedures
Unsafe behaviour	Behaviour which can make food unsafe for customers, including: • touching your face, nose or mouth • smoking • chewing gum • eating • scratching • coughing or sneezing

Unit No: B.22

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

Unit Summary: This unit is for you if you supervise staff who handle or prepare wrapped or unwrapped food, including food subject to temperature control. The unit is firstly about monitoring food safety in line with your company's food safety procedures. Secondly, the unit is about making a contribution to continuously improving food safety in your work area.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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

A glossary for this unit can be found on the next page

Glossary: The glossary contains definitions of the terms used in unit B.22. These definitions do not constitute range.

Control measures	Actions required to prevent or eliminate a **food safety hazard** or reduce it to an acceptable level.
Control point	A step in the food preparation process which can be controlled, but would *not* result in an unacceptable health risk if control was not exercised
Corrective action	The action to be taken when a **critical limit** is breached
Critical control point	A step in the food control or preparation process where you must deal with a **food safety hazard** by preventing it, removing it or reducing it to an acceptable level.
Critical limit	The minimum and maximum limits allowed in order to control a particular task or process
Food safety hazards	Something which may cause harm to the consumer and can be:

- microbiological (for example, bacteria, moulds, viruses)
- chemical (for example, pesticides used on fruit and vegetables, chemicals used in cleaning or for pest control)
- physical (for example, insects, parasites, glass, nails)
- allergenic (for example, nuts, milk, eggs)

Food safety management	Putting into practice the policies, procedures, practices, controls and documentation that ensure that food is safe for consumers
Procedures	A series of clear steps or instructions on how to do things; rules. Some companies document their procedures formally in writing, and others simply have procedures that all staff understand and follow but which are not written down.
Training	Bringing an individual up to a desired level or standard of proficiency. This can be done by means of instruction or by formal training courses.
Variance	The difference between the planned or standard limits allowed and the actual values monitored
Verification	Using a selection of methods, **procedures** and tests to show and confirm that the system is operating in line with the plan

Unit No: B.23

Unit Title: Receive driver-controlled deliveries of fuel on a petrol forecourt

Unit Summary: This unit is for you if you work on a petrol forecourt where motor fuel deliveries are controlled by the tanker driver. The unit is about your role in ensuring that deliveries are completed safely and effectively. Firstly, you need to prepare to receive deliveries. Secondly, you need to check the completed delivery. Motor fuel poses serious risks to health and safety and it is vitally important that you follow recognised health and safety procedures at all stages of the delivery process.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: It is expected that simulation will be used to gather evidence for taking action to deal with or contain health and safety risks.

Unit No: B.24

Unit Title: Control deliveries of motor fuel on a forecourt

Unit Summary: This unit is for you if you work on a petrol forecourt and are responsible for controlling deliveries of motor fuel. Firstly, you need to prepare to receive deliveries. Secondly, you need to transfer fuel to the forecourt tanks safely, ensuring that the right type and quantity of fuel goes into each tank. Motor fuel poses serious risks to health and safety and it is vitally important that you follow recognised health and safety procedures at all stages of the delivery process.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: It is expected that simulation will be used to gather evidence for taking action to deal with or contain health and safety risks.

Unit No: B.28

Unit Title: Pick products in a retail store to fulfil customer orders

Unit Summary: This unit is about providing a service to customers by picking orders from stock on display in a retail store in response to customer orders. You need to pick orders so they are ready in time for collection or despatch. Where the customer's preferred products are not in stock you need to take suitable action in line with the company's policy for providing alternatives

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: B.29

Unit Title: Load orders for despatch from a retail store to customers

Unit Summary: This unit is about your role in helping to ensure that customer orders are loaded safely, securely, and in an order which helps the delivery process to run smoothly and efficiently. This involves keeping the loading area clean and tidy, checking that orders are labelled and positioned correctly ready for loading, and using safe lifting techniques for loading orders into vehicles.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: B.30

Unit Title: Check stock levels and sort out problems with stock levels in a retail store

Unit Summary: This unit is about your contribution to maintaining stock levels so that sales are not lost because stock was not available when customers wanted it. This involves knowing how to count stock, how to recognise problems with stock and stock levels and how to sort these out.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: B.31

Unit Title: Hand-process fish in a retail environment

Unit Summary: This unit is about preparing fish in a retail outlet, for sale to customers. This involves identifying and hand-processing common types of flat and round fish. Safe and hygienic work practices are an important aspect of this unit.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

*Candidates need to be able to fillet **both** a flat and a round fish.*

*By 'processing' we mean skinning, heading, scaling, gutting, boning, portioning and steaking **either** flat **or** round fish.*

Unit No: B.32

Unit Title: Contribute to the control and efficiency of dough production in a retail environment

Unit Summary: This unit is about two aspects of dough production within a retail store. First, it involves organising your own work to meet the dough production schedules you are given. Secondly, it is about the contribution you make to improving the efficiency and effectiveness of dough processing.

The type of dough you work with may be fermented or non-fermented. Common types of fermented dough include those used for bread, plain and fruited buns, Danish pastries and croissants. Common types of non-fermented dough include those used for sweet and savoury pastes, puff pastry, scones and biscuits.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit.

Unit No: B.33– **Imported (Improve)**

Unit Title: Select, weigh and measure bakery ingredients

Unit Summary: This unit is about identifying, selecting, weighing and measuring by hand a variety of bakery ingredients, important in the processing of bakery mixtures, in a non-automated bakery production environment.

You need to show that you can identify and select the correct ingredients, required by a product specification or recipe. You will need to check the condition of the ingredients, weigh or measure the correct quantities and store these in preparation for the mixing process or later use in production. Complying with health & safety, food safety and organisational requirements are essential features of this unit.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit. Performance evidence must include at least one observation by the assessor, and may also include:

- written and oral questioning
- evidence from company systems (e.g. Food Safety Management System)
- reviewing the outcomes of work
- checking any records of documents completed
- checking accounts of work that the candidate or others have written

Evidence must be provided of:

- hand dividing **two** types of fermented dough according to workplace procedures
- hand moulding and shaping **three** types of bread shapes, e.g. tin, bloomer, cottage, farmhouse, round and stick, according to workplace procedures

Evidence of knowledge and understanding should be collected during observation of performance in the workplace. Where it cannot be collected by observing performance, other assessment methods should be used.

Unit No: B.34 – **Imported (Improve)**

Unit Title: Hand divide, mould and shape fermented doughs

Unit Summary: This unit is about dividing, moulding and shaping fermented dough by hand in a non automated bakery production environment. Fermented dough processed by hand typically may include bread, roll and stick dough, plain and fruited bun dough and doughnuts.

You need to show that you can hand divide dough using a knife and scales, and a manually operated dough portioning device. You will need to demonstrate hand moulding skills, and the shaping of dough by hand and using rolling pins. Complying with health & safety, food safety and organisational requirements are essential features of this unit.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit. Performance evidence must include at least one observation by the assessor, and may also include:

- written and oral questioning

- evidence from company systems (e.g. Food Safety Management System)

- reviewing the outcomes of work

- checking any records of documents completed

- checking accounts of work that the candidate or others have written

Evidence must be provided of:

- identifying **three** different types of ingredients, e.g. powders, liquids, fruits, yeast

- a production schedule or product specification

- selecting **three** different types of ingredients in accordance with workplace procedures

- weighing and measuring **three** different types of ingredients in accordance with workplace procedures

Evidence of knowledge and understanding should be collected during observation of performance in the workplace. Where it cannot be collected by observing performance, other assessment methods should be used.

Unit No: C.01

Unit Title: Wrap and pack goods for customers in a retail environment

Unit Summary: This unit is about following instructions for packaging goods for customers. This can be to make the goods look more attractive, or to protect goods from damage.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is allowed for the performance evidence within this Unit only if no opportunities exist to gather workplace evidence.

Unit No: C.02

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

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

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: C.03

Unit Title: Help customers choose products in a retail environment

Unit Summary: This unit is about the sales role. It involves describing the features and benefits of products to customers in ways that encourage them to make a purchase. It also involves handling objections and spotting opportunities to sell additional or associated products.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: C.04

Unit Title: Maximise product sales in a retail environment

Unit Summary: This unit is about increasing the sales of a particular product using a definite campaign that you will plan beforehand and evaluate afterwards. It does **not** mean just promoting products as part of normal sales transactions.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: C.05

Unit Title: Provide information and advice to customers in a retail environment

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

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

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

finding products in stock

ordering products not in stock

making informed buying decisions

asking about products and services

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: C.06

Unit Title: Demonstrate products to customers in a retail environment

Unit Summary: This unit is about demonstrating the features and benefits of products to customers and then closing the sale. For the purposes of this unit, demonstrations must involve actually operating the product and not just using gestures to explain how the product works.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: C.07

Unit Title: Process part-exchange sales transactions in a retail environment

Unit Summary: This unit is about three aspects of part-exchange sales transactions. Firstly, it is about following company guidelines for valuing items offered in part exchange. Secondly, it involves negotiating part-exchange sales transactions and working out the balance the customer needs to pay. Thirdly, it is about taking payment and providing service at point of sale.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: C.08

Unit Title: Process payments for purchases in a retail environment

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

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: C.09

Unit Title: Process payments and credit applications for purchases in a retail environment

Unit Summary: This unit is about two ways of helping customers pay for their purchases. The first is all about providing service to the customer at point of sale (POS). It involves sorting out pricing problems, spotting faulty goods, checking that payments are acceptable and storing payments securely. Secondly, the unit involves explaining the available credit facilities to customers and processing credit applications.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: C.10

Unit Title: Process cash and credit transactions in a retail environment

Unit Summary: This unit is about three behind-the-scenes aspects of administering customers' credit accounts. Firstly, it is about monitoring credit accounts to ensure that customers are keeping up their payments and not exceeding their credit limits. Secondly, it concerns processing customer payments. Thirdly, the unit involves reconciling customer accounts and investigating problems.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: C.11

Unit Title: Assemble retail products in customer's home/workplace

Unit Summary: This unit is about providing a service to customers at their home or other place of delivery. First, it involves loading and driving products to the customer's premises. This includes planning delivery schedules that make the best use of time and other resources. The second part of the unit is about putting products together and testing them at the customer's premises. It involves helping the customer understand how to install and use the product initially. This is not a selling role, but you should take opportunities to promote other products when they arise.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: C.12

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

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

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

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: C.13

Unit Title: Maintain the availability of goods for sale to customers in a retail environment

Unit Summary: This unit is for team leaders responsible for organising and monitoring the display of goods. Firstly, the unit is about briefing colleagues about display requirements and supervising the assembly of displays. Secondly, the unit is about assessing the effectiveness of displays prepared by colleagues under your supervision. The third aspect of the unit is concerned with keeping stock replenished and accurately priced, and making suggestions for improving displays. You do not need specialist visual merchandising skills for this unit.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: C.15

Unit Title: Enable customers to apply for credit and hire purchase facilities

Unit Summary: This unit is about three aspects of enabling customers to apply for credit and hire purchase facilities. The first involves agreeing with the customer how much they will pay as a deposit and working out the remaining balance including any interest. Secondly, the unit is about explaining to customers how your store's borrowing facilities work. Lastly, the unit involves processing applications for credit or hire-purchase facilities, including making any credit checks needed.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

Where the application for credit involves additional insurance products being offered the FSA rules need to be adhered to.

Unit No: C.16

Unit Title: Evaluate the receipt of payments from customers

Unit Summary: This unit is about evaluating the way payments are processed by staff at point of sale. Firstly, it involves spotting any problems with the way payments are processed and sorting these out promptly. Secondly, the unit involves monitoring that staff are following the company's takings practices and procedures.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: C.17

Unit Title: Provide the lingerie fitting service in a retail environment

Unit Summary: This unit is about two aspects of the lingerie fitting service. Firstly, it is about explaining the lingerie fitting service and finding out what type of bra the customer needs, sometimes when the customer is unclear about their own needs. Secondly, the unit involves carrying out the bra-fitting service including measuring the customer and helping the customer to choose suitable products.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

It is highly unlikely that this unit will be able to be observed therefore the evidence generated will be around the training undertaken and testimony of the Expert Witness to confirm the candidate's competence.

Unit No: C.18

Unit Title: Follow guidelines for planning and preparing visual merchandising displays

Unit Summary: This unit is for visual merchandising specialists and is about planning and preparing visual merchandising displays within the guidelines provided by your manager. It involves interpreting design briefs and getting hold of the merchandise and props you will need for the display.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.

Unit No: C.19

Unit Title: Follow guidelines for dressing visual merchandising displays

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

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.

Unit No: C.20

Unit Title: Order graphic materials for visual merchandising displays

Unit Summary: This unit is for visual merchandising specialists and is about ordering graphic materials and positioning them in displays. Firstly, it is about ordering the right quantity and quality of graphics, signs and tickets within the available budget and checking the progress of orders to ensure that requirements are met. Secondly, it is about positioning graphics, signs and tickets so that they support the purpose of the display and meet all relevant requirements.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.

Unit No: C.21

Unit Title: Dismantle and store visual merchandising displays

Unit Summary: This unit is for visual merchandising specialists. It is about dismantling displays and deciding what to do with the display parts. This involves returning borrowed merchandise, disposing of unwanted materials and cleaning the display sites and parts. It also involves storing equipment, props and graphics carefully so that they remain in good condition can easily be found again when needed.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.

Unit No: C.22

Unit Title: Make props for visual merchandising displays

Unit Summary: This unit is for visual merchandising specialists and is all about making props for displays. Firstly, it is about using design information to identify the props and prototypes you need and working out how you will get hold of these items. It also covers making life-size replicas and scale models as well as decorating fixtures and panels for using in displays in stores.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.

Unit No: C.23

Unit Title: Put visual merchandising displays together

Unit Summary: This unit is for visual merchandising specialists and is all about assembling displays. Firstly, it involves interpreting diagrams of layouts for displays. As well as identifying the features of layouts, such as where to put them and what you need to create them, you need to be able to work out what you need to do to put layouts together. The second aspect of the unit is about putting layouts together accurately within the guidelines provided and introducing creative effects when appropriate.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.

Unit No: C.24

Unit Title: Choose merchandise to feature in visual merchandising displays

Unit Summary: This unit is for visual merchandising specialists and involves using design information to identify what you need for displays and choosing merchandise to feature in displays.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.

Unit No: C.25

Unit Title: Plan, monitor and control how graphics are used in visual merchandising displays

Unit Summary: This unit is for visual merchandising specialists and is all about ensuring that graphics are used effectively in displays. There are three aspects to this unit. Firstly, it is about choosing graphics, signs and tickets to make displays more attractive and informative to customers. Secondly, it involves organising the distribution of graphics, signs and tickets and their use in displays. Thirdly, you need to check that graphics, signs and tickets are being used consistently with the purpose of the display and any relevant company and legal requirements.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.

Unit No: C.26

Unit Title: Monitor the effect of visual merchandising displays and layouts

Unit Summary: This unit is for visual merchandising specialists and is all about finding out whether displays and layouts are having the desired effect on customers and encouraging them to purchase the items being promoted. This involves two activities. Firstly, you need to gather the right kinds of information about customers' responses to displays and layouts. Secondly, you need to assess the effect of displays and layouts on customer behaviour and business performance and report your findings to decision-makers.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.

Unit No: C.27

Unit Title: Allocate, monitor and control visual merchandising project resources against budgets

Unit Summary: This unit is for visual merchandising specialists and is all about your responsibility for putting together project budgets and making sure project costs stay within budget as the project progresses. Putting a budget together involves estimating the likely costs of the project, working out ways of achieving best value for money, and justifying your recommendations to decision-makers. Keeping within budget involves recording and monitoring project spending, identifying any unacceptable spending and taking prompt action to sort it out.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.

Unit No: C.28

Unit Title: Contribute to developing and putting into practice the company's visual merchandising policy

Unit Summary: This unit is for visual merchandising specialists and is about your contribution to developing the company's visual merchandising policy and making sure that staff follow it. The unit involves making suggestions for improving your company's visual-design policy, including gathering information and analysing it to arrive at your recommendations. It also involves explaining the policy to staff and motivating them to follow it, as well as making checks to make sure the policy is followed. Your company's visual merchandising policy could be a written policy, but need not be.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.

Unit No: C.29

Unit Title: Create plans, elevations and drawings to realise visual merchandising ideas

Unit Summary: This unit is for visual merchandising specialists and is all about designing layouts and producing diagrams and instructions that will enable staff to realise your designs. The unit is firstly about developing creative solutions for layout designs within the limits of time, budget and any guidelines you must follow. This involves testing that ideas are realistic, as well asking for and using the suggestions of decision-makers. The second aspect of the unit is about producing guidance that will allow staff to put layouts together. This involves working out what is involved in putting layouts together and giving instructions using schematic drawings and detailed written specifications.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

The candidate may have undertaken formal visual merchandising training that may contribute to the evidence for this unit.

Unit No: C.30

Unit Title: Develop individual retail service opportunities

Unit Summary: This unit is for personal shoppers and is about developing your client database. Firstly, you need to plan how to find new clients you can develop a business relationship with. You need to understand what type of clients you should be meeting, and how to go about meeting them in ways that use your time effectively and are likely to help you meet your sales targets. Secondly, you need to approach potential clients and get them interested in you and your service. You need to tailor your approach to different people so that you can quickly develop a rapport and gain their interest. You also need to gain their trust in you and your company by keeping your promises and keeping personal information strictly confidential.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

It is highly unlikely that this unit will be able to be observed therefore the evidence generated will come from professional discussion supported by statistics relating to performance and testimony from an Expert Witness to confirm the candidate's competence

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Unit No: C.31

Unit Title: Provide a personalised sales and after-sales service to your retail clients

Unit Summary: This unit is for personal shoppers and is all about providing the personal shopping experience and building clients' loyalty to you and to the store.

Firstly, it involves getting to know clients so that you can recommend and sell products according to clients' individual needs, preferences and budgets. Selling in this way is known as consultative selling or relationship selling, and involves developing a business relationship with clients so that they will trust you, take your advice and keep coming back to buy from you. To be able to provide a personalised service effectively you need an extensive knowledge of your store's products and services including seasonal trends and special promotions.

The second aspect of the unit is concerned with building clients' loyalty by following up client consultations. This involves keeping client records up-to-date and using them to keep in touch with clients so that they remain aware of your service and interested in doing business with you. It also involves providing a service and keeping clients' trust by doing the things you have promised clients you will do, such as placing orders or contacting them when new items are available.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

It is highly unlikely that this unit will be able to be observed therefore the evidence generated will come from professional discussion supported by statistics relating to performance and testimony from an Expert Witness to confirm the candidate's competence

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Unit No: C.35

Unit Title: Promote beauty products to retail customers

Unit Summary: This unit is about two aspects of the retail sale of make-up and skincare products. Firstly, it is about demonstrating the features and benefits of make-up and skincare products to customers. This involves making the demonstration a pleasant experience for the customer, maintaining safety and hygiene during the demonstration, and gaining the customer's interest in making a purchase. The second aspect of the unit is about keeping accurate and up-to-date records of customers to help you provide a more effective service to them and so that promotional mail-outs will reach the right people and be more likely to increase sales.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

The evidence should take into account the training provided by the cosmetic house that the candidate is working for where this occurs

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Unit No: C.36

Unit Title: Follow point-of-sale procedures for age-restricted products in a retail environment

Unit Summary: This unit is about your responsibility for selling certain products only to customers who are old enough to buy them legally. You need to keep to the law and company policies and procedures. You also need to refuse sales when necessary, in ways that promote customer goodwill as far as possible in the circumstances.

Under current law, age-restricted products include:

- air guns and pellets
- alcohol
- caps, cracker snaps, novelty matches, party poppers, serpents and throwdowns
- fireworks
- lighter refills containing butane
- liqueur chocolates
- lottery tickets and Instant Win cards
- offensive weapons, including knives
- tobacco products
- videos, DVDs and computer games classified 12, 15 and 18
- volatile substances and solvents

The unit also involves taking payment for age-restricted goods if the customer is old enough to buy them legally.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: C.37

Unit Title: Help customers to buy National Lottery products in a retail environment

Unit Summary: Playing the National Lottery is a form of gambling and so is carefully regulated. Retailers who don't keep to the relevant laws and regulations may no longer be allowed to sell National Lottery products. This unit is about your role in making sure the store keeps this source of income by selling National Lottery products in line with the law and the operator's requirements. This involves knowing and following the relevant requirements, including following the law and your store's policy with regard to under-age and vulnerable players. The unit is also about providing a service to customers by explaining the features of National Lottery products including the rules of play and odds of winning. Finally, the unit also involves taking payment and paying out prize money.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: C.38 - **Imported (FSSC)**

Unit Title: Assist customers to obtain appropriate insurance

Unit Summary: This unit is for you if you sell extended warranties on domestic electrical goods. The provision of insurance products by retailers is regulated by the Financial Services Authority (FSA) and therefore a key aspect of this unit is to understand and comply with FSA requirements relating to the sale of insurance. You also need to understand the relevant principles and concepts of insurance.

The unit is also about four aspects of selling and administering extended warranties. Firstly, it involves identifying suitable products for individual customers and giving them accurate information on products you are authorised to deal with. Secondly, it is about calculating the costs of extended warranties and explaining these costs to customers. The third aspect involves helping customers complete their applications for extended warranties and providing customers with the necessary documentation. Finally, the unit involves helping customers to make claims under extended warranties they bought through your store.

Unit Assessment: Specialist Unit – the assessment must be carried out by 'the approved person (as defined by FSA regulations)', or someone designated by the approved person.

If the Verifier does not have the technical competence, expert support must be sought from a person with suitable experience, to confirm the verification decision

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

The FSA, in particular, the FSA Training and Competence Sourcebook states that some assessment of both knowledge and of practical application of knowledge and skills will be required when assessing employees as competent.

Unit No: C.39

Unit Title: Process the self-service dispensing and purchase of motor fuel on a forecourt

Unit Summary: This unit is for sales assistants working in petrol forecourt shops on self-service forecourts. It involves checking that it is safe for customers to dispense fuel, activating the pumps, transferring transactions to point-of-sale and taking payment. Health and safety and security are important aspects of this unit, including noticing and dealing with drive-offs.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: It is expected that simulation will be used to gather evidence for taking action to deal with or contain safety hazards, security risks and drive-offs.

Unit No: C.40

Unit Title: Establish customer needs and provide advice regarding tiling products

Unit Summary: This unit is about finding out how customers intend to use tiles for specific tiling projects. It involves establishing the customer's needs and advising them on tiling solutions which are suitable for the intended use and which will achieve the visual effect required by the customer.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit.

Unit No: C.41

Unit Title: Advise customers upon measuring and planning for the fixing of tiles

Unit Summary: This unit is about helping customers to buy the products they need for specific tiling projects. This involves advising customers on how to measure the area to be tiled; working out the quantity of tiles the customer needs to buy; telling the customer about any additional products they will need; and working out the total price of the products you are recommending.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: C.42

Unit Title: Advise customers upon the fixing of tiles

Unit Summary: This unit is about promoting sales and increasing customer confidence and satisfaction by explaining to customers how to fix tiles and helping them to choose suitable products for this.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: C.43

Unit Title: Maintain a display of cut flowers in a retail store

Unit Summary: This unit is for sales assistants who maintain displays of cut flowers in retail stores which don't specialise in floristry; for example, supermarkets or petrol forecourt shops.

Cut flowers in non-specialist stores are usually bought on impulse, so it is essential that the display always looks fresh and attractive.   This involves noticing and getting rid of flowers which make the display unattractive. It also involves answering basic customer queries about the flowers on display.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: C.45

Unit Title: Help customers to choose alcoholic beverages in a retail store

Unit Summary: This unit is about knowing how to help customers to choose the alcoholic beverages that best match their requirements. This involves knowing how to find out what customers are looking for, how to match products to requirements and how to support your recommendations with relevant product information. You also need to know how to establish a rapport with customers and how to recognise opportunities to increase sales by recommending associated or additional products where appropriate. Strict laws apply to the sale of alcohol in stores in the UK and you need to comply at all times with these and your store's policies

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: C.46

Unit Title: Cash up in a retail store

Unit Summary: This unit is about your responsibility for cashing up one or more tills. This includes identifying and dealing with overages and shortages. It is very important that you keep cash and cash equivalents secure when cashing up.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: C.47

Unit Title: Promote the store's credit card to customers

Unit Summary: This unit is about knowing how to encourage customers to apply for your store's credit card.

Credit cards are financial products and are subject to strict laws which you must comply with at all times. You also need to understand the features and benefits of your store's card and explain these to customers persuasively and within the limits of the law.

A credit card is not simply a card which offers rewards such as points or discounts, although it may have these additional features. The difference between a credit card and a card which is purely a loyalty card is that the customer incurs a financial debt when using a credit card to pay for purchases. This debt must eventually be paid, and can cost the customer extra money in the form of interest if payment is not made in full on the due date. If the store's card cannot be used in this way then this unit is not suitable for you.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: C.48

Unit Title: Provide service to customers in the dressing room of a retail store

Unit Summary: This unit is about your responsibility for the dressing room area. By providing a pleasant and welcoming environment for the customer you will enhance their shopping experience and encourage them to buy.

You are responsible for preparing the dressing room for use and monitoring it whilst in use. You create sales opportunities by offering assistance and telling customers about in-store promotions and offers. Using your customer service skills you:

- make customers feel valued
- help customers find the products they need.

Whilst enhancing the whole shopping experience for the customer you are also monitoring security and minimising stock loss.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: C.49

Unit Title: Promote sales of food or drink products by offering samples to customers

Unit Summary: This unit is about offering customers samples of food or drink products to consume immediately, as a way of promoting sales. You need to select suitable products and prepare and display them so they look appealing. You also need to actively encourage customers to sample and buy products. You need to comply with food safety requirements when preparing, displaying and disposing of product samples.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: C.50

Unit Title: Deliver retail products to the customer's premises

Unit Summary: This unit is about delivering products to the customer's home or other place of delivery. It includes planning delivery schedules that make the best use of time and other resources. You need to deal with the customer in ways which give a positive impression of your company and encourage the customer to buy from your company again in future.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit.

Unit No: C.51

Unit Title: Contribute to monitoring and maintaining ease of shopping in a retail sales area

Unit Summary: This unit is about making the sales area clean and tidy and then monitoring the area and maintaining it to ensure it remains that way.

It is also about making it as easy as possible for customers to move freely around the sales area and make purchases. You need to maintain the overall impression of a clean, tidy and un-cluttered sales floor , and to do this without hindering customers whilst they shop.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: C.52

Unit Title: Help customers to apply for the store's credit card and associated insurance products

Unit Summary: This unit is about helping customers with the process of applying for your store's credit card and any associated insurance products you are authorised to offer the customer.

Credit cards and insurance are financial products and are subject to strict laws which you must comply with at all times.

A credit card is not simply a card which offers rewards such as points or discounts, although it may have these additional features. The difference between a credit card and a card which is purely a loyalty card is that the customer incurs a financial debt when using a credit card to pay for purchases. This debt must eventually be paid, and can cost the customer extra

money in the form of interest if payment is not made in full on the due date. If the store's card cannot be used in this way then this unit is not suitable for you.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: C.54

Unit Title: Help customers to choose delicatessen products in a retail outlet

Unit Summary: This unit is about helping customers to choose delicatessen products in a specialist retail outlet or on a specialist counter within a more general retail outlet such as a supermarket or department store.

For the purposes of this unit, delicatessen products are ready-to-serve products such as cheese, cold cooked meats and salads.

The unit involves providing information about products to help customers to make choices, as well as spotting opportunities to recommend additional products. Where products cannot be portioned in the way the customer requests, alternatives need to be tactfully suggested.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: C.55

Unit Title: Portion delicatessen products in a retail outlet to meet individual customers' requirements

Unit Summary: This unit is about portioning delicatessen products in a specialist retail outlet or on a specialist counter within a more general retail outlet such as a supermarket or department store.

For the purposes of this unit, delicatessen products are ready-to-serve products such as cheese, cold cooked meats and salads.

The customer specifies the portion size or weight and expects the resulting portions to be very close to the specified size or weight and to be in a presentable condition.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: C.56

Unit Title: Help customers to choose specialist products in a retail environment

Unit Summary: This unit is for you if you are a sales assistant working in retail and you give expert advice to customers on specialist products. Specialist products are ones for which many customers will welcome in-depth advice to help them to choose the products that best meet their needs.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit.

Unit No: C.57

Unit Title: Demonstrate specialist products to customers in a retail environment

Unit Summary: This unit is about creating and making the most of opportunities to demonstrate specialist products to customers. Specialist products are ones for which many customers will welcome in-depth advice to help them to choose the products that best meet their needs.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: C.58 - Imported (People 1st)

Unit Title: Provide a counter/takeaway service

Unit Summary: This unit is about taking customers' orders and serving food and drink on a counter or takeaway basis. It also covers maintaining the counter and service areas, with items such as trays and utensils, and displaying food and drink items in the correct manner.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit.

Serving customers at the counter must cover:

Customers (at least **one** from)

a) customers with routine needs

b) customers with non-routine needs

Information(at least two from)

a) items available

b) ingredients

c) prices, special offers and promotions

Food and drink items(at least two from)

a) hot food

b) cold food

c) hot drinks

d) cold drinks

Condiments and accompaniments(at least two from)

a) seasonings

b) sugars/sweeteners

c) prepared sauces/dressings

Maintaining counter and service areas must cover:

Service items(at least three from)

a) service utensils

b) good containers/dispensers

c) trays

d) crockery

e) cutlery

f)disposable items

Food and drink items(at least two from)

a) hot food

b) cold food

c) hot drinks

d) cold drinks

Note: The knowledge requirements refer to dining areas, which many retail outlets do not have. However it is sufficient for the learner to know and understand why dining areas must be kept tidy and free from debris throughout service. This does not need to be assessed through observation.

Unit No: D.10 - **Imported**

Unit Title: Give customers a positive impression of yourself and your organisation

Unit Summary: Excellent customer service is provided by people who are good with people. Your behaviour affects the impression that customers have of the service they are receiving. This unit is about communicating with your customers and giving a positive impression whenever you deal with a customer. By doing this you create a positive impression of your organisation and the customer service it provides. All of us enjoy the experience of good customer service if we feel that the person serving us really wants to create the right impression, responds to us and gives us good information. Every detail of your behaviour counts when dealing with a customer.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit.

Evidence based on a realistic working environment or a work placement is permissible.

Evidence must be collected over a sufficient period of time with different customers on different occasions for the assessor to be confident that you are competent.

Communication with customers may be face to face, in writing, by telephone, text message, e-mail, internet (including social networking), intranet or by any other method you would be expected to use within your job role.

Evidence must be provided of creating a positive impression with customers:

- during routine delivery of customer service

- during a busy time in your job

- during a quiet time in your job

- when people, systems or resources have let you down

You must provide evidence that you communicate effectively by:

- using appropriate spoken or written language

- applying the conventions and rules appropriate to the methods of communication you have chosen

Unit No: D.11 - **Imported**

Unit Title: Support customer service improvements

Unit Summary: Organisations change the way they deliver service to their customers because customer expectations rise and because other organisations improve the services they offer. Often the most important ideas about how to improve customer service come from people dealing directly with customers. Your job involves delivering customer service. If your organisation has decided to make changes, it is your job to support them and to present them positively to your customers.   Also, by listening to customer comments you may have your own ideas about how the service you deliver could be improved. This unit is about how you provide support for changes that your organisation has introduced. In addition, it covers how you present your own ideas for improvements to someone in your organisation who can authorise trying out the change.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit.

Evidence based on a realistic working environment or a work placement is permissible.

Evidence must be collected over a sufficient period of time with different customers on different occasions for the assessor to be confident that you are competent.

You must provide evidence that you have:

- contributed to improving customer service through your own efforts

- contributed to improving customer service by working with others

Your evidence must cover **two** changes with which you have been actively involved. In each case you must be able to identify the part you played in:

- linking customer feedback with the reasons for the change

- implementing the change

- gathering customer reactions to the change

Your evidence for each change must show how:

- the change has improved customer service

- your customers have reacted to the change

Each change that is part of your evidence must be significant enough for regular customer to notice that the services or products you are delivering re different or that the way you and your colleagues deliver the services or products is different.

Unit No: D.12 - **Imported**

Unit Title: Resolve customer service problems

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

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit.

Evidence based on a realistic working environment or a work placement is permissible.

Evidence must be collected over a sufficient period of time with different customers on different occasions for the assessor to be confident that you are competent.

Your evidence must include examples of resolving problems involving each of the following:

- a problem first identified by customers

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

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

- a problem caused by a system or procedure failure

- a problem caused by a lack of resources or human error

You must provide evidence that you:

- supplied relevant information when customers have requested it.

- supplied relevant information when customers have not requested it

- have used agreed organisational procedures when solving problems

- have made exceptions to usual practice with the agreement of others

Unit No: D.13 - **Imported**

Unit Title: Organise the delivery of reliable customer service

Unit Summary: This unit is about how you deliver and maintain 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: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit.

Evidence collected in a realistic working environment or a work placement is not permissible for this Unit.

Evidence must be collected over a sufficient period of time with different customers on different occasions for the assessor to be confident that you are competent.

You need to include evidence that you have dealt with a variety of customers including:

- customers who are easy to deal with
- customers who are difficult to deal with
- existing customers
- new customers

Your evidence must show that you have:

- taken responsibility for your own actions in the delivery of customer service
- used spontaneous customer feedback to improve customer service
- used customer feedback that you have requested to improve customer service

The system you use for recording data can be manual or electronic.

Unit No: D.14 - **Imported**

Unit Title: Improve the customer relationship

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

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit.

Evidence collected in a realistic working environment or a work placement is not permissible for this Unit.

Evidence must be collected over a sufficient period of time with different customers on different occasions for the assessor to be confident that you are competent.

Your evidence must include examples of using:

- organisational procedures
- exceptions to standard practice that are legal and benefit your organisation

You need to provide evidence that you have dealt with customers who:

- have different needs and expectations
- appear angry or confused
- behave unusually

Unit No: D.15 - **Imported**

Unit Title: Work with others to improve customer service

Unit Summary: Teamwork is a key component of delivering and improving excellent customer service. The people you work with to improve customer service may include one or more of the following: team members; colleagues; suppliers; service partners; supervisors; managers; team leaders. The delivery of excellent customer service depends on your skills and those of others. It involves communicating with each other and agreeing how you can work together to give a more effective service. You need to work together positively. You must also monitor your own and the team's performance and change the way you do things if that improves customer service. This unit is about how you develop a relationship with others to improve your customer service performance.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit.

Evidence collected in a realistic working environment or a work placement is not permissible for this Unit.

Evidence must be collected over a sufficient period of time with different customers on different occasions for the assessor to be confident that you are competent.

Your evidence must include examples of agreeing customer service roles and responsibilities which are:

- part of your own role
- part of other people's roles

You must provide evidence that you have worked with **two** of these groups of people:

- team members or colleagues
- suppliers or service partners
- supervisors, team leaders or managers

Your evidence must show that your work with others involves communication by **two** of these methods as expected within your job role:

- face to face
- in writing
- by telephone
- using text messages
- by e-mail
- using the internet (including social networking)
- using an intranet

Unit No: D.16 - **Imported**

Unit Title: Monitor and solve customer service problems

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

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit.

Evidence collected in a realistic working environment or a work placement is permissible for this Unit.

Evidence must be collected over a sufficient period of time with different customers on different occasions for the assessor to be confident that you are competent.

Your evidence must include examples of problems which are:

- brought to your attention by customers

- are identified first by you and/or by a colleague

The problems included in your evidence must include examples of a:

- difference between customer expectations and what is offered by your organisation

- problem resulting from a system or procedure failure

- problem resulting from a shortage of recourses or human error

You must show that you have considered the options of solving problems from the point of view of:

- your customer

- the potential benefits to your organisation

- the potential risks to your organisation

You must provide evidence that you have made use of options that:

- follow organisational procedures or guidelines

- make agreed and authorised exceptions to usual practice

Unit No: D.17 – **Imported**

Unit Title: Promote continuous improvement

Unit Summary: This unit covers the key competence of the customer service professional. You must be dedicated to the continuous improvement of customer service and this involves organising changes in the way customer service is delivered over and over again. You need to identify potential changes, think through their consequences and make them work. Above all, this unit covers the competence of organising and seeing through change that is sustainable and is in the spirit of continuous improvement in customer service.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit.

Evidence collected in a realistic working environment or a work placement is not permissible for this Unit.

Evidence must be collected over a sufficient period of time with different customers on different occasions for the assessor to be confident that you are competent.

You must show that your proposals for improvements:

- are based on planned and analysed customer feedback

- take into account all relevant regulations

- take into account the costs and benefits to the organisation

You may carry out this work alone or with colleagues. However, you must provide evidence that you have taken an active role in:

- collecting and analysing feedback

- proposing initiatives for change

- implementing the change

- evaluating and reviewing the change

Your evidence must clearly show the part you have played in each step of the continuous improvement process

The changes that you propose and initiate may be changes in how services or products are supplied or in how you and your colleagues behave when delivering services or products.

Unit No: E.01

Unit Title: Help to keep the retail unit secure

Unit Summary: This unit is about helping to protect people, property and premises by noticing and reporting security risks in the store as you go about your day-to-day work. Security risks are situations where people, property or premises are at risk of theft, damage or abuse. You are also expected to do your work in ways that contribute to keeping the store secure, for example by not leaving goods or cash unattended.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: It is expected that simulation will be used to gather evidence for taking action to deal with or contain security risks, threats & breaches and incidents of theft. Simulation is also allowed for the remaining performance evidence within this Unit, but only if no opportunities exist to gather workplace evidence.

This unit can be achieved in isolation of other units: However evidence for this unit will be generated holistically whilst the candidate is working towards competence in their selected units for the qualification. The evidence should take into account specialist training for evacuation

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Unit No: E.02

Unit Title: Help to maintain health and safety in a retail environment

Unit Summary: This unit is about your contribution to keeping your workplace a safe place for colleagues, customers and other visitors. You need to be able to recognise the types of accident and emergency that can happen in the workplace and know how to get help in these situations. You also need to follow procedures for working ways that do not put anyone's health or safety in danger. In particular, working in a store involves lifting and handling goods and you need to use safe lifting techniques so that you don't injure yourself or other people.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: It is expected that simulation will be used to gather evidence for the demonstration of emergency procedures. Simulation is also allowed for the remaining performance evidence within this Unit, but only if no opportunities exist to gather workplace evidence.

This unit can be achieved in isolation of other unit: However evidence for this unit will be generated holistically whilst the candidate is working towards competence in their selected units for the qualification

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Unit No: E.03

Unit Title: Work effectively in your retail team

Unit Summary: For the purposes of this unit, the 'team' could be just you and your manager. This unit is about two aspects of being effective at work. The first is about working with colleagues to achieve results together. It is about following instructions, asking for help when you need it and helping your team mates willingly when your own workload allows. Secondly, the unit is about your responsibility for learning new information and tasks at work, with the help and guidance of your manager or trainer. You need to know what you are expected to learn, follow your training programme and ask for help if you are having difficulty.

Unit Assessment: Mandatory Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is allowed for the performance evidence within this Unit only if no opportunities exist to gather workplace evidence.

This unit can be achieved in isolation of other units. However evidence for this unit will be generated holistically whilst the candidate is working towards competence in their selected units for the qualification

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Unit No: E.04

Unit Title: Keep the retail environment clean and hygienic (non-food)

Unit Summary: This unit is about keeping work areas and work surfaces clean and tidy, as well as keeping yourself and your clothing clean enough for the work that you do. This unit is for you if no food is stored, handled or processed in the areas you are responsible for cleaning.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is allowed for the performance evidence within this Unit only if no opportunities exist to gather workplace evidence.

Unit No: E.06

Unit Title: Help to maintain health and safety in a retail environment

Unit Summary: This unit is about two aspects of your contribution to health and safety. Firstly, you need to be able to recognise and report accidents and emergencies and deal with them within the limits of your authority. Secondly, you need to know and follow the health and safety requirements laid down by your company and the law. This includes dealing with risks within the limits of your authority and reporting any risks you do not have the authority to deal with.

Unit Assessment: General Unit - Awarding body own phraseology

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

This unit can be achieved in isolation of other units. However evidence for this unit will be generated holistically whilst the candidate is working towards competence in their selected units for the qualification

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Unit No: E.07

Unit Title: Help to keep the retail unit secure

Unit Summary: This unit is about your role in protecting the security of premises, stock, cash, colleagues and customers. You need to deal with security risks within the limits of your authority, and report those you do not have authority to deal with. You also need to follow company policies and procedures for maintaining security while you work, for example by noticing what customers are doing.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: It is expected that simulation will be used to gather evidence for taking action to deal with or contain security risks, threats & breaches and incidents of theft.

This unit can be achieved in isolation of other units. However evidence for this unit will be generated holistically whilst the candidate is working towards competence in their selected units for the qualification. The evidence should take into account specialist training for evacuation

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Unit No: E.08

Unit Title: Work effectively in your retail organisation

Unit Summary: This unit is about being an effective member of your team, including taking some responsibility for helping colleagues to learn. The unit involves supporting your team's efforts by sharing the workload fairly, making realistic commitments and doing your best to keep them, and contributing to team morale and good working relations. The unit is also about being an effective learner in the workplace. It assumes that you receive some help and support in planning and carrying out your learning plans. Your responsibilities are to contribute to the planning process, carry out your plan and report on your progress.

Finally, the unit is about helping colleagues to gain the information and skills they need to do their jobs. It involves passing on to colleagues your own knowledge and skills as you go about your day-to-day work. This unit is not about being a professional trainer and you are not expected to assess your colleagues' performance formally.

Unit Assessment: Mandatory Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

This unit can be achieved in isolation of other units. However evidence for this unit will be generated holistically whilst the candidate is working towards competence in their selected units for the qualification

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Unit No: E.09

Unit Title: Help to manage a retail team

Unit Summary: This unit is about managing a team when you are not a full-time team leader. For example, you might lead a team responsible for a special event, sales preparation, stock-taking or emergency situations. You are expected to manage the smooth running of the team's work. You need to understand and act within the limits of your responsibility when acting as team leader, and to ask your manager for advice whenever you need it. The unit does not require you to take responsibility for formally developing or disciplining team members.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: E.10

Unit Title: Contribute to the continuous improvement of retail operations

Unit Summary: This unit is about helping your store to improve the way it operates, so that you or they can achieve or improve on sales targets and standards of service. You will need to have a thorough knowledge of day-to-day operations in your area of responsibility and be able spot things that could be improved and suggest practical and cost-effective ways of improving them.

The unit is also about presenting your recommendations persuasively to management. Finally, you need to put improvements into practice. This involves working with other people and sometimes experiencing their resistance to new ways of doing things. As a result, you need to communicate your plans persuasively, support staff through the change and demonstrate your own commitment to the change.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

It is highly unlikely that this unit will be able to be observed therefore the evidence generated will come from professional discussion supported by oral reports of real achievements and testimony from an Expert Witness to confirm the candidate's competence

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Unit No: E.11

Unit Title: Help to monitor and maintain the security of the retail unit

Unit Summary: This unit is about two aspects of your responsibility for keeping the store secure. Firstly, it is about monitoring and maintaining the security of people, property, premises and cash as part of your daily routine. As well as personally checking the security of the work area and sorting out any problems you identify, you need to make sure that staff are clear about their own responsibilities for maintaining security and that they understand the security procedures they must follow.

The second part of the unit is about your responsibility for monitoring levels of stock, equipment, cash and cash equivalents and identifying and investigating any losses. It also involves drawing conclusions about how wastage and losses can be prevented in future, taking preventive measures and training staff to help reduce wastage and losses as far as possible.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: It is expected that simulation will be used to gather evidence for taking action to deal with or contain security risks, threats & breaches and incidents of theft.

This unit can be achieved in isolation of other units. However evidence for this unit will be generated holistically whilst the candidate is working towards competence in their selected units for the qualification. The evidence should take into account specialist training for evacuation.

Unit No: E.12

Unit Title: Plan, monitor and adjust staffing levels and schedules in a retail environment

Unit Summary: This unit is about working out how many staff need to be on duty in the store to maintain the levels of customer service and profitability needed. You need to produce plans and schedules that take account of all the relevant factors and that are easy to understand and use. You also need to collect, analyse and evaluate information about progress towards work targets, and make justifiable recommendations for changes in staffing.

Unit Assessment: Specialist Unit - If the assessor does not have the technical competence expert witness testimony must be sought from a person with suitable current experience, to confirm the candidate's competence.

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: E.13 - **Imported**

Unit Title: Recruit, select and keep colleagues

Unit Summary: This unit is mainly about recruiting and selecting people to undertake identified activities or work roles within your area of responsibility. It involves taking a fair and objective approach to recruitment and selection to ensure that individuals with the required skills, knowledge and understanding, and who are likely to perform effectively, are appointed. As recruitment and selection can be expensive and time-consuming activities, the unit also involves taking action to understand why colleagues are leaving and taking action to keep colleagues.

Whilst you would be expected to draw on the expertise of personnel specialists, you are not expected to be a personnel specialist yourself. For the purposes of this unit, 'colleagues' means those people for whom you have line management responsibility.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

Possible sources of evidence for this unit are:

a)   *Data on staff turnover, records of exit interviews and strategies for retaining staff:-*

- *Spreadsheets and other records of staff turnover you have compiled and analyses to identify patterns and trends*

- *Notes or records of formal staff exit interviews and informal feedback from staff leaving the organisation, and summaries or analyses of the information collected,*

- *Reports, proposals, action plans and other records of strategies you have developed for reducing staff turnover*

b)   *Reviews of the workforce in your area of responsibility that you have organised or prepared:-*

- *Analyses of business and/or operational plans to identify likely future employment requirements (numbers of people, skills levels, employment patterns, etc)*

- *Reviews of current workforce profile (numbers, skill levels, age, etc) to identify any potential shortfalls in requirements,*

- *Notes, emails, memos or other records of discussions with colleagues to identify possible solutions to current or potential workforce requirements*

- *Reports or proposals you have prepared for addressing current or potential workforce requirements (e.g. recruitment, transfer or promotion, training, redundancy, early retirement, etc),*

- *Personal statement (reflection on your role in developing strategies to address current or potential workforce requirements)*

c)   *Records of your role in the recruitment and selection of new staff:-*

- *Notes of discussions about, and copies of, job descriptions and person specifications you have developed,*

- *Notes, emails, memos or other records of discussions about the recruitment and selection process for new staff and your proposals for selection criteria,*

- *Notes of interviews or records of other selection process you have engaged in,*

- *Reports, emails, memos or other records of your evaluation of the recruitment and selection process,*

- *Personal statement (reflection on your role in recruiting and selecting new staff)*

Unit No: E.14 - **Imported**

Unit Title: Provide learning opportunities for colleagues

Unit Summary: This unit is about supporting colleagues in identifying their learning needs and helping to provide opportunities to address these needs.

Encouraging colleagues to take responsibility for their own learning is an aspect of this unit as is your role in providing an 'environment', for example, in your team or area of responsibility, in which learning is valued.

For the purposes of this unit, 'colleagues' means those people for whom you have line management responsibility.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

Possible sources of evidence for this unit are:

a)   *Identification of development needs, plans to meet development needs and monitoring and review of development activity:-*

- *Notes, memos, emails or other records of feedback and performance appraisals/reviews, and of discussions or identification of learning and development preferences and needs (including learning styles, personal constraints, learning disabilities and difficulties that affect learning),*

- *Details of support arrangements inside and outside the organisation (e.g. a training department's or external supplier's assessment services) that you have identified and arranged for a colleague to access,*

- *Training and development opportunities (e.g. coaching, internal and external courses, learning centre/e-learning programmes) that you have identified and enabled colleagues to access to meet agreed learning and development requirements,*

- *Copies of development or learning plans you have discussed, agreed, reviewed and revised with colleagues,*

- *Notes, memos, emails or other records of meeting or discussions you have had with colleagues to review their learning and its effect on their performance,*

- *Personal statement (your reflections on your role in identifying learning requirements, organisation of development activity and review of its effectiveness in improving or enhancing performance),*

- *Witness statement (comments on your role in identifying learning requirements, organising development activity and reviewing of its effectiveness in improving or enhancing performance).*

Unit No: E.15– **Imported**

Unit Title: Develop productive working relationships with colleagues

Unit Summary: This unit is about developing working relationships with colleagues, within your own organisation and within other organisations, that are productive in terms of supporting and delivering your work and that of the overall organisation.

'Colleagues' are any people you are expected to work with, whether they are in a similar position or in other positions, including your manager.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

Possible sources of evidence for this unit are:

a) *Records of activities and agreements with work colleagues that you have completed successfully:-*

- *Notes, minutes or other records of formal and informal meetings with colleagues relating to agreements for action by you and your performance in relation to these agreements.*

- *Emails, memos and other correspondence with colleagues relating to actions you have agreed to undertake and your performance in relation to these agreements.*

- *Personal statements (reflections on the nature and effectiveness of your relationships with work colleagues and your fulfilment of your commitments to them).*

- *Witness statements (comments by colleagues on the nature and effectiveness of your relationships with them and your fulfilment of your commitments to them)*

b) *Records of relationship difficulties or conflicts at work that you have successfully addressed and feedback you have given and received:-*

- *Notes, minutes or other records of formal and informal meetings with colleagues relating to relationship difficulties or conflicts.*

- *Emails, memos and other correspondence with colleagues relating to relationship difficulties or conflicts.*

- *Notes or other records of verbal feedback and copies of memos, emails and letters you have sent in which you have given feedback to colleagues notes or other records of verbal feedback and copies of memos.*

- *Notes or other records of verbal feedback and copies of memos, emails and letters you have received in which colleagues have given feedback to you. Personal statements (reflections on your ability to deal effectively with relationship difficulties or conflicts.*

- *Witness statements (comments by colleagues on your ability to deal effectively with relationship difficulties or conflicts)*

Unit No: E.16– **Imported**

Unit Title: Allocate and check work in your team

Unit Summary: This unit is about ensuring that the work required of your team is effectively and fairly allocated amongst team members. It also involves checking on the progress and quality of the work of team members to ensure that the required level or standard of performance is being met.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

Possible sources of evidence for this unit are:

a) *Records of work allocation to your team and its members:*

- *Notes of meetings with your manager, schedules and other documents recording the work required from your team, and any priorities detailed work Schedules, timetables and other plans for individual and team work activities, tasks, production targets or other ways of defining workloads*

- *Notes of team briefings to allocate individual and team work activities, tasks, targets, etc*

- *Personal statements (reflections on the process and reasoning behind work allocation, including work priorities, availability of resources, and the relative abilities and development needs of team members)*

- *Witness statements (comments on the process of work allocation and perceptions of its fairness, appropriateness and clarity)*

b) *Records of the quality and quantity of the team's output:*

- *Records of the monitoring of work output/production for quality, consistency with specifications, etc (e.g. quality control charts, etc) that you have collected*

- *records of individual and team work output or production records, production/operational reports that you have prepared, etc*

- *Notes, reports, recommendations to managers or other records of problems or critical incidents and action you have taken in relation to supplied materials; equipment, vehicles or facilities; product/service quality; health, safety or security; customers; or team members' work performance (including issues requiring disciplinary action, and training or coaching activity you have undertaken)*

- *Notes, emails, memos or other records of formal or informal feedback or performance appraisal of team members*

- *Personal statement (reflections on your own role in dealing with problems or critical incidents affecting the team and its performance, and how you encourage the team and individual members to work to the best of their ability to achieve or exceed targets for quality and quantity of products or services)*

- *Witness statements (comments on your own role in dealing with problems or critical incidents affecting the team and its performance, and how you encourage the team and individual members to work to the best of their ability to achieve or exceed targets for quality and quantity of products or services)*

Unit No: E.17

Unit Title: Monitor and evaluate the quality of service provided to your customers by external suppliers

Unit Summary: This unit involves monitoring the service provided by external suppliers your store places customer orders with. This involves checking the progress of orders, keeping customers informed and getting customer feedback about the service provided. The unit is also about using customer feedback to decide how the service provided by external suppliers could be improved and encouraging suppliers to make improvements.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

It is highly unlikely that this unit will be able to be observed therefore the evidence generated will come from professional discussion supported by significant activity and testimony from an Expert Witness to confirm the candidate's competence

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Unit No: E.18

Unit Title: Monitor and maintain health and safety in a retail environment

Unit Summary: This unit is about your responsibility for helping to monitor and safeguard health and safety in your store. Firstly, it involves carrying out day-to-day monitoring, specific regular checks and planned assessments. You need to keep written records of the health and safety assessments you carry out. You also need to train staff to help protect health and safety.

Secondly, the unit is about taking charge of accidents and emergencies. 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.

Unit Assessment: General Unit - Awarding body own phraseology

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

This unit can be achieved in isolation of other units. However evidence for this unit will be generated holistically whilst the candidate is working towards competence in their selected units for the qualification

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Unit No: E.19

Unit Title: Work effectively in your retail team

Unit Summary: For the purposes of this unit, the 'team' could be just you and your manager. This unit is about two aspects of being an effective team member. The first is about working with colleagues to achieve results together. It is about managing your time effectively and getting along with colleagues in the workplace.

Secondly, the unit is about your responsibility for learning new information and tasks at work, with the help and guidance of your manager or trainer. You need to follow your training programme and work out by trial and error which ways of learning and remembering tend to work best for you.

Unit Assessment: Mandatory Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

This unit can be achieved in isolation of other units. However evidence for this unit will be generated holistically whilst the candidate is working towards competence in their selected units for the qualification

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Unit No: E.20

Unit Title: Prepare newspapers and magazines for return to the merchandiser

Unit Summary: This unit is about your role in ensuring that unsold newspapers and magazines are returned to the merchandiser so that your store can receive the credit owed for unsold items. You need to pick out returns using the information you are given, and follow procedures for preparing returns and putting them in the right place ready for collection at the agreed time. You also need to complete the necessary paperwork, and deal with missed returns and returns which aren't collected.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: E.21

Unit Title: Monitor and support secure till use during trading hours

Unit Summary: This unit is about your responsibility for maintaining the secure use of the till during trading hours.

The unit refers to a single till and service area, but you should take this to mean all the tills and service areas you are responsible for at any one time.

You contribute to keeping cash, staff and data secure, both by monitoring the service area and carrying out transactions and adjustments within the limits of your authority. You do this during trading hours, so you need to ensure that customers are not kept waiting any longer than necessary and that you project a positive image of your company at all times.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Unit No: E.22

Unit Title: Check the accuracy of records of hours worked in a retail store

Unit Summary: This unit is about your responsibility for checking the accuracy of records of hours worked by colleagues in your store. Colleagues must receive the pay that is due to them, and your role is to help to ensure that this happens. You do this firstly by checking the records of hours worked and noticing and querying anything unusual or which seems to be incorrect. You then process the data, check it carefully in case mistakes have been made during processing, and then pass the data on to those who need it. You also need to respond to colleagues' queries, remembering always to treat colleagues as internal 'customers', and to respect confidentiality.

Unit Assessment: General Unit - Awarding body own phraseology

Specific Evidence Requirement: Simulation is not allowed for any performance evidence within this Unit

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Section 3: Qualifications covered by these Evidence Requirements

SVQ 1 Retail Skills at SCQF Level 4

SVQ 2 Retail Skills at SCQF Level 5

SVQ 3 Retail (Sales Professional) at SCQF Level 6

SVQ 3 Retail (Visual Merchandising) at SCQF Level 6

SVQ 3 Retail (Management) at SCQF Level 6

Section 4: List of Units for which simulated activities are permitted

Unit number	Unit title
B.01	Move goods and materials manually in a retail environment
B.02	Keep stock at required levels in a retail environment
B.23	Receive driver-controlled deliveries of fuel on a petrol forecourt
B.24	Control deliveries of motor fuel on a forecourt
C.01	Wrap and pack goods for customers in a retail environment
C.39	Process the self-service dispensing and purchase of motor fuel on a forecourt
E.01	Help to keep the retail unit secure
E.02	Help to maintain health and safety in a retail environment
E.03	Work effectively in your retail team
E.04	Keep the retail environment clean and hygienic (non-food)
E.06	Help to maintain health and safety in a retail environment
E.07	Help to keep the retail unit secure
E.11	Help to monitor and maintain the security of the retail unit
E.18	Monitor and maintain health and safety in a retail environment

Section 5: 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
B.10	Process bake-off products for sale in a retail environment
B.12	Process greengrocery products for sale in a retail environment
B.13	Finish meat products by hand in a retail environment
B.20	Contribute to food safety in a retail environment
B.21	Maintain food safety while working with food in a retail environment
B.22	Monitor and help improve food safety in a retail environment
B.23	Receive driver-controlled deliveries of fuel on a petrol forecourt
B.24	Control deliveries of motor fuel on a forecourt
B.31	Hand-process fish in a retail environment
B.32	Contribute to the control and efficiency of dough production in a retail environment
B.33	Select, weigh and measure bakery ingredients (Improve)
B.34	Hand divide, mould and shape fermented doughs (Improve)
C.09	Process payments and credit applications for purchases in a retail environment
C.10	Process cash and credit transactions in a retail environment
C.11	Assemble retail products in customer's home/workplace
C.12	Promote loyalty schemes to customers in a retail environment
C.15	Enable customers to apply for credit and hire purchase facilities
C.17	Provide the lingerie fitting service in a retail environment
C.18	Follow guidelines for planning and preparing visual merchandising displays
C.19	Follow guidelines for dressing visual merchandising displays
C.20	Order graphic materials for visual merchandising displays
C.21	Dismantle and store visual merchandising displays
C.22	Make props for visual merchandising displays
C.23	Put visual merchandising displays together

Unit number	Unit title
C.24	Choose merchandise to feature in visual merchandising displays
C.25	Plan, monitor and control how graphics are used in visual merchandising displays
C.26	Monitor the effect of visual merchandising displays and layouts
C.27	Allocate, monitor and control visual merchandising project resources against budgets
C.28	Contribute to developing and putting into practice the company's visual merchandising policy
C.29	Create plans, elevations and drawings to realise visual merchandising ideas
C.30	Develop individual retail service opportunities
C.31	Provide a personalised sales and after-sales service to your retail clients
C.35	Promote beauty products to retail customers
C.37	Help customers to buy National Lottery products in a retail environment
C.38	Assist customers to obtain appropriate insurance
C.39	Process the self-service dispensing and purchase of motor fuel on a forecourt
C.40	Establish customer needs and provide advice regarding tiling products
C.41	Advise customers upon measuring and planning for the fixing of tiles
C.42	Advise customers upon the fixing of tiles
C.43	Maintain a display of cut flowers in a retail store
C.45	Help customers to choose alcoholic beverages in a retail store
C.47	Promote the store's credit card to customers
C.52	Help customers to apply for the store's credit card and associated insurance products
C.54	Help customers to choose delicatessen products in a retail outlet
C.55	Portion delicatessen products in a retail outlet to meet individual customers' requirements
C.58	Provide a counter/takeaway service (People 1st)
E.12	Plan, monitor and adjust staffing levels and schedules in a retail environment

Annexe D: Glossary of terms

This section provides explanations and definitions of the key words used in these SVQs. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Advisor	a person who carries out, either singly or in combination, the functions of advising a candidate, collecting evidence of his or her competence on behalf of the assessor and authenticating the work candidates have undertaken. An advisor might also provide witness testimony.
Assessment	the process of generating and collecting evidence of a candidate's performance and judging that evidence against defined criteria.