Edexcel BTEC Level 2 and Level 3 Award, Certificate, Diploma in Retail Knowledge (QCF)

Specification

BTEC specialist qualifications

For first teaching September 2010
Issue 4

Pearson Education Ltd is one of the UK's largest awarding organisations, offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning, both in the UK and internationally. Qualifications offered include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications, ranging from Entry Level to BTEC Higher National Diplomas. Pearson Education Ltd administers BTEC qualifications.

Through initiatives such as onscreen marking and administration, Pearson is leading the way in using technology to modernise educational assessment, and to support teachers and learners.

This specification is Issue 4. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

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

BTEC Specialist qualification titles covered by this specification

Edexcel BTEC Level 2 Award in Retail Knowledge (QCF)

Edexcel BTEC Level 2 Certificate in Retail Knowledge (QCF)

Edexcel BTEC Level 2 Diploma in Retail Knowledge (QCF)

Edexcel BTEC Level 3 Award in Retail Knowledge (QCF)

Edexcel BTEC Level 3 Certificate in Retail Knowledge (QCF)

Edexcel BTEC Level 3 Diploma in Retail Knowledge (QCF)

These qualifications have been accredited to the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website www.education.gov.uk/. The QCF Qualifications Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The Qualification Accreditation Numbers for the qualifications in this publication are:

Edexcel BTEC Level 2 Award in Retail Knowledge (QCF)	500/7339/4
Edexcel BTEC Level 2 Certificate in Retail Knowledge (QCF)	500/7363/1
Edexcel BTEC Level 2 Diploma in Retail Knowledge (QCF)	500/7362/X
Edexcel BTEC Level 3 Award in Retail Knowledge (QCF)	500/7316/3
Edexcel BTEC Level 3 Certificate in Retail Knowledge (QCF)	500/7312/6
Edexcel BTEC Level 3 Diploma in Retail Knowledge (QCF)	500/7313/8

These qualification titles will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

This qualification is accredited by Ofqual as being part of the Apprenticeship Framework.

Welcome to BTEC Level 2 and Level 3 in Retail Knowledge (QCF)

We are delighted to introduce our new qualifications, which will be available for teaching from September 2010. These qualifications have been revised and conform with the requirements of the new QCF (Qualifications and Credit Framework).

Focusing on the BTEC Level 2 and Level 3 in Retail Knowledge (QCF)

This qualification comprises QCF credit-rated units developed by Skillsmart Retail, the sector skills council for the retail sector. The qualification is designed for those wishing to gain knowledge and understanding in the retail sector with a specialist focus on beauty retailing and beauty products including skin care, perfumery, cosmetic and nail care products.

For the Level 2 Award learners can progress on to the BTEC Level 2 Certificate or Diploma in Retail Knowledge (QCF). Learners can also progress on to the BTEC Level 3 Award, Certificate or Diploma in Retail Knowledge (QCF) or the Level 3 NVQ in Retail Skills. For the Level 2 Certificate, learners can progress on to the BTEC Level 2 Diploma in Retail Knowledge (QCF).

Learners can also progress on to the BTEC Level 3 Certificate or Diploma in Retail Knowledge (QCF) or the Level 3 NVQ in Retail Skills. For the Level 2 Diploma learners can progress on to the BTEC Level 3 Certificate or Diploma in Retail Knowledge (QCF) or the Level 3 NVQ in Retail Skills.

For the Level 3 Award learners can progress on to the Edexcel BTEC Level 3 Certificate or Diploma in Retail Knowledge (QCF) or the Level 3 NVQ in Retail Skills, specialising in visual merchandising, management or sales. Learners may wish to progress on to suitable qualifications in areas such as management and team leading.

For the Level 3 Certificate, learners can progress on to the Edexcel BTEC Level 3 Diploma in Retail Knowledge (QCF) or the Level 3 Retail Skills, specialising in visual merchandising, management or sales. Learners may wish to progress on to suitable qualifications in areas such as management and team leading.

For the Level 3 Diploma, learners can progress on to the Level 3 NVQ in Retail Skills, specialising in visual merchandising, management or sales. Learners may wish to progress on to suitable qualifications in areas such as management and team leading.

Straightforward to implement, teach and assess

Implementing BTECs couldn't be simpler. They are designed to fit in to your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment guidance makes grading levels of learner attainment clear-cut.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet **employer and student needs - in this case the Skillsmart Retail SSC**. Many industry and professional bodies offer successful BTEC learners exemptions for their own accredited qualifications.

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other vocational qualifications

- information on rules of combination, structure and quality assurance, so you can deliver the qualification with confidence

- explanations of the content's relationship with the learning outcomes and all you need to know about possible approaches to delivery

- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

Contents

Further information   311

Useful publications   311

What are BTEC Level 2 and 3 Specialist qualifications?

BTEC Specialist qualifications are qualifications from Entry Level to Level 8 in the Qualifications and Credit Framework (QCF) designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Specialist qualifications provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC Specialist qualifications are recognised as knowledge-based qualifications and form part of the Apprenticeship Framework.

On successful completion of a BTEC Specialist qualification, learners can progress to or within employment and/or continue their study in the same, or related vocational area.

The QCF is a framework which awards credit for qualifications and units. It aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualifications in the QCF:

- Award (1 to 12 credits)

- Certificate (13 to 36 credits)

- Diploma (37 credits and above).

Every unit and qualification in the framework will have a credit value.

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

The credit value of a unit is based on:

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

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

The credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Edexcel BTEC Level 2 Certificate

The Edexcel BTEC Level 2 Certificate offers an engaging programme for those who are clear about the vocational area they want to learn more about. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners the Edexcel BTEC Level 2 Certificate can extend their knowledge and understanding of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

Key features of the Edexcel BTEC Level 2 and 3 in Retail Knowledge (QCF)

The Edexcel BTEC Level 2 and 3 in Retail Knowledge (QCF) have been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life

- achieve a nationally Level 2 or Level 3 vocationally-related qualification

- progress to employment in a particular vocational sector

- progress to related general and/or vocational qualifications.

National Occupational Standards

Where relevant, Edexcel BTEC Level 2 and 3 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Edexcel BTEC Level 2 and 3 (QCF) qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS in *Annexe C*.

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications within the QCF have a set of rules of combination.

Rules of combination for the Edexcel BTEC Level 2 and 3 qualifications

When combining units for an Edexcel BTEC Level 2 and 3 in Retail Knowledge (QCF) it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Edexcel BTEC Level 2 Award in Retail Knowledge (QCF)

1   Qualification credit value: a minimum of 9 credits

2   All credits must be achieved from the units listed in the qualification table

Edexcel BTEC Level 2 Certificate in Retail Knowledge (QCF)

1   Qualification credit value: a minimum of 14 credits

2   All credits must be achieved from the units listed in the qualification table

Edexcel BTEC Level 2 Diploma in Retail Knowledge (QCF)

1   Qualification credit value: a minimum of 37 credits

2   All credits must be achieved from the units listed in the qualification table

Edexcel BTEC Level 3 Award in Retail Knowledge (QCF)

1   Qualification credit value: a minimum of 5 credits

2   All credits must be achieved from the units listed in the qualification table

Edexcel BTEC Level 3 Certificate in Retail Knowledge (QCF)

1   Qualification credit value: a minimum of 16 credits

2   Minimum credit to be achieved at, or above, the level of the qualification: 14 credits

3   All credits must be achieved from the units listed in the qualification table

Edexcel BTEC Level 3 Diploma in Retail Knowledge (QCF)

1   Qualification credit value: a minimum of 37 credits

2   Minimum credit to be achieved at, or above, the level of the qualification: 29 credits

3   All credits must be achieved from the units listed in the qualification table

Edexcel BTEC Level 2 Award in Retail Knowledge (QCF)

Edexcel BTEC Level 2 Award in Retail Knowledge (QCF) is a 9 credit and 30 - 43 guided learning hour (GLH) qualification that consists of 2 credits from Group A plus optional units that provide for a combined total of 9 credits for the completed qualification. Learners may select units from any of the option groups.

Edexcel BTEC Level 2 Award in Retail Knowledge (QCF)			
Unit	**Group A units**	**Credit**	**Level**
1	Understanding Customer Service in the Retail Sector	3	2
2	Understanding the Retail Selling Process	2	2
3	Understanding how Individuals and Teams Contribute to the Effectiveness of a Retail Business	3	2
4	Understanding how a Retail Business Maintains Health and Safety On Its Premises	2	2
Unit	**Optional Units**		
5	Understanding Retail Consumer Law	2	2
6	Understanding Security and Loss Prevention in a Retail Business	2	2
7	Understanding the Handling of Customer Payments in a Retail Business	2	2
8	Understanding the Control, Receipt and Storage of Stock in a Retail Business	2	2
9	Understanding Visual Merchandising for Retail Business	4	2
38	Understand how to Approach Work-Based Projects within Retail Business	3	2
39	Underage Sales Prevention for Retail and Licensed Premises	1	2
Unit	**Equivalent Unit**		
40	The Principles of Food Safety for Retail	1	2

Edexcel BTEC Level 2 Certificate in Retail Knowledge (QCF)

The Edexcel BTEC Level 2 Certificate in Retail Knowledge (QCF) is a 14-credit and 93 - 113 guided learning hour (GLH) qualification that consists of 4 core units plus optional units that provide for a combined total of 14 credits for the completed qualification. Learners may select the four optional credits required from any of the option groups.

Edexcel BTEC Level 2 Certificate in Retail Knowledge (QCF)			
Unit	**Group A Core units**	**Credit**	**Level**
1	Understanding Customer Service in the Retail Sector	3	2
2	Understanding the Retail Selling Process	2	2
3	Understanding how Individuals and Teams Contribute to the Effectiveness of a Retail Business	3	2
4	Understanding how a Retail Business Maintains Health and Safety On Its Premises	2	2
Unit	**Optional Group B units**		
5	Understanding Retail Consumer Law	2	2
6	Understanding Security and Loss Prevention in a Retail Business	2	2
7	Understanding the Handling of Customer Payments in a Retail Business*	2	2
8	Understanding the Control, Receipt and Storage of Stock in a Retail Business*	2	2
9	Understanding Visual Merchandising For Retail Business	4	2
29	Understanding how the Smooth Operation of a Payment Point is Maintained*	3	3
31	Understanding the Management of Stock in a Retail Business*	3	3
33	Understanding how the Effectiveness of Store Operations can Be Improved	3	3
38	Understand how to Approach Work-Based Projects Within Retail Business	3	2
39	Underage Sales Prevention for Retail and Licensed Premises	1	2
40	The Principles of Food Safety for Retail	1	2
Unit	**Optional Group D – Fashion Retail**		
10	Understanding Fashion Retail Personal Shopping and Styling	3	2
11	Understanding Fashion Trends and Forecasting	3	2
12	Understanding the Fashion Retail Market	3	2

Unit	Optional Group E – Beauty		
13	Understanding the Evolution of Beauty Retailing	3	2
14	Understanding the Retail Sale of Skin Care Products	3	2
15	Understanding the Retail Sale of Perfumery Products	3	2
16	Understanding the Retail Sale of Cosmetics	3	2
17	Understanding the Retail Sale of Nail Care Products	3	2
18	Understanding the Retail Sale of Beauty Products	3	2
Unit	**Optional Group F – Grocery and Newspapers**		
19	Understanding the Storage, Monitoring and Replenishment of Fresh Produce in a Retail Outlet	2	2
20	Understanding the Storage, Monitoring and Replenishment of Chilled Food Items in a Retail Outlet	2	2
21	Understanding how Retailers Sell National Lottery Products and Services	2	2
22	Understanding the Features of Different Types of Alcoholic Beverages Sold in Retail Outlets	4	2
23	Understanding how Retailers Operate Home Delivery Services For Newspapers and Magazines	4	3
24	Understanding how Stocks of Newspapers and Magazines are Controlled in Retail Outlets	2	2
Unit	**Optional Group G – Garden Retail**		
25	Understanding Plant Nomenclature, Terminology and Identification	5	2
34	Understanding the Control of Pests and Diseases which may Affect Plants in a Retail Outlet	3	3
35	Understanding the Nature, Uses and Importance of Product Information in a Retail Outlet Selling Gardening Products	3	3
36	Understanding the Management of Delivery of Plants Into a Retail Business	3	3
37	Understanding how the Growth and Development of Plants is Promoted and Monitored in a Retail Outlet	4	3

*Please refer below for further details on the unit barrings:

Barred Combinations

The following units are barred combinations:

Unit 7 cannot be taken if Unit 29 is chosen

Unit 31 cannot be taken if Unit 8 is chosen

Unit 29 cannot be taken if Unit 7 is chosen

Unit 8 cannot be taken if Unit 31 is chosen

BA031215 – Specification – Edexcel BTEC Level 2 and Level 3 Award, Certificate and Diploma in Retail Knowledge (QCF) – Issue 4 – March 2012 © Pearson Education Limited 2012

Edexcel BTEC Level 2 Diploma in Retail Knowledge (QCF)

The Edexcel BTEC Level 2 Diploma in Retail Knowledge (QCF) is a 37-credit and 270 - 342 guided learning hour (GLH) qualification that consists of 4 core units plus optional units that provide for a combined total of 37 credits for the completed qualification. Learners may select the 27 optional credits required from any of the option groups.

Edexcel BTEC Level 2 Diploma in Retail Knowledge (QCF)			
Unit	**Group A Core units**	**Credit**	**Level**
1	Understanding Customer Service in the Retail Sector	3	2
2	Understanding the Retail Selling Process	2	2
3	Understanding how Individuals and Teams Contribute to the Effectiveness of a Retail Business	3	2
4	Understanding how a Retail Business Maintains Health and Safety on Its Premises	2	2
Unit	**Optional Group B units**		
5	Understanding Retail Consumer Law	2	2
6	Understanding Security and Loss Prevention in a Retail Business	2	2
7	Understanding the Handling of Customer Payments in a Retail Business*	2	2
8	Understanding the Control, Receipt and Storage of Stock in a Retail Business*	2	2
9	Understanding Visual Merchandising For Retail Business	4	2
29	Understanding how the Smooth Operation of a Payment Point is Maintained*	3	3
31	Understanding the Management of Stock in a Retail Business*	3	3
33	Understanding how the Effectiveness of Store Operations can be Improved	3	3
38	Understand how to Approach Work-Based Projects Within Retail Business	3	2
39	Underage Sales Prevention for Retail and Licensed Premises	1	2
40	The Principles of Food Safety for Retail	1	2
Unit	**Optional Group D – Fashion Retail**		
10	Understanding Fashion Retail Personal Shopping and Styling	3	2
11	Understanding Fashion Trends and Forecasting	3	2
12	Understanding the Fashion Retail Market	3	2

Unit	Optional Group E – Beauty		
13	Understanding the Evolution of Beauty Retailing	3	2
14	Understanding the Retail Sale of Skin Care Products	3	2
15	Understanding the Retail Sale of Perfumery Products	3	2
16	Understanding the Retail Sale of Cosmetics	3	2
17	Understanding the Retail Sale of Nail Care Products	3	2
18	Understanding the Retail Sale of Beauty Products	3	2
Unit	**Optional Group F – Grocery and Newspapers**		
19	Understanding the Storage, Monitoring and Replenishment of Fresh Produce in a Retail Outlet	2	2
20	Understanding the Storage, Monitoring and Replenishment of Chilled Food Items in a Retail Outlet	2	2
21	Understanding how Retailers Sell National Lottery Products and Services	2	2
22	Understanding the Features of Different Types of Alcoholic Beverages Sold in Retail Outlets	4	2
23	Understanding how Retailers Operate Home Delivery Services For Newspapers and Magazines	4	3
24	Understanding how Stocks of Newspapers and Magazines Are Controlled in Retail Outlets	2	2
Unit	**Optional Group G – Garden Retail**		
25	Understanding Plant Nomenclature, Terminology and Identification	5	2
34	Understanding the Control of Pests and Diseases Which may Affect Plants in a Retail Outlet	3	3
35	Understanding the Nature, Uses and Importance of Product Information in a Retail Outlet Selling Gardening Products	3	3
36	Understanding the Management of Delivery of Plants Into a Retail Business	3	3
37	Understanding how the Growth and Development of Plants Is Promoted and Monitored in a Retail Outlet	4	3

*Please refer below for further details on the unit barrings:

Barred Combinations

The following units are barred combinations:

Unit 7 cannot be taken if Unit 29 is chosen

Unit 31 cannot be taken if Unit 8 is chosen

Unit 29 cannot be taken if Unit 7 is chosen

Unit 8 cannot be taken if Unit 31 is chosen

Edexcel BTEC Level 3 Award in Retail Knowledge (QCF)

Edexcel BTEC Level 3 Award in Retail Knowledge (QCF) is a 5 credit and 30 - 43 guided learning hour (GLH) qualification that consists of optional units to a total of 5 credits for the completed qualification. Learners may select units from any of the option groups.

Edexcel BTEC Level 3 Award in Retail Knowledge (QCF)			
Unit	**Optional Group A – Generic units**	**Credit**	**Level**
26	Understanding Customer Service in the Retail Sector	2	3
27	Understanding the Management of Risks to Health and Safety On the Premises of a Retail Business	2	3
28	Understanding Security and Loss Prevention in a Retail Business	3	3
29	Understanding how the Smooth Operation of a Payment Point is Maintained	3	3
30	Understanding the Retail Selling Process	2	3
31	Understanding the Management of Stock in a Retail Business	3	3
32	Understanding the Development of Personal and Team Effectiveness in a Retail Business	4	3
33	Understanding how the Effectiveness of Store Operations can be Improved	3	3
Unit	**Optional Group B – Garden Retail**		
34	Understanding the Control of Pests and Diseases which may Affect Plants in a Retail Outlet	3	3
35	Understanding the Nature, Uses and Importance of Product Information in a Retail Outlet Selling Gardening Products	3	3
36	Understanding the Management of Delivery of Plants into a Retail Business	3	3
37	Understanding how the Growth and Development of Plants is Promoted and Monitored in a Retail Outlet	4	3
Unit	**Optional Group C – Grocery and Newspapers**		
23	Understanding how Retailers Operate Home Delivery Services for Newspapers and Magazines	4	3

Edexcel BTEC Level 3 Certificate in Retail Knowledge (QCF)

The Edexcel BTEC Level 3 Certificate in Retail Knowledge (QCF) is a 16-credit and 106-130 guided learning hour (GLH) qualification that consists of 4 core units plus optional units that provide for a combined total of 16 credits for the completed qualification. Learners may select the 6 optional credits required from any of the option groups, but a minimum of 4 credits must be at Level 3.

Edexcel BTEC Level 3 Certificate in Retail Knowledge (QCF)			
Unit	**Mandatory Group A - Generic units**	**Credit**	**Level**
26	Understanding Customer Service in the Retail Sector	2	3
27	Understanding the Management of Risks To Health and Safety On the Premises of a Retail Business	2	3
30	Understanding the Retail Selling Process	2	3
32	Understanding the Development of Personal and Team Effectiveness in a Retail Business	4	3
Unit	**Optional Group A2 – Generic units**		
28	Understanding Security and Loss Prevention in a Retail Business	3	3
29	Understanding how the Smooth Operation of a Payment Point is Maintained	3	3
31	Understanding the Management of Stock in a Retail Business	3	3
33	Understanding how the Effectiveness of Store Operations Can Be Improved	3	3
Unit	**Optional Group B – Garden Retail**		
34	Understanding the Control of Pests and Diseases which may Affect Plants in a Retail Outlet	3	3
35	Understanding the Nature, Uses and Importance of Product Information in a Retail Outlet Selling Gardening Products	3	3
36	Understanding the Management of Delivery of Plants into a Retail Business	3	3
37	Understanding how the Growth and Development of Plants is Promoted and Monitored in a Retail Outlet	4	3
Unit	**Optional Group C – Grocery and Newspapers**		
23	Understanding how Retailers Operate Home Delivery Services for Newspapers and Magazines	4	3

Unit	Level 2 Optional units Group D – Fashion Retail		
10	Understanding Fashion Retail Personal Shopping and Styling	3	2
11	Understanding Fashion Trends and Forecasting	3	2
12	Understanding the Fashion Retail Market	3	2
Unit	**Level 2 Optional units Group E – Beauty**		
13	Understanding the Evolution of Beauty Retailing	3	2
14	Understanding the Retail Sale of Skin Care Products	3	2
15	Understanding the Retail Sale of Perfumery Products	3	2
16	Understanding the Retail Sale of Cosmetics	3	2
17	Understanding the Retail Sale of Nail Care Products	3	2
18	Understanding the Retail Sale of Beauty Products	3	2
Unit	**Level 2 Optional units Group F – Grocery and Newspapers**		
19	Understanding the Storage, Monitoring and Replenishment of Fresh Produce in a Retail Outlet	2	2
20	Understanding the Storage, Monitoring and Replenishment of Chilled Food Items in a Retail Outlet	2	2
21	Understanding how Retailers Sell National Lottery Products and Services	2	2
22	Understanding the Features of Different Types of Alcoholic Beverages Sold in Retail Outlets	4	2
24	Understanding how Stocks of Newspapers and Magazines Are Controlled in Retail Outlets	2	2
Unit	**Level 2 Optional unit Group H – Underage sales**		
39	Underage Sales Prevention for Retail and Licensed Premises	1	2

Edexcel BTEC Level 3 Diploma in Retail Knowledge (QCF)

The Edexcel BTEC Level 3 Diploma in Retail Knowledge (QCF) is a 37 credit and 249-280 guided learning hour (GLH) qualification that consists of 8 mandatory units optional units that provide for a combined total of 37 credits. Learners may select the 15 optional credits required from any of the option groups, but a minimum of 7 credits must be at Level 3.

Edexcel BTEC Level 3 Diploma in Retail Knowledge (QCF)			
Unit	**Mandatory Group A – Generic units**	**Credit**	**Level**
26	Understanding Customer Service in the Retail Sector	2	3
27	Understanding the Management of Risks To Health and Safety On the Premises of a Retail Business	2	3
28	Understanding Security and Loss Prevention in a Retail Business	3	3
29	Understanding how the Smooth Operation of a Payment Point is Maintained	3	3
30	Understanding the Retail Selling Process	2	3
31	Understanding the Management of Stock in a Retail Business	3	3
32	Understanding the Development of Personal and Team Effectiveness in a Retail Business	4	3
33	Understanding how the Effectiveness of Store Operations Can Be Improved	3	3
Unit	**Optional Group B – Garden Retail**		
34	Understanding the Control of Pests and Diseases Which May Affect Plants in a Retail Outlet	3	3
35	Understanding the Nature, Uses and Importance of Product Information in a Retail Outlet Selling Gardening Products	3	3
36	Understanding the Management of Delivery of Plants Into a Retail Business	3	3
37	Understanding how the Growth and Development of Plants is Promoted and Monitored in a Retail Outlet	4	3
Unit	**Optional Group C – Grocery and Newspapers**		
23	Understanding how Retailers Operate Home Delivery Services for Newspapers and Magazines	4	3
Unit	**Level 2 Optional units Group D – Fashion Retail**		
10	Understanding Fashion Retail Personal Shopping and Styling	3	2
11	Understanding Fashion Trends and Forecasting	3	2
12	Understanding the Fashion Retail Market	3	2

Unit	Level 2 Optional units Group E – Beauty		2
13	Understanding the Evolution of Beauty Retailing	3	2
14	Understanding the Retail Sale of Skin Care Products	3	2
15	Understanding the Retail Sale of Perfumery Products	3	2
16	Understanding the Retail Sale of Cosmetics	3	2
17	Understanding the Retail Sale of Nail Care Products	3	2
18	Understanding the Retail Sale of Beauty Products	3	2
Unit	Level 2 Optional units Group F – Grocery and Newspapers		2
19	Understanding the Storage, Monitoring and Replenishment of Fresh Produce in a Retail Outlet	2	2
20	Understanding the Storage, Monitoring and Replenishment of Chilled Food Items in a Retail Outlet	2	2
21	Understanding how Retailers Sell National Lottery Products and Services	2	2
22	Understanding the Features of Different Types of Alcoholic Beverages Sold in Retail Outlets	4	2
24	Understanding how Stocks of Newspapers and Magazines Are Controlled in Retail Outlets	2	2
Unit	Level 2 Optional units Group G – Garden Retail		2
25	Understanding Plant Nomenclature, Terminology and Identification	5	2
Unit	Level 2 Optional unit Group H – Underage sales		
39	Underage Sales Prevention for Retail and Licensed Premises	1	2

Assessment

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and

- achieve the learning outcomes.

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

Each unit within these qualifications have specified assessment criteria. Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade. To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

These qualifications have the option of being assessed through an onscreen Multiple Choice Question (MCQ) test for **specific** units, please see Annexe E, which is set and marked by Edexcel, an externally verified portfolio of evidence, or a combination of both. No other form of assessment is available for this qualification.

The qualification is criterion referenced, based on the achievement of all the specified learning outcomes.

Each of the units within the qualification has specified assessment criteria. The overall grading in this qualification is a pass, based upon the successful completion of the external assessment(s) or a portfolio of evidence or a combination of both.

External assessment using onscreen multiple choice questions assess all of the learning outcomes in the individual unit and meet the standard determined by the specified assessment criteria in the unit.

All of the content in each unit that is being assessed by onscreen multiple choice questions is mandatory. Therefore tutors must ensure that learners have covered all the content before sitting any external test.

Information relating to external assessments can be found in the *Centre Guidance for Tested Vocational Qualifications* which can be found on Edexcel website (www.edexcel.com).

Centres wishing to offer onscreen testing will need to apply for this as part of qualification approval.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and

- achieve the learning outcomes.

In these qualifications the following units can be externally assessed by online multiple choice questions:

Unit 1: Understanding Customer Service in the Retail Sector

Unit 2: Understanding the Retail Selling Process

Unit 3: Understanding how individuals and Teams Contribute to the Effectiveness of a Retail Business

Unit 4: Understanding How a Retail Business Maintains Health and Safety on Its Premises

Unit 5: Understanding Retail Consumer Law

Unit 6: Understanding Security and Loss Prevention in a Retail Business

Unit 7: Understanding the Handling of Customer Payments in a Retail Business

Unit 8: Understanding the Control, Receipt and Storage of Stock in a Retail Business

Unit 9: Understanding Visual Merchandising for Retail Business

Unit 26: Understanding Customer Service in the Retail Sector

Unit 27: Understanding the Management of Risks to Health and Safety on the Premises of a Retail Business

Unit 28: Understanding Security and Loss Prevention in a Retail Business

Unit 29: Understanding how the Smooth Operation of a Payment Point Is Maintained

Unit 30: Understanding the Retail Selling Process

Unit 31: Understanding the Management of Stock in a Retail Business

Unit 32: Understanding the Development of Personal and Team Effectiveness in a Retail Business

Unit 33: Understanding how the Effectiveness of Store Operations can be Improved

All assessments created by centres for the development of portfolio evidence should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, which may include performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignment briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

• current, ie to reflect the most recent developments and issues

• local, ie to reflect the employment context of the delivering centre

• flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In the Edexcel BTEC Level 2 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time

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

- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Edexcel BTEC Level 2 and Level 3 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering the Edexcel BTEC Level 2 and Level 3 must be committed to ensuring the quality of the units and qualifications they deliver.

The Edexcel quality assurance processes for these qualifications will depend on the method of assessment chosen by the centre.

Centre quality assurance and assessment is monitored and guaranteed by Edexcel through the quality review process.

For centres choosing to assess the qualification by a portfolio of evidence or a combination of a portfolio and on screen multiple choice tests the Edexcel quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications

- approval for the Edexcel BTEC Level 2 and Level 3qualifications and units

- **compulsory** Edexcel-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system

- quality review of the centre verification practice

- centre risk assessment by Edexcel of overarching processes and quality standards

- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

For centres using this qualification as a component of an Apprenticeship
the Edexcel quality-assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications

- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector

- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Handbook

Details of quality assurance for the Edexcel BTEC Level 2 and 3 Retail qualifications are set out in centre guidance which is published on our website (www.edexcel.com).

Programme design and delivery

Mode of delivery

Edexcel does not normally define the mode of delivery for Edexcel BTEC Level 2 and 3 Retail qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs

- accessing and using non-confidential data and documents from learners' workplaces

- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment

- linking with company-based/workplace training programmes

- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Edexcel BTEC Level 2 and 3 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Edexcel BTEC Level 2 and 3 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

All of the content in each externally assessed unit is mandatory. Therefore tutors must ensure that learners have covered all the content before sitting any external test.

Functional Skills

Edexcel Level 2 and 3 BTEC Specialist qualifications give learners opportunities to develop and apply Functional Skills. Functional skills are, however, not required to be achieved as part of the BTEC Specialist qualification(s) rules of combination. Functional skills are offered as stand alone qualifications.

Access and recruitment

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

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

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

- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Edexcel BTEC Level 2 qualifications in Retail Knowledge are accredited on the QCF for learners aged 14 and above.

The Edexcel BTEC Level 3 qualifications in Retail Knowledge are accredited on the QCF for learners aged 16 and above.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website (www.edexcel.com). This policy replaces the previous Edexcel policy (Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Unit format

All units in the Edexcel BTEC Level 2 and 3 Specialist qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

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

Unit code

Each unit is assigned a QCF unit code that appears with the unit title on the Register of Regulated Qualifications (formally NDAQ).

QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of practice multiple choice questions, assignments or homework where the learner is not present.

Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content

- Italicised subheading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised subheading

- Elements of content: the elements are in plain text and amplify the subheading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element

- Brackets contain amplification of content which must be covered in the delivery of the unit

- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.

- *Assessment* – gives amplification about the nature and type of multiple choice questions that learners need to answer in order to achieve the unit. This section should be read in conjunction with the defined learning outcomes and assessment criteria.

- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.

- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

Units

Unit 1: Understanding Customer Service in the Retail Sector

Unit code: M/502/5821

QCF Level 2: BTEC Specialist

Credit value: 3

Guided learning hours: 20

Unit aim

The purpose of this unit is to provide learners with the knowledge and understanding of retail customer service. It focuses on standards of customer service and covers how customer complaints and problems are resolved in retail businesses.

Unit introduction

The success of any retail business depends on having staff trained on product knowledge helping to develop skills and confidence to promote excellent customer service. This unit looks at the importance of the customer to the retail business, and the methods used to monitor, maintain and increase the level of customer satisfaction.

Learners will need to know how to promote customer service effectively, describing the key features of excellent service delivery as well as describing the methods used for dealing with customers face to face.

Learners are required to understand 'customer service standards' and how they link to company policies and procedures. Learners will understand the benefits of having a customer service policy and company guidelines in place.

Customer service is about offering customers what they want and when they want it. Learners will be able to identify dissatisfied customers who have a problem or complaint that can be resolved through excellent customer service practices. The use of listening skills, showing empathy and questioning skills will be gained.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the effect of customer service on retail business	1.1 describe the key features of excellent customer service
	1.2 describe how excellent customer service affects a retail business
	1.3 describe the key features of unsatisfactory customer service
	1.4 describe how unsatisfactory customer service affects a retail business
	1.5 describe the main methods used by retail businesses to maintain and increase customer loyalty
2 Understand how retail businesses find out about customers' needs and preferences	2.1 describe methods of approaching customers on the sales floor and the questioning and listening techniques for finding out what customers are looking for
	2.2 describe how customer feedback is collected and used to improve customer service
3 Understand the importance to the retail business of customer service standards, policies and procedures	3.1 explain the difference between customer service standards, customer service policies and customer service procedures
	3.2 describe the benefits to the customer of customer service standards, policies and procedures
	3.3 describe the benefits to retail businesses of customer service standards, policies and procedures
4 Understand how customer complaints and problems are resolved in a retail business	4.1 describe the main types of customer complaints and problems
	4.2 describe techniques for listening to customers expressing concerns about a product or service, and for reassuring customers that their concerns have been heard and understood
	4.3 describe the key stages in resolving complaints to the customers' satisfaction

Unit content

1 **Understand the effect of customer service on retail business**

Key Features of excellent customer service
Greeting; friendliness; positive body language; personal appearance and hygiene; product presentation; availability of products; clean and tidy display; signage; outside store appearance; use of appropriate language

Effects of excellent customer service
Customer satisfaction; customer spend; increased footfall; quicker queue times; sales increase; product promotion; customer loyalty; business growth

Key features of unsatisfactory customer service
Poor availability; unclean and untidy product displays; out of stock products; product deterioration; poor outside store appearance; weak display signage; unhelpful employees

Effects of unsatisfactory customer service
Reduced footfall; reduced sales; higher leakage and wastage; increased customer complaints; low employee morale; increased absence and lateness; lower profitability

Maintain and increase customer loyalty
Employee customer service training, mystery shopper programmes, product knowledge training, loyalty cards, product promotion campaigns

2 **Understand how retail businesses find out about customers' needs and preferences**

Methods of approaching customers
Eye contact; facial expressions; smile; open questions; probing questions; courtesy; building a rapport with customers; body language; listening – paying attention to what is said

Customer feedback collection
Questionnaires; surveys; comment cards; mystery shopper campaigns; customer service operation; returns counter

The use of customer feedback
Collated information; trends identified; suggestions considered; suggestions taken on board; changes made; employee briefing sessions; 'Thank You' notices to customers

3 **Understand the importance to a retail business of customer service standards, policies and procedures**

Customer service standards
Regarding timeliness; accuracy; quality; quantity; team and individual responsibilities; information on products; delivery times

Customer service policies
Guidelines to be followed; customer interaction; product requests; availability; refunds; returns and exchanges; queuing; complaints; employee training; customer behaviour tolerance

Customer service procedures
Employee responsibility levels; greeting and leaving; product requests; out of stock; refund; returns and exchanges; age restricted refusal sale; customer aggression; recording customer complaints; keeping customers informed

Benefits to the customer
Ease of access to information; increased availability; knowledgeable employees; questions answered satisfactory; waiting time reduced; friendly employees

Benefits to the retail business
Employee consistency; knowledgeable employees; measurable; mistakes quickly revised; improved servicing; satisfied customers; standards maintained; employee accountability; improved employee motivation; good media reputation

4 **Understand how customer complaints and problems are resolved in a retail business**

Main types of customer complaints
Long queues; faulty goods; poor service-employee behaviour; out of code; out of stock products; cleanliness of retail business; poor signage

Techniques for listening and reassuring customers
Eye contact; open questioning – probing questioning – to identify the problem; facial expressions – looking concerned and helpful; acknowledge problem; repeat customers words back; nodding; reassuring noises; face the customer

Key stages in resolving complaints
Show understanding; identify the problem; seek clarification throughout; ask what the customer requires; explain complaints procedure; explain the action to be taken and when; seek customer approval; check customer satisfaction; regularly update the customer on progress in dealing with complaint

Essential guidance for tutors

Delivery

The delivery of this unit should provide the learner with an understanding of how important customer service is to the success of a retail business.

Learners should be encouraged to interact with real customers and to gain knowledge and practice from their own experiences. This unit should be delivered with a learner who works in a realistic working environment.

Learners need to know and understand the importance of delivering excellent customer service within the retail environment. Attention should be given to knowledge gained working through each section so all learners will understand why they deliver the service they do and know how to interact with customers in any given situation.

The retail owner's or manager's perspective on the delivery of excellent customer service is key. Learners are encouraged to follow the policies and procedures in place to deliver this service. Learners should be encouraged to evaluate their experiences when dealing with customers.

Open learning - This unit could be delivered by distance learning. However, it would require planning by the store and assessor to ensure the sufficiency and authenticity of the learners' evidence.

Assessment by multiple choice questions

This unit can also be assessed by an onscreen test. Further information can be found on page (162).

Assessment by portfolio of evidence

Learning outcome 1: can be covered by the learner asking a number of store managers/management to describe their views on how customer service affects their retail business. The learner could prepare a list of set questions to ensure the consistency of questions. Learners should read a selection of magazine and newspaper articles to capture customer service issues and prepare a brief report on their findings. From the collected information, the learner must explain the key features required in providing good customer service, and explain how providing excellent customer service can benefit a retail business. They must also describe the features of poor customer service and explain the effect of this on a retail business. The main methods used by a retail business to maintain and increase customer loyalty must also be described.

Learning outcome 2: can take a similar form as learning outcome 1 by producing a further list of questions to ask a number of store managers and in this case, also asking sales assistants and supervisor level employees. Learners could also compile a customer questionnaire and ask customers before and after they shop. The evidence the learner must present should include a description of the methods used to deal with customer service issues, and a description of how customer feedback is collected and used to improve customer service in the future.

Learning outcome 3: can be covered by the learner gaining access to company standards, policies and procedures documentation. The evidence submitted for assessment should include an explanation of the difference between customer service standards, policies and procedures. The learner must also explain the benefits of these standards, policies and procedures to both the retail outlet and the customer.

Learning outcome 4: Can be covered by the learner visiting one or more customer service desk operations in local stores. The learner should prepare a list of set questions to ensure consistency of questioning and ask several customer service desk assistants. If acceptable, the learner would benefit from observing how customers are dealt with and recording the outcomes. The evidence submitted for assessment should include a description of the main types of customer service issues and complaints, a description of the techniques used to deal with customer service issues, and the key stages involved in resolving a customer service complaint

Indicative reading for learners

Journals

The Convenience Store Magazine

Drapers

The Grocer

Retail Weekly

Customer First – Institute of Customer Service

Books

Cox R and Brittain P – *Retail: An introduction*

Bacal R – *Perfect Phrases for Customer Service* (McGraw-Hill Education, 2004) ISBN 007144453X

Bacal R – *Perfect Phrases for Customer Service* (McGraw Hill Professional, 2005) ISBN-10: 007144453X

Bradley S – *S/NVQ level 2 Customer Service – 2nd edition* (Heinemann 2007) ISBN 978043546592

Brittain P and Cox R – *Retailing: An Introduction* (Pearson Higher Education FT Prentice Hall, 2004) ISBN 0273678191

Ford L – *Exceptional Customer Service*

Freemantle D – *The Buzz 50 Little Things That Make a Big Difference to Serve Your Customers* (Nicholas Bentley Publishing, 2004) ISBN 1857883470

Leland K and Bailey K – *Customer Service for Dummies* (John Wiley & Sons, 2006) ISBN-10: 0471768693

McManus S – *Customer Service Pocketbook*

Websites

http://www.businessballs.com/customer_service.htm A range of information on customer service

www.instituteofcustomerservice.com

www.skillmsmart.org

Unit 2: Understanding the Retail Selling Process

Unit code: A/502/5806

QCF Level 2: BTEC Specialist

Credit value: 2

Guided learning hours: 15

Unit aim

The purpose of this unit is to provide learners with the knowledge and understanding of the retail selling process. It focuses on the techniques used for identifying and meeting the needs of customers in retail businesses.

Unit introduction

The success of any retail business depends on having skilled staff who understand the retail selling process, have the knowledge to promote sales and an understanding of the techniques available.

Learners will become familiar with and understand the concept behind the *5 steps* selling model. Continuous improvement will allow them to guide customers through the selling process, ensuring customer needs are addressed and a sale is completed.

Building relationships is one of the most important aspects when dealing with potential customers and gaining a sale. Communication techniques within the retail sales process is a skill that can be used to the advantage of the learner. Being able to effectively communicate within a sales environment will enable them to provide a customer with information, answers to questions and an influence as to whether or not the product or service is what the customer intends to purchase.

Learners will have the knowledge and understanding of the link products available, how to encourage more product sales per customer and how to promote additional products to customers with confidence.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the five steps of the selling model	1.1 outline the five steps of the selling model
	1.2 explain why an effective rapport needs to be created with customers
	1.3 explain the importance of effective questioning to the sales process
	1.4 explain how linking benefits to product features helps to promote sales
	1.5 explain why products must be matched to customers' needs
	1.6 explain the importance of closing the sale
2 Understand how questions are used to identify customers' needs	2.1 define 'open' and 'closed' questions and state the purpose of each in the selling process
	2.2 define what is meant by 'probing' questions and state the purpose of these in the selling process
	2.3 identify questions which can be used to establish sales opportunities
3 Understand the benefits and uses of product knowledge	3.1 explain how comprehensive and up-to-date product knowledge can be used to promote sales
	3.2 describe how the features and benefits of products can be identified and matched to customers' needs
	3.3 describe a range of methods for keeping product knowledge up-to-date
4 Understand how sales are closed	4.1 state what is meant by a 'buying signal' and describe the main buying signals the salesperson needs to look for
	4.2 describe the main ways of closing sales

Unit content

1 **Understand the five steps of the selling model**

Outline the five steps
approach customer and build rapport; establish what they require; find the right product and sell the benefits; look for buying signals and action them; close the sale

Effective rapport with customers
first impressions count; gain trust and confidence; relaxed customer; increased sales opportunities; adapting style to complement customer style; customer becomes more open; making it easier to explain their needs; recognising buying signals and knowing the right time to close the sale; creating an enthusiasm and desire to purchase

Importance of effective questioning
understanding customers' wants and needs; gain accurate information; select appropriate products; eliminate unsuitable products; establish price parameters; colour; style and size; customer satisfaction

Linking benefits to product features
meet customer needs; meet customer expectations; influencing the decision to purchase

Matching products to customers' needs
meeting expectations; gain customer trust; purchases made; reduced product returns; increased customer loyalty; customer satisfaction

Importance of closing a sale
increased retail sales; increased impulse purchases by customer; improved stock rotation; reaching sales targets; increasing customer base; increasing market share

2 **Understand how questions are used to identify customers' needs**

'Open' questions and their purpose
invites a wider response; clearer explanation; customer able to respond positively; in their own words; establishes customers' needs; begins a discussion; helps build rapport

'Closed' questions and their purpose
invites yes or no responses; steer conversation towards the desired outcome

'Probing' questions and their purpose
establish facts and details; understand needs; establish appropriate products; recommend suitable products; ensures a sale; establish likes and dislikes; establish budget considerations/restrictions

Questions used to establish sales opportunities
who is the product for? why is the product desired? where will it be used? when is it required? what is the price? is it a luxury or essential item?

3 **Understand the benefits and uses of product knowledge**

Comprehensive product knowledge
questions answered; overcome objections; meeting expectations; guidance;
expert status; advice; seen as helpful; reassuring for customer; salesperson
is confident and relaxed; can suggest alternatives

Features and benefits
establish customer needs; identify specific features and benefits to needs;
use of probing questions; establish key features and benefits; explain and
demonstrate product; increased desirability

Up-to-date product knowledge
manufacturer information; sales literature; trade magazines; websites;
consumer and marketing brochures; consumer reviews; consumer testing;
training sessions; familiarity through use of product

4 **Understand how sales are closed**

Buying signals
customer is ready to purchase

Main buying signals
verbal: specific questions; clarifying details; technical or product-specific
questions; is product in stock; seeking approval from others

non-verbal: looking for help; spending a long time looking at one product;
handling products; reaching for a purse or wallet

Main ways of closing sale
ask the customer whether they would like to purchase; how they will pay;
offer accessories; offer enhancements; offer incentives

Essential guidance for tutors

Delivery

This unit should be delivered so that it gives learners an understanding of how important the retail selling process is to a successful retail business. Learners could be given the opportunity to interact with a wide range of customers to begin to establish their unique selling skills.

Learners could benefit from shadowing experienced sales professionals and observing the methods used to follow the five steps of selling. Learners could reflect upon the different selling styles used by others and take time to construct their own style.

Learners could make time to familiarise themselves with product information to identify the important features and benefits of each product. Developing a keenness to understand products, how they work, their uses and likely desirable features must be encouraged by tutors.

Learners could seek out opportunities to lead the sales process to fine tune their style with a more experienced colleague in attendance. They could watch television sales programmes and shopping channels and read newspaper and magazines advertisements to help them understand how products are promoted.

Assessment

This unit may be assessed either by a multiple choice question paper or portfolio of evidence.

Assessment guidance for learners providing evidence through a portfolio

Learning outcome 1: can be covered by the learner observing experienced sales colleagues and by visiting similar and different retail stores to observe other sales people. Learners could make notes to highlight key areas of skill delivery, including how this was approached and delivered. The reading of sales technique literature and books is recommended, along with attendance at suitable training courses if available. Role-play activity can act as positive encouragement and learners should take time to reflect on their performance and make recommendations for future experience. From the collected information, learners must ensure that the provide evidence that demonstrates that they understand all six assessment criteria.

Learning outcome 2: can take the form of reading essential literature and books on the subject to understand the terms 'open', 'closed' and 'probing' questions. Learners could identify appropriate questions, write them down in a learning log and then practise with colleagues. Testing can take the form of identifying appropriate selling opportunities and asking the learner to choose the most relevant questions to ask. The evidence the learner must present should include a definition of 'open' 'closed' and 'probing' questions and their purpose in the selling process. Learners must also demonstrate that they know the types of questions that can be used to establish sales opportunities. This assessment may take the form of a role play, but tutors must ensure that evidence is provided showing that the learner has demonstrated their understanding of assessment criteria 2.1, 2.2 and 2.3.

Learning outcome 3: can be covered by learners explaining where product information is kept, how it is maintained and communicated to colleagues. A role-play activity should be arranged to enable the learner to demonstrate their skills by explaining how a product works, its features and its benefits. Learner should be asked to explain the notes they have taken when observing others. The evidence submitted for assessment should include an explanation of how comprehensive product knowledge can promote sales. Learners must also explain the methods retailers use to ensure that employees keep their product knowledge up to date. Role-play assessment can be used to show a learner's ability to describe product features and benefits to a potential customer, and to match a product to a customer's needs. Role-play assessment must be recorded on an observation sheet and signed by the tutor or work placement tutor.

Learning outcome 4: can take the form of a list prepared by the learner to explain the main buying signals and how they are recognised. The learner could show and explain how a sale is closed from the notes they have taken while observing others.

Indicative reading for learners

Books

Cox R and Brittain P – *Retailing: An Introduction* (Financial Times/Prentice Hall, 2004) ISBN 0273678191

Dion J – *The Complete Idiot's Guide to Starting and Running a Retail Store* (Alpha Books, 2008) ISBN 1592577261

Fleming P – *Retail Selling: How to Achieve Maximum Retail Sales* (Mercury Business Books, 2007) ISBN 1852525541

Hammond R – *Smart Retail: Turn your store into a sales phenomenon* (Prentice Hall, 2003) ISBN 0273675214

Segal R – *Retail Business Kit for Dummies* (John Wiley and Sons, 2001) ISBN 076455381X

Magazines and journals

Customer First

Drapers

Retail Weekly

The Grocer

Websites

www.drapersonline.com

www.retail-week.com

www.skillsmartretail.com/sr/default.aspx

www.theretailbulletin.com

Unit 3: Understanding how Individuals and Teams Contribute to the Effectiveness of a Retail Business

Unit code: J/502/5789

QCF Level 2: BTEC Specialist

Credit value: 3

Guided learning hours: 22

Unit aim

This unit provides the learner with the knowledge and understanding of how to monitor their own performance and develop them to achieve higher standards. It focuses on how working as a team and using effective communication skills can maximise overall productivity. The unit also covers employment rights and responsibilities.

Unit introduction

This unit will give a clear and concise indication to the learner how a retail store will function daily, looking at the team performance, relationships and working environment.

Personal and professional development is all part of the learning process. This unit guides the learner through self-assessment, so they will be able to effectively identify strengths and weaknesses and proactively engage in their personal development through the use of training plans and other tools

Specific areas will be considered, including how to contribute to effective relationships when working in a team. Learners will understand what a contract of employment is and the importance having this contract in place. They will also understand the need for having an equality and diversity policy in place.

Effective teamwork means successfully communicating with colleagues, building relationships and striving together to succeed as a business, creating more opportunities for the learner and the team.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the employment rights and responsibilities of an employee and the employer	1.1 state the key requirements in a contract of employment in retail business
	1.2 state which organisations are able to help individuals in the cases of violation of employee rights
	1.3 state the key areas covered by 'equality' legislation
	1.4 state the purpose of laws that promote equality within the workplace
	1.5 define diversity in relation to promoting equality and diversity within the workplace
2 Understand the importance and characteristics of effective teamwork in retail business	2.1 explain what is meant by 'teamwork' in retail business
	2.2 describe the benefits that teamwork can bring to team members and to retail business as a whole
	2.3 describe the general qualities and abilities required to be an effective member of a team in retail business
3 Understand the impact of effective communication skills when working in a retail team	3.1 describe the relevance and importance of communication skills in clarifying and resolving misunderstandings
	3.2 describe effective methods of communication used within teams
	3.3 describe how poor communication skills can affect a team's performance.
4 Understand how the roles and responsibilities of retail teams relate to the structure and function of organisations	4.1 describe broad functional teams in retail and identify the different job roles and career pathways within these
	4.2 describe the relationships between different job roles within functional teams and identify the lines of accountability in retail business

Learning outcomes	Assessment criteria	
5 Understand how to improve personal performance	5.1	explain the benefit to individual employees and the retail business as a whole of a personal development plan
	5.2	describe the range of methods available to identify own learning needs
	5.3	explain the main learning styles and state which learning methods and activities suit each style
	5.4	identify potential learning resources available for improving own performance
6 Understand how personal performance contributes to business success	6.1	explain how work objectives are agreed and state the benefits they can bring to the individual and the retail business
	6.2	explain how a team's goals impact on the roles and responsibilities of individual team members
	6.3	describe the benefits to the retail business of identifying more effective ways of working

Unit content

1 **Know the employment rights and responsibilities of an employee and the employer**

Key requirements in a contract of employment
names of the parties, start date; job title; job description; place of work; hours of work; probationary period; salary; holidays; sickness and disability; pension; notice and grievance and disciplinary procedure

Employee rights organisations
Citizens Advice Bureau; trades unions; Advisory, Conciliation and Arbitration Service (ACAS); industrial tribunals

Key areas of equality legislation
harassment; discrimination (age, sex, race, disability); code of practice; pregnancy; maternity

Purpose of laws promoting equality
introduces a positive duty; prohibits discrimination on grounds of sex; race; age or disability

Define diversity
individual acknowledgement and acceptance of differences within and between groups of people; respecting unique differences; appreciating a variety of viewpoints (race, gender, ethnic group, age, cognitive style, education, background)

2 **Understand the importance and characteristics of effective teamwork in retail business**

Teamwork
helping and supporting; communicating; common goal; contributing; cooperating; motivation; openness; accepting consensus decisions; commitment to working with others to achieve a goal

Benefits that teamwork can bring
increased profitability; increased productivity; better customer service; increased staff morale; motivated people; lower staff turnover; competitive edge; objectives met; problem solving; morale; feeling valued; being supported; improving efficiency

Qualities and abilities required to be an effective team member
listening; questioning; contributing; creativity; innovation; responsibility; initiative; problem solving; empathy; drive; sharing; helpful; compromising; decision making; positive attitude; good communication

3 **Understand the impact of effective communication skills when working in a retail team**

Communication skills in clarifying and resolving misunderstandings:
understanding; clarity; respectful; sensitive; compromising; fair resolution

Effective methods of communication:
questioning; listening; compromising; negotiating; team meetings; face to face

How poor communication skills affect performance
misunderstanding; low morale; unclear role; unclear responsibilities; mistakes; targets not met; grapevine; repeated tasks; missed tasks; lack of enthusiasm; individual agenda; lost information; customer dissatisfaction; lost sales

4 **Understand how the roles and responsibilities of retail teams relate to the structure and function of organisations**

Functional teams and different job roles
various departments; marketing; operations; buying; finance; distribution; human resources; manager; assistant manager; department manager; supervisor; trainee; sales assistant; administrator

Career pathways
sales; merchandising; management; marketing; buying; finance; logistics; human resources; legal

Relationships between different job roles and lines of accountability
roles and responsibilities of managers, supervisors and operatives; where job roles fit within a retail organisation structure – chain of command; span of control

5 **Understand how to improve personal performance**

Benefits of a personal development plan
to the employee: identifies personal needs; prioritises development needs; motivates individuals; encourages promotion opportunities to the retail business: helps achieve goals; improves quality of service; increases sales; aids retail business action planning

Methods to identify own learning needs
appraisals; discussion; colleague feedback; regular performance review; skill scan

Learning styles
theorist: researching; reading; reports; books; web; manuals; procedures

pragmatist: situations; try; experience; background information; past success; apply to new

activist: having a go; getting to it; trying something; active

reflector: stand back; gather information; put to the test; weigh up options; then experience

Learning resources
manuals; procedures; policies; standards; demonstrations; courses; trade magazines; coaching; books; internet

6 **Understand how personal performance contributes to business success**

Agreeing work objectives
job description; reviews and appraisals; discussion with manager; consultation; directive

Benefits of work objectives
problems solved; achievement; personal goals; efficiency; profitability; clear accountabilities; customer satisfaction

Team goals
improved focus; task allocation; common goal; team contribution; working together; motivation; skill development; maximising strengths; relationships

Benefits of identifying effective ways of working
motivation; morale; improved working relationships; job satisfaction; customer satisfaction; improve standards; quality; performance; efficiencies; profitability

Essential guidance for tutors

Delivery

This unit should be delivered so that it gives learners an understanding of how important responsible employment practices are, the impact effective teams can have on retail businesses and how individual personal development plans can benefit individuals and teams.

Learners need to understand the importance of adhering to employment legislation and show access to the various types of act and codes of practice. Examples could be from trade magazines, newspaper articles, TV and other media sources.

Learners should be encouraged to attend and participate in a variety of team meetings to experience and identify the characteristics of effective team working. They should be offered opportunities to reflect on the experience with other attendees.

Learners could design a personal development plan and identify the improvements they wish to make. Access to anonymous personal development plans would be rewarding.

Assessment

This unit may be assessed either by a multiple choice question paper or portfolio of evidence. Further information on the MCQs can be found in *Annexe E* at the back of this specification.

Assessment guidance for learners providing evidence through a portfolio

Learning outcome 1: can be covered by a visit to a Citizens Advice Bureau or ACAS office. Speaking with employees or simply collecting relevant information in the form of leaflets and booklets. Learners should obtain access to company policies and procedures. An article that explains the learner's opinion of the major rights and responsibilities for employers and employees could be produced, this could include an outline of a chosen organisations to help the learners, the key legislative measures that are in place to protect employees, and an explanation of the terms 'equality and diversity'.

Learning outcome 2: can take the form of choosing a leading author's book on effective teamwork and summarising the benefits of effective team working. Learners should be encouraged to survey colleagues' views on what they believe is necessary to become an effective team member. Learners could then fully explain the term 'teamwork'.

Learning outcome 3: can be covered by speaking with team managers to identify their views on what constitutes effective communications. Further discussion with team managers could elicit examples of how performance was affected by poor communication. The evidence produced by learners should include an explanation of the importance of communication when working in a team, describe effective methods of communication that can be used, and explain how poor communication can affect the success of a team's performance.

Learning outcome 4: can take the form of learners designing an organisational structure chart to identify the various teams and departments within a company. This document could list the different job roles to be found in each team. Learners could discuss and provide notes from meetings with human resources personnel regarding different job roles, if accessible, to show career pathways within the organisation.

Learning outcome 5: can take the form of the learner designing their personal development plan document. They could complete a section of this plan to demonstrate the identification of needs and how through learning these needs can be addressed. Learners should complete a learning styles profile test to show and explain how the results relate to them. Further explanations of their development needs could include how they will choose development activities that match their learning style. Evidence produced must include an explanation of the benefit of a personal development plan – both to the employee and to the retail business. Evidence must also include a description of the range of methods available to identify learning needs, and a list of the resources available to improve own performance.

Learning outcome 6: can be covered by identifying a known personal development issue an objective could be produced by the learner to explain how development is to be remedied. Learners should then be encouraged to explain on what grounds tasks would be allocated to others, the roles and responsibilities allocated to each team member and how this will impact on team's goals. Learners would benefit from questioning managers to get their opinion on why objectives are important. Learners should be expected to provide a list of the most valued views from their meetings. Evidence must also include an outline of more effective ways of working both individually and as team and how they might benefit the retail organisation.

Indicative reading for learners

Books

Cox R and Brittain P – *Retailing: An Introduction* (Financial Times/Prentice Hall, 2004) ISBN 0273678191

Whalin G – *Retail Success: Increase Sales, Maximize Profits, and Wow Your Customers in the Most Competitive Marketplace in History* (Willoughby Pr, 2001) ISBN 0970643500

Magazines and journals

Drapers

Retail Weekly

The Convenience Store

The Grocer

Websites

www.belbin.com

www.drapersonline.com

www.retail-week.com

www.skillsmartretail.com/sr/default.aspx

Unit 4: Understanding how a Retail Business Maintains Health and Safety on its Premises

Unit code: A/502/5823

QCF Level 2:   BTEC Specialist

Credit value: 2

Guided learning hours: 15

Unit aim

This unit provides the learner with the knowledge and understanding of the procedures required for maintaining health and safety on the premises of retail businesses. It also covers employers' and employees' responsibilities in terms of legislation and safe working practices.

Unit introduction

The purpose of this unit is to develop the knowledge and understanding of health and safety matters for retail businesses.

Knowledge and understanding of a safe, hygienic and secure working environment is especially important in retail businesses. It is essential that all employees and employers understand their roles and responsibilities under the current health and safety legal requirements.

This unit gives learners an understanding of personal responsibility for their own safety and the safety of others. Learners will be introduced to policies and procedures and must have a thorough knowledge and understanding of them. This unit will cover awareness of health and safety reporting procedure and what to do in the event of an accident or emergency.

Learners will be introduced to the procedure for contacting emergency services and evacuation the premises. They will be required to demonstrate appropriate knowledge and understanding of basic workplace health and safety procedures. Learners will be introduced to the benefits of promoting health and safety practices in a retail work environment.

This unit will consider the most typical hazards associated to a retail business. Learners will be given opportunities to gain different experiences to help identify potential hazards and be able to define the risk factor. Personal accidents in the workplace are always a major concern to retail businesses and learners will be introduced to the correct procedures to be followed should an accident occur.

Retailers must provide adequate training in all aspects of lifting and handling techniques. Retailers must also provide adequate training and safe working practices when dealing with substances hazardous to health. This unit will help learners to understand the legal obligations placed on employees and employers and how to work within these obligations.

The very nature of regulations leading to the compliance of health and safety in a retail business places everyone in a position of responsibility. The importance of minimising risks will be examined. The reasons for following manufacturer's instructions when using equipment and materials will be covered.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the main provisions of health and safety legislation in relation to a retail business	1.1 describe the main legal responsibilities of employees and employers in relation to the relevant health and safety legislation
	1.2 describe the main responsibilities of employees and employers in relation to the control of substances hazardous to health
2 Know what actions to take in an emergency	2.1 state when and how to raise an emergency alarm
	2.2 state the actions an employee should take in the event of: a fire b a bomb alert c acute illness or accident
	2.3 state the main stages in an emergency evacuation procedure
3 Understand the employees' responsibilities in reporting hazards and accidents that typically occur on the premises of a retail business	3.1 describe the hazards and associated risks typically found on the premises of a retail business
	3.2 explain why it is important to notice and report hazards
	3.3 state when and to whom a personal accident should be reported

Learning outcomes	Assessment criteria
4 Understand safe handling, storage and disposal	4.1 describe safe methods for lifting and carrying
	4.2 describe methods for safely handling, removing and disposing of waste and rubbish
	4.3 describe where and how to store dangerous substances and items
	4.4 state the importance and relevance in handling, storing and disposing of substances hazardous to health
5 Understand safe working practices	5.1 describe the routine practices which employees need to follow to minimise health and safety risks at work
	5.2 explain why equipment and materials should be used in line with the employer's and manufacturer's instructions

Unit content

1 **Know the main provisions of health and safety legislation in relation to a retail business**

Employer and employee main legal responsibilities – health and safety
Health and Safety at Work Act; relevance to the workplace; risks and hazards; reporting injuries; reporting diseases; dangerous occurrences; manual handling; use of equipment; personal protective equipment; instruction; training; facilities; policy; misuse

Employer and employee main responsibilities – control of substances hazardous to health (COSHH)
legal requirement of employers to control hazardous substances; assessing health hazards; preventing exposure to hazardous substances; providing control measures to reduce harm to health; regulations; risk assessment; prevention; exposure; monitoring; maintenance; precautions; identify hazardous substances; warning labels; intended purpose; storage; instructions; guidance; reporting problems

2 **Know what actions to take in an emergency**

When and how to raise an emergency alarm
fire; bomb or serious incident; breaking the glass at the call point; calling the emergency services

Actions to be taken in the event of: fire, bomb, acute illness or accident
evacuation procedure; sound the alarm; calling emergency services; safety of customers; safety of staff members; stay calm; stop work; personal belongings; lifts; nearest emergency exit; assembly point; fire marshal/warden

Main stages in an emergency evacuation procedure
raise alarm; respond; nearest exit; keep calm; customers; colleagues; designated assembly point; await instructions; ensure all personnel are accounted for; report any possible missing persons; re-entry

3 **Understand the employees' responsibilities in reporting hazards and accidents that typically occur on the premises of a retail business**

Hazards and associated risks typically found on the premises of a retail business
manual handling; electricity; gas; switches within reach; sharp tools; untrained staff; harmful substances; slips; trips; falls; damaged or uneven flooring; cleaning fluids; machinery; stairs; blocked fire exits; storage areas

Importance of noticing and reporting hazards
health and safety executive legal requirement; reduced risk of accident; removed hazard; take action to reduce risk of harm

When and to whom a personal accident should be reported
immediately; first-aider; appointed person; manager; accident book; first-aid resources; emergency services

4 **Understand safe handling, storage and disposal**

Safe methods for lifting and carrying
follow manual handling procedures; during delivery; sales floor; busy periods; use of equipment; bending knees; straight back; hold stock against the body; never twist the body; make space before lifting; asking for help; checking for obstacles; hazards; obstructions

Methods for safely handling, removing and disposing of waste and rubbish
personal protective equipment; separation of waste type; tie bags securely; never let bins overflow; keep bins and lids clean and closed; wash hands

Where and how to store dangerous substances and items
handling techniques; warning signage; notices; follow instructions and guidance; protective equipment; protective clothing; store in original containers; labelling of goods; secure storage; controlled access

Importance and relevance in handling, storing and disposing of substances hazardous to health
COSHH; employee safety; customer safety; reduce risk

5 **Understand safe working practices**

Routine practices to minimise health and safety risks
health and safety at work act; procedures; emergency evacuation; manual handling; training; reporting; control measurements; warning; signage

Equipment and materials used in line with employers' and manufacturers' instructions
liability; hazards; risk reduction; protection; safer practices; maintenance; duty; inspection; legal obligation

Essential guidance for tutors

Delivery

This unit could be delivered so that it gives learners an understanding of the importance a retail business places on maintaining health and safety. Learners should be given opportunities to understand the typical health and safety issues that are associated with a retail business. This will create a greater understanding of their role and the employer's role in addressing appropriate responsibilities.

Learners need to understand the procedures for dealing with emergencies and must be given opportunities to take part in planned drill activity.

To develop their knowledge of health and safety procedures, learners should be given opportunities to partake in risk assessments and hazard analysis. This will encourage greater knowledge and understanding of how risks can be avoided or reduced. This unit will be enhanced by visits to a variety of retail premises. Learners should be encouraged to work in small groups to identify typical hazards and risks found in retail premises. They should be offered opportunities to draw up procedures to address the identified hazards and risks.

Learners should become well versed in safe lifting and handling methods. They should be given the opportunity to be involved in the steps to handle, remove and dispose of different types of waste and rubbish. This will lead to a greater understanding of the measures needed to reduce risks. They will need to be involved in dealing with dangerous substances and learn how items are stored and disposed of.

Assessment

This unit may be assessed either by a multiple choice question paper or portfolio of evidence. Further information on the MCQs can be found in Annexe E at the back of this specification.

Assessment guidance for learners providing evidence through a portfolio

Learning outcome 1: can be covered by learners being given access to company health and safety policies and procedures to see the how they are put in place in the workplace. A visit to the local health and safety Executive office would be worthwhile, meeting with a representative and obtaining various leaflets and booklets. Learners should then prepare a brief report on the main points of advice received from the representative and/or from the literature.

Learning outcome 2: can take the form of participation in an emergency drill and feedback on the role of the warden/marshal. Learners should have access to relevant policies and procedures and identify the employee responsibilities are required in the form of an information poster to employees.

Learning outcome 3: can be covered through learners having access to hazard and risk records and listing the most common types of occurrences. Learners should carry out a store walk and list the potential hazards. Action should be taken quickly where an immediate remedy is simple to perform and detailed notes taken for those that require a more advanced remedy. Learners should review personal accident documents and identifying the most common occurrences. Evidence produced for assessment should include an explanation about why it is important to display notices and report hazards.

Learning outcome 4: can take the form of designing briefing notes to explain how to handle and lift a number of items commonly used within the retail business. Learners should familiarise themselves with procedures for handling, removing and disposing of waste and rubbish, along with substances hazardous to health. They should also carry out duties to follow those procedures. Evidence produced for assessment should include a description of where and how to store dangerous substances and an explanation about why it is important to handle, store and dispose of dangerous substances carefully.

Learning outcome 5: can be covered by learners addressing the store-walk hazard assessment detailed in learning outcome 3 and implementing action plans to reduce the risks. Learners should familiarise themselves with manufacturer's instructions relating to the types of equipment used in the retail business. Evidence produced for assessment should also include a description of the health and safety procedures that must be followed in the retail outlet, and an explanation as to why employees must follow health and safety instructions.

Indicative reading for learners

Books

Hughes P – *Introduction to Health and safety at Work* (Butterworth-Heinemann, 2009) ISBN 1856176681

Welham W and St John Holt A (editor) – *Tolley's Risk Assessment Workbook Series: Retail* (A Butterworth-Heinemann Title, 2003) ISBN 0754518906

Magazines and journals

Retail Weekly

The Convenience Store

Websites

www.direct.gov.uk

www.hse.gov.uk

www.skillsmartretail.com/sr/default.aspx

Unit 5: Understanding Retail Consumer Law

Unit code: D/502/5801

QCF Level 2: BTEC Specialist

Credit value: 2

Guided learning hours: 11

Unit aim

This unit provides the learner with the knowledge and understanding of legislation relevant to consumers. It covers acts such as Trade Descriptions and Data Protection, as well as legislation for consumer credit and the provision of licensed and age-restricted products.

Unit introduction

Retail consumer law has to be addressed by every retail business. It is there to protect employees, employers and consumers. Severe consequences to the business will result should the business fail to comply with the legislation.

The purpose of this unit is to develop knowledge and understanding of retail consumer law.

This unit will provide learners with an understanding of the importance and purpose of consumer legislation. They will be introduced to the key principles and concepts of consumer legislation and will consider the purpose and main provisions of the Trade Descriptions Act.

This unit will help learners to describe the key responsibilities and obligations of businesses and employees when offering credit facilities. Learners will be able to understand the key responsibilities and obligations of businesses and employees under current data protection legislation.

The unit will identify the responsibilities and obligations of businesses and employees to the sale of licensed goods. Learners will be introduced to the various licences enabling them to relate the licences to the business in which they are employed.

The legal consequences for businesses not complying with legislation will be outlined for learners. Understanding the probable commercial consequences to employees and businesses will help learners to understand the importance of complying with the law.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand how consumer legislation protects the rights of customers	1.1	state the purpose of consumer legislation in relation to retail
		1.2	describe the key principles and concepts of consumer legislation such as fitness for purpose, misinterpretation, and merchantable quality
2	Know the main provisions of the Trade Descriptions Act in relation to retail	2.1	describe the purpose and main provisions of the Trade Descriptions Act in relation to retail
		2.2	describe retail employees' responsibilities under the Trade Descriptions Act
3	Know the main provisions of consumer credit legislation in relation to retail	3.1	describe the key legal responsibilities of a retail business and its employees when offering credit facilities to customers
4	Know the main provisions of data protection legislation in relation to retail	4.1	describe the key responsibilities and obligations of a retail business and its employees under current data protection legislation
5	Know the main provisions of the law relating to the sale of licensed and age-restricted products	5.1	identify the responsibilities and obligations of a retail business and its employees in relation to the sale of licensed goods
		5.2	identify the responsibilities and obligations of a retail business and its employees in relation to the sale of age-restricted goods
6	Understand the consequences for businesses and employees of contravening retail law	6.1	describe the legal consequences for businesses and employees of contravening retail law
		6.2	describe the probable commercial consequences and sanctions for employees and businesses of contravening retail law

Unit content

1 **Understand how consumer legislation protects the rights of customers**

The purpose of consumer legislation
protect consumers when buying goods or services; sale of goods act

Key principles and concepts of consumer legislation
satisfactory quality; free from minor defects; fit for purpose; consumer rights; consumer protection; enforcement officers; statutory rights; non-statutory rights; misinterpretation; as described; merchantable quality (a basic level of quality and performance that is expected in a product considering its price and description)

2 **Know the main provisions of the Trade Descriptions Act in relation to retail**

Purpose and main provisions of the Trade Descriptions Act
fit for purpose; of merchantable quality; consumer trading regulations; Trade Descriptions Act; trade fairly; misleading prices; misleading adverts; false trade association membership; falsely claiming limited product availability

Employees' responsibilities under the Trade Descriptions Act
not misleading customers; not selling aggressively; being honest

3 **Know the main provisions of consumer credit legislation in relation to retail**

Key legal responsibilities when offering credit facilities
The Consumer Credit Act; offering credit to consumers; local Office of Fair Trading; offering credit without a license; credit agreement; company lending the credit; consumer details; amount of credit; deposit paid; number of payments; total charge for credit; trader and consumer must sign agreement; consumer copy of the credit agreement; cancellation or cooling-off period

4 **Know the main provisions of data protection legislation in relation to retail**

Data Protection Act
personal information; processed in line with customers' rights; kept safe and secure; fairly and lawfully processed; processed for limited purposes; accurate and up to date; not kept for longer than is necessary; processed in line with consumer rights; fairly and lawfully processed

5 **Know the main provisions of the law relating to the sale of licensed and age-restricted products**

Responsibilities and obligations in relation to the sale of licensed goods
specific licences held; premises licence; fireworks license: stored in metal containers or glass display cabinets; only sold in the lead up to events (bonfire night, New Year's Eve, Chinese New Year, Divali); alcohol premises licence; alcohol personal licence; prevention of crime and disorder; public safety; prevention of public nuisance; protection of children from harm

Responsibilities and obligations in relation to the sale of age-restricted goods
not to be sold to anyone under age; restrictions on the seller; refuse sales to customers suspected of buying for persons under age

6 **Understand the consequences for businesses and employees of contravening retail law**

Legal consequences for contravening retail law
contravening civil law; threatens future of the business; prosecuted; convicted of a criminal offence; loss of jobs; pay amount of the dispute; loss of licence; fined; imprisoned

Possible consequences of contravening retail law
lose customers, reputation, loss of goodwill, difficulties gaining credit, getting insured, reduced sales, reduced profit, problems gaining new suppliers

Essential guidance for tutors

Delivery

This unit should be delivered so that it gives an understanding of how important it is to follow consumer law legislation. Learners should be given the opportunity to research the various pieces of legislation and relate their understanding to the business. This will encourage a greater level of knowledge and understanding of responsibilities and obligations. This unit will be enhanced by visits to a variety of businesses to research how this legislation is applied.

Access to the Trade Descriptions Act should be made available to learners. They should be encouraged to understand the purpose and main provisions of the act. They will be expected to understand their responsibilities.

Learners should be given opportunities to be involved in situations where customers take up credit facilities or purchases. Learners are expected to understand key responsibilities to businesses and employees regarding offering credit facilities to customers.

Access to data protection legislation should be made available to learners. They will be expected to understand the responsibilities and obligations of businesses and employees.

Access to legislation regarding the sale of licensed goods and the sale of age-restricted goods should be made available. Learners will be expected to understand the responsibilities and obligations relating to licensed goods and the sale of age-restricted goods.

Assessment

This unit may be assessed either by a multiple choice question paper or portfolio of evidence. Further information on the MCQs can be found in *Annexe E* at the back of this specification.

Assessment guidance for learners providing evidence through a portfolio

Learning outcome 1: can be covered with learners researching all the relevant legislation by visiting the local library or using the internet. Learners should visit the local Trading Standards offices and book a meeting with a manager. A report could be produced detailing the key principles of the relevant legislation relating to businesses in which the learners work should be written.

Learning outcome 2: can be covered by having access to the Trade Descriptions Act. Following a visit to their local Trading Standards offices learners should complete a brief report outlining the purpose and main provisions relating to the business they work in. Learners should carry out a survey by obtaining colleagues' views on what they perceive to be their responsibilities. From the results of the survey, learners can present their findings as a presentation that details the main provisions of the act and employer and employee responsibilities relating to the act.

Learning outcome 3: can be covered by having access to the Consumer Credit Act. Learners could shadow sales professionals in situations where customers are taking up credit facilities. Learners could explain to a line manager the legal obligations that need to be met when offering credit facilities. This can be evidenced by an observation sheet signed by the tutor.

Learning outcome 4: can be covered by having access to data protection legislation. Learners should research the amount and type of data an employer holds on customers and the results of their research should be outlined in a report which explains the key responsibilities of a retail business under current data protection legislation. Learners can make recommendations to a line manager based on their findings to correct any shortfalls. They should work together with the line manager to action plan these shortfalls.

Learning outcome 5: can be covered by having access to legislation on the sale of licensed goods and age-restricted goods. Learners could prepare a wall chart explaining the responsibilities for, and obligations of, each licence.

Learning outcome 6: can be covered following the visit to the local trading standards office and listing the most common consequences of contravening retail law experienced by that office, or a visit to the local Magistrates Court as a member of the public to view a hearing taking place. A visit to the local Citizens Advice Bureau will help to give learners an understanding of consumer problems. Managers and owners of retail establishments in the local vicinity could be interviewed to obtain their views on what would be the consequences of contravening the law. Learners could produce a poster showing the main consequences.

Indicative reading for learners

Books

Silberstein S – *Consumer Law (Nutshells), Fifth Edition* (Sweet and Maxwell, 2007) ISBN 0421958901

Woodroffe G F and Lowe R – *Consumer Law and Practice* (Sweet and Maxwell, 2007) ISBN 0421959509

Magazines and journals

Independent Retail News Magazine

The Convenience Store

The Grocer

Websites

www.compactlaw.co.uk

www.skillsmartretail.com/sr/default.aspx

Unit 6: Understanding Security and Loss Prevention in a Retail Business

Unit code: K/502/5817

QCF Level 2:   BTEC Specialist

Credit value: 2

Guided learning hours: 15

Unit aim

This unit provides the learner with the knowledge and understanding of the impact of crime upon retail business and the precautions and actions which are undertaken to prevent loss and maintain security.

Unit introduction

Retail businesses can easily become targets for criminal activity. Retailers need to be aware of the security issues facing them and how to reduce the level of risks. Successful Retailers understand the effects of crime on their business and the impact it can have on employees. Knowing how to deal with incidents and protect their premises is key to success.

This unit will provide learners with an understanding of the types of criminal activity and merchandise most at risk of theft. It will consider how crime can affect the success of a retail business and the damaging effects upon employees.

This unit will also consider how retailers need to focus on security measures and place security procedures and practices high on the agenda. Learners will also gain understanding on how having precautions in place and actions well practised and communicated will reduce these security risks.

Security incidents have a significant effect upon employees. The importance of correct procedures to identify the action to be taken will be covered, along with steps to safe guard employees. When to seek help from a senior level will also be explored.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the range of security risks faced by a retail business	1.1 describe the types of criminal activity which commonly occur in retail businesses
	1.2 identify the types of merchandise at greatest risk of theft and the reason for this
2 Understand the effect which crime has on a retail business and its staff	2.1 describe how crime can affect the profits of a retail business
	2.2 describe how crime can affect people working in retail
3 Know what actions can be taken to prevent crime in a retail business	3.1 outline actions and precautions typically taken to secure:
	a stock
	b premises
	c cash
	d people
	e information
	3.2 outline actions and precautions that can be taken to reduce staff theft and the resulting loss of stock
4 Know how security incidents should be dealt with	4.1 describe what action should be undertaken in the event of an observed or suspected theft
	4.2 describe the steps employees should take to safeguard their own personal security
	4.3 state when security incidents should be referred to senior staff

Unit content

1 **Know the range of security risks faced by a retail business**

Common occurrence of criminal activity
shoplifting; fraud; cash theft; equipment theft; stock theft; vandalism; antisocial behaviour; threatening behaviour

Merchandise at greatest risk of theft and the reason for this
alcohol; cigarettes; batteries and razor blades; DVDs; mobile phones; watches; jewellery; fragrances; meat; make-up; easy to conceal; clothes; high resell value

2 **Understand the effect which crime has on a retail business and its staff**

Effect of crime on profits
security staff; security equipment; working time lost through implementing improved security measures; working time lost through managing a security incident; stock loss

Effect of crime on people
feeling unsafe; threatened; time wasted; absence; low productivity; confidence; stress-related illness

3 **Know what actions can be taken to prevent crime in a retail business**

Actions and precautions typically taken to secure
stock – CCTV; signs; secure storage; dummy packets; security tags; staff awareness; safe storage of keys; restricted area

premises – store off site; store room; CCTV; shutters; alarm systems; security signs; staff awareness; lighting; remove climbing aids outside

cash – keep off site; cash draw limits; security signs; CCTV; vary cash transfer times; validation methods; security pens

people – CCTV; security signs; staff awareness; training; phone networking with neighbouring stores to alert staff to potential dangers

information – keep in a locked cabinet; locked office; locked store room; computer – password-protected; hard drive back-up; hard copies filed

Actions and precautions to reduce staff theft and the resulting loss of stock
staff purchase policies; regular spot checks; neutral person serving family and friends; staff should leave through the front door; bag search; locker search; no personal belongings at the till point

4 **Know how security incidents should be dealt with**

In the event of an observed or suspected theft
discourage shop theft; keep them in sight; alert security; inform line manager; make a note of the incident

Steps employees should take to safeguard their personal security
be vigilant; take care entering and leaving the store; recognise suspicious behaviour; inform senior members; do not try to recover stolen items; discourage theft

Security incidents should be referred to senior staff
cash; cheque; debit card; credit card; bomb alert

Essential guidance for tutors

Delivery

Learning outcome 1: this unit should be delivered so that it gives learners an understanding of the importance of knowing the types of security risks associated with a retail business. Learners should be given information that demonstrates the effect crime has on people and profits. This will increase the level of knowledge and understanding of the typical precautions and actions needed to combat crime. This unit will be enhanced by a visit to or by a crime prevention officer.

Learning outcome 2: learners need to understand the range of criminal activity most common in retail business and the most at-risk merchandise. Looking at security logs and stock-loss information will support understanding.

Learning outcome 3: learners should be encouraged to discuss with managers the effects crime can have on store profits. Where possible they should be offered opportunities to meet with employees who have faced or dealt with crime activity.

Learning outcome 4: learners will need to know what actions to take in order to keep the retail business secure. They will be required to know which precautions to take when dealing with security issues. They will be expected to know the procedures in place to reduce the risk of staff theft and implement precautions used within the retail business. Learners should also be able to highlight the actions to be followed should a security incident occur. They will be expected to understand how to safeguard their personal safety and when to refer to senior employees.

Assessment

This unit may be assessed either by a multiple choice question paper or portfolio of evidence.

Further information on the MCQs can be found in *Annexe E* at the back of this specification.

Assessment guidance for learners providing evidence through a portfolio

Learning outcome 1: can be covered by a visit to the local crime prevention office, learners could question the officers and note the identification of the most common criminal activity. A comprehensive list detailing the most at risk merchandise should also be completed. Work experience with the local community officer could be arranged which could include visits made to several retail business. A team briefing presentation should be produced from the list and presented to colleagues. A discussion with a line manager should also be arranged to understand the security risks associated with their particular retail business.

Learning outcome 2: can be covered by reviewing the security incident log and identifying the amount of profit lost in each incident. Learners may be able to undertake a visit to a local crime prevention network meeting discussing the effects of crime on profits and how crime can affect people. Evidence submitted for assessment should an explanation of how crime affects the level of profits in a retail business and how it affects individuals working in the outlet

Learning outcome 3: can take the form of a poster to illustrate the actions and precautions that need to be taken to secure stock, premises, cash, people and information. Learners should discuss with a line manager how staff theft is dealt with and precautions that can be taken to reduce the risk. Learners should prepare and partake in a bag-search operation with a line manager. This could also be carried out in a role-play situation.

Learning outcome 4: can be covered by work experience with a local store detective team. Learners should make notes on the role of store detectives and security operatives. An aide-memoir notice can be designed to explain to colleagues the actions to be followed, how to ensure their safety and when to refer to senior employees.

Indicative reading for learners

Books

Cox R and Brittain P – *Retailing: An Introduction* (Financial Times/Prentice Hall, 2004) ISBN 0273678191

Dion J – *The Complete Idiot's Guide to Starting and Running a Retail Store* (Alpha Books, 2008) ISBN 1592577261

Hayes R – *Retail Security and Loss Prevention* (Palgrave Macmillan, 2007) ISBN 0230006817

Segal R – *Retail Business Kit for Dummies* (John Wiley and Sons, 2001) ISBN 076455381X

Magazines and journals

The Convenience Store

The Grocer

Independent Retail News Magazine

Websites

www.drapersonline.com

www.retail-week.com

www.skillsmartretail.com/sr/default.aspx

Unit 7: Understanding the Handling of Customer Payments in a Retail Business

Unit code:	**H/507/5797**
QCF Level 2:	**BTEC Specialist**
Credit value:	**2**
Guided learning hours: 8	

Unit aim

This unit provides the learner with the knowledge and understanding of the cashier's responsibilities in terms of processing payments at the payment point within retail businesses.

Unit introduction

The purpose of this unit is to develop the knowledge and understanding of handling customer payments.

This unit identifies the important role played by the cashier including the due diligence that must be adhered to and ensuring that the handling of payments and selling of products are within strict guidelines.

This unit will give learners understanding of the various methods of payment and explanation of how each one is processed.

This unit will help learners to identify how errors happen and explain how they can result in losses to the business. Learners will be introduced to the various security risks.

Having knowledgeable and effective employees at the cashier point is vital for all retail businesses.

Learners will be introduced to their key responsibilities when serving customers. They will be able to identify common problems and explain how they can be resolved.

The very nature of selling age-restricted goods presents the business and employee with a possible risk. Learners will be introduced to the various products listed as age-restricted goods. This unit will help learners understand the consequences if legal-age restrictions are not complied with and identify their responsibilities when processing age-restricted goods.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the methods of payment accepted from retail customers	1.1 list the methods of payment typically accepted by retail businesses and describe how each is processed
2 Understand the risks involved in handling payments	2.1 describe how errors can arise when accepting cash payments at the till, and explain how these can result in losses
	2.2 identify the security risks that may arise when handling payments
3 Understand the cashier's responsibility for providing service at the payment point	3.1 outline the cashier's key responsibilities for serving customers at the payment point
	3.2 identify common problems which can arise at the payment point and describe how the cashier can resolve or refer these
	3.3 describe additional services which are often offered to customers at the payment point, such as cash-back or wrapping
	3.4 describe how the cashier can help to promote additional sales at the payment point
4 Understand the cashier's responsibilities when processing age-restricted goods at the payment point	4.1 list the types and age restrictions of products which can be sold only to customers, or by employees, who are over a minimum age specified by law
	4.2 state the consequences for the cashier and the business if legal age restrictions are not complied with
	4.3 describe the cashier's responsibilities for helping to ensure that legal age restrictions are complied with

Unit content

1 Know the methods of payment accepted from retail customers

Methods of payment
cash; credit cards; debit cards; gift vouchers; coupons; loyalty vouchers, loyalty cards

Process cash
electronic scanning/barcode recognition/vendor codes; enter item price; confirm total amount; check amount given by the customer; verify authenticity; place money in the till; count out change to the customer; provide receipt

Process credit and debit cards
chip and pin machines; electronic scanning/barcode recognition/vendor codes; enter item price; confirm total; enter card into the reader; ask customer to enter pin; hand back their card with a receipt

Process gift vouchers
electronic scanning/barcode recognition/vendor codes; enter item price; confirm total amount; check amount given by the customer; verify authenticity; place voucher/coupon on the till; cannot be exchanged for cash; check expiry date; provide receipt

2 Understand the risks involved in handling payments

Errors that can arise when accepting cash payments at the till
under or over charging; wrong change; counterfeit or stolen money; reduced levels of cash; reduced profits; lose customers; customer goodwill; return visits; authenticity

Security risks
debit and credit card fraud; counterfeit money; till theft; faulty equipment

3 **Understand the cashier's responsibility for providing service at the payment point**

Cashier's key responsibilities
serve quickly; politely; efficiently; dealing with as individuals; process payments; process transactions; answer enquiries/queries; returning an item; ensure customers leave with a good impression; ensure till has adequate change; maintain security; follow company policy

Common problems and how they can be resolved
customers returning/exchanging products: refund or exchange; deal with complaints; long queues: open additional till; process payments quickly; apologise to customers; staff help with packing

card payments being declined – ask for another form of payment; be polite and tactful; customer has no other form of payment; offer to store their goods; return them to the shop floor

customer has no funds to pay for the goods – ask if customer would like to leave goods and return later with payment

under-age customer – politely ask to see identification; allow or decline purchase

poor service; product or pricing issues; faulty equipment; insufficient change: call a supervisor or manager

Additional services at the payment point
cash-back; gift wrapping; packing; promotions; carry to car; home delivery; store or loyalty cards; stock availability; additional items such as stamps/phone top-ups

Promoting additional sales
display impulse buys; essential product; related products; mention promotions; suggest additional services

4 **Understand the cashier's responsibilities when processing age-restricted goods at the payment point**

Age restrictions
alcohol; cigarettes; tobacco; lighters; solvents; knives; alcohol; fireworks; National Lottery tickets; scratch cards; football pools; aerosol paints; petrol

Consequences if not complied with
prosecuted; fined; loss of licence; imprisonment

Cashier's responsibilities
follow company procedures; records of sales refused; check for valid identification; citizen card; UK passport; prove it card; driving licence; photo matched the customer; card is flat – smooth – no raised edges

Essential guidance for tutors

Delivery

This unit should be delivered so that it gives learners an understanding of the importance of handling customer payments correctly.

Learning outcome 1: learners are required to identify all methods of payment that can be accepted and must have the opportunity to partake in transactions for each method.

Learning outcome 2: learners should become well versed in understanding how errors can arise when accepting cash. They will need to be able to explain how errors can result in losses. Learners will be required to identify the risks associated with handling payments.

Learning outcome 3: cashiers have key responsibilities for serving customers and learners must be able to identify those responsibilities. Learners need to know about the common problems and be able to resolve or refer them. Additional services are key to achieving high customer satisfaction and learners should be able to describe the various additional services that can be offered. Promoting additional sales is a key to business success and learners are required to identify what constitutes an additional sale and how they can be promoted.

Learning outcome 4: learners will be expected to list all types and products relating to age-restricted sales and the age restrictions relating to each. They should be able to state the consequences for the cashier and business if these restrictions are not complied with. Learners will be required to serve customers, accompanied by an older colleague if necessary, to experience the responsibilities cashiers have.

Assessment

This unit may be assessed either by a multiple choice question paper or portfolio of evidence. Further information on the MCQs can be found in *Annexe E* at the back of this specification.

Assessment guidance for learners providing evidence through a portfolio

Learning outcome 1: can be covered by a learner questioning colleagues to ascertain the different methods of payments. A list of methods can be produced. Learners should observe cashiers carrying out transactions. The observations should aim to show the learner how each type of payment is processed. A brief document listing the payment type and method of acceptance described can be produced as an aid to new employers.

Learning outcome 2: can take the form of questioning cashiers and a line manager to understand how errors can arise. By questioning managers, the learner can identify the reasons why these errors can result in losses. Researching the last four weeks' till results will show the typical errors made in the business. A brief presentation is to be drawn up on the common errors during this timeframe could then be presented to cashiers. Observation of cashiers should also identify the security risks that can arise. Learners should list the risks as an aide-memoire for new employees.

Learning outcome 3: can be covered by learners serving customers. By questioning cashiers, learners should list the common problems cashiers face and how they use their skills and procedures to resolve them. A brief list of these common problems faced by cashiers and solutions for these problems could be produced by the learner for the benefit of new employees. Learners will be required to list the additional services offered by cashiers following the observations. Learners should be able to indicate how cashiers promote additional sales and make a list of the most used.

Learning outcome 4: can be covered by the learner walking the store and making a list of all the age-restricted products on display. A visit could be made to a different type of retail business and the same store walk completed. Learners should obtain a 'No ID, No Sale' pack from the citizen card on behalf of the store and implement the pack materials in store. The local Trading Standards office can be contacted to ascertain the consequences should practices not be complied with. Learners should compile a list of the cashiers' responsibilities that ensure practices are complied with. These responsibilities and consequences of non-compliance should then be written up and presented to cashiers at a team briefing.

Indicative reading for learners

Book

Cox R and Brittain P – *Retailing: An Introduction* (Financial Times/Prentice Hall, 2004) ISBN 0273678191

Magazines and journals

Independent Retail News Magazine

The Convenience Store

The Grocer

Websites

www.drapersonline.com

www.retail-week.com

www.skillsmartretail.com/sr/default.aspx

Unit 8: Understanding the Control, Receipt and Storage of Stock in a Retail Business

Unit code:	**F/502/5810**
QCF Level 2:	**BTEC Specialist**
Credit value:	**2**
Guided learning hours: 17	

Unit aim

The purpose of this unit is to provide learners with the knowledge and understanding of stock control systems and the procedures for taking delivery of stock in retail businesses. It also covers the different methods of storing and moving stock in order to prevent damage or loss.

Unit introduction

It is vital for retailers to have availability of stock and the choice to serve customers with the products they require. Equally, stock control is important to ensure stock is stored safely and ordered efficiently to meet demand.

This unit will give learners understanding of the importance of having the right stock levels. They will be introduced to the purpose of stock control and the consequences the inaccurate paperwork can have. They will also be introduced to methods to maintain stock levels and the consequences of not carrying the right levels of stock.

The unit will explain the importance of knowing what stock is due to arrive and when. Learners will be able to know to prepare for receiving stock and the importance of quality and quantity checking stock. There will be opportunities to carry out procedures for reporting and recording any variations in quantity and defects in quality of stock received. Learners will be able to state what personal protective equipment should be used.

This unit will introduce learners to the methods of storing stock and correct handling techniques. There will be opportunities to check the quality of stock on a regular basis. Learners will understand how stock can deteriorate and why storing stock in order of receipt is important.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand the importance of having the right stock levels	1.1	describe the purpose of stock control
	1.2	describe the consequences of inaccurate paperwork relating to stock
	1.3	describe how stock levels are maintained and the consequences to the business of not carrying the right levels of stock
2 Understand how goods are received on the premises of a retail business	2.1	explain why it is important to know what goods are expected and when they are due to arrive
	2.2	describe how to prepare the receiving area for goods delivery
	2.3	explain why it is important to check the quality and quantity of the goods received
	2.4	describe the procedures for reporting and recording:
		a variations in the quantities of goods received
		b defects in quality, such as damage or breakages
	2.5	state what personal protective equipment should be used within the goods delivery area
3 Understand how stock should be stored to prevent damage or loss	3.1	describe the methods of storing stock
	3.2	describe stock handling techniques which prevent damage and loss
	3.3	explain why the quality of stock should be checked regularly and state the possible reasons why stock may deteriorate in storage
	3.4	explain why stock should be stored in order of receipt and describe how this is done

Unit content

1 Understand the importance of having the right stock levels

Purpose of stock control
minimise the cost of stock holding; availability; knowing what has been sold; what needs to be ordered; balance of stock; quality; seasonal; promotions; storage space; improve efficiency; ensuring customer needs are met

Consequences of inaccurate paperwork
over-ordering/under-ordering; stock is not accounted for; will not be reordered; could perish; profitability; lost sales; issues with customer demand

Maintaining stock level
manual stock book and stock cards; use of coding to classify items; use of technology (electronic data interchange and bar coding), audit; two bin system; stock cards; coded system; ordering

Consequences of not carrying the right levels of stock
overstocking; understocking; more space needed; higher overheads; higher insurance costs; higher security costs; damages; obsolete stocks; perished stock; loss of sales; missed offers; customer dissatisfaction; poor availability; lack of storage space; issues with customer demand

2 Understand how goods are received on the premises of a retail business

Systems used to ensure goods are expected and when
prepare correct paperwork; receiving area; sufficient storage; correct equipment in place; staff in place; ensure completion of delivery; use of an inventory

Prepare the receiving area for goods delivery
remove wastage; remove rubbish; remove hazards; correct paperwork; right equipment; right people; vehicle access; enough loading space; correct personal protective equipment (PPE)

Importance of checking the quality and quantity
identify discrepancies; inform appropriate person; undelivered stock; rejected stock; delivery meets order; zero stock loss; complete paperwork correctly

Procedures for reporting and recording
variations in the quantities of goods received (inform appropriate person, credit notes for stock not received, reject stock not ordered); defects in quality (inform appropriate person, rejected products, raise credit note, zero stock loss, temperatures, date coding)

Personal protective equipment
safety helmets; gloves; eye protection; high-visibility clothing; safety footwear; safety harnesses

3 **Understand how stock should be stored to prevent damage or loss**

Methods of storing stock
sufficient space; location of stock; ventilation; correct temperatures; secure stacking system; one-layer stack; multi stack; open access; security access; temperature controls; stock-handling techniques; hazardous goods (locked away); position of items (heavy items, light items); don't throw or kick

Handling techniques
manual handling techniques; regular risk assessment; training of staff; location of stock

Quality of stock checked regularly
comply with health and safety (dangerous goods); enforcement officer; prosecution; reduce out-of-date stock; reduce wastage; availability

Reasons why stock may deteriorate
insufficient space; old stock; poor ventilation; poor storage; cooling; refrigerated conditions; incorrect temperatures (perishable goods); infestation; damp; poor handling; packaging

Stored in order of receipt
date coding; marked date of receipt; receipt date; expiry date; prevent wastage/deterioration; stock loss; prevent profit loss; availability, improve efficiency

Essential guidance for tutors

Delivery

This unit should be delivered so that it gives learners an understanding of how important it is to have the correct stock levels at all times. Learners should be given the opportunities to prepare for the receipt and receive stock into storage. This will encourage a greater level of knowledge and understanding of the procedures to be followed when checking quality and quantity. This unit will be enhanced by visits to a variety of retail premises and distribution centres.

Learning outcome 1: learners need to understand the importance of having the right stock levels available. They should be offered opportunities to complete paperwork or electronic systems when dealing with stock. They will be expected to carry out duties to maintain stock levels and understand the consequences if not carried out correctly.

Learning outcome 2: learners should become well versed in preparing for and accepting delivered stock to the premises. They will be required to carry out both quantity and quality checks and complete paperwork should any discrepancies arise. They will be expected to understand what types of personal protective equipment are necessary.

Learning outcome 3: learners will need to know the various methods of storing stock and types of handling techniques required. They should be given opportunities to check the quality of stock on a regular basis and understand how to recognise any deterioration.

Assessment

This unit may be assessed either by a multiple choice question paper or portfolio of evidence. Further information on the MCQs can be found in *Annexe E* at the back of this specification.

Assessment guidance for learners providing evidence through a portfolio

Learning outcome 1: can be covered by the learner completing stock orders for various commodity groups. Out-of-stock or low-stock items should be noted and reasons obtained for the case. Regular checks throughout the day should be carried out to check the availability of stock levels. Various commodity groups should be chosen to identify the levels of stock at varying times. Best sellers and slow sellers will then be noted and actions decided to complement or remedy the levels will be taken. Evidence submitted for assessment must include an explanation of the purpose of stock control and the consequences of inaccurate paperwork. Learners are required to explain how stock levels are maintained and the consequences to the retail outlet if the right levels of stock are not maintained.

Learning outcome 2: can take the form of being responsible for preparing the stock-received area and for accepting stock from delivery into the premises. Learners should review the next orders to be received to identify if sufficient storage space is available and whether the quantities are sufficient to meet customer demand. Any discrepancies should be reported to a line manager. Learners should prepare a listing note to explain the key reasons why quantity and quality of stock checked and the systems used to ensure goods are expected and when they are due to arrive. Learners will be required to complete procedures for reporting variations in quantity and defects in quality and keeping a log of such to brief a line manager. Learners will be required to draw up a list of all the personal protective equipment used within their retail business alongside detailed reasons why it should be used.

Learning outcome 3: can be covered by the learner listing the different methods of storing stock in their retail business. A poster can be designed to illustrate the correct methods of handling stock. Quality stock checks are to be carried out at various time of the day. Any deterioration is to be resolved, and an explanation must be given as to why this has occurred. Action should be taken to remedy the problem. A stock rotation audit can be carried out to verify that all stock has been stored correctly. Any discrepancies are to be recorded and immediately rectified. Evidence submitted for assessment must also include an explanation as to why stock must be checked, why stock may deteriorate and why it must be stored in order of receipt.

Indicative reading for learners

Books

Battersby A – *Guide to stock control* (Pitman Publishing, 1977) ISBN 0273010743

Cox R and Brittain P – *Retailing: An Introduction* (Financial Times/Prentice Hall, 2004) ISBN 0273678191

Magazines and journals

Drapers

Retail Weekly

The Grocer

Websites

www.retail-week.com

www.skillsmartretail.com/sr/default.aspx

www.thegrocer.co.uk

Unit 9: Understanding Visual Merchandising for Retail Business

Unit code: A/600/0656

QCF Level 2: BTEC Specialist

Credit value: 4

Guided learning hours: 39

Unit aim

This unit provides the learner with the knowledge and understanding of the principles of visual merchandising. It covers the principles of display design and installation. The unit also focuses on the importance of visual merchandising in relation to brand identity.

Unit introduction

The purpose of this unit is to develop the knowledge and understanding of visual merchandising for retail business.

Retailers compete intensely to get customers into their stores. They are all chasing market share. Visual merchandising is one of the ways retailers aim to increase sales by enticing customers through the doors. Successful retailers understand how visual merchandising works and how to make it work for them.

This unit will give learners understanding of the importance of using window displays to ensure customers recognise the retailer's brand image. Learners will be introduced to the ideas of presenting visual messages through display.

The unit will consider how different seasons and themes are used through window and in-store displays to promote sales. Learners will be introduced to the use of display props to support the brand identity of retailers.

Retailers use the principles of colour theory and design to plan and install window displays. This unit will help learners consider how to make best use of space. There will be opportunities for selecting and installing a variety of fixtures and fittings to support display designs. Selection of the correct tools and equipment is important for health and safety as well as easing the way a job is carried out.

Floor layouts will be explored to understand how and why these are changed to maximise sales. Learners will be able to consider what is meant by 'product adjacencies' and the impact these can have on sales. The unit will introduce the concepts of displaying products in different locations to bring benefits to the retailers and the customers.

The very nature of visual merchandising requires the best possible presentation of products. The importance of cleaning and polishing products before display will be examined. The reasons for careful handling of products will be explored.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand the importance window displays have in translating the retailer's identity to the customer	1.1	describe how to translate brand image to the customer through window displays
		1.2	describe the different types of visual messages that retailers can showcase through window displays
2	Understand how events and props are used to promote merchandise in a retail environment	2.1	describe how different seasonal and calendar events are applied through window and/or in-store displays in order to support brand identity
		2.2	explain how different props can be used in window and/or in-store displays to support brand identity
3	Understand how to plan and install window and store displays	3.1	identify the basic principles of colour theory
		3.2	identify basic design principles and elements used in retail displays
		3.3	describe the methods used to produce and record simple design plans
		3.4	describe how to make best use of the space allocated
		3.5	describe basic principles for preparing fixtures and fittings and installing props safely
		3.6	identify the tools and equipment required to install a themed display
4	Understand how floor layouts and product adjacencies maximise sales	4.1	describe why it is important to change a floor layout in order to maximise sales
		4.2	describe what is meant by 'product adjacencies'
		4.3	describe the benefits of displaying specific products in different locations
5	Understand the importance of product preparation and handling in visual merchandising	5.1	explain why products may need cleaning and polishing before being displayed
		5.2	describe why it is important to handle products carefully

Unit content

1 **Understand the importance window displays have in translating the retailer's identity to the customer**

Translating brand image
image; colour; display signs; style of mannequins; events; labelling; layout; logos; perception of quality; shopping environment; buying atmosphere; price; name; lighting; location; architecture

Visual messages
themes; value for money; quality; events; promotions; seasonal; environmental atmosphere; regional or local; beauty; classification; price; style; utility; size; loss leaders; decorative elements

2 **Understand how events and props are used to promote merchandise in a retail environment**

Seasonal and calendar events
thematic displays; seasons (winter, autumn, spring, summer); events (Easter, Christmas, Divali, Halloween); tie-in promotions; display highlights (special promotions); focused display areas; clear messages; relationships between theme, fashion, decor and event; seasonal props and trim; target markets; company image; colour coordination; formula displays

Display props
complementary and enhancing; secondary to merchandise; rent; buy or build to suit plan and budget; selecting props; set style – art objects; pedestals; back-drops; textiles; antiques; seasonal highlights – artificial grass or snow; flowers; add detail – cane and bamboo; ribbons; braids and bows; paper and cardboard; reinforce messages – banners; decorative screens and panels; highlight themes – baskets and pots; barrels and boxes; floor coverings; company image; colour coordination; formula displays

3 **Understand how to plan and install window and store displays**

Colour theory basic principles
trends; colour wheel; primary; secondary; tertiary; dominant; accent; complementary; matching; rainbow system; colour families; palette; display composition

Design principles and elements
'Golden mean' (3×5 dimensions); balance; beauty; needs; optical centre; white space; location; fixtures; floor density; depth; breadth; placement; volume; company culture and values

Design plans
drafting; sketching; colour; planning; textural composites; design composition; pattern planning; balance; purpose

Space allocation
scaled floor plans; sales targets; fixtures by size; capacity and quantity; classifications of products; units of merchandise; traffic patterns; featured merchandise; focal point; accessibility; health and safety issues

Fixtures and fittings preparation and installation
presentation; complementary to merchandise; scaled floor plans; types of fixtures; rounder; tri rounder; T-stand; straight; waterfall; showcase; slat wall; cubes; tables; parallel hanging rods; merchandise counts; assembly; display loading; traffic patterns; safe assembly; clear working area; set up framework; secure all nuts; bolts and screws; test for strength; hang visible 'flags' on all arms and rods; fill with merchandise; dismantling and storage

Tools and equipment for themed display
thematic design plan; merchandise; display props; art objects; artificial grass or snow; flowers; cane and bamboo; ribbons; braids and bows; banners; baskets and pots; barrels and boxes; decorative screens and panels; floor coverings; paper and cardboard; pedestals; textiles; antiques; wallpapers; block foam; fibre board; plywood; glass; paint; well-equipped tool box; pins; staple gun; glue gun; invisible nylon wire; screwdrivers; utility knife; scissors; tape measure; picture-hanging wire; fine sandpaper; erasers; masking tape; duct tape; double-sided tape; steam iron; clothes brushes; portable vacuum cleaner; cleaning materials; extension cords

4 **Understand how floor layouts and product adjacencies maximise sales**

Changing floor layout to maximise sales
create order; sales environments to change 'mood'; traffic patterns; presentation of new stock; product life cycle; fixture maintenance; fashions and trends; consumer interests; customer familiarity and shopping habits; seasons and calendar events; increase customer traffic and footfall

Product adjacencies
product categories; complementary product sets; arranged into themes; closer proximity; logical presentation; cross merchandising; encourage impulse buying; highlights loss leaders; product promotion; increasing sales

Benefits of specific products in different locations
meets customer needs; maximises sales; customer familiarity and shopping habits; traffic patterns; merchandise groups; represent sales volume; ethical and cultural considerations of target customers and how floor layout can encourage a diverse range of customers

5 **Understand the importance of product preparation and handling in visual merchandising**

Cleaning and polishing products
create good first impressions; create the right image; presentation of products; enhance the visual look of products; increase customer satisfaction; increase sales

Careful handling of products
maintain sales value; avoid damage; reduce loss through shrinkage; improve efficiency; presentation of products

Essential guidance for tutors

Delivery

This unit should be delivered so that it gives learners with an understanding of how important visual merchandising is to the brand identity of retailers. Learners should be given opportunities to develop creative skills in visual merchandising. This will encourage a greater level of knowledge and understanding of how the principles of display and design apply to visual merchandising and brand identity. This unit will be enhanced by visits to a variety of retail premises and guest speakers.

Learning outcome 1: learners need to understand the importance of window displays in ensuring customers recognise the retailer's brand. Use of visual aids from television adverts, magazines and publications could support recognition of the visual themes and messages retailers send out. Permission from retail organisations should be obtained if their photographs are to be used but these do offer exciting opportunities for learner-centred work.

Learning outcome 2: the use of events and props in promoting merchandise gives great scope for interactive and practical application of learning. Learners should be encouraged to work in small teams to identify and create thematic displays in a realistic environment. They should be offered opportunities to use display props at retail events.

Learning outcome 3: learners should become well versed in the principles of colour theory. They should be given opportunities to use different design and colour principles in a variety of display scenarios. Learners will be expected to carry out design plans and allocate space and presentation elements in realistic settings. They will need to be able to select and assemble the correct fixtures and fittings and install the final design using the correct tools for the job.

Learning outcome 4: learners' should demonstrate how the floor layout will maximise sales. Learners will need to know about product adjacencies and what they aim to achieve. Learners' designs should also highlight the benefits of placing products in specific locations.

Learning outcome 5: during the creation of any display learners will be expected to understand the need for product preparation and handling. They will be expected to prepare, clean and polish products to create the right impressions. Learners should be held responsible for the careful handling of products and merchandise when setting up displays.

Assessment

This unit may be assessed either by a multiple choice question paper or portfolio of evidence. Further information on the MCQs can be found in *Annexe F* at the back of this specification.

Assessment guidance for learners providing evidence through a portfolio

Learning outcome 1: can be covered through learners visiting a local high street or shopping centre to identify two retailers. Learners should observe and note the window displays to determine what image each retailer is trying to create. The observations should aim to identify the target markets each retailer is trying to reach. A brief article for a retail magazine that explains the learner's opinion of the image and appearance of each store could be written, along with a description of how the brand image has been communicated to customers through window display. Use could also be made of visual aids to enhance the article, thus showing the different types of visual messages that retailers use.

Learning outcome 2: can be covered by the creation of a display for a themed event using relevant display props and trim that give a clear message. The display could be captured in a photographic montage or video diary depending on resources available. Learners should explain the different props that were used to support the brand identity.

Learning outcome 3: can take the form of a design and installation of a window or in-store display that uses some of the principles of design and colour theory. Learners could set out the design in a series of sketches that demonstrates composition. A scaled floor plan of the final design could be produced showing how space was used effectively. The display could be set up using the correct fixtures and fittings and the correct tools for the job. Learners must ensure the display is assembled following health and safety guidelines.

Learning outcome 4: can be covered through a learner visit to a retail store in the local area. Learners could review the layout of the store and make notes to help create a floor plan that recommends some changes in layout. The plan does not need to be detailed. Learners could make notes on the plan that indicate what should be changed and why. There should be a text box on the plan that briefly outlines the benefits of moving the products into these locations. For assessment purposes, learners must also submit a description of product adjacencies and describe the benefits of displaying specific products in particular locations.

Learning outcome 5: can take the form of a guide or poster to illustrate the importance of preparing products for visual merchandising. Learners could also indicate where they have used these principles during their design and display activities.

Indicative reading for learners

Books

Bell J and Ternus K – *Silent Selling: Best Practices and Effective Strategies in Visual Merchandising* (Fairchild Publications, 2003) ISBN 1563672197

Cox R and Brittain P – *Retailing: An Introduction* (Financial Times/Prentice Hall, 2004) ISBN 0273678191

Diamond J and Diamond E – *Contemporary Visual Merchandising* (Prentice Hall, 1998) ISBN 0137417942

Tony Morgan – *Visual Merchandising: Window and In-store Displays for Retail* (Laurence King Publishing Ltd, 2008) ISBN 1856695395

Tucker J – *Retail Desire: Design, Display and the Art of the Visual Merchandiser* (Rotovision 2004) ISBN 288046806X

Underhill P – *Why We Buy: The Science of Shopping* (Texere, 2000)
ISBN 158799044X

Magazines and journals

Drapers

Retail Weekly

The Grocer

Websites

www.drapersonline.com

www.retail-week.com

www.skillsmartretail.com/sr/default.aspx

BA031215 – Specification – Edexcel BTEC Level 2 and Level 3 Award, Certificate and Diploma in Retail Knowledge (QCF) – Issue 4 – March 2012 © Pearson Education Limited 2012

Unit 10: Understanding Fashion Retail Personal Shopping and Styling

Unit code: L/600/0628

QCF Level 2:   BTEC Specialist

Credit value: 3

Guided learning hours: 30

Unit aim

This unit provides learners with the knowledge and understanding of personal shopping and styling in fashion retail. It covers role and responsibilities of the personal shopping department within a fashion retail organisation and how to style individuals.

Unit introduction

First impressions count and image is everything in today's media-intensive world. This intense scrutiny has led to greater interest in the way we all look and behave. It is no longer just celebrities that are followed in the media; reality television has led to the rise of the 'ordinary' celebrity. We are all aware that development of personal image is increasingly important in business and social relationships. Personal shopping offers opportunities for restyling with expert advice. For the fashion retail business, it offers opportunities to increase sales and improve customer service in an increasingly competitive sector.

The purpose of this unit is to develop knowledge and understanding in fashion retailing personal shopping and styling. It gives learners an understanding of the role of the personal shopper within a retail environment. Learners will be introduced to how personal shopping can contribute to retail sales targets. Working with other retail departments is a key component of successful personal shopping and learners need to be able to understand how it fits into the wider retail business.

The unit also introduces the principles of different body shapes. Learners will consider the factors that influence the style of clothing or accessories selected to flatter or disguise different body shapes. They will also analyse colour, fabrics and silhouettes used to dress the different body shapes to facilitate a successful personal shopping service. Finally, learners will study how influencing factors can play a significant part in customer needs and preferences and consider how some of the more relevant factors of lifestyle, budget and shopping habits can assist in developing wardrobe-planning skills and knowledge.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the role of personal shopping within fashion retail	1.1 describe the role of personal shopping within fashion retail
	1.2 explain how personal shopping can contribute to sales targets
	1.3 describe how the personal shopping department works with other departments within the same organisation
2 Understand how clothing and accessories are chosen to suit different body shapes	2.1 describe the range of body shapes
	2.2 state the factors which influence the style of clothing or accessories when considering body shapes.
3 Understand styling principles used to style different customers and their needs	3.1 describe how colour, fabric, prints and silhouettes are used in styling different customers
	3.2 describe how the following influencing factors can affect customers' needs and preferences:
	a lifestyle
	b budget
	c shopping habits
	d wardrobe planning
	e special occasions

Unit content

1 **Understand the role of personal shopping within fashion retail**

Role of personal shopping
image consultancy, identify customer needs, personal profiles, budgets, styles, preferences, sizing; body shape analysis, body balance proportions, dressing different figure shapes, personalise style; advise on current trends, fashion elements, complement existing wardrobe, update overall look, new wardrobe, seasonal pieces, classic pieces, colour analysis, fabrics, shades and patterns

How personal shopping contributes to sales targets
high customer service levels, reduces barriers to shopping, supports purchase decision making, meets customer needs, suits or enhances customer image, sets up products for purchase, complementary products, meets budget aims

How personal shopping works across departments
total image consultancy, make-over, make-up, perfume, hair and beauty products, spas and salons, in-store dining, handbags, shoes, accessories, jewellery, seasonal wardrobes, holiday wardrobes, shopping for occasions and ceremonies, bridal services, off-the-peg, made to measure, bespoke tailoring, alteration services, couture, designer collections, delivery services

2 **Understand how clothing and accessories are chosen to suit different body shapes**

Range of body shapes
apple, pear, hourglass, strawberry, rectangle, skittle, vase, cornet, lollipop, column, bell, goblet, cello, brick, vertical body type, horizontal body type, face shape, weight, height, bone structure, shoulder size and angle, neck length and circumference

Factors influencing style for body shapes
style aims, garment silhouettes, jacket and top lengths, skirt, dress, coat and trouser lengths, cut and shape, flattering collar and neckline styles, underwear and swimwear styles, accessory size and style aims, clothes coordination, colour contrasts, fabric textures and structures, patterns and prints

3 **Understand styling principles used to style different customers and their needs**

How colour, fabrics, prints and silhouettes are used
colour: enhance mood, emotion, perceived body shape, impressions on others, seasonal categories, hue, temperature – cool, warm, neutral; value – light, medium, dark; intensity – clear, muted

fabrics: properties, characteristics, natural, man-made, stretch, drape, structured, dyes, patterns, finishes, grain line, bias cut, knitwear, yarn

prints: central prints, supporting, groups, formula, scale, size, colours, tone, collection, boldness, brightness, motifs, visual interest, block, proportions

silhouettes: shape and form, complement body shape, exaggeration, effect, emphasis, current trends, shape of the season, range of shapes, line, outlines, proportion, balance, symmetry

Factors influencing customer needs and preferences
lifestyle: business or pleasure, social group membership, sport and active leisure, age, gender, profession, save time, tastes

budget: stated, matched, efficiency, effectiveness, spend less and more to wear, buy cheap or buy better, longer-term benefits

shopping habits: feel good, thrill of new purchases, replace lost, old or worn out items, investment pieces, new season's trends, total seasonal replacements, year-round purchases, sales shopping, regular or occasional

wardrobe planning: assessment of current wardrobe, clothes to suit body shape, age appropriate, what goes with what, build self-confidence, what to buy, where to buy it, new season's trends

special occasions: perfect outfits, perfect gifts, designer labels, exclusive styles, personal dressing rooms, garments brought to the shopper, luxury, pampering, avoid crowds, accessories, professional advice

Essential guidance for tutors

Delivery

This unit should be delivered so that it gives learners an understanding of the role of personal shopping and how it can support the fashion retail business. This unit should be delivered through interactive and experiential learning that gives learners opportunities to develop real skills required by personal shoppers.

Learning outcome 1: learners need to understand the role of personal shopping and the range of different services that can be offered within the personal shopper role. Research of the different types of personal shopper can be carried out virtually if resources allow. Personal shoppers could be asked to speak about their role this would enhance the delivery of this unit. Learners would benefit from visits to fashion retailers who use the services of personal shoppers. This would allow for focused questioning on how personal shopping can contribute to sales targets. Visits would allow for practical demonstration of how personal shopping can work across departments and the potential this offers the fashion retail organisation.

Learning outcome 2: learners need to develop the practical skills of analysing a range of body shapes. They should be offered opportunities to use the tools of the trade in a realistic and meaningful way. Learners can research and review the various factors that can flatter or disguise different body shapes. They would benefit from keeping a reflective diary that shows how they have analysed different body shapes and the different style factors they would recommend various body shapes, including supporting illustrations showing different silhouettes and style factors are useful.

Learning out come 3: practical opportunities to carry out colour analysis on real people will help learners understand how it is used and the impact colour can have on individual image. Colour analysts can be asked to demonstrate how colour is used to style different customers and would enhance the delivery of this unit. Learners could be offered opportunities to review different fabrics and patterns through visits to trade fairs and exhibitions. Being able to experience the tactile properties of fabrics helps learners understand how they move and drape across different body shapes. Learners could research forecasting agencies for the different silhouettes that are being identified as part of emerging trends.

Questioning techniques are essential tools for good personal shoppers. Learners need to be aware of how to ask open and closed questions. They will need to understand the requirement of confidentiality and how to be sensitive when asking questions. Learners could work with individuals to find out about how their lifestyle, budget and shopping habits influence their needs and preferences. Opportunities to carry out real wardrobe planning and special occasion consultancy would support learners in developing the skills required.

Assessment

Learning outcome 1: can be assessed through the development of a marketing tool that clearly explains the role of the personal shopper. The learner could develop a company name and produce a leaflet, magazine or television advert or a web page that advertises the services offered by a personal shopper. Learners could then develop a five-minute sales pitch to 'sell' their personal shopping business to a fashion retailer. Learners could include how their services can contribute to sales targets and how personal shopping can work across departments. The 'Dragons' Den' style pitch may be made to the tutor, and/or an employer or guest retailer.

Learning outcome 2: could be assessed through the review of a range of body shapes and suggested styles for each one. At least two body shapes need to be selected for further review. Learners need to produce visual representations of the types of fashion styles that would flatter and disguise each body shape. The visual representation could be a mood board, poster or other suitable visual aid. It should demonstrate the styles, colours, prints and silhouettes that would suit the selected body shape.

Learning outcome 3: could be covered by carrying out a total image consultancy for an individual. Questioning techniques could be used to analyse the needs and preferences of the client. Based lifestyle, budget and shopping habits factors, could be the main focus of the questions. The learner could detail a personal profile of the client. A visual package of a wardrobe plan for either a special occasion or a wardrobe makeover is what the client would be looking for. This could be supported by a mood board that illustrates the selection of colours, fabrics, styles and silhouettes.

Indicative reading for learners

Books

Goworek H – *Fashion Buying* (Blackwell Publishing Ltd, 2007) ISBN 1405149922

Woodhall T and Constantine S – *The Body Shape Bible: Forget Your Size, Discover Your Shape, Transform Yourself* (Orion Publishing Ltd, 2008) ISBN 0753823330

Magazines and journals

Drapers

Glamour

In Style

Vogue

Websites

www.bodyshapefashionadvice.com

www.snapfashun.com

www.styleaware.co.uk

Unit 11:   Understanding Fashion Trends and Forecasting

Unit code: H/600/0635

QCF Level 2:   BTEC Specialist

Credit value: 3

Guided learning hours: 28

Unit aim

The purpose of this unit is to provide learners with the knowledge and understanding of how fashion trends are analysed, predicted, developed and reflected in society.

Unit introduction

Designers can produce outrageous catwalk shows with fashions that are clearly not intended for everyday wear. Fashion retailers need to have the right products, in the right colour with the shape and material that their customers want to buy. Fashion trends have to be analysed and deciphered to make them relevant to the retailers and their customers. Part of the service offered by fashion forecasting agencies is to decipher these trends and make them more accessible for manufacturers and retailers in the notoriously unpredictable fashion industry.

The purpose of this unit is to develop knowledge and understanding of how fashion trends and forecasting are made to work for the fashion industry. The unit will give learners knowledge of how fashion trends are analysed. They will review the work of fashion forecasting agencies and the various elements of fashion that are scrutinised. Learners will be introduced to the role and purpose of fashion shows, trade fairs and exhibitions, and the influence they can have on trends, this will support learners' understanding of how fashion trends are predicted and developed.

The unit will help learners to consider the different influences on contemporary fashion. Learners will be introduced to the influences of film, sport and music and the concept of celebrity as an influential fashion icon. The unit will help learners consider different aspects of social groups and how they can influence the individual and the fashion business.

Knowing how to present a forecast in fashion trends is a valuable skill. Learners will be given opportunities to develop the knowledge and understanding of the types of research carried out and the data that produced. Interpretation of research data is the key to successful fashion forecasting. Presentation of the forecasts is important in attracting the industry leaders and learners will study how the communication of forecasts and trends is undertaken using industry-standard methods and materials.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the ways in which fashion trends are analysed, predicted and developed	1.1 describe the role and function of fashion forecasting agencies
	1.2 describe the role and purpose of fashion shows, trade fairs and exhibitions
	1.3 describe how fashion trends are predicted and developed
2 Understand contemporary influences on fashion trends	2.1 describe the influence of film, sport and music on fashion trends
	2.2 describe how celebrities' choice of dress influences fashion trends
	2.3 describe how the choice of dress of social groups can influence fashion trends
3 Know how to present a forecast in fashion trends	3.1 identify the types of research data used for forecasting fashion trends
	3.2 describe how research data is interpreted
	3.3 describe the methods and materials used to present forecasts of fashion trends

Unit content

1 **Know the ways in which fashion trends are analysed, predicted and developed**

Role and function of fashion forecasting agencies
carry out market research, review market activity, recommend products, trend forecasting, catwalk analysis, store reporting, colour forecasting, prints and graphics, accessories, silhouette, consumer expectations, trend reports, breaking fashion news, expert advice, reduce risks, save clients time, help clients make money

Role and purpose of fashion shows, trade fairs and exhibitions
sales: sell collections, attract buyers, trade audience, take advance orders

marketing: get messages across, get noticed, review competitors, photo opportunities, publicity, celebrity audience, public relations, branding

entertainment: image, styling, spectacle, glamour, artistry

How fashion trends are predicted and developed
market research, review market activity, fashion forecasting websites, review publications, read special reports, visit trade fairs, exhibitions and fashion shows, identifying emerging themes, developed by design teams, use of trend boards, colour palette, silhouette, monitoring lifestyle, street style, celebrity, haute couture, designer collections, trend setting, anticipating trends, counter culture

2 **Understand contemporary influences on fashion trends**

Influence of film, sport, music
film: star power, celebrity style, fashion icons, wardrobe designers, Hollywood, academy awards, photography and image, Bollywood, film festivals, red carpet reporting, red carpet catwalk

sport: status symbol, sporting heroes, fashion icons, branding, designer brands, sportswear, lifestyle clothes, tracksuit, polo shirt, trainers, tennis, football, fitness boom, quality, fabric technologies, luxury sportswear, hip hop cross-over

music: image, rebellion, street style, personality, attitude, pop, rock, punk, new romantics, hip hop, dance, goths, divas, fashion icons, music heroes

Influence of celebrity
star power, celebrity style, fashion icons, fashion gatekeepers, professional stylists, image makers, image, aspirational lifestyles, halo effect, trend setting, trickle-down effect, media projection

Influence of social groups
status, identification, desired membership, ceremony and special occasions, class, gender, age, race, social stereotypes, cultural identity, mass branding and advertising, individuality versus conformity

3 **Know how to present a forecast in fashion trends**

Types of research data
primary research: on-site catwalk analysis, presence at fashion weeks, daily analysis updates, questionnaire design, mystery shopping, street style trend spotters

secondary research: numerical and quantitative, publications review, media searches, internet research, social trends, consumer trends, trend overviews, trend themes, store reporting, displays, graphics, packaging, product photos, current season key trends, retail news, catwalk analysis, fashion weeks reviews, retailers, counter culture

How research data is interpreted
identify focus of research – garments, footwear, accessories, prints and graphics, fabrics, knitwear, colours, detailing, prints, embellishments, key silhouettes, tailoring; organise results into tables, graphs or other visual representation, look for patterns in the results, trend analysis, trend overviews, trend themes, record conclusions, make recommendations, report results

Methods and materials to present forecasts
websites, publications, mobile phones, special reports, case studies, video, photographic, illustrations, pictures, design boards, colour charts, fabrics, swatches, specifications, sketches, silhouettes, store shots, aim to be visual and inspiring

Essential guidance for tutors

Delivery

This unit should be delivered in a way that allows learners to apply their knowledge and understanding realistically. Delivery should be as practical and interactive as possible, based on real research and trend-setting scenarios.

Learning outcome 1: learners will need to be given opportunities to research fashion forecasting agencies. They should be able to identify the specialisms of the various agencies and review their news reports and presentation techniques. From this research learners should be encouraged to identify current or emerging trends. Learners could undertake some market research to identify and predict emerging fashion trends. This unit would be enriched by arranging visits to fashion shows, trade fairs or exhibitions. Learners should be given a clear brief to identify the purpose of the event and to research emerging themes during any visits. Fashion retailers could also be approached to host visits where learners could identify current trends and research counter culture. If resources are available, learners could follow the reporting of various 'fashion weeks' around the world using 'virtual forums'.

Learning outcome 2: learners need to be able to identify the impact of film, sport and music on the world of fashion. Research into the influence of film would enable learners to identify films that have actually impacted on fashion trends. Tutors need to ensure that learners consider past celebrity influences and the longer-term effect they may have had on current fashions. Learners could be given opportunities to research the influence of celebrities from the fields of film, sport and music in order to identify who is influential, how and why. Learners could consider the impact of social groups in the world of fashion, by identifying social stereotypes and the fashions they may adopt. Discussions would enable learners to explore their own social groups and any prejudices they may hold. If resources allow, tutors need to make use of a wide range of resources to explore influences on fashion trends – film footage, interactive websites, social networking sites and publications are rich research seams to be mined.

Learning outcome 3: in this unit learners need to be able to identify the different types of research data used in forecasting fashion trends. They need to be able to carry out their own research to help them understand what it means. The data they have collected could be used to interpret their own views on emerging fashion trends, or confirm current trends. Learners could explore the different types of presentation methods used in the fashion industry and present their results to a professional standard. This unit offers opportunities for experiential and applied learning in a realistic and meaningful way.

Assessment

Learning outcome 1: could be covered through the review of at least two different fashion forecasting agencies. The review could explain what the specialisms of each forecasting agency are and their role in the fashion world and be supported by typical visuals used by each agency. Learners can visit a fashion show, trade fair or exhibition (real or virtual) and produce a report about it for a leading fashion forecasting agency. The report could explain the purpose of the event and identify any emerging trends. If resources allow, this could be reported as a recorded video interview for television or uploading to an interactive website. A market research activity could be carried out to identify potential emerging trends. Learners could predict trends for a selected theme and produce a design board to support their predictions, which could be linked to learning outcome 3.

Learning outcome 2: could take the form of a visual exhibition of contemporary influences on fashion trends. The exhibition needs to represent the three key influences of film, sport and music. Learners could work in teams to complete the exhibition; individuals could take responsibility for their part of the display. Learners could identify a celebrity who is a key influence in their field of film, sport or music and produce a celebrity dress 'diary' on how their life and dress choices influence the fashion world. Social groups could be researched in the media to identify what social stereotypes are commonly portrayed. Learners could produce a newspaper article or poster on the agreed dress standards or fashion influences of at least two social groups. Attention could be given to whether the social groups prefer a named designer label or produce their own version of street style.

Learning outcome 3: can be assessed through the completion of a market research activity, which could be linked to learning outcome 1. Learners could carry out a series of research activities. These could be primary or secondary research depending on resources available. From the results of their research learners could predict emerging trends. If resources allow, learners could produce a website to illustrate the results of their research and make their predictions as a fashion forecasting agency. The results could also be reported as a special report or news item. The results of the research and predictions can be reported using supporting visuals and should be to an industry standard.

Indicative reading for learners

Books

Gorman P – *The Look: Adventures in Rock and Pop Fashion* (Adelita, 2006)
ISBN 0955201705

Goworek H – *Fashion Buying* (Blackwell Publishing Ltd, 2007) ISBN 1405149922

Sims J – *Rock Fashion* (Omnibus Press, 1999) ISBN 071197733X

Magazines and journals

Drapers

Glamour

In Style

Vogue

Websites

www.glamourmagazine.co.uk

www.instyle.co.uk

www.lebook.com

www.snapfashun.com

www.vogue.co.uk

BA031215 – Specification – Edexcel BTEC Level 2 and Level 3 Award, Certificate and Diploma in Retail Knowledge (QCF) – Issue 4 – March 2012 © Pearson Education Limited 2012

Unit 12: Understanding the Fashion Retail Market

Unit code: M/600/0637

QCF Level 2: BTEC Specialist

Credit value: 3

Guided learning hours: 30

Unit aim

This unit provides learners with the knowledge and understanding of the current fashion retail market and seeks to develop the learner's awareness of its ongoing challenges.

Unit introduction

The fashion retail market has been subject to many influences, past and present. As a dynamic business sector, the fashion retail market needs to remain alert and knowledgeable so that it can respond to the many impacts and challenges it faces.

The purpose of this unit is to develop knowledge and understanding of the dynamic nature of the fashion retail market. The unit will give learners understanding of historic developments that have influenced fashion right up to the present day. Learners will be introduced to different eras and the fashions that prevailed at the time. They will be introduced to the concept that nothing is really new. Learners will also consider the impact political, economic, social and technological factors have had on the development of the fashion retail market.

The unit introduces the different store formats used by fashion retailers. Learners will explore the reasons why retailers choose different store formats and review why some retailers have more than one store format to support their fashion retail activities.

This unit will help learners to understand the impact of social and economic factors on fashion retailers. In developing that understanding learners can go on to explore how fashion retailers respond to ever-changing market challenges. Even in times of economic depression there are opportunities for growth and emerging new markets. The unit will help learners to identify new opportunities for fashion retailers to exploit to ensure their survival or development.

The unit will explore multi-channel marketing, emphasising how the more responsive fashion retailers have been able to exploit this opportunity to strengthen and grow their business.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand the development of fashion retailing	1.1	describe the main historical developments that have influenced present-day fashion retailing
	1.2	describe how the characteristics of present-day fashion retailing have been shaped by political, economic, social and technological factors
2 Understand the different store formats offered by fashion retailers	2.1	identify the different store formats that are used by fashion retailers and describe their respective customer profiles
	2.2	explain the reasons why retailers choose different store formats
3 Understand how current social and economic factors affect fashion retailers	3.1	describe current social and economic factors which may affect fashion retailers
	3.2	describe how fashion retailers respond to market challenges
	3.3	describe future opportunities for areas of growth in the fashion retail market
4 Understand multi-channel retailing	4.1	explain what multi-channel retailing is
	4.2	describe how fashion retailers have used multi-channelling effectively

Unit content

1 Understand the development of fashion retailing

Historical influences
Regency, Victorian, Edwardian, World War 1, 1920s' flappers, 1930s' depression era, between the wars, Second World War and fashion by decree, effects of rationing, 1947 New Look, 1950s' teenagers, rock and roll, Americana, swimwear, denim jeans 1960s' swinging England, pop art, 1970s' ready to wear, revolt and punk era, 1980s' power dressing, new romantics, rise of the 'yuppie', 'Sloane rangers', 1990s' changes to shops, designer brands, 2000 onwards, rise of designers, celebrity influences

Political, economical, social and technological factors
PEST analysis (Political Economic Social Technological); political: First World War, Second World War; economical: sweat shops, 1930s' Great Depression, rationing, 1960s' growth and prosperity; 2000's credit crunch, China as a global market; social: fashions for the privileged few, First World War and removal of class barriers, World War Two, 1950s' rise of the teenager, film, theatre and television; technological: manufacturing, mass production

2 Understand the different store formats offered by fashion retailers

Store formats and customer profiles
formats: flagship stores, designer boutiques, store within a store, department store, variety store, e-tailers, mail order

customer profiles: age, gender, career, education, values, geographical location, price range, body confidence, size

Reasons for store formats
brand identity, style statements, concept, image, differentiate from competitors, customer recognition, customer profile, classification, market segmentation, target markets

3 Understand how current social and economic factors affect fashion retailers

Social and economic factors
social: celebrity role models, lifestyle, media preferences, body conscious, trends, art, corporate social responsibilities, customer profiles

economic: prosperity, credit crunch, technologies, employment levels, disposable income, taxation

Responding to market challenges
anticipate consumer demand, monitor sales levels, special offers, review production costs, monitor fuel costs in supply chains, measure carbon footprint, offer ethical trading goods, review pricing policies, measure customer expectations, adopt technologies, develop workforce capacity and skills

Future opportunities for growth
new markets, globalisation – China, Asia, Middle East, increased square footage, new stores, new locations, city centre, out of town, new trends, ethical trading

4 **Understand multi-channel retailing**

What is multi-channel retailing?
selling directly to the public, distribution channels, 'bricks and mortar' retail stores, mail-order catalogues, online sales, websites, interactive television, mobile consoles, retail storefronts, customer loyalty programmes, direct mail

Effective use of multi-channel retailing
customer choice, customer centred, customer interactions, seamless experiences, integrated systems and processes, order capture, skilled staff for each channel, staff training programmes, returns through any channel, reward loyalty, pricing strategies to suit channel, protected profit margins, consistent product range, brand protection

Essential guidance for tutors

Delivery

Learning outcome 1: this unit should be delivered so that it gives learners an understanding of the current fashion retail market. This unit could be delivered through action and experiential learning, using real issues that affect the fashion retail market. Furthermore, learners will explore historical influences on current fashions. They should be encouraged to research different historical eras and present how fashion has evolved as a result. Learners should take into account factors such as the political and economic climate, social factors and technological advances. Current news stories from the world of business would help in delivering this content.

Learning outcome 2: learners will understand the different types of store formats that exist. They could be encouraged to research several different fashion stores with which they are familiar. Learners could then aim to identify why the fashion retailers chose their store formats. Active learning could be based on relevant questions such as – what does the format say about the fashion retailer, their brand image and the customers they are aiming to attract?

Learning outcome 3: fashion retailers face a broad range of challenges and learners will need to be able to identify what they are and how retailers can respond. Learners could explore how a selected fashion retailer responds to the current social and economic factors; this could be related to the identification of opportunities and areas of potential growth. The results could be presented to a peer group, a line manager and/or tutor.

Learning outcome 4: fashion retailers are increasingly using multi-channel retailing. Learners need to know what multi-channel retailing is. They could research which fashion retailers use multi-channel retailing effectively. Learners need to understand what sort of business activities fashion retailers carry out across the multi-channels in order to be effective.

Assessment

Learning outcome 1: can be covered through research of at least two different historical eras that have influenced fashion. Learners can produce a montage poster of their work that depicts the eras they have selected and emphasises how it has influenced fashion. The montage could reflect the impact on fashion retailing. To demonstrate understanding of it has external factors learners can produce an article for a fashion magazine that explains a PEST analysis (political, economic, social and technological) for a selected fashion retailer.

Learning outcome 2: can be assessed through production of a visual representation of a local high street or shopping mall that illustrates the different types of formats used by fashion retailers. Each fashion store format illustrated should have a legend that explains the customer profile of the retailer and the reasons they have chosen the format. The visual representation could be in the form of a map or poster that depicts different types of formats, which could be presented to a professional standard using industrial-standard resources, information technologies and innovative display techniques wherever possible.

Learning outcome 3: learners can research a fashion retail business with which they are familiar or that they want to know more about. This can be linked to learning outcome 2. Learners will describe the social and economic factors that influence the fashion retailer they are researching. Reviews of each of the social and economic factors could contribute to a report on their impact these on the fashion retailer's business. Learners could then recommend what actions the fashion retailer can take to respond to market challenges and identify future opportunities for growth. They can present the results of their research through a short formal presentation.

Learning outcome 4: this can be linked to learning outcomes 2 and 3 if required. Learners could identify a fashion retail business to research. They could produce a guide that 'sells' the idea of multi-channel retailing. The guide could describe clearly what multi-channel retailing is and how it can support the fashion retail business. Clear links need to be made to apply the theories of multi-channel retailing to the actual fashion retail business under review. For a fashion retailer that already uses multi-channel retailing, the research could include a critique of what they currently do and what improvements could be made.

In each learning outcome the selected fashion retailer could be an employer or a work placement.

Support from tutors must be provided in the planning in work placement observations and professional discussions along with encouragement to build on communication and confidence skills.

Indicative reading for learners

Books

Easey M – *Fashion Marketing* (WileyBlackwell, 2008) ISBN 1405139536

Ewing E and Mackrell A – *History of 20th Century Fashion* (Batsford Ltd, 2005) ISBN 0713489324

Hinds T and Bruce M – *Fashion Marketing: Contemporary Issues* (Butterworth-Heinemann, 2006) ISBN 0750668970

Manuelli S – *Design for Shopping: New Retail Interiors* (Abbeville Press, 2006) ISBN 0789208989

Magazines and journals

Drapers

Retail Weekly

The Grocer

Websites

www.drapersonline.com

www.fashion-era.com

www.retail-week.com

www.skillsmartretail.com/sr/default.aspx

BA031215 – Specification – Edexcel BTEC Level 2 and Level 3 Award, Certificate and Diploma in
Retail Knowledge (QCF) – Issue 4 – March 2012 © Pearson Education Limited 2012

Unit 13: Understanding the Evolution of Beauty Retailing

Unit code: R/600/0646

QCF Level 2: BTEC Specialist

Credit value: 3

Guided learning hours: 30

Unit aim

This unit provides learners with the knowledge and understanding of the retail beauty sector and its development. Learners will review the changes that have taken place within the sector since the late 1970s and will also review how international influences have affected the retail beauty sector. The unit will allow learners to review the roles and responsibilities of different staff in retail beauty and to gain an understanding of how these roles affect the success of the organisation.

Unit introduction

The retail sector is constantly adapting to social and economic change in order to meet customer needs. This has led to the evolution of beauty retailing. Beauty retailing uses many different approaches for the delivery of beauty products and treatments to a large and varied audience in different types of retail outlet. This unit will give learners an understanding of how beauty retailing developed into a separate sector of retailing. The unit examines the financial contribution to the retail sector made by the sale of beauty products. Developments in the sector have encouraged the selling of beauty products through different types of retail outlet, from department stores covering the mass market to niche market stores which sell only beauty products. The role of the beauty consultant is to sell and provide beauty care products and treatments which contribute to healthy skin and nails, thereby promoting general wellbeing for customers. An in-depth knowledge of the beauty consultant's role and responsibilities is essential in order to appreciate the successful contribution of beauty retailing to the sector.

Learners will examine how international influences in the trading environment impact on the beauty retail sector and the responses of retailers to ensure successful business performance. Learners will explore how the key developments in consumer protection law have affected the sector. Beauty retailing is highly dynamic and responsive and has readily taken advantage of the electronic age, which has significantly affected the way retailers manage and plan the sale and distribution of beauty products. Technology is important as a competitive tool, allowing retailers to offer price savings, high standards of service and varied product choice for the customer. Learners will need to be aware of how e-business, online shopping, catalogue, mail order and other alternative selling methods are transforming many retail operations and their overall contribution to the beauty retail industry.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how beauty retailing contributes to the success of the retail sector	1.1 describe how beauty retailing developed into a separate area of retailing
	1.2 describe the financial contribution made to the retail sector by the sale of beauty products
	1.3 outline the sale of beauty products through the different types of retail outlet, such as department stores and stores which sell only beauty products
	1.4 outline the role and responsibilities of the beauty sales consultant in different types of retail outlet, including relationships with colleagues
2 Understand the significance of recent changes in beauty retailing	2.1 describe how beauty retailing has responded to international influences
	2.2 describe how changes in consumer protection law have affected beauty retailing
	2.3 describe how technology has affected the sale and distribution of beauty products to consumers and retailers
	2.4 describe the effects which competition and alternative selling methods have had on the retail beauty sector

Unit content

1 **Understand how beauty retailing contributes to the success of the retail sector**

Beauty retailing – a separate area of retailing
developments in the consumer market: radical, continuing changes, customer expectations and demand, changing social and work patterns, affluence, higher consumer spending, cultural and lifestyle expectations, attitudes to environmental issues, need for sustainable products, technology

marketing objectives: business growth, moving into new markets, extension of product range, brand building, establishing own brand, increased market share, increased sales, increased profitability, creating a distinctive market presence

Financial contribution from sale of beauty products
industry statistics: industry size, industry annual turnover, employment as a percentage of UK workforce, sales from sector-specific beauty products

Types of retail outlet
nail bars/nail technicians, beauty salons/consultants, beauty therapists/mobile therapists, department stores, supermarkets, direct sales, franchises, catalogue, online stores

Roles and responsibilities, including relationships with colleagues
role of beauty sales consultant: meet and greet all customers, exceptional knowledge of product range and product benefits, use expertise and knowledge to satisfy customer needs, demonstrate understanding of brand values, explore all available options, has a customer service orientation

responsibility in the workplace: business focus, contribute to the financial success of the business, maximise every sales opportunity, promote additional/alternative products to the customer, concern for order and quality, monitor and check all work, operate within guidelines and procedures, ensure own actions reduce risks to health and safety

relationships with colleagues: cooperation and commitment, ability to work as part of a team, accepts and responds to authority, willing to share information and value input from others, actively involves others in working for a common goal

2 **Understand the significance of recent changes in beauty retailing**

Response to international influences
current influences: global culture – France, Italy, America, Japan, India, China, celebrity culture, Bollywood, changing body part emphasis, holistic approach, use of designer labels, environmental issues, sustainable products, increased trading peaks – festivals and celebrations

Changes in consumer protection law
The Supply of Goods and Services Act, The Consumer Protection Act, The Consumer Protection (Distance Selling) Regulations, insurance, industry codes of practice, ethics, retail outlet guidelines, adherence to professional body's directives/manufacturer's data sheets for all products, important to follow correct legal procedures at all times

Effects of technology on sales and distribution
types of technology: electronic point of sale, electronic funds transfer at the point of sale, database marketing systems, loyalty cards, barcodes, laser technology, hand-held terminals, hands-free stock ordering, EDI – electronic data interchange, bank's automated clearing system, improved customer service, greater accuracy in sales and profit figures, shelf and store space management systems, reduced lead time in stock replenishment systems, planogram production, speed of response, competitive advantage

Effects of competition and alternative selling methods
advantages: wider customer base, global access, reduced staffing/transport costs, competitive advantage, sharing information with distributors, increased speed of despatch of goods, digital retail business, catalogue, mobile, internet, repeat purchases

disadvantages to the retailer: set-up/running costs, lack of resources/skills, security concerns, organisational culture, implications of poorly designed websites

disadvantages to the consumer: security issues, no human interface, only see images, unscrupulous operators, problems with returning goods

Essential guidance for tutors

Delivery

Learning outcome 1: The development of beauty retailing into a separate area of retailing, which makes a significant financial contribution to the sector, is an example of how retailing has adapted to the needs of today's increasingly sophisticated and affluent customer. Work experience and any part-time retail employment could form the basis for discussion and mind mapping these developments, supplemented by the internet to research industry statistics on the financial contributions made by the sale of beauty products. Tutors should ensure that learners can gain knowledge of the features of different types of retail outlet which sell beauty products and they should be encouraged to visit a range of retail environments, from department stores to salons which sell only beauty products. They could work in small groups, with each group researching a different environment, and then prepare a wall chart to present their findings to the rest of the class. Visits could be supplemented with using beauty sales consultants from the different outlets as guest speakers, to outline their roles and responsibilities and to highlight the importance of effective working relationships with colleagues.

Learning outcome 2: Learners will explore the key developments that have taken place in the retail sector and understand it is important that retailers anticipate change and respond accordingly, to ensure successful business performance. Learners will appreciate that these changes can range from international influences, to alternative selling methods. Learners will explore how regulatory and legislative requirements in consumer protection law, impact on the way beauty retail businesses operate and how every part of the retail business is affected by technology, even though many of these developments may not be immediately visible to customers. Tutors should ensure that learners are constantly updated on all these changes, developments and influences by encouraging discussion with employers and guest speakers, research on the internet and through learning resource centres, and by learners drawing on their work experience or part-time retail employment.

Assessment

Learning outcome 1: In small groups, learners could discuss how changes in consumer demand and marketing objectives have led to the development of beauty retailing into a separate area of retailing, using a mind map to help formulate their ideas. These ideas could then be transferred on to a colourful wall display for question and answer/discussion sessions with the rest of the class. Researching the internet and government statistics, learners could produce an informal report on the financial contribution beauty retailing makes to the sector. As a follow-on activity the learners could design a template grid to outline the sale of beauty products in the different types of retail outlet and the role and responsibility of the beauty consultant in each type of outlet, drawing on their work experience or part-time retail employment. This could lead to a discussion on the importance of effective relationships with colleagues in the workplace, which learners could summarise in a handout on the relevant points.

Learning outcome 2: This part of the assessment of the unit could be through a research-based project that identifies the significance of the recent changes in beauty retailing. Learners should work in n small teams. The tutor could allocate each team one of the following recent changes to investigate in depth: international influences, consumer protection law, technology, competition and alternative selling methods. Each team could then give a presentation to the other teams/tutor, using creative techniques, which will allow for peer review and the opportunity for feedback. Each team could produce an informal report on their findings, to be handed out at the end of the presentation.

Indicative reading for learners

Books

Baren M E – *How It All Began Up the High Street* (Michael O'Mara Books Ltd, 1997) ISBN 1854796674

Dennis C et al – *E-retailing* (Routledge, 2004) ISBN 041531142X

Poloian L G – *Retailing Principles: A Global Outlook* (Fairchild Books, 2003) ISBN 1563671921

Thomas B – *Law for Retailers* (Management Books 200 Ltd, 2003) ISBN 1852524235

Magazines and journals

Independent Retail News Magazine

The Convenience Store

Websites

www.babtac.com

www.theretailbulletin.com

Unit 14: Understanding the Retail Sale of Skin Care Products

Unit code: A/600/0625

QCF Level 2: BTEC Specialist

Credit value: 3

Guided learning hours: 30

Unit aim

This unit provides learners with the knowledge and understanding of skin care retailing. It will cover the basic anatomy and physiology of skin. It will allow the learner to explore the different range of skin types and understand why the market and products are segmented according to skin type. The importance of product knowledge is covered and how such knowledge can be used to recommend and advise the customer on the best type of product to use.

Unit introduction

This unit gives learners an understanding of the purpose of skin care products and treatments in contributing to healthy skin and thereby promoting general wellbeing for customers. Knowledge of the skin is essential in order to have an understanding of how the skin behaves, how it grows and of problems or reactions that may occur.

It is essential for the growth of a business to keep the customer knowledgeable and informed about all the products and treatments available. This is not only helpful for the customer, allowing them to make informed choices, it is also essential for the survival of the business in a very competitive marketplace. The general public is more aware than ever before of the latest products and treatments. The media communicates the latest trends and customers will take their business elsewhere if their usual retailer does not stock what is being advertised.

With experience and product and retail knowledge, learners will look at matching customer need with the right product or service. Their description of the features and benefits will give customers accurate and sufficient information to enable them to make a decision. Learners will understand how to make an informed choice on the products to recommend to customers.

Having empathy with the customer is essential when discussing additional treatments or products. Identifying opportunities for offering additional or associated products is easy if the seller is receptive and aware. Customers may have had a word-of-mouth recommendation from a friend, or they may have seen a product advertised on the web and wish to know more. A special day or occasion will trigger extra interest – weddings, holidays and parties focus attention on extra treatments or products.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand the basic composition and structure of the skin	1.1	describe the structure of the skin
	1.2	describe how skin cells renew themselves
	1.3	describe the principal skin types and their characteristics
	1.4	outline common skin conditions which may restrict or prevent product use
	1.5	identify the situations where the consultant may need to suggest that the customer seeks medical advice
2 Understand skin care products and the selection of products to suit the customer's skin type	2.1	explain why it is important to provide the best possible advice and information when selling skin care products
	2.2	explain how nail and skin analysis help in selecting the most effective products for the individual customer
	2.3	describe how skin analysis can help in selecting suitable products for the customer
	2.4	describe the factors that should be considered during skin analysis and explain their significance
3 Understand how to help customers to choose skin care products	3.1	describe effective questioning techniques used to establish customers' requirements for skin care products
	3.2	describe ways of helping customers to understand the features and benefits of skin care products
	3.3	describe opportunities for selling additional or associated products

Unit content

1 **Understand the basic composition and structure of the skin**

Structure of the skin
three distinct layers: epidermis, dermis, sub-dermis

Renewal of skin cells
factors: nutrition, health, age, lifestyle, care and maintenance

Skin types
normal, oily, dry, combination, sensitive, mature, dehydrated, blemished, congested, gender

Common skin conditions
uneven texture, open pores, shiny patches, dry patches, flaky patches, tightness, blemishes, folliculitis

Situations where customer needs to seek medical advice
allergic reactions: nuts, galvanic treatments, creams, gels

when contra-indications are present, it is necessary to seek guidance from the line manager to ensure a particular product is suitable for the skin condition presented

2 **Understand skin care products and the selection of products to suit the customer's skin type**

Importance of advice and information on skin care products
products: suit customers' skin types, personal needs, individual requirements, prevent allergic reactions

Features and benefits of skin care products
features of products: cleanse, exfoliate, facial mask, tone, nourish, provides extra care, removes make-up, hypo allergenic, fragrance free, dermatologically tested

benefits: opens pores, floats out impurities, tightens pores, freshens the skin, replaces moisture, protects and softens, provides make-up base, nourishes, feeds and improves texture of skin

Skin analysis
helps to establish a customer's skin type; once established then important to recommend suitable products to the customer needs

Factors to consider
thorough understanding of the ingredients, benefits to the customer's skin type, knowledge of how the different ingredients can help the customer's skin type (tight skin, flaky, sore, prone to dermatitis, eczema, sensitive, dry, oily, combination)

3 **Understand how to help customers to choose skin care products**

Effective questioning techniques
open questions for all products: who are you buying for, what sort of product are you looking for, what do you currently use, how do you find it?

closed question to help the establishing process: do you use it every day?

skin care: what results do you want from your skin care?

lips/eyes/nails: what colour, texture and finish do you require?

foundation: how do you prepare your skin before foundation is applied? what coverage and finish do you want? determine the customer's skin type and the most suitable skin care regime and foundation

Ways to help customers understand the features and benefits
visual, questioning, consultation, description, benefits related to customer needs, demonstration, free trial samples, regularly check customer's understanding

Opportunities to sell additional, associated products
link selling: when demonstrating, introduce second/third product to meet the customer's needs

skin care: cleanser, toner, moisturiser, extra care

foundation: moisturiser, foundation, powder

eye colour: remover, mascara, pencils, eye liner

lip colour: pencils, glosses, glazes, lipstick

nail colour: base, top coat, corrector pen, varnish, protector

Essential guidance for tutors

Delivery

Learning outcome 1: an essential part of understanding the basic composition and structure of the skin is being able to recognise the characteristics of the principal skin types and the common skin conditions which may restrict product use. This part of the unit could be delivered through visits to beauty consultants who have knowledge of the full range of facial and body consultation techniques. It is important that there is an emphasis on being able to identify those situations where the beauty consultant may need to suggest that the customer seeks medical advice. Learners could prepare wall charts to describe skin structures, skin types and common skin conditions; these can be included as portfolio evidence.

Learning outcome 2: learners need to understand that once a customer's skin type has been established, it is then important to recommend the correct regime of products which will suit the customer's individual needs. When doing this, learners will need to be able to describe the features and benefits of the products, so that customers can understand what these products will do for them. This is an important part of the beauty consultant's skill base. Learners could prepare a template to use to aid the organisation of information on the factors to be considered during skin analysis, and their significance when selecting suitable products for the customer.

Learning outcome 3: in order to use questioning techniques to effectively establish customer requirements, learners could carry out role-play activities with different techniques, such as asking open and closed questions, then discuss how it made them feel both as a deliverer and a receiver. They could work in small groups, with each group researching the best methods of helping customers to understand the features and benefits of skin care products, and then present their findings to the other groups. Learners will need to understand how retailers use a variety of psychological techniques to influence customers to buy and the different influences on customers which encourage them to purchase products.

Assessment

This unit could be assessed through a number of practical activities that demonstrate learner's understanding of the retail sale of skin care products.

Learning outcome 1: can be achieved by learners working in small groups, to carry out a research based project on the skin structure, renewal and different skin types and to produce wall charts to show key components. The tutor could organise a visiting beauty consultant guest speaker and learners could develop worksheets for question and answer sessions on common skin conditions and to identify situations when the consultant needs to advise the customer to seek medical advice. Learners could produce an informal report to summarise findings.

Learning outcome 2: as a follow-on activity, learners could each be given a particular product to research the features and benefits and to describe the importance of this knowledge when selling skin care products and when selecting products to suit the customer's skin type. Working in small groups, learners could then prepare a template/grid on the factors to consider during skin analysis and their significance when selecting suitable products for the customer.

Learning outcome 3: in this part of the unit learners could carry out role plays with each other, to demonstrate open and closed questioning techniques so as to establish customers' requirements for skin care products. This could lead to a discussion on how effective these techniques are; both for a receiver and as a deliverer. They could then, working in small groups, research the most effective ways of helping customers to understand the features and benefits of products. As a follow-on activity learners could prepare a two-minute presentation on the opportunities for selling additional or associated products. The tutor could give learners scripts or visual recordings of effective link selling and learners could use them to evaluate and set their own criteria for success.

Indicative reading for learners

Books

Brittain P and Cox R – *Retailing: An Introduction* (Pearson Higher Education FT Prentice Hall, 2004) ISBN 0273678191

Hiscock J, Stoddart E, Connor J – *Beauty Therapy S/NVQ Level 3 (S/NVQ Beauty Therapy for Levels 1 2 and 3)* (Heinemann Educational Publishers, 2004) ISBN 0435456407

Magazines and journals

Drapers

Retail Weekly

Websites

www.babtac.com

www.rsr-solutions.co.uk/retail-solutions

www.theretailbulletin.com

Unit 15: Understanding the Retail Sale of Perfumery Products

Unit code: J/600/0630

QCF Level 2:   BTEC Specialist

Credit value: 3

Guided learning hours: 30

Unit aim

This unit provides learners with the knowledge and understanding of fragrance retailing. It examines the construction of perfumes and identifies 'fragrance families'. Also covered are the main ingredients and the geographical source of ingredients. The unit explores the history and development of perfumes and the link with fragrance families and customer preferences. The unit will cover the techniques for identifying customers' needs.

Unit introduction

This unit gives learners an understanding of the importance of the history and development of perfume throughout the ages. The key ingredients of perfume, including natural and synthetic, will be explained, with the different 'fragrance families' explored to understand fragrances which have similar ingredients. The origins of natural ingredients and aromatic sources, to include plant, animal and other sources, will be investigated to demonstrate how they influence the fragrance.

It is essential for the growth of the business to keep the customer knowledgeable and informed about the range of perfumery products available. This is not only helpful for the customer, allowing them to make informed choices, it is also essential if the business is to survive in a very competitive marketplace. The general public is more aware than ever before of the latest products and this unit will help learners explain to the customer the principal differences between different types of perfumery products. Effective questioning techniques will be used to establish customers' requirements and with experience, product and retail knowledge, learners will look at matching customer need and preferences with the right perfumery product. Their description of the features and benefits will give customers accurate and sufficient information to enable them to make a decision.

Having empathy with the customer is essential when discussing additional products. Identifying opportunities for offering additional or associated products is easy if the seller is receptive and aware. Customers may have had word-of-mouth recommendation from a friend, or they may have seen a product advertised on the web and wish to know more. A special day or occasion can generate extra interest – weddings, holidays and parties always can focus attention on extra products.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the composition and historical development of perfumes	1.1 explain the key stages in the history and development of perfumes
	1.2 describe the 'fragrance families' and indicate fragrances that have similar ingredients
	1.3 identify the key ingredients of perfumes and explain how these ingredients are used to construct perfumes
	1.4 describe natural ingredients of perfumes including their origin, their qualities and how they influence the fragrance
2 Understand what types of perfumery products are available	2.1 describe the range of perfumery products available
	2.2 explain the principal differences between types of perfumery products
3 Understand how to help customers to choose perfumery products	3.1 describe effective questioning techniques used to establish customers' requirements for perfumery products
	3.2 describe the criteria for matching perfumery products to customers' needs and preferences
	3.3 describe opportunities for selling additional or assorted products, including opportunities to recommend 'fragrance families' to customers

Unit content

1 **Understand the composition and historical development of perfumes**

History of perfumes
meaning of the word 'perfume', origin of perfume in the middle east, when perfumes came to Europe, how the art of perfumery began in Hungary, Italy, France

Development of perfumes
key stages in classification: 1900 traditional classification, 1945 modern classification due to great advances in the technology of perfume creation, 1983 fragrance wheel widely used in retail and created to simplify perfume classification

process: distillation, expression, enfleurage

major industry: uses of perfume, France as European centre

Fragrance families
fragrance wheel: five families (fresh, woody, oriental, floral and fougère), fresh (citrus, green, water); woody (wood, mossy woods, dry woods); oriental (soft oriental, oriental, woody oriental); floral (floral, soft floral, floral oriental) fougère (fragrance elements from each of the other four families

olfactive families with similar ingredients: aldehydic, amber, aromatic, balsamic, citrus, floral, fruity, green, herbal, musk, powdery, woody

traditional: single floral, floral bouquet, amber, wood, leather, chypre, fougère

modern: bright floral, green, oceanic, citrus, fruity, gourmand

Key ingredients
primary scents, modifiers, blenders, fixatives

perfume construction: use of fragrance bases: essential oils, aromatic chemicals, fragrance oils, ethyl alcohol, water, synthesised odorants

Natural ingredients and influence
origin

plants: bark, flowers and blossoms, fruits, leaves and twigs, resins, roots, bulbs, seeds, woods

animals: ambergris, castoreum, civet, hyraceum, honeycomb, musk; lichens

qualities: fragrant, aromatic compounds, essential oils

influence: odour characteristics; variances, multiple chemical components, scent uniqueness, scent complexity, more expensive

2 **Understand what types of perfumery products are available**

Range of products
products: perfume extract, eau de parfum, parfum de toilette, eau de toilette, eau de cologne, splash and aftershave

natural, synthetic

Principal differences
concentration, intensity, longevity of aromatic compounds used, different amount of oils, gender differences, odour characteristics, scent uniqueness, scent complexity, price

3 **Understand how to help customers to choose perfumery products**

Effective questioning techniques
open questions for all products: who are you buying for, what sort of product are you looking for/do you currently use, how do you find it?

closed question to help the establishing process: do you use it every day, are you satisfied?

natural/synthetic: what qualities are you looking for?

purpose: why do you use this perfume, what colour, aroma do you require?

Criteria to match customers' needs/preferences to product
visual packaging, questioning, consultation, description, benefits/features related to customer needs/preferences, demonstration, free trial samples, proper preservation methods of perfume, allergic reactions, regularly check customer's understanding

Opportunities to sell additional, associated product
link selling: when demonstrating, introduce second/third product, associated products to meet the customer's needs and preferences

fragrance families: demonstration of fragrance wheel to highlight similarities/differences between each of the individual classes (traditional, modern, classic, fresh); promote link selling

associated range of products: eau de parfum, eau de toilette, eau de cologne; gender preferences, splash and aftershave

Essential guidance for tutors

Delivery

An essential part of understanding the development and history of perfumes is the knowledge of how the art of making perfumes began in the Middle East, was refined by the Romans and the Persians and came to Europe as early as the 14th Century. This part of the unit could be delivered through learners creating a template that they then use to gather information on the key stages of this history and development. They could then carry out research on the fragrance families and the fragrances that have similar ingredients and draw up the 'fragrance family wheel'. Working in groups, each group could create a wall chart grid to incorporate the key ingredients of perfumes, both natural and synthetic, origin, qualities and influence on the fragrances, for presentation to the rest of the class.

Learners need to be able to describe the different types of perfumery products which are available. Learners should be encouraged to use their relevant work experience or part-time retail employment to enrich their experience of the various fragrance families. Tutors should ensure that learners can gain knowledge of the principal differences between different types of perfumery products and they should be able to research their local retail environment by visiting a range of retail outlets, report on their findings and benefit from any free trial samples being offered at fragrance demonstrations in stores. Visits to retail outlets could be supplemented with visits by guest speakers from specialist perfumer outlets to discuss and analysis product ranges.

Tutors should make sure that learners know how to use effective questioning techniques to establish customer requirements. Learners could carry out role-play activities on effective questioning techniques such as asking open and closed questions and they could then discuss how it made them feel both as a deliverer and as a receiver. They could then work in small groups, with each group researching the best methods of helping customers to understand the features and benefits of perfumery products, in order to be able to demonstrate the criteria for matching products to customer needs and preferences. A presentation on their findings could then be made to the other groups. Learners will need to understand how retailers use a variety of psychological techniques to influence customers to buy and the different influences on customers which encourage them to purchase products and associated products. They could conduct an activity where they show the tangible and intangible influences used to sell a product in a simulated classroom environment.

Assessment

Learning outcome 1: can be covered through a research project on the composition and historical development of perfumes, with learners creating a template to gather information on the key stages of this history and development. The tutor could invite a perfumer as guest speaker, to demonstrate the 'fragrance families' and the key ingredients of perfumes, including their use in constructing perfumes. Learners can present this information in diagrammatic form, drawing up the 'fragrance family wheel' and the methods used by perfumers to smell and sample perfumes. Then working in groups, each group could research a natural fragrance family and create a poster/wall chart on their findings for presentation to the rest of the class.

Learning outcome 2: learners could be encouraged to use relevant work experience or part-time retail employment to experiment with a range of perfumery products and to enrich their experience of the different types of perfumery products available. Tutors could ensure that learners can research their local retail environment by visiting a range of retail outlets, collecting any free trial samples being offered at fragrance demonstrations. A professional discussion, followed by a written report, can demonstrate learners' understanding of the range and the different types of perfumery products available.

Learning outcome 3: here learners can carry out role-play activities on effective questioning techniques to establish customer requirements for perfumery products. The tutor could video this performance and the recording can be used to stimulate discussion and show how it made learners feel, both as receiver and as deliverer. As a follow-on activity, and working in small groups, each group could develop a factsheet on the best methods of helping customers to understand the features and benefits of perfumery products and the criteria for matching products to customer needs and preferences. A presentation of these criteria could then be evaluated by the other groups. Learners will look at the importance of always identifying opportunities to sell additional or associated products. They could produce a leaflet entitled 'Did you know' to be used for in-house training in the perfume department of a simulated classroom environment, highlighting the techniques for linked selling and the tangible and intangible influences used to persuade customers to buy additional products, particularly in recommending the 'fragrance families' to customers.

Indicative reading for learners

Books

Burr C – *The Perfect Scent: A Year Inside the Perfume Industry in Paris and New York* (Henry Holt and Company) ISBN 0805080376

Edwards M – *Fragrances of the World 2006: Parfums du Monde* (Crescent House Publishing, 2006) ISBN 0975609718

Magazines and journals

Journal of Chemical Education

Retail Weekly

Websites

www.basenotes.net

www.theretailbulletin.com

www.time.com/time/specials/2007/perfume

Unit 16: Understanding the Retail Sale of Cosmetics

Unit code: M/600/0640

QCF Level 2: BTEC Specialist

Credit value: 3

Guided learning hours: 30

Unit aim

This unit is designed to provide the learner with the knowledge and understanding of how cosmetics are sold. It covers product knowledge required in the role of a beauty consultant as well as the principles of preparing for a make-up demonstration. The unit will explore the techniques for identifying customer needs as well as the factors which determine whether cosmetics can be applied to a customer.

Unit introduction

The cosmetic industry is a large economic force in the world today. You only have to walk through a retail outlet to realise just how much retail space is devoted to providing cosmetics, for different purposes and occasions, meeting customers' requirements. However, the customer quite often has very little background information to help them in the selection and evaluation of suitable cosmetics. Often, purchase decisions are based on advertising claims, product packaging, or word-of-mouth recommendation from friends. This unit will give learners an understanding of the importance of product knowledge to the beauty consultant's role. It is crucial for the beauty consultant to be able to provide advice to customers on the selection and effective use of cosmetics. Learners need to understand the factors to be considered, including legal considerations, when deciding whether to apply cosmetics to a customer or whether to suggest that the customer needs to seek medical advice.

It is essential for the growth of a business to keep the customer knowledgeable and informed about all the possible products available and the laws governing the sale and application of cosmetics. This is not only helpful for the customer, allowing them to make informed choices, it is also essential if the business is to survive in a very competitive marketplace. Proper cosmetic application is not easy; fortunately a bad result can be removed in a matter of minutes. The role of the beauty consultant is important in assisting the customer in the use of sample products, using the most up-to-date techniques when applying cosmetics. The professional image of the beauty consultant is enhanced by the correct preparation before working with customers. Through gaining experience and product knowledge, learners will develop confidence to demonstrate cosmetics effectively.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand customers' requirements for cosmetics for different purposes and occasions	1.1	describe the different types of make-up products that are available to customers
	1.2	describe the consultation techniques used to identify customers' requirements for cosmetics
	1.3	describe the factors that should be taken into account when selecting cosmetic products for a customer
2 Understand the factors to take into account when deciding whether to apply cosmetics to a customer	2.1	identify the factors to be taken into account when deciding whether cosmetics can be applied to a customer, including legal considerations
	2.2	identify the situations where the beauty consultant may need to suggest that the customer seeks medical advice
3 Understand the importance of product knowledge to the beauty consultant's role	3.1	explain why product knowledge is important in the retail sale of cosmetics
	3.2	explain why it is important to understand the laws governing the application and sale of cosmetics
4 Know the techniques used to demonstrate cosmetics	4.1	state the preparation for self, customer and area when demonstrating cosmetic application
	4.2	state the purpose of tools used to apply cosmetics
	4.3	describe the techniques used by beauty consultants when applying cosmetics to customers

Unit content

1 **Understand customers' requirements for cosmetics for different purposes and occasions**

Types of make-up products
facial: foundation (primer, liquid, cream, powder); rouge; blusher

eyelid: eye liner; eye shadow; eye shimmer; glitter colour pencils

eyebrow: pencils; creams; waxes; gels; powder

eyelash: mascara; primer; waterproof; eyelash curler

lips: lipstick; gloss; plumper; balm; conditioner; booster; lip stain

Consultation techniques
use of open questions to establish customer needs; observation of customer's skin type; manual examination; check understanding; repeat back customer key words and phrases*; establish what is important to the customer about the cosmetics*

Factors to take into account
answers obtained in the consultation process; knowledge and understanding of features and benefits of cosmetic products (to add colour, cover blemishes, blend uneven facial colour, highlight/accentuate features, act as a sunscreen), features and benefits must relate to customers' needs

2 **Understand the factors to take into account when deciding whether to apply cosmetics to a customer**

Factors to take into account, including legal considerations
skin conditions/disorders; allergic reactions, sensitivity tests, infections, customer preferences, health issues, awareness of current health and safety legislation, Control of Substances Hazardous to Health, Trade Descriptions Act, Supply of Goods and Services Act, industry codes of practice, ethics, insurance, retail outlet guidelines, EU, EEA laws on the use of substances

Situations where customer needs medical advice
presence of contra-indications, allergic reactions, skin conditions, skin disorders, health problems

3 **Understand the importance of product knowledge to the beauty consultant's role**

Importance of product knowledge
ability to describe the features and benefits of products to the customer, ensure benefits relate to and match customer's needs/health issues

Importance of understanding laws relating to cosmetics
reduces risks to health and safety; protects customers, consultants, colleagues, everyone in the retail outlet; ensures compliance with the relevant acts and regulations

4   **Know the techniques used to demonstrate cosmetics**

Preparation for self, customer and area
self:
researches additional information when appropriate, anticipates and responds to problems/queries, polite, sensitive, supportive, neat/tidy appearance, organised manner, confident and self-assured, use of effective body language, use of expertise and knowledge to meet/exceed customer needs and expectations, professionalism, integrity, honesty

customer:
good first impressions, care and attention, comfortable and secure, privacy, encouragement to ask questions, complete customer record card, clarification techniques, questioning techniques, skin care routine, aftercare, time span involved, relaxation dynamics in place, expected outcomes (enhance appearance, look more youthful, cover blemishes, highlight features)

area:
hygiene in the treatment area, legal requirement to avoid cross-infection, compliance with professional body's code of practice and ethics, Control of Substances Hazardous to Health, setting up required resources, environmental considerations of lighting, heating, ventilation, atmosphere, suitable music and sound, fire precautions and evacuation procedures, first-aid kit, accident-reporting procedures

Purpose of tools used
retail outlet policy, reflect professionalism, to function effectively, provide customer care, helps customer interface, hygiene reasons, health and safety, reduce possibility of cross-infection, easier application, better coverage, more uniform appearance

Techniques used to apply cosmetics
general techniques: cleanse; tone; moisturise; aftercare

facial cosmetics: applied with fingertips; make-up sponge; sculpting; contouring

eyelid cosmetics: brush; sponge applicator

eyeliner tattooing: intra-dermal pigment insertion

eyelash cosmetics: mascara; multi-tufted applicator brush

eyebrow cosmetics: pencils; sealers; dyes

lip cosmetics: lipsticks; crayons; lip liners; tattooing; sealant

Essential guidance for tutors

Delivery

Learning outcome 1: an essential part of understanding customer requirements for different cosmetics is to be able to describe the different types of make-up products available and to use this knowledge to help the customer to identify and select the most effective products. This part of the unit could be delivered through learners forming groups and using discussion and mind-mapping techniques, and exploring their experience of visiting retail outlets to buy cosmetics for a range of purposes and occasions. Each group could research a specific retail outlet/make-up product and discuss the effectiveness of the various consultation techniques used by the beauty consultants to identify the customer's requirements and selection of cosmetic products. They could then present their findings to the rest of the group.

Learning outcome 2: learners need to understand the importance of the wide range of factors which need to be taken into account before cosmetics can be applied to a customer. It is vital that all beauty consultants are aware of the current health and safety legislation to ensure that their actions reduce any risks to the customer. The industry codes of practice, ethics, and manufacturer/salon guidelines also need to be considered. It is the duty of every professional beauty consultant to protect everyone in their area, whether it be customers, colleagues, self or even passers-by, and indeed to recognise those situations when it would be best to advise the customer to seek medical advice. It is the employer's duty to hold regular training sessions on health and safety issues and the employee's duty to always attend these sessions. Working life is controlled by two sets of external laws, acts and regulations and the tutors should ensure that the learners have opportunities to carry out internet research in their learning resource centres to update them on these laws.

Learning outcome 3: learners need to have a thorough knowledge of the different product ranges if they are to effectively meet customer requirements. The role of the beauty consultant is to optimise customer satisfaction and this can be achieved through a systematic approach to enabling customers to have an understanding of the features and benefits of those cosmetic products which will best match their individual needs.

Health and safety laws and regulations apply to all businesses and they should not be something merely brushed up where there has been an accident in the workplace or adverse reaction to a cosmetics; this needs to be a full-time and ongoing concern for everybody. It is the duty of a beauty consultant to understand the laws governing the sale and application of cosmetics. Health and safety responsibilities could to be divided equally among the learners. They can then research certain areas in their work experience placement or part-time retail employment. It is not necessary for learners to know the detail of every regulation and piece of legislation that affects retail outlets, however they should have awareness and general understanding of the main legislation. Guest speakers from the local Trading Standards Office and environmental health department will help learners understand why retail cosmetics departments have to accommodate legislative requirements for the sale and application of cosmetics.

Learning outcome 4: it is important for learners to understand how the tools and techniques are used and to be able to demonstrate in-depth knowledge of these tools and techniques when applying cosmetics to customers. Guest speakers/beauty consultants could be invited to carry out live demonstrations on the learners themselves. Learners could carry out role-play activities for the preparation of self, customer and area in a simulated classroom environment and encourage them to use their relevant work experience or part-time retail experience to develop their knowledge and understanding of the tools and techniques used when applying cosmetics.

Assessment

Learning outcome 1: learners need to understand that customers' requirements for cosmetics will vary according to the different purposes and occasions for use. Working in groups, learners could draw a mind map to outline and make notes on the types of make-up products available to customers. This could form the basis for a tutor-led discussion with the other groups. Each group could visit a retail outlet to research a specific make-up product, the consultation techniques used to identify customer requirements and the factors that need to be taken into account when selecting the cosmetic product for a customer. Presentation, including a hand-out of findings, could then be made to the rest of the class.

Learning outcome 2: as a follow-on activity, working individually and carrying out internet research on the legal considerations, each learner could complete a tutor-devised assignment on the factors to be taken into account when deciding whether cosmetics can be applied to a customer and the situations where the beauty consultant may need to suggest that the customer seeks medical advice.

Learning outcome 3: a beauty consultant could be invited as a guest speaker could be invited to give a presentation to explain the importance of both product knowledge to the role and understanding the laws governing the application and sale of cosmetics. Learners could prepare an information sheet for discussion with the speaker and produce a wall chart outlining the key points from the presentation.

Learning outcome 4: this part of the unit could be assessed through the tutor observing learners taking part in a role-play scenario in a simulated retail environment. Each learner could demonstrate how to prepare self, customer and the working area, when demonstrating cosmetic application. Also, learners could describe the purpose of tools and the techniques used by beauty consultants when applying cosmetics. The role play could be recorded by the tutor and used the learners to evaluate their performance against an agreed set of criteria.

Indicative reading for learners

Books

Franco S I – *The World of Cosmetology: A Professional Text* (McGraw-Hill Book, 1980) ISBN 0070217912

Staiano J – *Looking Good, Feeling Beautiful, the Avon Book of Beauty* (Simon and Schuster, 1981) ISBN 0671430629

Magazines and journals

Drapers

Retail Weekly

Websites

www.babtac.com

www.beautyguild.com

www.habia.org

www.theretailbulletin.com

BA031215 – Specification – Edexcel BTEC Level 2 and Level 3 Award, Certificate and Diploma in Retail Knowledge (QCF) – Issue 4 – March 2012 © Pearson Education Limited 2012

Unit 17: Understanding the Retail Sale of Nail Care Products

Unit code: Y/600/0633

QCF Level 2:   BTEC Specialist

Credit value: 3

Guided learning hours: 30

Unit aim

This unit provides learners with the knowledge and understanding of nail care products used in retailing. Learners will have the opportunity to investigate nail structures, shapes, growth and common nail diseases and disorders. Learners will explore cuticle and skin corrective products and treatments and the range of finishing products and varnishes.

Unit introduction

Today's more affluent and discerning consumers expect choice, value and high ethical standards. This means that to fulfil customers' demands, the modern retailer, in addition to the basic product knowledge and selling skills, needs to know every step of the retail process in the sale of nail care products. This is an exciting and vibrant part of the beauty retail sector and provides scope for interesting study.

This unit will illustrate the purpose of nail care products and treatments is to stimulate healthy nail growth and to protect existing nails from damage; to retard the growth of the cuticle by keeping it pliable and smooth; to treat hands with moisturisers which will keep them soft to shape nails properly for added strength and support; and to strengthen and beautify the nails using varnishes.

Learners will investigate the characteristics of different nail structures and their growth, describing common nail and cuticle disorders and identifying which of them is treatable. Learners will discover the features and benefits of relevant products and corrective treatments. They will also learn about the features and benefits of a range of nail care products and the importance of using product knowledge in selecting the most effective products for the customer.

Learners need to know that regularly manicured nails are more resistant to breaking, peeling and splitting than those that are neglected. Learners will be shown how to set up an effective working area, recommend suitable nail products and treatments and carry out a nail care treatment to meet the customer's requirements.

Never before has there been such a variety of aftercare nail treatments and products available to the customer. Modern trends require beauty retailers to be able to promote a wide variety of products, not simply to care for the natural nails and their immediate surroundings, but also the wide variety of artificial products available to extend, repair or strengthen the nail plate. Indeed, never before has the colouring of the nail plate reached such heights of artistic achievement. The learner will study the aftercare treatment for the customer to use at home and learn that harmful reactions may result if the products are combined incorrectly.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the characteristics of nail structures and disorders	1.1 describe the structure of the nail
	1.2 describe the features of different nail shapes including how nails vary in strength
	1.3 describe how nails grow and the factors which affect their growth
	1.4 describe common nail disorders
	1.5 identify which nail disorders are treatable
2 Understand corrective products and treatments for nails, cuticles and the skin of the hands	2.1 identify the types of products used to treat common disorders of nails, cuticles and the skin of the hands
	2.2 describe the features and benefits of corrective treatments for nails, cuticles, and the skin of the hands
3 Understand how to use product knowledge to select the right products	3.1 explain how nail and skin analysis help in selecting the most effective products for the individual customer
	3.2 describe the range of nail care products
	3.3 describe the features and benefits of nail care products and how to match these to the needs of individual customers

Learning outcomes	Assessment criteria
4 Understand how to prepare and conduct a nail care treatment	4.1 describe how to set up the working area with the correct tools, materials and products
	4.2 describe how to select and recommend nail treatments and products to suit the needs of the individual customer
	4.3 describe how to carry out a nail care treatment to meet the customer's requirements
5 Understand how to promote a range of aftercare treatments and products to the customer	5.1 describe the types of follow-up treatments available to the customer after an initial treatment
	5.2 identify the range of products available to meet the customer's future requirements, and describe the use of these products
	5.3 identify the aftercare plans available for the customer to use at home and describe their use and effects
	5.4 describe the harmful reactions which may result if products are combined incorrectly

Unit content

---

1 **Understand the characteristics of nail structures and disorders**

Structure of the nail
matrix, skin tissue, nails plate, half moon, nail bed, cuticle, free edge

Features of nail shapes
commonly found shapes: balloon, pointed, no shape, oval, square, squoval

variation in strength: condition, shape

Nail growth
process: how a nail grows

factors: genetic, nutrition, health, age, lifestyle, care and maintenance

Common nail disorders
nail biting, flaking, splitting, ridges, furrows, brittleness, ragged cuticles, hangnails, fungal, bacterial infections

Treatable nail disorders
flaking, splitting, ridges, furrows, brittleness, ragged cuticles, hangnails

2 **Understand corrective products and treatments for nails, cuticles and the skin of the hands**

Corrective products
nails: strengtheners, moisturisers, nail brush, emery boards, nail files, cotton wool pads, clippers

cuticles: creams – hand, nail and cuticle, orange sticks, cotton wool

skin: hand creams, hot oil, paraffin wax, dermatology products, hypoallergenic, barrier cream

Features and benefits of corrective treatments
features of manicure: stimulates healthy nail growth, protects existing nails from damage

benefits of manicure: nails that are manicured regularly are more resistant to breaking, flaking and splitting

features of filing: obtain desired length and shape of the nail, bevels the free edge, seals the nail layers

benefits of filing: improves the overall condition of the nails, encourages growth, gives added strength and support, looks good, prevents hangnail, reduces flaking and splitting, reduces ridges

features of pushing back cuticles: pliability, expose half moon, free from nail plate

benefits of pushing back cuticles: removes unsightly skin, prevents infection, discourages nail biting, retards growth of the cuticle, looks good

moisturise skin of hands: features: softens skin, promotes healthy growth, protective

benefits: prevents dryness, prevents flaking and splitting, nourishes, waterproofs, protects hands from premature ageing

buffing: features: chamois leather with paste polish, graduated buffer file; benefits: stimulates the blood circulation, improves the colour of the body of the nail, smoothes the nail surface, gives a shiny finish, binds the nail layers together

hot oil: features: penetrates the oil and nutritive elements into the nail plate, cuticles and surrounding skin; benefits: improves dry and flaky nail conditions, brittle nails and dry cuticles

paraffin waxing: features: can be used on the hands and the feet, deep cleansing and toning treatment; benefits: stimulates blood circulation, improves dry and chapped hands and feet, relieves pain in muscles and joints

3 **Understand how to use product knowledge to select the right products**

Selecting effective products
visual, discussion, questioning, consultation, description of features and benefits of the selected products, benefits related to customer needs

Range of nail care products
creams: moisturiser, oil, barrier, hands, feet, cuticle

manicure kit: nail brush, emery boards, nail files, nail caps, clippers, scissors, orange sticks

finishing products: base coat, strengtheners, nail varnish, nail varnish remover, top coat

Matching features and benefits to customer needs
customer needs: fashion, health, medical, maintenance, age related, occasion, lifestyle

features: price, brand, colour, texture, improved condition, hypoallergenic, sustainable

benefits: image, self esteem, looks good, improved health, wellbeing

4 **Understand how to prepare and conduct a nail care treatment**

Set up the working area
equipment: manicure table, client's chair and manicurist's stool, water bowl, waste bowl, hand towel

materials: cotton wool, tissues, disposable paper towels

cosmetics: creams, nail varnishes, base coat, top coat, non-acetone nail varnish remover, supply of hot water

implements: manicure kit, magnifying glass, spatula

Selecting and recommending nail treatments
consultation: identify needs, manicure styles, suitability of treatment and products; make recommendations, assist selection

Carry out a nail care treatment
preparation: client comfort, remove jewellery, wash hands and nails, manicure kit

treatment: inspection of nails for contra-indications, removal of old varnish, filing and bevelling, buffing, application of cuticle cream, soaking and drying the hands, feet, cleaning the nails, application of hand cream and massage, carry out repairs, apply base coat, manicure style, colours, nail art, drying coat

5 **Understand how to promote a range of aftercare treatments and products to the customer**

Types of follow-up treatments
French manicure, hot oil manicures, paraffin wax manicures, file and paint, acrylic nail extensions, acrylic overlays, nail maintenance; nail removals

Range of products for future requirements
nail tips, acrylic, gel, nail wraps, nail glue, fibreglass, product removers, cuticle oils, creams, brush cleaners

Aftercare plans for use at home
care of cuticles, using the hands, gloves, barrier creams, preventing stains, drying the hands properly, cold weather, refreshing the varnish, preserving the varnish

Possible harmful reactions
allergies: eczematous rash, swelling of cuticle areas, aching nail bed

infections: nail porosity, nail lifting

Essential guidance for tutors

Delivery

Learning outcome 1: learners need to be aware that the first step towards proper nail care is to understand how the nail is structured, how the nail grows and varies in strength and the different nail shapes, as well as common nail disorders and which of them are treatable. In groups, learners can complete diagrams of nail structure and nail shapes. They can then prepare a template that can be used to gather information on the variety of nail disorders and their treatment

Learning outcome 2: an essential part of this unit that learners understanding of the different types of product available including the ability to describe the features and benefits of the corrective treatments used for nails, cuticles and the skin of the hands. Access to a range of case study exercises would broaden the learner's knowledge and understanding.

Learning outcome 3: this topic could be introduced through the learners drawing on their personal experiences and in the workplace, to demonstrate how knowledge of the nail care product range has helped them to match the specific features and benefits of the products to the needs of individual customers. They could then prepare a wall chart or give a presentation to the rest of the group.

Learning outcome 4: the use of role play, background music and video recording, in a simulated retail environment are useful ways of demonstrating the skills and knowledge required to set up the working area with the correct tools, materials and products to carry out an effective nail care treatment to meet the customer's requirements. Learners could do this as part of 'a day in the life' activity and then complete an 'essentials for manicure/pedicure' checklist, all useful evidence for portfolio building.

Learning outcome 5: the final part of the unit requires learners to understand the importance of discussing with the customer the range of follow-up treatments, and products available to meet the customer's future requirements. Tutors could encourage learners, working in groups, to hold discussions on the types of aftercare plans most suited to individual customer requirements. The discussions could be recorded and each learner could then produce an illustrated leaflet outlining the uses and effects of an aftercare plan. Finally, learners could produce a poster display to describe the harmful reactions, which may result if products are combined incorrectly.

Assessment

The tutor will assess this unit through a number of activities to be carried out, either in small groups or by individuals.

Understanding the structure of the nail is the first step towards proper nail care. Each learner should draw two correctly labelled diagrams. The first diagram should demonstrate the six main parts of the nail structure, accompanied by a handout to explain each part. The second should demonstrate the most common nail shapes, accompanied by a handout to explain each different shape, how nails vary in strength and the factors that affect nail growth.

As a follow-on activity, in small groups and drawing on their experience of family and friends, learners could discuss common nail disorders and their treatment. Each group should then produce a wall chart to identify the features and benefits of the corrective products and treatments used for nails, cuticles and the skin of the hands.

From the range of nail care products available, learners could choose a product to research, including the features and benefits and the factors that help in selecting the most effective products for individual customers. Each learner could prepare a two-minute presentation on their chosen product for a simulated TV home shopping channel. They could discuss how the features of various types of product have different benefits for different types of customer. This could be recorded and class members could evaluate each learner's effectiveness against a set of agreed criteria.

The tutor could video learners carrying out a role-play scenario in a simulated environment. Each learner should have the opportunity to demonstrate how to prepare the working area, how to select and recommend nail treatments and products, and finally, how to carry out a nail care treatment to meet the customer's requirements.

The final part of the unit could be assessed through the learners developing an information sheet. The sheet could be discussed in a question and answer session with a visiting beauty specialist guest speaker on the types of follow-up treatments and range of products available to the customer for future requirements and use at home. As a follow-on activity learners could produce a handout on the possible harmful reactions if the products are combined incorrectly.

Indicative reading for learners

Books

Almond E – *Manicure, Pedicure and Advanced Nail Techniques* (Cengage Learning, 1994) ISBN 186152689X

Cox R and Brittain P – *Retailing: An Introduction* (Financial Times/Prentice Hall, 2004) ISBN 0273678191

Magazines and journals

Drapers

Retail Weekly

Websites

www.secretsofsuccess.com

www.theretailbulletin.com

www.thomsonlearning.co.uk

Unit 18:   Understanding the Retail Sale of Beauty Products

Unit code: F/600/0643

QCF Level 2:   BTEC Specialist

Credit value: 3

Guided learning hours: 30

Unit aim

This unit provides learners with the knowledge and understanding of beauty product retailing. It is designed to provide the learner with an insight into the mass and luxury beauty markets. Learners will explore the differences between the markets and the customer types associated with them. Learners will review brand strategies and assess how these affect the image and sales of products. Marketing and promotion will also be covered and reviewed at organisational and beauty consultant level for potential to increase sales.

Unit introduction

The delivery of this unit should be learner centred and give learners an understanding of the exciting beauty retail market. Customers have become increasingly demanding in terms of what they require from the retailer, and there are significant differences between the needs of customers and customer types in the mass market and the luxury beauty markets.

Brands and brand values are among the most important influences on buying decisions and customer choice. It is, in fact, the brand and the image that convey as much functionality as the product itself. Brand strategies are therefore crucial to maximise product sales in the beauty retail business.

Sales promotions and their role in successful marketing campaigns to increase sales are also covered in this unit. The beauty consultant must constantly be aware and keep up to date with the sales promotions being offered. It is part of their role to ensure that the customer is aware of the retailer's promotional campaigns and thereby maximise the opportunity to increase sales.

Effective promotional campaigns are designed with identified customer groups in mind and therefore the market must be carefully segmented to ensure that the promotional campaign is appealing to the correct group or groups.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the differences between the mass and luxury retail beauty markets	1.1 describe the differences between the mass and luxury retail beauty markets
	1.2 describe how the types of customers differ in the mass and luxury retail beauty markets
	1.3 explain how the needs and expectations of customers differ in the mass and luxury retail beauty markets
2 Understand the importance of branding in the retail beauty market	2.1 outline the different types of retail beauty brands and their associated strategies
	2.2 explain why product packaging is important in creating a brand image for beauty products
	2.3 describe how companies market their brands through advertising
	2.4 state the advertising media typically used by companies to advertise their brands
3 Understand how promotional campaigns contribute to the sale of beauty products	3.1 describe how promotional campaigns increase sales
	3.2 describe how the beauty consultant can use promotional campaigns to increase sales turnover
	3.3 explain how promotional campaigns are designed to appeal to different groups of customers

Unit content

1 **Understand the differences between the mass and luxury retail beauty markets**

The differences
types of outlet, format of retailer, retail environment, trading hours, retail experience, product range, product offering, pricing, value for money, customer care, customised service, aftercare plans, e-tailing

Types of customer
customer profiles: income, occupation, age, gender, levels of education, culture, hobbies, beliefs, ethnicity, area of residence, health, lifestyle, level of care

segmentation characteristics: demographic, geographic, psychographic

Needs and expectations of customer
tangible: product design, product knowledge, availability, performance, price, packaging, quality, customer service, reliability, delivery, after-sales support, payment facilities

intangible: image, status, self-esteem, perception, value, satisfaction, prestige, philosophy of customer care, attitude

2 **Understand the importance of branding in the retail beauty market**

Types of beauty brands
brand names: legal, language, cultural issues, individual names, company names

types of brands: manufacturer brands (helps to identify the producer of the brand at point of purchase); own-label brands (owned by the retailer, eg Boots, Tesco, helps to develop store image, higher profit margin); price brands (product is low priced, absence of any promotional support, helps persuade less loyal buyers to switch trade over to low-priced offering); generic brands (often sold at prices well below normal brands and known as 'white carton' brands)

Importance of product packaging
creates brand image: distinctive, recognised, fits product and corporate image, colour, shape and language meets needs and perceptions of target audience

importance: growth of self-service, proliferation of branded products, increased consumer affluence, differentiation

Marketing through advertising
types: consumer, corporate, trade

characteristics to be successful: need to present a new/substantially different product from the other products in the category, be interesting and stimulating, be personally significant

uses of advertising: products and services, ideas and issues, people

typical advertising media: broadcast, print, outdoor, new media, in-store, cinema, exhibitions, ambient

3 **Understand how promotional campaigns contribute to the sale of beauty products**

Increases sales
prompts customers into action, strong incentives to purchase, encourages multiple purchase/repeat purchase behaviour, promotes loyalty and retention programmes, value for money, adds value to products, motivates employees/customers, brand switching, increases product awareness/usage

Promotional campaigns by beauty consultant
sampling (induces new product trial), multiple purchase promotions (3 for 2 offers), bogofs (buy one get one free), loyalty cards (a points-accrual programme which customers can cash in for products or treatments), merchandising allowances (temporary price reductions), bargain packages, vouchers and gift cards

Promotional campaigns appeal to different groups of customers
segmented market: demographic, geographic, psychographic, usage, life stage, social value

internal customers: staff/employees, sales force

external customers: attributes sought, satisfy individual needs and wants

trade and intermediaries

Essential guidance for tutors

Delivery

Learning outcome 1: an essential part of understanding the basic differences between the mass and the luxury beauty markets, the type of retail outlet, the product offering, the range of treatments and customers' needs and expectations forms the basis of this outcome. Delivery should include giving learners the opportunity to visit and to investigate their local retailers to learn about different retail environments, as the sale of beauty products often depends on the context for the provision of products and treatments. Learners should be encouraged to appreciate the different types of customers and their needs and expectations, which will vary according to the retail environment. For example, an independent salon selling exclusive and expensive beauty products will offer a personal, customised service, whereas a large multiple chain selling products through an outlet and through the internet will be offering a mass market, delivery response service.

Learning outcome 2: successful brands are a major company asset not only in corporate but in financial terms. It is important for learners to find out about the different retail beauty brands and to understand that customers have moved from merely buying products and services to fulfil basic physical needs and requirements, to buying products that satisfy other needs such as self-esteem. Packaging carries tangible and intangible messages. Packaging can also be used to create a brand image and identification, a cue by which customers recognise and differentiate a brand. Learners could conduct an activity to show the tangible and intangible influences to promote a product. Advertising and the relevant advertising media can reach huge audiences with simple messages, which help to build and maintain awareness of a product or organisation and therefore increase sales. Learners could work in small groups, with each group researching a different advertising media typically used by retailers to advertise their products. They could then prepare a presentation to explain and discuss with the rest of the class.

Learning outcome 3: sales promotion seeks to offer customers additional value as an inducement to generate an immediate sale. Generally public perceptions of sales promotions are favourable as they are seen as offering value for money and strong incentives to purchase and brand choice. In order to appeal to different groups of customers, learners should be positively encouraged to use their work experience, or any other part-time retail employment, to understand the theoretical aspects of sales promotion campaigns as used by the beauty consultant and organisations.

Assessment

This unit is learner centred and the tutor should encourage learners to make use of any relevant work experience or part-time retail employment.

Learning outcome 1: can be delivered by giving the learners an opportunity to visit many types of retail outlet to observe these differences and to understand how the types of customer differ, along with their needs and expectations in the mass and luxury beauty retail markets. The tutor could create an assignment that allows learners to research differences in the retail workplace, produce customer profiles, and explain how both the needs and expectations of customers differ in the mass and luxury retail beauty markets.

Learning outcome 2: could be delivered as a follow-on activity, in small groups and drawing on their experience of family and friends, learners could produce a mind map to outline the different types of retail beauty brands available, which could then lead on to a professional discussion on their associated strategies. Each group could then carry out an activity to demonstrate the tangible and intangible messages given by the packaging of their favourite beauty brand, accompanied by a handout explaining the importance of packaging in creating an image for the brand. An advertising executive could be invited as guest speaker to demonstrate how companies market their brands through advertising and the typical media used. Each group should produce a factsheet to research a different advertising medium typically used and then prepare a presentation to explain and discuss with the rest of the class.

Learning outcome 3: can be delivered by a research project where each learner will investigate the promotion of five separate products These should be promoted across a range of retail outlets and include different types of promotion such as 3 for 2, BOGOF, percentage discount, loyalty cards etc. Produce interview questions and use these to interview family and friends to establish the success of each of the promotions investigated. A visiting beauty consultant guest speaker could also be interviewed on how she or he uses promotional campaigns to increase sales turnover. Learners could present their findings in diagrammatic form so that the success of each promotion can be seen clearly. Learners could then produce some exemplar promotional campaign material, a leaflet, poster, point-of-sale material etc, and in a simulated classroom environment they could then explain to the rest of the class how promotional campaigns are designed to appeal to different groups of customers.

Indicative reading for learners

Books

Falk A E – *1001 Ideas to Create Retail Excitement, Revised Edition* (Prentice Hall Press, 2003) ISBN 0735203431

McGoldrick P J – *Retail Marketing* (McGraw Hill Higher Education, 2002) ISBN 0077092503

Magazines and journals

Drapers

In-store Marketing

Retail Weekly

Websites

www.mad.co.uk/Home/Home.aspx

www.theretailbulletin.com

Unit 19: Understanding the Storage, Monitoring and Replenishment of Fresh Produce in a Retail Outlet

Unit code:	**K/600/0653**
QCF Level 2:	**BTEC Specialist**
Credit value:	**2**

Guided learning hours: 17

Unit aim

This unit provides the learner with the knowledge and understanding of the principles of storage, monitoring and replenishment of fresh produce.

Unit introduction

Fresh produce plays a vital role in attracting customers by offering a fresh image. Retailers who offer fresh produce must maintain high quality standards if they are to be deemed successful. The unit gives learners an understanding of the importance of storing fresh produce correctly. They will be introduced to how stock can become damaged and how packaging and waste should be disposed of.

This unit will identify efficient stock control systems and how they are used to maintain correct stock levels. Learners will be introduced to the factors that influence demand and the importance of recording wastage.

Learners will be introduced to the importance of monitoring quality. They will be able to identify stock that does not meet the required standard and understand when to refuse received stock and what causes deterioration. There will be opportunities for working with stock to understand the importance of stock rotation, labelling, quality checking and the correct handling of stock.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the storage requirements of fresh produce	1.1 describe the storage requirements for fresh produce
	1.2 describe how fresh produce can be damaged while being placed in storage
	1.3 describe how packaging and waste should be disposed of
2 Understand how stock levels of fresh produce are monitored and maintained	2.1 describe how a stock control system is used to check actual stock levels against required stock levels
	2.2 explain the importance of maintaining correct stock levels of fresh produce
	2.3 identify the factors that influence demand for fresh produce
	2.4 explain why wastage should be recorded in stock level records
3 Understand how the quality of fresh produce is monitored	3.1 identify the reasons for refusing fresh produce into storage
	3.2 describe the common causes of deterioration in the quality of fresh produce
	3.3 describe the stock rotation requirements for fresh produce
	3.4 describe the labelling requirements for fresh produce on sale in a retail outlet
	3.5 describe how the condition of fresh produce is checked
	3.6 describe how fresh produce is dealt with when it has deteriorated or is at risk of doing so

Unit content

1 **Understand the storage requirements of fresh produce**

Storage requirements
store immediately, deal with high-risk and highly perishable produce first, store at correct temperatures, handle with care, appropriate storage areas, protect from cross-contamination, store above the floor, use clean dry containers, do not overload, keep storage area clean, rotate stock, prevent food-borne illness

How fresh produce can be damaged
overloading, heavy stock being placed on top of lighter stock, packaging not secure

Packaging and waste
remove waste throughout the day, use appropriate bins/skips, break down cardboard, reduce fire risks, recycle

2 **Understand how stock levels of fresh produce are monitored and maintained**

Actual stock levels against required
monitoring received stock, stock sold, wastage, out of stock, seasonal

Importance of maintaining correct stock levels
too much stock, reducing stock, little shelf life, throwing away, insufficient stock level, customers buy elsewhere

Influence demand for fresh produce
weather, seasonal variation, promotions, advertising, holidays

Recording wastage correctly
incorrect stock levels, disposed stock not accounted for, profits, ordering patterns

3 **Understand how the quality of fresh produce is monitored**

Reasons for refusing into storage}
incorrect temperature, packaging damaged, dirty or wet, goods of unacceptable standard, signs of mould, signs of spoilage, expired, short life, 'use by' or 'best before' date

Common causes of deterioration
incorrect storage conditions, location, not being handled with care, temperature, poor stock rotation

Stock rotation requirements
when stock is checked, date codes checked, shelf life, brought forward, used first, first in first out

Labelling requirements
product type, price per pack/kg, country of origin, class, variety, sell-by/use-by date

How the condition is checked
deliveries, storing immediately, signs of soft rot, discolouration, foul odour, black spots

How deteriorated stock is dealt with
reduce price, move closer to checkouts, throw away, record as wastage

Essential guidance for tutors

Delivery

This unit should be delivered so that it gives learners an understanding of how important the storage, monitoring and replenishment of fresh produce is to a retail business. Learners should be given the opportunity to work with stock from the receipt of stock, through to quality checking and taking action with regard to deteriorated stock.

Learners need to understand the importance of correct storage requirements to ensure the maintenance of quality. This can be achieved by learners being encouraged to handle stock to identify how it can be damaged. They should be offered opportunities to remove and dispose of packaging and the disposal of waste.

The use of control systems gives great scope for interaction and practical application of learning. Learners should be encouraged to check stock levels, prepare orders and process waste stock.

During the delivery of stock into the premises, learners will be expected to understand the reasons why stock should sometimes be refused. They will be expected to identify stock that deteriorates and take action. Learners should be held responsible for stock rotation practices. They will need to be able to identify the correct labelling requirements.

Assessment

Learning outcome 1: can be covered through a learner being involved in the delivery of stock into retail premises on a number of occasions. Learners should identify the storage requirements necessary for storing the goods. A review of wastage records will identify the reasons why stock is damaged while being stored. Learners could give a presentation to colleagues at a team briefing, describing how packaging and waste are to be disposed of.

Learning outcome 2: can be covered by learners being involved in the ordering process for a two-week period. Learners will be required to produce notes showing the increases and decreases for each stock item. This will lead to the explanation of why sales for particular items have increased and decreased. Similarly, the two-week period will be noted to capture the recorded wastage and recommendation made to decrease this amount for the next four-week period. Information could be presented to the tutor or a line manager.

Learning outcome 3: can be covered by accepting stock into the premises enabling the learner to understand when stock should be refused. Learners can be involved in quality checking stock on a daily basis for a three-week period. Notes are required to explain the causes of deterioration and stock rotation methods for all types of products sold. Learners should carry-out a full labelling check for all products and rectify any errors immediately.

Indicative reading for learners

Book

Cox R and Brittain P – *Retailing: An Introduction* (Financial Times/Prentice Hall, 2004) ISBN 0273678191

Magazines and journals

Drapers

Retail Weekly

The Convenience Store Magazine

The Grocer

Websites

www.retail-week.com

www.skillsmartretail.com/sr/default.aspx

www.thegrocer.co.uk

Unit 20: Understanding the Storage, Monitoring and Replenishment of Chilled Food Items in a Retail Outlet

Unit code:	**M/600/0654**
QCF Level 2:	**BTEC Specialist**
Credit value:	**2**
Guided learning hours: 17	

Unit aim

This unit provides the learner with the knowledge and understanding of the principles of storage, monitoring and replenishment of chilled food items.

Unit introduction

The purpose of this unit is to develop knowledge and understanding of the storage, monitoring and replenishment of chilled food.

Chilled food plays a vital role in attracting customers by offering a fresh image. Retailers who offer chilled food must maintain high quality standards if they are to be deemed successful.

This unit will provide learners with an understanding of the importance of storing chilled food correctly. They will be introduced to how stock can become damaged and how packaging and waste should be disposed of.

This unit will identify efficient stock control systems and how they are used to maintain correct stock levels. Learners will be introduced to the factors that influence demand and the importance of recording wastage.

Learners will be introduced to the importance of monitoring quality. They will be able to identify stock that does not meet the required standard and understand when to refuse received stock and what causes deterioration. There will be opportunities for working with stock to understand stock rotation, quality checking and how items with little or no remaining shelf life should be dealt with.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand the storage of chilled food items	1.1	describe the regulatory requirements for storage of chilled food items
	1.2	describe how chilled food items can be damaged while being placed in storage
	1.3	describe how to correctly dispose of food packaging and waste
2 Understand how stock levels of chilled food items are monitored and maintained	2.1	describe how a stock control system is used to check actual stock levels against required stock levels
	2.2	explain the importance of maintaining correct stock levels of chilled food items
	2.3	identify the factors that influence demand for chilled food items
	2.4	explain why wastage should be recorded in stock level records
3 Understand how the quality of chilled food items is monitored	3.1	identify reasons for refusing chilled food items for storage
	3.2	describe the common causes of deterioration in the quality of chilled food items
	3.3	describe the stock rotation requirements for chilled food items
	3.4	describe how the remaining shelf life of chilled food items should be checked
	3.5	explain how chilled food items with little or no remaining shelf life should be dealt with

Unit content

1 Understand the storage of chilled food items

Regulatory requirements for storage
store products immediately, appropriate location, free from dirt and pests,
ensure raw and cooked foods are kept separate, controlled temperature,
off the floor, rotate stock, gentle handling, ensure air circulates

How chilled food items can be damaged
cold chain not maintained, kept in poor conditions, damaged packaging,
cross-contamination

Correct disposal of food packaging and waste
use appropriate bins, remove waste throughout the day, recycle where
appropriate, maximise space by breaking down cardboard boxes

2 Understand how stock levels of chilled food items are monitored and maintained

Checking actual stock levels against required stock levels
stock control, monitoring stock deliveries, stock sold, waste age, ordering,
minimum availability

Importance of maintaining correct stock levels
customers can buy what they want, minimising waste, sales profits, promotions,
availability, automated ordering

Factors influencing demand
marketing campaigns, seasonal trends – summer, Christmas and Easter
promotions, advertising

Why wastage should be recorded
all stock items need to be accounted for, stock levels need to be accurate,
future ordering, budget

3 **Understand how the quality of chilled food items is monitored**

Reasons for refusing chilled food items
inadequately wrapped, not at the correct temperature, cross-contaminated products, food items have come into contact with cleaning or display material, date coding, chill chain broken

Common causes of deterioration
poor packaging, incorrect temperatures, cross-contamination, chill chain broken

Stock rotation requirements
use items with a shorter shelf life first, remove damaged items, check temperatures, fill from the back, bring items to the front

remaining shelf life of chilled food items

best-before dates, use-by dates

How chilled food items with little or no remaining shelf life should be dealt with
check stock regularly, reduce stock approaching their best-before or use-by date, clearly label them, remove from sale, record as wastage, reduce to clear, disposal

Essential guidance for tutors

Delivery

The unit should be delivered so that it gives learners an understanding of how important the storage, monitoring and replenishment of chilled food are to a retail business. Learners should be given the opportunity to work with stock from receipt, through to quality checking and taking action with regard to deteriorated stock.

Learners need to understand the importance of correct storage requirements to ensure the maintenance of quality. They should be encouraged to handle stock to identify how it can be damaged. They should be offered opportunities to remove and dispose of packaging and waste.

The use of control systems gives great scope for interaction and practical application of learning. Learners should be encouraged to check stock levels, prepare orders and process waste stock.

During the delivery of stock into the premises, learners will be expected to understand the reasons why stock should sometimes be refused. They will be expected to identify stock that deteriorates and take action. Learners should be held responsible for stock rotation practices. They will need to understand how shelf life should be checked and how items with little or no shelf life should be dealt with.

Assessment

Learning outcome 1: can be covered through a learner being involved in the delivery of stock into the retail premises on a number of occasions. Learners should identify the storage requirements necessary for storing the goods. A review of wastage records will identify the reasons why stock is damaged while being stored. Learners could describe, in a presentation at a team briefing, how packaging and waste should be disposed of.

Learning outcome 2: can be covered by the learner being involved in the ordering process for a two-week period. Learners will be required to produce notes showing the increases and decreases for each stock item. This will lead to the explanation of why sales for particular items have increased and decreased. Similarly, the two-week period will be noted to capture the recorded wastage and recommendation made to decrease this amount for the next two-week period. Information shall be presented to the line manager.

Learning outcome 3: can be covered by accepting stock into the premises enabling the learner to understand when stock should be refused. Learners can be involved in quality checking stock on a daily basis for a two-week period. Notes are required to explain the causes of deterioration and stock rotation methods for all types of products sold. Learners should identify stock items with decreasing shelf life, including those with little or no shelf life remaining. Actions should be taken to address short shelf-life items and reported to the line manager.

Indicative reading for learners

Book

Cox R and Brittain P – *Retailing: An Introduction* (Financial Times/Prentice Hall, 2004) ISBN 0273678191

Magazines and journals

Drapers

Retail Weekly

The Convenience Store Magazine

The Grocer

Websites

www.retail-week.com

www.skillsmartretail.com/sr/default.aspx

www.thegrocer.co.uk

Unit 21: Understanding how Retailers Sell National Lottery products and Services

Unit code:	H/600/0652
QCF Level 2:	BTEC Specialist
Credit value:	2

Guided learning hours: 19

Unit aim

This unit provides the learner with the knowledge and understanding of how to sell National Lottery products and services. It covers the range of products, use of the terminal, the role of the terminal operator and legal considerations.

Unit introduction

Retailers with a licence to promote the sale of National Lottery products to customers have a unique selling point but also a responsibility to ensure standards of service and legislative requirements are met.

This unit gives learners with understanding of the types of products sold. Learners will be introduced to the key features and sources of information regarding National Lottery products. This unit will help learners to use the service terminal effectively by carrying out by proper maintenance and fault recording and reporting.

This unit will introduce the learner to the role of the National Lottery Operator in promoting products and processing transactions. Learners will consider how the National Lottery Commission monitors the performance of the operator.

The unit helps learners to understand the main legislative requirements that affect the sale of products. Learners will be able to describe the age restrictions for products and the types of identification acceptable. The penalties for failing to follow legislative requirements will also be looked at.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the National Lottery products offered by retailers	1.1 describe the types of National Lottery products sold by retailers
	1.2 describe the features of the National Lottery products sold by retailers
	1.3 describe the sources of information available on National Lottery products
2 Know how to use a National Lottery service terminal in a retail store	2.1 identify the functions of a National Lottery service terminal
	2.2 describe how to maintain a National Lottery service terminal
	2.3 describe how to record and report faults with a National Lottery service terminal
3 Understand the role of the operator of the National Lottery	3.1 describe the role of the operator in promoting the National Lottery
	3.2 describe the role of the operator in processing National Lottery transactions
	3.3 describe the role of the National Lottery commission in monitoring the National Lottery operator
4 Understand the legal requirements that affect the sale of National Lottery products	4.1 identify the main legislation that affects the sale of National Lottery products
	4.2 describe the age restrictions on the sale of National Lottery products
	4.3 identify the types of proof of age that are acceptable when selling National Lottery products
	4.4 explain the penalties for failing to follow legal requirements when selling National Lottery products

Unit content

1 **Know the National Lottery products offered by retailers**

Types of product
Lotto, EuroMillions, Thunderball, Lotto HotPicks, Dream Numbers, Daily Play

Features of the National Lottery products sold by retailers
Lotto – draws take place every Wednesday and Friday, six main numbers are drawn and an additional bonus ball, EuroMillions – takes place every Friday, match five main numbers and two lucky stars to win the jackpot, Daily Play – Drawn every day Monday to Friday, Lotto HotPicks – you decide how many numbers you want to pick, Thunderball – drawn every Wednesday and Friday

Sources of information
website, play stations, leaflets, Jackpot magazine, sales executives, camelot helpline

2 **Know how to use a National Lottery service terminal in a retail store**

Functions of service terminal
purchase one or more National Lottery products, scan tickets purchased, collect prize monies, print out winning information, access weekly accounts, order stock

Maintaining a service terminal
retailer hotline

Recording and reporting faults with a National Lottery service terminal
retailer hotline

3 **Understand the role of the operator of the National Lottery**

Role of the operator
inform customers about new games and prizes, features and benefits of new and existing games, odds of winning on a scratch card, estimated jackpot, how easy it is to play

Role of the operator in processing transactions
follow company procedures, offer excellent customer service, deal with customers quickly and efficiently, never sell age restricted products to anyone under age

The role of the National Lottery Commission
responsible for licensing and regulating the National Lottery; protects the integrity of the National Lottery, protects players, maximises funds to good causes

4 **Understand the legal requirements that affect the sale of National Lottery products**

Legislation affecting the sale of products
age restrictions

Age restrictions on the sale of products
customers have to be over 16 to buy National Lottery tickets; the seller also has to be over 16

Proof of age accepted when selling products
UK passport, UK driving licence, Citizen-Card, Portman 'prove it' card

Penalties for failing to follow legal requirements
magistrates court – up to £5000 fine

crown court – unlimited fines and/or up to two years imprisonment, loss of licence

Essential guidance for tutors

Delivery

This unit should be delivered so that it gives learners an understanding of the importance of being able to sell National Lottery products. Learners should be given the opportunity to serve customers. This will encourage a greater level of knowledge and understanding of the types of products sold.

To ensure customer satisfaction learners need to understand the importance of each type of National Lottery product and where the product information can be sourced.

Learners should become well versed in selling and completing transactions with customers. This will lead them, to fully understand how a service terminal operates.

Learners will be expected to understand the role of the lottery operator. This will enable them to understand how the National Lottery is promoted. This will lead to the understanding of how transactions are monitored. Learners will be expected to also understand the role of the National Lottery Commission in monitoring the Lottery operator.

Learners will be held responsible for adhering to legislative requirements when selling National Lottery products. They will be expected to ask for appropriate personal identification when required.

Assessment

Learning outcome 1: can be covered by learners researching the National Lottery website, *Jackpot* magazine, promotional leaflets and speaking with the local Camelot sales executive. A guide poster to illustrate the key features of each product could be designed and presented to colleagues.

Learning outcome 2: can be covered by learner showing evidence that they were responsible for selling products to customers over a one-week period. Learners could produce a guide describing the functions of the service terminal and how to best maintain them, also indicating how to record and report faults with a National Lottery service terminal.

Learning outcome 3: can be covered by researching the National Lottery operator and National Lottery Commission websites and speaking with the National Lottery operator sales executive. Notes could be produced to explain how the operator promotes and monitors the processing of transactions; learners could present their findings to their line manager.

Learning outcome 4: can be covered by researching National Lottery information regarding the sale of products. A visit from the local National Lottery Operator sales executive should be arranged. In addition, a visit to the local Trading Standards Office can be made. Learners should then be responsible for designing a guide to all colleagues on how to sell products legally and explaining sale restrictions and the penalties for not complying. The learner should also apply to Citizens-Card and request the 'No ID-No Sale' retailer pack and implement at store level by following the guidelines given.

Indicative reading for learners

Books

Fleming P – *Retail Selling: How to Achieve Maximum Retail Sales*
(Mercury Business Books, 2007) ISBN 1852525541

Hammond R – *Smart Retail: Turn your store into a sales phenomenon*
(Prentice Hall, 2003) ISBN 0273675214

Journal/magazines

Retail Weekly

Websites

www.jackpotmagazine.info

www.national-lottery.co.uk

www.natlotcomm.gov.uk

www.retail-week.com

www.skillsmartretail.com/sr/default.aspx

Other resources

Resources in store supplied by Camelot Group Plc

Unit 22: Understanding the Features of Different Types of Alcoholic Beverages Sold in Retail Outlets

Unit code:	**T/600/0655**
QCF Level 2:	**BTEC Specialist**
Credit value:	**4**
Guided learning hours: 29	

Unit aim

This unit is about the learner having an understanding of the features of alcoholic beverages sold in retail outlets. The learner will also have an understanding of the regulations and legislation relating to the retail sale of alcoholic beverages.

Unit introduction

This unit will give learners an understanding of how to be effective members of a team selling alcoholic beverages in a retail outlet.

The unit ensures that learners are able to describe the features of most beverages including beer, cider, wine, spirits and vermouths. Learners should be able to describe the similarities and differences between the various alcoholic beverages.

On completion of the unit, learners will be able to offer their customers an enhanced service. Customers like to ask staff questions and appreciate getting an informed answer. This unit gives learners the general information that they require to be able to deal with customers' general questions, meanwhile, learners gain more confidence when answering customers.

This unit will also cover the legislation relating to the sale of alcoholic beverages as well as good practice in the industry regarding advertising.

This unit provides underpinning knowledge required for some of the National Retail Occupational Standards for Retail Level 2.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the features of packaged beer, cider and perry products	1.1 describe the similarities and differences between beer cider and perry
	1.2 identify the main categories of beers, ciders and perries
	1.3 describe the features of different types of beer
	1.4 describe the features of different types of cider
	1.5 describe the features of different types of perry
2 Know the features of packaged wine products	2.1 describe how wines are classified according to their geographical origin and method of production
	2.2 describe the key characteristics of wines which will affect the consumer's perception of individual wines on drinking them
	2.3 identify the key terms used to describe the characteristics of individual wines
	2.4 describe the type of information given on wine labels
	2.5 identify the different storage requirements for red, white, rosé, sparkling and fortified wines
3 Know the features of packaged spirits, vermouths and liqueurs	3.1 describe the similarities and differences between spirits, vermouths and liqueurs
	3.2 identify the main categories of spirits, vermouths and liqueurs
	3.3 describe the features of different types of international spirits
	3.4 describe the features of different types of vermouths
	3.5 describe the features of different types of liqueurs

Learning outcomes	Assessment criteria
4 Understand the legislation relating to the sale of alcoholic beverages	4.1 identify the main licensing laws relating to the retail sale of alcoholic beverages
	4.2 describe the key requirements of the main licensing laws relating to the retail sale of alcoholic beverages
	4.3 identify the main pieces of consumer legislation relating to the retail sale of alcoholic beverages
	4.4 describe the key requirements of the main pieces of consumer legislation relating to the retail sale of alcoholic beverages

Unit content

1 **Know the features of packaged beer, cider and perry products**

Similarities and differences
size of measure sold, alcoholic content, manufacturing process, customer, appearance

Beer: main types and categories
lager and ale: main varieties eg: pale ale, stout, brown ale;

features: alcoholic content, gassy, flat, British, European

Cider: types and category
sweet, dry, scrumpy

features: appearance eg cloudy through to clear; colour eg light yellow through orange to brown; sparkling, flat

Perry: often referred to as pear cider
single variety, blends of different pears, sparkling

Characteristics
blends have greater body, hint of citrus

2 **Know the features of packaged wine products**

Wine classification
geographical origin – old world by regions (Appellation d'Origine Controle in France, Denominazione di Origine Controlla in Italy); new world by grape variety

Method of production
red, white, sparkling, rosé

fortified wines: eg wine with brandy giving 18-20 per cent alcohol; both dry and sweet versions available, dry for an aperitif, sweet for dessert or after dinner drink; examples, sherry, port, Madeira, Massala

Characteristics of wine
key terms (colour, flavour, bouquet, palate, appearance)

Wine label information
wine region, vintage, bottler, grape variety, quality rating, crest and name of producer (Appellation d'Origine Controle (AC) in France, Denominazione di Origine Controlla (DOC) in Italy)

General storage requirements
constant temperature, away from light, free from vibration, stored on side, damp atmosphere

Specific storage requirements
white wine prefers cooler temperature; sherry stored upright; vintage port horizontally

3 **Know the features of packaged spirits, vermouths and liqueurs**

Spirits: whisky, vodka, gin, rum, tequila, brandy

Whisky: made from malted barley, rye, wheat, maize, potatoes

Types: scotch, Irish, bourbon: single malt, blends

Features: strong, can be diluted, taste

Vodka: distilled from rye, wheat, potatoes

Features: clear, tasteless, odourless

Gin: distilled from grain and flavoured with juniper berries or a substitute

Features: strong, can be diluted with other soft drinks

Rum: fermented molasses or sugar cane, produced mainly in the West Indies

Features: strong, can be diluted with other soft drinks

Tequila: fiery Mexican drink distilled from several species of agave

Brandy: spirit distilled from wine, finest being Cognac distilled from the white wine in the Cognac region of France

Vermouth: aromatised wine – made from wine and flavoured with a variety of items such as herbs

Common types: dry (18 per cent) dry to very sweet (15 per cent): white and red

Liqueur: a strongly flavoured and highly fortified alcoholic liquor, flavours on a spirit base

Common types: cream, crème, triple sec

4 **Understand the legislation relating to the sale of alcoholic beverages**

Licensing Act of 2003
licence required to sell alcohol

Content of Act
sale of and by over 18-year olds, anyone under 18 should not enter a dedicated off-licence unless in the company of a parent or guardian, it is an offence to sell alcohol to anyone over 18 if the purchase is intended to be consumed by a minor, selling alcohol to anyone who is intoxicated is against the law, permitted hours vary depending on type of retailer and these can vary during public or bank holidays, it remains an offence to buy and consume any type of alcoholic beverage within 100 metres of the shop from which it was bought

Weights and Measures Act 1985 and subsequent changes in 2006 eg changes to regulations regarding sizes of bottles for retail – removal of the restriction on the use of the 187 ml size of pre-packaged still wines, which limited its use to duty free sales; the addition of the 1750 ml size for pre-packaged spirits

Good practice
challenge 25 on alcoholic sales

Alcohol Advertising Rules 2005
adverts for alcoholic products should not - encourage excessive drinking, have a strong appeal to those under the age of 18, imply that alcohol has contributed to sexual or social success, show alcohol being handled or served irresponsibly, feature those who are or appear to be under the age of 25, place undue emphasis on alcoholic strength

Essential guidance for tutors

Delivery

Learners will need to be 18-plus in order to sell or be in an off-licence.

Centres will need to take a flexible approach to delivering the content of this unit, as learners could be completing their training while working. Learners based in a centre should be given work experience opportunities. The learner's experience will be very different in a large retail centre compared with the local off-licence. The learner should be able to give customers the information they ask for or roleplay could be used to enable the learner to reinforce the information about the products.

Learners should be shown the various processes and routines with a mentor giving advice. It would be useful for the centre to provide a training manual that the learner could work through; the manual would also give the retailer the knowledge that the learner requires to successfully complete the unit. It may also be useful for the centre to offer one day a week in the centre, allowing learners to discuss with other learners and the underpinning knowledge to be covered. This underpinning knowledge could be delivered through class discussions, worksheets, videos for discussion or direct input from the centre.

Visits to a brewery, vineyard or bottling plant would be useful, as would the opportunity to meet with guest speakers from various areas of the industry.

Learning outcome 1: the learner could be encouraged to create a chart with the different drinks; there would be columns for the information to be gathered. The content of this unit encourages the use of either roleplay or work in a retail facility, with the learner having the opportunity to give the customer the required information. Reference to the chart could be made.

Learning outcome 2: the learner should be encouraged to consider how the wines in the retail outlet are stored. This information should give rise to questions regarding the different types of wine and classification. The answers could be recorded in a chart. The detail on the wine labels could be recorded as a series of annotated diagrams. Worksheets for completion could also be used highlighting the features between the various wines.

Learning outcome 3: the learner could be introduced to the various alcoholic spirits sold by the retail outlet by looking closely at the labels and prices. This could lead to a discussion on the differences between the various spirits. Research on the web should be directed by a worksheet or the manual. This process could be repeated for the vermouths and liqueurs. Learning outcome 3.1 could be used to sum up the findings.

Learning outcome 4: Learners could be encouraged to look on the web for instances of people losing their sales licences, and then discuss the reasons. A visit to or from the local Trading Standards Office and/or local police station could be very useful. Learners should be encouraged to consider the reasons for the legalisation as this should make it more meaningful and understandable for the learner to implement. The learner could be encouraged to record the main requirements of the legislation as they become apparent in the workplace. Learners should be made aware of the good practice in the industry with regards to advertising and Challenge 25 (Challenge 25 is a retailing strategy that encourages anyone who is over 18 but looks under 25 to carry acceptable ID).

Assessment

All parts of the assessment criteria must be met for the learner to achieve the unit.

As far as possible the assessment for this unit, should be observation of real situations or role play, but could include a portfolio of evidence comprising witness statements, photographs, video clips, tapes and learners' written work; all of which need to be kept for the quality assurance, both internally and externally. The assessment criteria for each outcome can be assessed together or as individual parts. It is essential that the evidence for each part is recorded. The centre should ensure that learners are given regular one-to-one feedback on their progress. The centre could use a series of questions to ask the learner to confirm that the learner meets the assessment criteria.

To achieve assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5 learners could cover all aspects at the same time. It is possible for learners to describe the similarities and differences between beers, cider and perries while identifying the main categories of each and describing their features. The information can be given verbally or be written. Evidence can be recorded as a chart, a video of the explanation or of the observer giving a witness statement. The evidence could take the form of a role play, with the learner giving a customer their required information.

To achieve assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5 the learner has to show that they can describe features of packaged wine. The evidence could take the form of annotated charts, or written or oral descriptions. These could be recorded on tape, video, or as witness statements. Role-play could be used, with the learner giving the information to a 'customer'.

To achieve assessment criteria 3.1, 3.2, 3.3, 3.4 and 3.5 the learner has to identify the main categories of spirits, vermouths and liqueurs and then describe the features of each. In conclusion learners should be able to describe the similarities and differences between spirits, vermouths and liqueurs. The evidence could be charts, reports, video or tape as a result of a real situation with a customer or a role play.

To meet assessment criteria 4.1 and 4.3 the learner has to be able to show that they can identify the main licensing law and pieces of consumer legislation relating to the retail of alcoholic beverages. To meet assessment criteria 4.2 and 4.4 the learner has to be able to describe key requirements of licensing law and consumer legislation. The evidence could be a poster, a written description or an oral description.

Indicative reading for learners

Book

Babor T – *Alcohol and Public Policy: No Ordinary Commodity: Research and Public Policy* (Oxford University Press, USA, 2003) ISBN 0192632612

Websites

www.alcoholpolicy.net

www.almr.org.uk

www.BERR.gov.uk

www.independentbuyer.net

www.just-drinks.com

www.offlicencenews.co.uk

www.opsi.gov.uk

www.wsta.co.uk

Unit 23: Understanding how Retailers Operate Home Delivery Services for Newspapers and Magazines

Unit code: D/600/0651

QCF Level 2: BTEC Specialist

Credit value: 4

Guided learning hours: 36

Unit aim

The purpose of this unit is to provide learners with the knowledge and understanding of the how home deliveries for newspapers and magazine are managed and operated. This includes the legal and regulatory requirements involved in this aspect of retail operations.

Unit introduction

Home deliveries of newspapers and magazines for many small convenience goods retailers are an integral part of their business and play an important role in maintaining close links with their customers and ensure a customer loyalty that provides a valuable source of additional sales that without home deliveries may not have been achieved. It is crucial therefore that the retailer provides an efficient and friendly service that meets the customer's requirements for accuracy and timeliness. As many of his delivery staff will be school children, the retailer has to be vigilant in making sure he observes the strict legal requirements that apply to the employment of minors, and that their employment does not affect their school attendance or performance.

The purpose of the unit is to provide the learner with an understanding of the somewhat unusual issues presented by the employment of young people and how they should be treated and remunerated.

The purpose of the unit is also to develop the learner's knowledge of the process of operating customers' home delivery accounts and how customer service standards can be maintained. There is an emphasis on the information needed to do this effectively and classroom exercises would be a good way to reinforce these disciplines.

Lastly the unit addresses the problems of resolving customer service issues and how customer invoicing is carried out and overdue accounts are dealt with by the retailer. The ability in retail to control the financial aspects of the business, particularly a small to medium-sized one where maximising the flow of revenues is crucial, will need to be understood by the learners and case studies that deal with real-life scenarios would be an excellent way of demonstrating this.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the legal and regulatory requirements relating to the home delivery of newspapers and magazines	1.1 understand the legal requirements that apply to the employment of young people
	1.2 describe the legal requirements relating to the home delivery of restricted material
	1.3 describe the classification system used by the British Board of Film Classifications (BBFC)
	1.4 describe how the BBFC ratings affect the home delivery of newspapers and magazines
2 Know how retailers manage home delivery accounts for newspapers and magazines	2.1 describe the process for opening a home news delivery account
	2.2 describe the process for closing a home news delivery account
3 Understand how retailers maintain customer service standards in relation to the home delivery of newspapers and magazines	3.1 describe the standards of service customers tend to expect from a home delivery service provided by a retailer
	3.2 describe the common customer service problems associated with the home delivery of newspapers and magazines
	3.3 describe the main ways of resolving customer service problems associated with the home delivery of newspapers and magazines
4 Understand invoicing processes in relation to the home delivery of newspapers and magazines	4.1 describe the information needed to generate an invoice for a home news delivery account
	4.2 describe the systems used to identify overdue accounts
	4.3 describe the process for dealing with overdue payments

Unit content

1 **Understand the legal and regulatory requirements relating to the home delivery of newspapers and magazines**

   The legal requirements that apply to young people
   age restrictions, working hours (daily, weekly, weekends), holidays, working times, minimum wage, holidays, redundancy, health and safety, CRB checks

   Legal requirements relating to the home delivery of restricted material
   age restriction, newspapers, magazines, DVDs, videos, video games, computer software, other materials

   British Board of Film Classification
   classifications for different types of movie

   The application of the BBFC ratings to the delivery of newspapers and magazines
   magazines, DVDs, videos, video games, computer software, other materials

2 **Know how retailers manage home delivery accounts for newspapers and magazines**

   Opening a home news delivery account
   request for the delivery service, explanation of terms of home delivery account, recording of details (publication(s) required, contact details of account holder, period of delivery, time of delivery, frequency of delivery, price of publication, delivery charge), manual ticket system, electronic system, bank details, direct debiting mandate

   The process for closing a home delivery account
   settling of the account, date of closure, reason for closure, removal from the system

3 **Understand how retailers maintain customer service standards in relation to the home delivery of newspapers and magazines**

   The standards of service expected from a home delivery service
   timeliness, accuracy of delivery, correct product, product condition, customer service, correct frequency of delivery, account accuracy, timely billing

   Common customer service problem associated with home delivery of newspapers and magazines
   late delivery, wrong address, incorrect product, poor product condition, poor customer service, incorrect frequency of delivery, account inaccuracy, late or early billing

   Main ways to resolve customer service problems associated with the home delivery of newspapers and magazines
   increase delivery staff, improve training of delivery staff, early deliveries from the wholesaler, improved communication (customers, staff, suppliers, local schools), improved organisation, feedback from customers

4 **Understand invoicing processes in relation to the home delivery of newspapers and magazines**

The information needed to generate an invoice for a home news account
contact details of customer, account number, name of publication, frequency of delivery, number of items invoiced, bank account details

Systems used to identify overdue accounts
manual checks, electronic systems, customer advice

The process for dealing with overdue accounts
issuing of reminders (telephone, electronic, verbal, delivery staff, letter), final reminder, solicitors' letter, court order

Essential guidance for tutors

Delivery

The delivery of this unit should provide learners with an understanding of the way retailers operate and manage home delivery services for newspapers and magazines. It should help learners to identify the sorts of issues that the retailer needs to consider when making decisions in the running of the business and the areas that they should concentrate on in running a successful business. Using their own experiences learners should consider the consequences of not taking into consideration the pitfalls and problems that can seriously affect the profitability of a business that undertakes home delivery services.

An essential part of understanding the essence of the home delivery business is the legal and regulatory requirements. This is due to the type of labour used to make home deliveries of newspapers and magazines and that the majority of the staff used for this are only 16 years of age or under. This part of the unit could be delivered by a visiting speaker who has knowledge of the current legal and regulatory legislation and the major problems that can arise. It is important to emphasise that the exploitation aspect of the staff used is a very sensitive one and a range of case studies that refers to this would be of real value to the learners and would help to broaden their learning.

The next part of the unit covers the actual management of home delivery accounts for newspapers and magazines and this would be best delivered by the learners visiting retailers to experience the process of operating a delivery system. The use of project work attached to these visits would be of real value to the learning process. Alternatively, role-play exercises could be used to deliver the same learning, although not quite as powerfully as first-hand experience of it.

The maintenance of customer service standards is also particularly important here. A visit to a retailer would again be very useful so that learners can hear and see what the problems are in developing and maintaining customer service standards and the common customer service problems that have to be solved for the business to prosper. Case studies would play a part here as they would generate useful and challenging discussion on this topic.

Finally, the financial processes required to operate a successful home delivery service are again best looked at through the eyes of the manager of one of these businesses, so a visit from a home delivery retailer would again be very useful, as would case studies and exercises in the actual processes used to operate accounts and follow-up on reluctant accounts. It is important that the relevance of this aspect of the business is not lost and that learners fully appreciate just how important these processes are in running the business at a profit as home delivery services often underpin these small retail businesses and help to differentiate them from their competitors.

Assessment

Learning outcome 1: Learners will be required to research the legislation and regulatory framework that apply to this area of retailing. Their findings should be presented in either a report or through a professional discussion. A case study would also play an important part in looking at different scenarios that could arise in the real world.

Learning outcome 2: This learning outcome could best be covered through a work placement so that the process of managing home delivery accounts can be experienced at first hand and hands-on experience could even be gained in carrying out the activities involved in managing accounts. This could then be presented in a report or presentation, with recommendations as to how the process could be improved.

Learning outcome 3: This can take the form of first-hand observation in the work place, via a work placement, of the main problems associated with the management of home deliveries of newspapers and magazines and how these are resolved satisfactorily. Reflective accounts would also provide evidence of this. In support of this, case studies could be used to provide a wider range of problem-solving scenarios for learners to look at and resolve.

Learning outcome 4: This learning outcome will also best be covered though a work placement and a reflective account of the processes involved in invoicing as observed by the learners. A report on how effective the system is and how it could be improved would also prove very valuable and would enhance the learner's understanding of this critical area.

Essential resources

To effectively deliver this unit learners should be provided with access to a convenience store retailing environment and the owner/manager's expertise so that learners can fully appreciate the issues and problems that this area of retailing presents. Although internet-based research will provide some resources, it is felt that first-hand exposure to the retail environment itself will be most useful to learner.

Indicative reading for learners

Books

Cox R and Brittain P – *Retailing: An Introduction* (Financial Times/Prentice Hall, 2004) ISBN 0273678191

Varley M and Rafiq R – *Principles of Retail Management* (Palgrave Macmillan, 2003) ISBN 0333792971

Magazines and journals

Convenience Store Retailing

The Association of News Retailing

The Grocer

Websites

www.menziesdistribution.com

www.thegrocer.co.uk

Unit 24: Understanding how Stocks of Newspapers and Magazines are Controlled in Retail Outlets

Unit code:	**Y/600/0650**
QCF Level 2:	**BTEC Specialist**
Credit value:	**2**
Guided learning hours: 15	

Unit aim

The aim of this unit is to provide the learner with the knowledge and understanding about stock control of newspapers and magazines in a retail outlet.

Unit introduction

Many people help out in retail outlets selling newspapers and magazines. This unit aims to give these learners the opportunity to enhance their skills while gaining this qualification.

The first learning outcome covers the processes for ordering and receiving of newspapers and magazines. The unit also ensures that the learner knows where to ask for help and advice should there be problems with the delivery.

The second learning outcome covers the principles for displaying newspapers and magazines as well as the legal restrictions.

The last learning outcome asks the learner to describe the stock control process and ways to minimise waste.

Learners should be able to communicate with the customer with more confidence as they are more aware of the processes and will be interested to listen to the customer. Learners are now aware that the ordering needs to reflect the customers' requirements.

This unit provides some of the underpinning knowledge required for some of the National Retail Occupational Standards for Retail Level 2.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Know the factors to consider when ordering and receiving newspapers and magazines	1.1	describe the factors to be considered when ordering newspapers and magazines for sale in a retail outlet
	1.2	describe how to check that deliveries match the order and are of saleable quality
	1.3	identify the sources of advice and help for dealing with unsatisfactory deliveries
2 Understand the principles for displaying newspapers and magazines	2.1	describe the principles for displaying newspapers and magazines so as to maximise sales and profit
	2.2	describe the legal restrictions which apply to the display of newspapers and magazines
3 Understand the stock control process for newspapers and magazines	3.1	describe the principles of stock control in relation to newspapers and magazines
	3.2	describe how to process wholesalers' paperwork for newspapers and magazines
	3.3	describe wholesalers' procedures for dealing with returns of newspapers and magazines
	3.4	describe the main ways of minimising waste stock of newspapers and magazines

Unit content

1 **Know the factors to consider when ordering and receiving newspapers and magazines**

Factors to be considered when ordering newspapers and magazines for sale
customers' needs; time of year; consider best practice procedure – Association of Newspaper and Magazine Wholesalers (ANMW)

Checking that deliveries match the order and are of saleable quality
checking of delivery note, actual goods received and quality of goods

Sources of advice and help for dealing with unsatisfactory deliveries
if it is a complaint against the wholesaler use National Federation of Retail Newsagents (NFRN) form; The Industry Standard Service Agreement (ISSA) form; for a complaint against a newspaper publisher then use the publisher Fast Track restitution on NFRN webpage; refer to the national Distribution Monitor; contact supplier direct

2 **Understand the principles for displaying newspapers and magazines**

Principles for displaying newspapers and magazines
types of racks; promotional space for new titles, seasonal and local titles; group like magazines together; keep the display up to date and replenish regularly; care and sensitivity for displaying adult titles and magazines with explicit front covers

Legal restrictions
adult titles not sold to anyone under 18 (NFRN code of practice); buying from bona fide trade channels to ensure legality of content

3 **Understand the stock control process for newspapers and magazines**

Principles of stock control
stock: distributors can state how many they are sending; keep good range of titles; control; keep titles in the stock room tidy in category or alphabetical order; keep detailed records

Processing wholesalers' paperwork
comply with local distributor, online facilities to order and return goods

Wholesalers' procedures for dealing with returns
according to local distributor but consider ANMW best practice procedure section 5

Minimising waste stock
order correctly, placing and maintenance of displays and racks to prevent damage to merchandise, listen to customers' enquiries and requests

Essential guidance for tutors

Delivery

Centres will need to take a flexible approach to delivering the content of this unit, as learners for this unit will be mainly engaged in on-the-job training. It is therefore expected that learners will either be in full employment or will have the opportunity to experience a variety of retail outlets. The learner's experience will be very different in a large retail centre compared with the local newsagents.

The learner should be shown the various processes and routines with a mentor giving advice. It would be useful for the centre to provide a training manual that the learner could work through; this would also provide guidance for the retail outlet as to the skills and knowledge required. It may also be useful for the centre to offer one day a week in the centre, where learners can discuss with other learners while studying. The underpinning knowledge can be delivered via class discussions, worksheets, videos for discussion, consideration of wholesalers' manuals, and more formal input from the centre.

Visits to the distribution centre would give learners valuable insight and make the process used in the retail centre more meaningful.

Learning outcome 1: looks at the factors to consider when ordering and receiving newspapers and magazines. The learner could shadow the person in the retail outlet with responsibility for the ordering and receiving. It is envisaged that there will be a great deal of questioning and answering to ensure that the learner understands the process involved.

Learning outcome 2: the learner describes the principles for displaying newspapers and magazines. Learners will be encouraged to look at various displays in a variety of retail outlets to consider the similarities and differences. The legal restrictions could be covered via a written exercise, research on the web, or as a result of discussions.

Learning outcome 3: the learner has to describe various aspects of stock control. This will vary between outlets and the wholesale distributor. The learner will find the aid of a mentor very useful in this situation as they will be able to question and have the processes explained. A checklist or grid covering the main aspects could be completed. A flow chart could be compiled to show the procedures for dealing with returns. The minimising of waste could be covered through the creation of a series of signs for putting up around the retail outlet, as a reminder to staff and customers.

Assessment

All parts of the assessment criteria must be completed satisfactorily for the learner to achieve the unit.

The assessment for this unit could include a portfolio of evidence comprising witness statements, photographs, video clips, tapes, learners' written work, or a completed training manual, all of which need to be kept for quality assurance, both internally and externally. The assessment criteria for each outcome can be assessed together or as individual parts. It is essential that the evidence for each part is recorded. The centre could use a series of questions to ask the learner to confirm that the learners meet the assessment criteria.

The centre should ensure that learners are given regular one-to-one feedback on their progress.

The assessment criterion for all learning outcomes does not require the learner to demonstrate any outcome, but only identify or describe.

To achieve assessment criteria 1.1 and 1.2 the learner has to describe factors to be considered when ordering the newspapers and magazines and how to check that the delivery matches the order and is of good quality. This information could be given orally or written. Assessment criterion 1.3 requires the learner to identify the sources of advice and help for dealing with unsatisfactory deliveries. This information could be given as a chart or orally and recorded using a witness statement.

Assessment criteria 2.1 and 2.2 could be assessed together, as knowledge of 2.2 should be described in the answer to 2.1. To achieve assessment criterion 2.1 the learner describes the principles used for displaying newspapers and magazines and how this would maximise profit. An assessment criterion 2.2 ensures that the learner can describe the legal restrictions and how they apply to the display.

To achieve assessment criteria 3.1 and 3.2 the learner has to describe the principles of stock control and the wholesaler's paperwork. A completed checklist compiled by the learner could be evidence. For assessment criterion 3.3 the learner has to describe the wholesaler procedures for dealing with returns; this could take the form of a completed flow chart, or description given orally or written with appropriate evidence. Assessment criterion 3.4 could be achieved through a description of the main ways, or by using the signs created with appropriate descriptions for each.

Indicative reading for learners

Magazines and journals

The Convenience Store

Independent Retail News Magazine

Websites

www.independentbuyer.net/links.aspx   Independent Buyer

www.jointindustrygroup.co.uk

www.menziesdistribution.com

www.ndm.anmw.co.uk

www.nfrnonline.com

Unit 25   Understanding Plant Nomenclature, Terminology and Identification

Unit code:	**M/600/2663**
QCF Level 2:	**BTEC Specialist**
Credit value:	**5**
Guided learning hours: 38	

Unit aim

The aim of this unit is to provide the learner with the knowledge and skills required to identify and botanically name a range of plants using the correct terminology and format. It also covers the processes for caring and maintaining a range of plants appropriately.

Unit introduction

Garden retail outlets are a popular destination for the gardener to buy garden products and to access gardening information. It offers a personal contact with knowledgeable staff who are able to help with their choice of product and answer their questions. To ensure plants are of the correct name for display and sale it is necessary to maintain the many forms of plant labelling.

Retail outlets display and sell a wide range of plants capable of growing either out of doors or with the aid of protection. There are fundamental factors to be considered in the identification and naming of plants to ensure the accuracy of information to the customer. Learner will need to know the correct method for writing plant names to ensure a high-quality display in the sales area for ease of identification by customers. All activities will require staff to work efficiently and be able to answer enquiries from customers.

Learners need to be aware of the accepted codes of practice for the identification and naming of plants. Monitoring of plant names in a retail outlet may be carried out during other ongoing activities or as part of a routine inspection procedure. Learners will need to make decisions about the most suitable methods to use and be able to resolve any problems as they emerge in relation to work activities. Throughout all the activities they will need to select, maintain and use equipment in a safe and correct way.

This unit develops the knowledge, understanding and skills of the learner and on completion they should be able to identify and name correctly a range of plants that would be found in a retail outlet. It will also give the learner confidence to advise customers on the purchasing of plants and their maintenance in the garden. Product knowledge is also required when advising customers on tools and other sundries associated with plant care.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the terminology used in naming plants	1.1 define the terms 'family', 'genus', 'species', 'cultivar variety' and 'hybrid'
	1.2 describe the binomial system of plant nomenclature
	1.3 explain the purpose and importance of botanical names and why they are sometimes reclassified
	1.4 describe how descriptive botanical names such as 'pendula' can aid identification
	1.5 define a range of terms used to describe the key characteristics of plants including terms describing life cycle, seedlings, leaf drop and sensitivity to cold
2 Understand the sources of information which can help to identify plants	2.1 describe how examining a plant's characteristics helps identification
	2.2 describe how examining the parts of the whole plant helps identification
	2.3 describe how the internal structure of a plant may help when undertaking plant identification
	2.4 describe a range of reliable reference materials which can be used to identify plants
	2.5 use the correct format when writing botanical names
3 Know how to handle plants safely and in ways which minimise environmental damage	3.1 describe the key requirements of current legislation and codes of practice relevant to identifying plants
	3.2 describe the main ways in which environmental damage can occur when identifying plants and describe methods for minimising such damage

Unit content

1 Understand the terminology used in naming plants

Definitions
position in classification hierarchy; role in classification; writing of terms

Binomial system
Linnaeus; scheme of classification; genus; species; accepted format of recording

Purpose and importance of botanical names
universal language; biological classification; plant relationships; grouping of characteristics; descriptive; hybrids; clarification; plant trading; Plant Breeder's Rights (exclusive commercial rights to a registered cultivar, intellectual property, legislation, propagation and sales, import and export)

Reclassification
taxonomic; misidentification; nomenclature recording

Descriptive
morphological features; plant shape; flower shape; leaf shape; colour; markings; texture; size; direction of growth; fragrance; taste; flowering time; habitat; resemblance to other things; compass points

Key characteristics
life cycle (ephemerals, annual, biennial), seedling; leaf drop (deciduous, evergreen); juvenility; maturity; senescence; herbaceous and woody perennials; sensitivity to cold; light requirement; soil; habit; uses (seasonal, site orientation, soil type, architectural, soft landscaping)

2 Understand the sources of information which can help to identify plants

Examining
recording; reference to published descriptions; structures (flowers, fruits and seeds, leaves, stems, roots, characteristics)

Internal structure
position of vascular system; presence and absence of specific structures

Reference materials
plant key; nursery catalogue; plant collection; plant encyclopaedia; botanical painting; seed bank; herbarium

Correct format
genus; species; cultivar; italics; underlining; inverted commas; pronunciation; plant breeders rights

3 **Know how to handle plants safely and in ways which minimise environmental damage**

Key requirements
plant exchange; poisonous plants; pest and disease notification; protected plants; conservation; biodiversity; codes of practice (Cites, EU Plant Passports, Species Planatarum by Linnaeus, Health and Safety at Work Act)

Environmental damage
physical damage; pollution; seed spread; pests; diseases; alien species

Minimise damage
management systems; legislation; codes of practice; pictorial records; authorised access; handling systems; waste disposal

Essential guidance for tutors

Delivery

Tutors delivering this unit have opportunities to use as wide a range of techniques as possible. This is likely to be delivered through formal lectures, discussion, site visits, supervised practical sessions and independent learner research. Lectures, seminar presentations, site visits, supervised field practicals, research using the internet and/or library resources and the use of personal and/or industrial experience would all be available. Active participation using Post-it® displays, sequence cards and bingo sessions would enhance the learning experience. Tutors should consider integrating the delivery, private study and assessment for this unit with other relevant units and assessment methods that learners are undertaking as part of their programme of study.

At the outset of this unit learners must be clear about the importance of developing a professional approach to monitoring and promoting plant growth and development and ensure they have the right attitude in all aspects of their work while in the public gaze. Whichever delivery methods are used, it is essential that tutors stress the importance of environmental management and the need to manage the activities using approved methods.

Health and safety issues must be stressed and regularly reinforced, and risk assessments must be undertaken prior to practical activities. Adequate personal protective equipment (PPE) must be provided and used following the completion of risk assessments.

Learning outcome 1 investigates the terms used and their meaning as an aid to plant identification. A domino activity would show learners' understanding and make the subject enjoyable. The assignment asks learners to compile 10 plant profiles which would include genus, species, cultivars, distinguishing characteristics, use of the plant in the garden and requirements for their successful growing.

In learning outcome 2 learners have the opportunity to examine the characteristics of plants and use reference materials to identify plants. The use of pictorial illustrations and bingo activities would cater for those learners with specific learning difficulties and show their understanding. The plant identification tests ought to be conducted using live plants and comprise plants commonly found a retail outlet. Producing descriptive labels for plants on sale would add to the learner's product knowledge.

Learning outcome 3 covers the current legislation and codes of practice relevant to identifying plants. It also covers the possible environmental damage when identifying plants in the retail outlet. The assignment allows the learner to handle plants correctly and avoid causing environmental damage.

Tutors should identify the plants or agree them through discussion with learners. Where possible, to ensure fairness of assessment, the size and complexity of the tasks should be the same for all learners.

Assessment

Learning outcome 1: can be covered through learners choosing ten plants and constructing a profile for each. This would require research of the characteristics of each plant and learners can design a piece of literature to support their plant profiles. Each profile could take the form of a pictorial presentation using symbols to convey the information, such as key characteristics as well as their uses and growing requirements. Profiles would need to show the plant's family, genus, species, cultivar and hybrid where appropriate.

Learning outcome 2: can take the form of observation directly related to the work placement for identifying plants. Learners would need to identify plants using botanical and accepted common names. Ideally the plants would be chosen for testing to coincide with their particular season of interest. It might be necessary for assessors to consider alternative methods of naming plants such as placing a written or pictorial plant label against the appropriate plant.

Learning outcome 3: can be covered by the learner identifying plants and collecting them in preparation for the construction of a plant display. Learners could be given a list of plants to collect and label in preparation for their display but would also need to be mindful of handling plants correctly. Learners could be asked to identify and explain those plants on their list which are subject to the EU Plant Passport legislation.

Support must be provided for learners in the planning of work placement observations and professional discussions along with encouragement to build on communication and confidence skills.

Essential resources

For this unit learners will require access to an area where plants can be grown and maintained to a garden standard. A range of plant types and habits would make the delivery relevant and interesting.

It would be desirable for the learner to have access to a retail outlet displaying and selling plants to enable them to meet the requirements of this unit.

Indicative reading for learners

Books

Johnson A T and Smith H A – *Plant Names Simplified* (Landsmans Bookshop, 1972) ISBN 0900513047

NCCPG – *The National Plant Collections Directory 2009* (National Council for the Conservation of Plants & Gardens, 2008) ISBN 9780954457976

Magazines and journals

Horticulture Week

Plant Heritage

The Garden

The Plantsman

Websites

www.nccpg.com

www.rhs.org.uk

Unit 26: Understanding Customer Service in the Retail Sector

Unit code:	K/502/5803
QCF Level 3:	BTEC Specialist
Credit value:	2
Guided learning hours:	17

Unit aim

The purpose of this unit is to provide learners with the knowledge and understanding of retail customer service. It focuses on how retail businesses meet and monitor the standards of customer service as well as negotiate with customers in order to resolve complaints.

Unit introduction

Customer loyalty is the lifeblood of any retail business. It is estimated to cost five times more to attract a new customer than it does to sell products to an existing one. Customer loyalty is nurtured through excellence in customer service and any retail organisation needs to have this at the heart of its business if it is to succeed in a competitive environment.

The purpose of this unit is to develop knowledge and understanding of the customer service function in retail business.

This unit will provide learners with an understanding of the relationship between customer service and customer loyalty. They will be introduced to the concept of 'delighting customers' and exceeding expectations. There will be opportunities for team working to mirror the activities of a customer service team and relate this to the importance of everyone making a contribution, as just one person in an organisation cannot be responsible for the delivery of customer service.

The unit will provide opportunities for dealing with real customer complaints in retail environments. It will introduce procedures for dealing with customer complaints and explore the idea that a customer complaint is an opportunity to improve and not just criticism. The challenge is in turning a customer complaint into a customer delight through negotiated solutions.

Retail businesses use several methods to monitor and evaluate customer service, satisfaction and loyalty. Monitoring and evaluating customer service is something that retail business owners and managers use to benchmark their customer satisfaction levels. These are also used to measure the performance and effectiveness of retail staff. The results of monitoring and evaluating customer service levels may be used to instigate a change in procedures, staff training or development of a whole new culture in the retail business. It is used to keep customers and their loyalty at the centre of the business.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the effect of customer service on retail business	1.1 explain the importance of customer loyalty to a retail business
	1.2 explain the relationship between standards of customer service and customer loyalty
2 Understand how retail businesses ensure customer service standards are met	2.1 explain how a team's work needs to be organised so as to ensure that customer service standards can be consistently met
	2.2 describe common contingencies which can affect a team's ability to meet customer service standards, and explain how the effects of these contingencies can be minimised
3 Understand how customer complaints are resolved in a retail business	3.1 describe the procedures used by retail businesses for resolving a variety of complaints, including how the customer is kept informed of progress
	3.2 describe techniques for negotiating with customers to reach a solution acceptable to both parties
	3.3 explain how resolving complaints can turn the customer's dissatisfaction into delight
4 Understand how customer service is monitored in a retail business	4.1 explain why it is important to monitor the delivery and effectiveness of customer service in a retail business
	4.2 describe the main methods which are used to monitor customer service in retail businesses
	4.3 explain the techniques used by line managers to monitor the customer service delivered by themselves and their teams

Unit content

1 Understand the effect of customer service on retail business

Importance of customer loyalty
repeat business; increased sales; word-of-mouth recommendations; feedback opportunities; increased market share; long-term survival of the retail business

Relationship with customer service
quality of product; quality of service; responding to needs; confidence; repeat custom; trust; attention to detail

2 Understand how retail businesses ensure customer service standards are met

Organising teamwork
communication; share knowledge; set clear procedures; follow procedures; empower team members; accountability for results; acknowledge results; reward and recognition; utilise technology and resources

How internal issues may affect customer service
misunderstanding, lack of company policy; unsure of procedures; lack of decisions; failure to satisfy customer complaints; staff absences; lack of staff training to deal with customer service issues

minimise effects: clarity of message; staff training; management intervention; staff recruited/trained

3 Understand how customer complaints are resolved in a retail business

Customer complaints procedures
procedures: identify the issue; deal with the situation; follow company policy; offer resolution or information; take actions; opportunities for improvement; keeping customer informed; follow company policy; regular update (face to face, writing – email, letter, telephone)

Negotiating techniques
listening; confirm understanding; apologise; take ownership; offer possible solutions; agree course of action; follow up

Resolving complaints successfully
greeting the customer; careful questioning; determine customer needs; build a rapport; offer solutions; empathise; check customer is satisfied with the outcome

4 **Understand how customer service is monitored in a retail business**

Delivery and effectiveness
meet customer needs; improve procedures; repeat business; maintain standards; reputation of organisation

Methods of monitoring
mystery shoppers; questionnaires; focus groups; line management observations; number of complaints received; surveys; one-to-one informal conversations; on-site customer visits

Line management techniques
team evaluation questionnaires; peer feedback; customer questionnaires; observations; number of complaints received; one-to-one informal conversations; formal review; team meetings

Essential guidance for tutors

Delivery

The delivery of this unit should provide learners with an understanding of how important customer service is to the retail sector. Learners should be provided with opportunities to interact with real customers and be encouraged to draw on their own experiences. The delivery of this unit should be based on real practice in a retail environment as much as possible. Learning should be interactive and allow learners to reflect on the impact customer service levels can have on a retail business.

Learners need to understand the importance of customer loyalty and the relationship between customer loyalty and customer service levels. Attention should be given to the differences between customer satisfaction and customer delight.

Learners should be encouraged to work in small teams. This can be related to the delivery of customer service standards in a retail business. Learners should organise their own work and share the effects of their work with other team members and how this impacts on the achievement of the whole team. Working in a retail environment will offer real experiences of customer service standards and give learners a benchmark of what is expected of customer service teams. Learners should be able to understand contingency planning for the customer service team and relate this to their team operations.

Customer complaints scenarios offer a rich seam of case-study and role-play materials. These should be utilised to supplement any real-life customer service incidents that learners can draw upon. Learners could receive industrial-standard training on how to deal with customer complaints. Any development work in this area should include the concept of a customer complaint as an opportunity to improve in some way rather than an overt or implied criticism. Negotiating skills could be developed during role play that allows for real interaction without causing negative impacts on a retail business. The outcome for all scenarios, real or role play, should be resolution. Learners need to understand why some retailers have to make the harder decision of how to say no without losing customer loyalty.

From a retail business owner's or manager's perspective, monitoring customer service is as important as delivery. Learners need to know how the levels of customer service standards are monitored and evaluated and the reasons why this is done. There is lots of scope for learners to carry out their own monitoring of customer service through their retail experiences. Acting as mystery shoppers and reporting on their experiences allows learners to see retail service from the customer's viewpoint.

Assessment

Learning outcome 1: can be carried out in small teams to collect or develop a range of customer service case studies based on real situations (at least three per team member). Learners should explain how a team approach helped to resolve each of these cases, the importance of customer loyalty to the long-term survival of a retail business, and the relationship between customer service standards and customer loyalty.

Learning outcome 2: Working as a team, learners should illustrate the background to each case-study and explain or demonstrate the outcome. Learners should identify whether the customer was satisfied, delighted or not and the reasons behind this result. An explanation can be provided of the impact this result could have on customer loyalty. Evidence submitted for assessment should include an explanation of the impact the team had on the outcome of customer service standards, and a discussion of the issues that might affect the successful delivery of customer service. This can be demonstrated through role play, presentation or video, depending on resources available.

Learning outcome 3: can be covered by the production of a brief report to a line manager (or tutor) analysing the procedures used and the skills needed to negotiate a resolution to a range of customer complaints outlined in each case study. Learners must also analyse the importance of resolving customer complaints effectively.

Learning outcome 4: can take the form of learners carrying out a range of customer service methods and presenting the results to a line manager (or tutor). Learners should explain how these methods contribute to customer service standards in a retail business. Each learner should evaluate their contribution to the team and explain how this improved the overall team performance.

Indicative reading for learners

Books

Bacal R – *Perfect Phrases for Customer Service* (McGraw-Hill Professional, 2005) ISBN 007144453X

Bradley S, et al – *S/NVQ Level 2 Customer Service* (Harcourt Education, 2007) ISBN 0435451693

Bradley S, et al – *S/NVQ Level 3 Customer Service Candidate Handbook* (Heinemann, 2001) ISBN 0435452274

Cox R and Brittain P – *Retailing: An Introduction* (Financial Times/Prentice Hall, 2004) ISBN 0273678191

Freemantle D – *The Buzz - 50 Little Things That Make a Big Difference to Serve Your Customers* (Nicholas Brealey Publishing, 2004) ISBN 1857883470

Johns T – *Out To Lunch Back In Six Hours* (Institute of Customer Service, 2007) ISBN 9781906080013

Leland K and Bailey K – *Customer Service for Dummies* (John Wiley & Sons, 2006) ISBN 0471768693

Magazines and journals

Customer First – Institute of Customer Service

Drapers

Retail Weekly

The Grocer

Websites

www.assetskills.org

www.drapersonline.com

www.retail-week.com

BA031215 – Specification – Edexcel BTEC Level 2 and Level 3 Award, Certificate and Diploma in
Retail Knowledge (QCF) – Issue 4 – March 2012 © Pearson Education Limited 2012

Unit 27: Understanding the Management of Risks to Health and Safety on the Premises of a Retail Business

Unit code: F/502/5824

QCF Level 3: BTEC Specialist

Credit value: 2

Guided learning hours: 15

Unit aim

This unit provides the learner with the knowledge and understanding of managing health and safety risks within retail business premises. The unit covers methods for identifying, monitoring and preventing risks; there is also a focus on the management of accidents and emergencies.

Unit introduction

The health and safety of staff, visitors and customers of any business is a legal requirement. In retail business premises it is essential that risks to health and safety are identified so they can be minimised by managing them effectively.

The purpose of this unit is to develop knowledge and understanding of the responsibilities that retail businesses have as both employers and employees.

The unit will provide learners with an understanding of the importance of how risks to health and safety are managed on retail premises. There will be an introduction to the relevant legislation. Opportunities will be provided to identify and apply the stages of risk assessments and the part staff training and briefings have to play in managing health and safety. The ability to deal with emergency procedures in a calm and collected manner is an essential skill in retail business and learners will be able to explore this through appropriate staff training methods.

The unit will provide opportunities to develop an understanding of how accidents are dealt with in retail environments by evaluating the types of accidents that can occur and considering the procedures that should be in place for dealing with these incidents. The legal reporting requirements for recording accidents will be explored and applied to retail business.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the health and safety responsibilities of employees and employers	1.1 explain the role and responsibilities of nominated health and safety representatives in risk prevention and management under relevant health and safety legislation
	1.2 explain the role and responsibilities of nominated health and safety representatives in relation to substances hazardous to health
	1.3 explain the employer's responsibilities for providing clearly defined health and safety procedures
2 Understand the management of potential risks to health and safety on the premises of a retail business	2.1 describe the main methods of monitoring and preventing the risks to health and safety in the workplace
	2.2 explain the purpose of risk assessment and describe the key stages in the risk assessment process
	2.3 explain the importance of briefing and training staff on health and safety issues
	2.4 explain the main methods of briefing and training staff on health and safety issues
3 Understand the management of emergency procedures on the premises of a retail business	3.1 explain why it is essential to have effective policies and procedures for managing emergencies such as bomb threats and fire
	3.2 describe methods for training staff to respond to emergency situations

Learning outcomes	Assessment criteria
4 Understand the management of accidents in the retail environment	4.1 describe the types of accidents which typically occur on the premises of a retail business to people such as visitors, customers or staff
	4.2 describe the arrangements which should be in place for dealing with accidents in the workplace
	4.3 state the legal requirements for recording accidents including the essential contents of an accident report

Unit content

1 **Understand the health and safety responsibilities of employees and employers**

Health and safety representatives – health and safety legislation
adhere to health and safety at work acts (HASAWA); carry out inspections;
identify and prevent hazards and risks; display health and safety notices;
undertake risk assessments; provide necessary health and safety equipment
and clothing; provide necessary health and safety training

Health and safety representatives – substances hazardous to health
adhere to control of substances hazardous to health (COSHH); risk
assessments; evacuation procedures; health and safety management plans;
signage; accident reporting

Employers' and employees' responsibilities
follow legislation – Health and Safety Executive (HSE); Health and Safety at
Work Act (HASAWA); Control of Substances Hazardous to Health (COSHH);
report potential dangers and hazards; report accidents

2 **Understand the management of potential risks to health and safety on the premises of a retail business**

Monitoring methods
regular risk assessment; health and safety representative; health and safety
training; clear policies and procedures

Risk assessments
purpose: ensure safe operating procedures; protect staff, customers and
visitors; clear instructions; ensure risk of harm is minimised

key stages: identification of hazards; who is at risk of harm and how; evaluate
risks; record findings; recommend controls; implementation; regular reviews
and updates; timing

Staff training and briefing
importance: avoid accident or illness through work; develop positive attitudes
to a healthy and safe culture; manage health and safety better; meet legal
requirements; avoid financial costs of accidents and illness; avoid damaged
stock; loss of business

methods: basic induction; training needs analysis; information briefings;
instruction; coaching; on-the-job training; classroom-based learning; distance
and open learning; computer-based and interactive learning

3 Understand the management of emergency procedures on the premises of a retail business

Reasons for policies and procedures
types of threats; fire; flood; bombs; poisoning

Effective policies and procedures
staff and customer safety; prevention of injury or fatality; duty of care

Staff training
methods: information briefings; instruction; on-the-job training; classroom-based learning; groups or individual; computer-based and interactive learning; drills and practice

4 Understand the management of accidents in the retail environment

Types of accident
slips; trips and falls; falling products and displays; falls from heights; manual handling; machinery (slicers; packaging; balers); vehicles

Accident procedures:
qualified first-aider; first-aid box; accident book; report incident as soon as possible; assess how accident can be avoided in future; implement changes to working practices to improve safety; organise staff training

Legislation
RIDDOR: (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations, 1995); legal duties on employers to report accidents and injuries; Incident Control Centre (ICC); record and report work-related accidents; deaths; major injuries; over three-day injuries; involving members of the public; work-related diseases; dangerous occurrences; gas incidents

Content of accident report
details of injured person; name; home address; telephone number; age; gender; job title; status eg employed; trainee; work experience; contractor; visitor; customer; details of report writer; name; job title; contact details; organisation details; address; type of work carried out; incident details; date and time of incident; location; type of incident; involving machinery; hit by object; hit by object or vehicle; manual handling; slipped; tripped or fell on same level; fall from a height; trapped; description of what occurred; events leading to the incident; names of anyone else involved and/or witnesses; injury details; type; part of body; status – fatal; major; minor; status of person; conscious; unconscious; resuscitated; hospitalised; dangerous occurrences code number from regulations; signature of report writer; date

Essential guidance for tutors

Delivery

The delivery of this unit should provide learners with an understanding of the management of health and safety within retail business premises. This should be based on active learning and rooted in real practice wherever possible. Learners should be encouraged to consider the contributions that they, as employees, can make to health and safety as well as the legislative duties that employers must comply with.

Learners need to understand the role and responsibilities of nominated health and safety representatives. Visiting speakers who are also nominated health and safety representatives could support this part of the unit. It is important to emphasise the importance of the health and safety representative's role in accident prevention and risk management. In some retail businesses there will be requirements to understand how health and safety representatives have responsibilities in relation to substances hazardous to health. A better understanding of these aspects of the role could be achieved through visits to different types of retail premises.

It is essential that tutors ensure that learners know about the employer's responsibilities for providing well-defined health and safety procedures and how these are developed. Learners need to be able to relate the procedures to the requirements of health and safety legislation and the relevant acts. There is a wealth of information available through a variety of websites that can be used as a valuable resource for researching the subject. Access to a range of case studies and related newspaper articles demonstrating real-life scenarios would bring reality to this subject. During visits to retail premises, learners could explore the health and safety procedures in place and identify the purposes behind them. Learners could be asked to analyse different retail premises. They could identify and map any potential hazard, then give a report or presentation to a representative of the retail business.

Learners will need to know why risk assessments are an important part of an employer's health and safety procedures. It is important to emphasise how risk assessment can reduce and prevent accidents. Learners should be given practical opportunities to carry out all of the key stages in risk assessments and then present their ideas for reducing identified risks. Experienced health and safety trainers from retail organisations could provide learners with industry-standard training in risk assessment. In pairs or small groups, learners could then design their own training or briefing session(s) to present the methods and importance of staff training on health and safety issues. An additional challenge could be to ask learners to produce a risk assessment/health and safety training video if appropriate resources were available.

Learners will need to know what types of accidents can typically occur on retail business premises. They should consider accidents from the point of view of customers, employees and employers. Tutors should ensure that learners know what the legal requirements for reporting accidents are. Access to a range of case studies that illustrates the different types of accidents that can occur would be useful stimulus materials for discussions about how accidents can occur and what arrangements could be made for dealing with these. Learners should be given opportunities to carry out realistic accident-reporting procedures to illustrate what is recorded and why. Ideally this active learning would take place on retail business premises. It would be useful to link this section of the unit with that of managing risk.

Learners need to know why it is essential to have effective emergency policies and procedures. They could explore this aspect of health and safety by researching relevant media reports of cases of serious threat to retail business. Some examples explored could include bomb threats, fire and poisoning. This could then be linked to changes in legislation in response to these threats, such as tamper-proof packaging due to poisoning threats. The learner could explore the impact on a retail business, such as potential additional costs. Visits to retail business premises could use 'emergencies' as a theme and learners could be trained in some of the methods used for responding to emergency situations (for example, evacuation procedures). Alternatively, role-play activities could provide opportunities to develop learner confidence in this aspect. Group discussions could follow, with tutor guidance, to identify the best methods of training staff to be able to respond to emergency situations.

Assessment

Learning outcome 1: Can take the form of a health and safety induction pack for new sales staff in a retail organisation. The induction pack should set out clear guidelines for new sales staff to be able to follow health and safety procedures and should include an information sheet that explains the employer's and employee's responsibilities for health and safety procedures, together with a series of information sheets that outline relevant legislation related to health and safety at work and control of substances hazardous to health. Learners should produce a job description of the role and responsibilities of nominated health and safety representatives in managing risk and in relation to substances hazardous to health.

Learning outcome 2: can be covered by producing and completing the relevant risk assessment documentation. Learners should design a training plan to explain the risk assessment procedures that enable new staff to complete risk assessments and accident reporting. Assessment evidence must also include an analysis of the importance of training staff on health and safety issues, and an analysis of the main methods used to train and brief staff.

Learning outcome 3: can take the form of a poster that sets out emergency procedures for dealing with bomb threats and fire. The poster should clearly explain why these procedures are essential. Learners should design a training plan to demonstrate emergency procedures to a new member of staff.

Learning outcome 4: can be covered by producing and completing the relevant accident reporting documentation. Learners should design a training plan to explain the accident reporting procedures that enable new staff to complete an accident reporting form. Assessment evidence must also include an analysis of the arrangements that are in place for dealing with accidents in a retail environment.

Essential resources

To deliver this unit, learners should be provided with a retail learning environment, ideally including access to real customers, employees and managers. Learners will require access to a range of resources to enable them to undertake internet and other necessary research. Links with industry will be the most useful resource for this unit.

Employer engagement and vocational contexts

Visiting speakers who can discuss the role of nominated health and safety representatives would enrich this unit. Retail employers who can offer themed health and safety visits that give live demonstrations of dealing with emergency procedures, risk assessments and typical accident reporting procedures would bring many of the aspects of health and safety to life. This would allow learners to apply their learning and offer a vehicle to demonstrate health and safety legislation in a real context.

Indicative reading for learners

Books

Duncan M, Cahill F and Heighway P – *Health and Safety at Work Essentials: The One-stop Guide for Anyone Responsible for Health and Safety Issues in the Workplace, 5th Edition* (Lawpack Publishing Ltd, 2006) ISBN 1905261241

Ferrett (editor) – *Introduction to Health and Safety at Work Revision Cards* (Butterworth-Heinemann, 2009) ISBN 1856177025

HSE – *Essentials of Health and Safety at Work 2006* (Health and Safety Executive, 2006) ISBN 0717661792

Magazines and journals

Drapers

Retail Weekly

The Grocer

Websites

www.businessballs.com

www.iosh.co.uk

www.retail-week.com

Unit 28: Understanding Security and Loss Prevention in a Retail Business

Unit code:	**M/502/5818**
QCF Level 3:	**BTEC Specialist**
Credit value:	**3**
Guided learning hours: 15	

Unit aim

The purpose of this unit is to provide learners with the knowledge and understanding of the impact of crime upon retail business and how security risks are assessed. It also covers the precautions and actions undertaken for preventing loss and maintaining security.

Unit introduction

Retailers need to take a proactive approach to managing security risks in order to protect customers, staff, stock and profits.

This unit will provide learners with an understanding of the types of security and loss faced by retailers and the impact these can have on the business.

The unit focuses on the impact of crime and the actions retailers need to take to minimise loss and maintain security. It will provide learners with an understanding of the loss prevention procedures that can be used in a retail business.

The unit will provide learners with an understanding of the types of crime that can occur and an introduction to relevant legislation. Learners will be introduced to ways of dealing with a variety of security incidents and learn how to handle threatening or violent situations. The ability to deal with these situations calmly in a way that diffuses them is a key skill in a retail environment.

This unit will provide opportunities to carry out assessments of security risks in order to minimise the potential for harm or damage. The responses to security breaches will also be considered in terms of why it is important to recognise and deal with them promptly.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the range of security risks faced by a retail business	1.1 define the security risks faced by a retail business and distinguish between external and internal threats to security
	1.2 explain how and why losses can occur in a retail business as a result of crime
2 Understand the effect which crime has on a retail business and its staff	2.1 explain the implications of criminal loss to retail businesses
	2.2 explain the role of management and other staff in maintaining the security of a retail business
3 Understand the loss prevention procedures used in a retail business	3.1 explain the main ways in which retail businesses use technology to prevent loss
	3.2 explain how stock control procedures are used to prevent loss
	3.3 explain how routine stocktaking helps to prevent loss
4 Know how security incidents should be dealt with	4.1 explain how to apprehend individuals suspected of fraud in accordance with relevant legislation
	4.2 explain how to apprehend individuals suspected of theft in accordance with relevant legislation
	4.3 explain common procedures for carrying out searches when theft is suspected
	4.4 describe common types of situations where threatening and violent behaviour from customers may occur in a retail business
	4.5 explain the techniques for controlling threatening and violent behaviour and explain why these techniques are effective

Learning outcomes	Assessment criteria
5 Know how to carry out an assessment of security risk	5.1 explain why it is necessary to assess security risks in a retail business
	5.2 describe the key stages in the risk assessment process
	5.3 explain why it is important to identify breaches in security and deal with them promptly

Unit content

1 **Know the range of security risks faced by a retail business**

Internal security threats
employee theft (equipment, stock and cash); fraud; sabotage; shrinkage; violent incidents; personal property; vandalism

External security threats
shoplifting; bad cheques; credit and debit card fraud; counterfeit notes; returned goods fraud; violent incidents; threatening behaviour; burglary and robbery; supplier fraud

How and why losses occur
how: theft; fraud; sabotage; shrinkage

why: intent to steal; intent to defraud; internal sales of damaged goods or packaging with reduced prices; payment point reductions; lack of care by employees

2 **Understand the effect which crime has on a retail business and its staff**

Implications of criminal loss
loss of stock; loss of cash; reduced profits; increased costs; threat to business survival and/or growth; loss of jobs; higher prices; increased insurance rates

Role of management and staff
risk management; security procedures; staff vigilance; staff training; cash collection and banking; point-of-sale set up; store design; recognise suspicious behaviours; key controls; customer service levels; refusing to serve customers; premises securities; store opening procedures; store closing checks

3 **Understand the loss prevention procedures used in a retail business**

Technologies
video and audio; CCTV; microphones; stock management; data tagging; bar-coding; scanners; hand-held terminals; electronic point-of-sale registers; chip and pin machines; Data Protection Act

Stock control procedures
electronic data interchange; stock ordering levels; bar-coding; hand-held terminals; regular stock counts; recording stock counts and stock-outs; stock rotation; financial accountability procedures – damaged or reduced goods; highlight discrepancies; security; data tagging; visual checks; tidy layouts; handling techniques

Routine stocktaking
audit stock levels; measure financial values; stock rotation; regular monitoring; ensures staff vigilance; impose management controls; identify problem areas

4 **Know how security incidents should be dealt with**

Apprehending fraud suspects
company policy; Police and Criminal Evidence Act (PACE); credit card retention; check credit card via authorisation centres; citizen's arrest (any person arrest); contact police; management support; store detectives; security staff; safety issues; processing; questioning; reports; handling evidence; remain calm

Apprehending theft suspects
company policy; PACE Act; citizen's arrest (any person arrest; must be witnessed); contact police; management support; store detectives; security staff; selection and concealment; continuous observation; fail to pay; approaches; clear identification (of retail/security staff); safety issues; processing; 'pat down' searches; retrieve and return merchandise; questioning; juvenile procedures; reports; handling evidence; remain calm

Search procedures
company procedures; management support; store detectives; security staff; training courses; random searches; non-physical contact search; bag searches; locker searches; personal effects search; reports; handling evidence; consent; same-sex search

Threatening and violent situations
refusal to sell alcohol or goods for being under age; refusal to give refunds or exchange goods; refusing suspected credit cards or cash; poorly trained staff (poor customer service)

Controlling threatening and violent behaviour
use of security measures (CCTV, security guards); techniques eg stay alert, remain calm, recognise signs of anger, manage and avoid confrontation, non-retaliation; record details of incidents; listening skills; body language; use physical barriers – shop counters; do not stare or maintain eye contact; observe appearance; safety first; protect employees and customers; distraction until police arrive

why effective: awareness of potential incidents; intervene before incidents escalate; keep everyone calm; establish trust; maintain distance; avoids invasion of personal space to reduce tensions; avoids startling perpetrator to reduce tensions; avoids causing reactions

5 **Know how to carry out an assessment of security risk**

Necessity of assessing security risks
protection of employees and customers; minimising danger; protecting stock; protecting profitability; set out policies and procedures

Risk assessments
key stages in identification of security hazards or risk; who or what is at risk of security breaches and how; evaluate risks; record findings; recommend controls; implement preventative measures; regular reviews and updates; timing; regular and ongoing assessments; security measures (staff, stock, cash)

Security breaches
ensure safety of employees and customers; identify loss or damage; assess procedural weaknesses; review risk assessment; prevent future security breaches; implement and maintain security of premises

Essential guidance for tutors

Delivery

The delivery of this unit should provide learners with an understanding of the need for security and loss prevention in retail businesses. It needs to be delivered in as practical a format as possible to aid learners' understanding of the impact that theft and loss can have. Learners should be encouraged to consider the costs of maintaining security and safety as well as the loss of stock or money to the retail business.

Learners need to be able to identify the different types of security risks a retail business has to face. They should be able to distinguish between internal and external security risks and the losses each of these can cause. Learners' understanding of this could be supported through themed visits to retail premises and guest speakers.

Learners should be able to identify the implications of criminal loss and the impact this can have on the operations of the business. Cost–benefit question and answer sessions with retailers will be useful to support this subject. Learners could review the role of managers and staff and the types of procedures they are expected to follow as a result of crime. The use of case studies and recent media reports illustrating real-life incidents would be useful to bring the reality of this subject to the learners. Learners could also consider the human aspect of crime in retail.

It is essential that learners understand the loss prevention procedures that are used in retail businesses. During visits to retailers, learners would be able to explore the technologies used to support loss prevention. Learners could undertake stock control procedures in a retail environment that allows them to relate what they are doing to the control of theft and loss. Substantial work experience would give more in-depth understanding of what these procedures are and how they prevent loss.

Security incidents are serious and potentially threatening situations that retail staff have to deal with. Learners need to know what types of security incidents can occur and how these should be dealt with. Tutors should ensure that learners understand the terms of the PACE Act; this could be supported by visiting speakers from local police forces. Learners will need to develop skills in observation, staying calm under duress and being able to follow the correct procedures in different types of security incidents. Training through role play offers safe opportunities for learning how to deal with various incidents that can include threatening and potentially violent behaviour. If resources allow, the role play could be recorded to allow learners to review and reflect on their responses in different situations and consider what they might do differently next time.

Learners will need to be able to carry out the assessment of security risks in the retail workplace. They need to be able to undertake the key stages of a risk assessment of a potential security hazard and make recommendations for minimising that hazard. They should also be able to carry out follow-up procedures after a security breach incident that protects the interests of the retailers.

Assessment

Learning outcome 1: can be covered by learners selecting at least one internal and one external security risk to explore in depth. Learners should identify the types of losses incurred by each of the security risks they are exploring. This may be related to a retail department or a product sold by a retailer they work with. This is linked to learning outcome 5.

Learning outcome 2: can take the form of a brief report on the role of management and staff on the procedures related to security risks. The report should be supported by a visual representation (a graph, pictogram or other relevant visual representation) on the impact of criminal loss to the business. This could include an assessment of how effectively the retail business manages security.

Learning outcome 3: can be assessed as learners identify all of the procedures for controlling the stock in a retail business. Learners should research the latest loss prevention technologies for retail businesses. They should compare and critique the technology being used to support stock control in a retail business and select one to 'sell' to a retailer. Learners could present the technology selected in a sales pitch to a line manager or tutor, including an analysis of how effective the stock control systems are in preventing loss in the retail business.

Learning outcome 4: can be carried out in small groups demonstrating how security incidents are dealt with through role play, case study or work-based activities. Each group member should take a supporting role of suspect, manager, security staff or store detective. Learners should follow a suspect through from observation to apprehension and undertake search procedures. At least one of the case studies could offer everyone an opportunity to deal with a potentially threatening situation. Learners should demonstrate how to deal with each situation appropriately following the required procedures. Learners must also analyse how effective their techniques were in controlling violent and threatening behaviour.

If resources are available this activity could be recorded visually for reflection and retrospective mapping of personal, learning and thinking skills.

Learning outcome 5: requires learners to carry out a risk assessment of each of the security issues explored in learning outcome 1. Learners could set out the stages of the risk assessment and identify all potential losses or damage. A report on what could be developed in the case of a security breach is required to support the security risk assessment.

Indicative reading for learners

Books

Clark V – *Start and Run Your Own Shop: How to Open a Successful Retail Business* (How To Books Ltd, 2005) ISBN 9781845280468

Cox R and Brittain P – *Retailing: An introduction* (Financial Times/Prentice Hall, 2004) ISBN 0273678191

Dion J E – *The Complete Idiot's Guide to Starting and Running a Retail Store* (Alpha Books, 2008) ISBN 9781592577262

Segal R – *Retail Business Kit for Dummies* (John Wiley & Sons, 2001) ISBN 9780764553813

Magazines and journals

Drapers

Retail Weekly

The Grocer

Websites

www.drapersonline.com

www.retail-week.com

www.skillsmartretail.com/sr/default.aspx

Unit 29: Understanding how the Smooth Operation of a Payment Point is Maintained

Unit code: M/502/5799

QCF Level 3: BTEC Specialist

Credit value: 3

Guided learning hours: 26

Unit aim

The purpose of this unit is to provide learners with the knowledge and understanding of managing payment point/s within retail businesses. It focuses on methods for monitoring payment points and dealing with queries and abnormal operating conditions.

Unit introduction

Any business requires the inflow of cash to ensure survival and growth. The smooth operation of payment points in retail business is essential for the key activity of taking cash into the business. It is also an essential element of good customer service.

The purpose of this unit is to develop knowledge and understanding of how the smooth operations of payment points are maintained.

This unit will provide learners with an understanding of how payment points are set up for the start of a trading day or shift. There will be an introduction to staffing rotas and how they support the effective operations of payment points. Opportunities will be provided to deal with real-life scenarios of customer and staff queries and incorrect change procedures.

The unit will provide opportunities to consider monitoring procedures for payment points and the reasons for this type of activity. Problems and resolutions from monitoring activities will be explored. Procedures required to continue operating within abnormal operating conditions will be carried out under realistic conditions. The essential requirements of accuracy during till operations will be explored in some depth, to identify the types of discrepancies that can occur and the impact these can have on a retail business. How retailers can deal with these discrepancies will also be considered.

The unit will provide opportunities to carry out end-of-shift procedures of a payment point by undertaking closing methods and preparing the payment point for the next shift or trading day.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Know how a payment point is made ready for trading	1.1	describe typical procedures for opening up a payment point
	1.2	explain the key principles for establishing an effective staffing rota for a payment point
2 Know how to deal with queries raised at the payment point	2.1	describe the types of queries raised at the payment point by staff and customers and explain how these queries are resolved
	2.2	describe procedures for dealing with claims by customers that incorrect change was given
3 Understand the routine monitoring of a payment point	3.1	explain the reasons for monitoring payment point activity
	3.2	describe the routine monitoring procedures of a payment point
	3.3	describe the problems which routine monitoring of a payment point can uncover, and explain how these problems can be resolved
4 Know what actions should be taken at the payment point when abnormal operating conditions apply	4.1	explain what is meant by abnormal operating conditions in relation to the payment point
	4.2	describe the actions to be taken at the payment point when abnormal operating conditions apply
5 Understand how the accuracy of till operation is monitored	5.1	describe the main types of till discrepancy and explain how these occur
	5.2	describe the measures for evaluating the accuracy of till operation
	5.3	describe the measures for dealing with till discrepancies
6 Know how to implement end-of-shift procedures at a payment point	6.1	describe the methods used at the payment point at the end of a shift or close of business

Unit content

1 Know how a payment point is made ready for trading

Opening procedures
opening till reading; check cash float; check till drawers; check electronic point of sale (EPOS) equipment; reduced/damaged goods record cards; staff identity number; till receipt message; special offers; price lists; wrapping and packaging replenishment; check supplies

Staff rota
forward planning; ensure effective cover for peak periods; opening time; lunch and breaks; queuing policy; minimum staff levels; identify gaps; shift patterns; full-time and part-time staff; task rotation; named staff; roles and responsibilities; day; date; time; tracking time off and holidays

2 Know how to deal with queries raised at the payment point

Types of queries
staff – price query; reduced/damaged goods record card; void sale; no sale; stock levels; items in stock; sales levels; sales trends; integrated point of sale; system interrogation; stock management system; management decisions; exception reports

customers – price query; incorrect price challenge; faulty goods; refund; exchanges; cancel sale; refunds and exchange policy; management decisions; customer service levels

Incorrect change procedures
take customer details; till reading; expected balance; cash count; 'black box' till drawer; record results; call customer; return cash where appropriate; apologise if necessary

3   **Understand the routine monitoring of a payment point**

Reasons for monitoring
customer service; queuing policy; avoid breakdowns; internal and external
security; avoid theft and fraud; protect income; protect profits; ensure
sufficient cash; protect stock; ensure correct procedures are followed; monitor
payment point

Routine procedures
visual monitoring from supervisor/team leader; cash collection; balancing tills;
spot checks

technology: CCTV; chip and pin machines; transaction reports; scanners;
security tags

Problems and resolutions
problems: customer complaints; long queues; tills not working; cash shortage;
supply shortage; suspicion of internal theft or fraud; suspicion of external theft
or fraud

resolutions: supervisory intervention; move staff from shop floor; reboot till
bank; internal – till readings; cash counts; 'black box' till checks; supervised
staff purchases; external – alert supervisors; move customer from queue; alert
security; call banks for authorisation and/or instruction

4   **Know what actions should be taken at the payment point when
    abnormal operating conditions apply**

Abnormal operating conditions
end-of-year processing; stock-taking; power cuts; security alerts; staff training;
changes to VAT rate

Actions for abnormal operating conditions
end of year – close year on tills; take final readings; set calendars for 'new'
year; stocktaking – print sales and stock reports; power cuts – move to battery
power; security alerts – follow company procedures; VAT changes – change rate
before opening on day of change

5   **Understand how the accuracy of till operation is monitored**

Types of till discrepancies
cash balance over/under; incorrect change given; unrecorded reductions; deliberate theft or fraud; incorrect opening cash float; incorrect pricing

Evaluating accuracy of till operations
balance against till readings; run transaction reports; cash collection records; 'black box' till checks; accounting procedures

Dealing with till discrepancies
tolerance levels; investigate reasons for discrepancies; check for unrecorded reductions; check for unregistered sales; identify till operators; place on watch; monitor operations; instigate 'black box' checks against operators on watch; review cash collection processes; reporting of staff

6   **Know how to implement end-of-shift procedures at a payment point**

Payment point closing methods
take till readings; till operator electronic sign-off; till operator till roll sign-off; calculate overs/shortages; seal and remove till drawer; power down tills; final cash collection; tidy payment point; remove waste; remove hangers; return abandoned stock to sales departments; replenish wrapping and packaging for following shift

Essential guidance for tutors

Delivery

This unit should be delivered in a way that gives learners practical applications of payment point operations. It should provide learners with an understanding of how the smooth operation of a payment point is maintained.

Learners will need to carry out payment point opening procedures in order to be able to describe how the area is prepared for store opening, or to open additional tills in response to customer queues. Ideally these procedures should be carried out in a working retail environment that allows learners to develop a deeper understanding of the reasons for the procedures. It is important that learners have opportunities to set out staff rotas to aid forward planning. They need to be able to apply the key principles of establishing an effective staffing rota to ensure that the payment point can operate smoothly during trading hours.

During the operation of a payment point learners will need to be offered opportunities to deal with queries raised while they are operating at the payment points. Ideally they will be able to respond to a range of queries from both customers and staff. Incidents where customers claim incorrect change was given should be used by learners to illustrate a retail company's procedures. They could deliver a short training or briefing session to other members of staff, a line manager or a tutor to underpin their understanding of this topic area.

It is essential to ensure that learners understand about the routine monitoring of a payment point. They will need to be able to explain the reasons why a retail organisation carries out these monitoring activities and describe the different types of routine procedures. Ideally learners will be given opportunities to carry out some aspects of monitoring of their own, with some supervisory or line management support. They could then identify some of the types of problems this routine monitoring could uncover and report on how these problems could be resolved. Where relevant, links could be made to the Security and Loss unit.

Learners should be given opportunities to participate in realistic scenarios of abnormal operating conditions. They will need to know what the required actions are for a variety of abnormal operating conditions and be able to respond accordingly. They should also be able to explain and justify their actions during the abnormal operating conditions.

It is important for learners to understand the requirement for accuracy in till operations. They will need to know about the different types of till discrepancies that can occur and the reasons behind them. Learners should be given opportunities to evaluate accuracy levels during till operations and what these measures could mean to a retail organisation. It would be particularly relevant if learners could take part in an event that monitors the measurement and accuracy of till operations. A better understanding of this would be gained through learners participating in the investigation of till discrepancies. This could be linked to the Security and Loss unit.

Learners will need to carry out closing procedures of payment points at the end of a shift or trading day. They should be offered opportunities to complete the closing procedures by taking the different types of till readings, monitor the sign-off procedures and deal with the cash collection. It will be important for learners to complete the close down of the payment point by carrying out the more routine tasks in clearing down and preparing for the next shift or trading day.

Assessment

Learning outcome 1: can take the form of observation of learners demonstrating the opening procedures of a payment point. Learners should be able to carry out the procedures fully and smoothly so that the payment point is ready for operations. Learners should set out a two-week staffing rota that ensures effective cover of a payment point in a retail department.

Learning outcome 2: requires learners to deal with a range of queries raised during the operation of a payment point. The queries should include examples from both customers and staff. Learners should write up each query as a brief case-study that explains how each query was resolved. They should deal with a customer claim of incorrect change and design a briefing session that explains the procedure for this to a new member of staff. They should present this to a line manager or tutor.

Learning outcome 3: can be carried out through research as learners explore the reasons for monitoring payment point activities and prepare a presentation that describes the types of problems that this can uncover. The presentation should explain how a retailer can resolve these problems. The presentation should be given according to resources available and using the most suitable media.

Learning outcome 4: requires learners to operate a payment point during abnormal operating conditions – this can be role-play if a real opportunity does not present itself. Learners need to write a brief report on what procedures they followed and why. The report should justify the actions they took and relate them to the requirements of the retailer during the abnormal operating conditions.

Learning outcome 5: can be covered as learners undertake or shadow an evaluation of a till accuracy operation. They should follow the process from the till reading to accounting procedures and identify the measures used to evaluate accuracy. They should investigate any till discrepancies and identify how these occur. They should explain how till discrepancies are dealt with. They should design a flow chart or diagram that illustrates this process.

Learning outcome 6: can take the form of observation of learners closing down a payment point at the end of a shift or trading day. They should complete all till readings, sign-off and cash-collection procedures and ensure the payment point is prepared for the next shift or trading day. They should provide visual evidence of this activity or design a 'how to' guide or poster explaining these procedures to a new member of staff that links to the activity for learning outcome 1.

Indicative reading for learners

Books

Clark V – *Start and Run Your Own Shop: How to Open a Successful Retail Business* (How To Books Ltd, 2005) ISBN 9781845280468

Dion J E – *The Complete Idiot's Guide to Starting and Running a Retail Store* (Alpha Books, 2008) ISBN 9781592577262

Segal R – *Retail Business Kit for Dummies* (John Wiley & Sons, 2001) ISBN 9780764553813

Magazines and journals

Drapers

Retail Weekly

The Grocer

Websites

www.drapersonline.com

www.retail-week.com

www.retail-knowledge.com

www.skillsmartretail.com/sr/default.aspx

Unit 30: Understanding the Retail Selling Process

Unit code: F/502/5807

QCF Level 3: BTEC Specialist

Credit value: 2

Guided learning hours: 17

Unit aim

The unit provides the learner with an understanding of the retail selling process. It covers the communication process involved in the customer choosing products, the importance of good product knowledge and the part this plays in the selling process. There is also a focus on the legislation that applies in relation to selling and also how sales levels can be maximised.

Unit introduction

Good selling techniques are extremely important in many retail environments if the required level of sales is to be achieved. Understanding how this works is crucial to developing real expertise in this area and thus making a meaningful contribution to sales targets and the organisation's goals.

The purpose of the unit is to develop a firm knowledge and understanding of the skills involved in selling products to customers. This is clearly directly linked to the organisation's effectiveness and it is only if all members of the sales team understand how best to approach the sales process that the team's efforts will be maximised.

The selling process is basically a communication exercise, so the first part of the unit will give the learner an understanding of how communication techniques and the understanding of customers are used to match the features and benefits of the product to the needs of the customer, which can be complex at times.

The next part of the unit deals with the area of product knowledge which links directly to the communication process. It emphasises the importance of the salesperson having a comprehensive grasp of the product's specifications in order to communicate these features effectively to the customer.

The legislative background to selling is then looked at so the learner will gain a firm knowledge of the legislation that governs retail sales and how the customer's rights are protected under the law. Lastly, the unit looks at the most important aspect of the sales process from the business point of view: maximising sales. Emphasis will be placed on how effective leadership and target setting are crucial in maximising sales levels and the effectiveness or otherwise of certain sales techniques used by different retailers.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand how communication techniques can be used to help the customer choose products	1.1	explain how communication techniques can be used to match product features and benefits to complex customer needs
	1.2	explain how communication techniques can be used to narrow the choice of products to those best suited to the customers needs
2 Understand the benefits and maintenance of product knowledge	2.1	explain the benefits of maintaining comprehensive and accurate product information
	2.2	explain the salesperson's legal responsibilities for giving product information and describe the legal consequences of failing to comply with the law
	2.3	describe how to ensure that staff have the training and information they need to develop and maintain their product knowledge
3 Understand legislation relating to selling in the retail environment	3.1	describe the purpose of the main legislation relating to retail sales
	3.2	explain the impact of legislation relating to sales on retail business
	3.3	explain the rights and protection the key legislation relating to sales gives customers
4 Understand techniques for maximising sales	4.1	explain the ways in which staff can maximise sales opportunities
	4.2	explain how effective leadership methods can be used to maximise sales
	4.3	evaluate the effectiveness of techniques used by specific retail businesses to maximise sales
	4.4	explain how effective target setting helps to maximise sales

Unit content

1 **Understand how communication techniques can be used to help the customer choose products**

Communication techniques
questioning skills; body language; listening skills; demonstration videos; demonstration of product; product literature; telephone; email; the internet; language skills

Types of features and benefits
value for money; quality features; price; appearance; suitability for purpose; hard wearing; fashionable; reliability

Customer needs
value for money, quality, price, appearance, suitability for purpose, hard wearing, fashionable, reliable, budget considerations

Matching of needs
active listening, open questions, body language, understanding individual needs, product knowledge, customer suitability

Narrow product choice
open questions, active listening, body language, suggest enhancements/improvements, consider budget implications, consider why the product is needed

2 **Understand the benefits and maintenance of product knowledge**

Types of information
after-sales information, warranties and guarantees, assembly and set-up information, operating information, credit and finance information, model types, pricing information, country and area of origin, method of manufacture, website navigational information, technical specifications

The benefit of maintaining accurate information
personal reputation enhanced, company reputation enhanced, competitive advantage, reliable image, increases sales skills, after-sales contracts, sale of warranties, customer confidence, customer loyalty

Legal responsibilities for giving product information
Sale of Goods Act, Supply of Goods and Services Act, Consumer Protection from Unfair Trading Practices Regulations, accuracy, balanced, true, moral, ethical, unbiased

Legal consequences of failing to comply with the law:
personal financial penalties; personal non-financial penalties; consequences for the business – poor image, financial penalties, customer dissatisfaction and loss of future sales; legal action against the company; legal action against the individual

Types of training
on-the-job (practical training), off-the-job training (external and internal training), written material, computer-generated training, classroom-based, extended training, video and DVD training, role play, case studies

Product information
sources of information, access to information on training, types of information (after-sales, warranties and guarantees, assembly and set-up, operating, credit and finance, model types, pricing, product, country and area of origin, method of manufacture, website navigation, technical specifications)

Ensure that staff has the right training and information
action: regular review, skills gap analysis, individual and group on-the-job training, off-the-job training

analyse need: benefits for the company and employee – increased sales, increased profit, improved market share, staff morale and motivation, lower labour turnover; limitations for the company – training costs, time lost, quality of the training provided may not meet needs, trained staff may leave the company for another post

3 **Understand legislation relating to selling in the retail environment**

The main retail sales legislation
Sale of Goods Act; Trade Description Act; Consumer Protection Act; Supply of Goods and Services Act; Consumer Credit Act; Financial Services Act

The purpose of the main retail sales legislation
regulation of the activities of retail organisations; protection of the rights of the consumer; provision of goods that are fit for their purpose; supply of goods that fit their description; supply of goods of acceptable quality; supply of goods that represent fair value

The impact of legislation on retail business
maintenance of quality standards; fair and reasonable pricing of goods; products sold as described; requirement to provide refunds/exchanges; requirement to explain all financing arrangements; requirement to provide a cooling-off period for all finance arrangements; all product to be fit for their purpose, staff training, removal of unfair competition, potential increased costs

Customer's rights and protection under the key retail legislation
provision of goods that are fit for purpose; supply of goods that fit their description; supply of goods of acceptable quality; supply of goods that represent fair value; return of unsatisfactory goods

4 **Understand techniques for maximising sales**

Ways in which staff can maximise sales opportunities
training in selling techniques; providing information to customers (after-sales information, warranties and guarantees, assembly and set-up information, operating information, credit and finance information, model types, pricing information, product information, country and area of origin, method of manufacture, website navigational information, technical specifications); developing relationships with customers; providing good after-sales service; provision of finance; achieving linked or add-on sales; sale of credit for further purchases

Leadership methods maximise sales
providing staff policy on effective sales practices, setting individual and team sales targets, communicating information (current pricing policy, promotional offers, marketing campaigns), showing commitment to the maximisation of sales, motivating and encouraging effective and enthusiastic sales practices, ensuring that all sales activity is carried out legally, regular appraisals, regular team meetings, staff training, praise and reward success

Specific retail businesses
door-to-door salesmen; direct mail; telephone sales; internet sales; retail outlet sales

Techniques used by specific retail businesses to maximise sales
use of marketing aids, verbal techniques (promoting features and benefits, hard/soft sell, use of questioning, closing techniques), demonstration videos highlighting key features of the product, demonstration of product, point-of-sale demonstrations, product literature, tele-sales, email techniques (on-line marketing and branding, search engine optimisation, email marketing), the internet, competitions, special offers, promotional deals, vouchers and coupons, direct mail, personal selling by appointment, buy one get one free, try before you buy, money back if not satisfied with product, customer loyalty schemes

The effectiveness of selling techniques
evaluation of selling techniques: measurement of actual sales against targets; sales enquiries against target (value; quantity); number of new customers found; individual contribution to the overall sales target; direct selling (double glazing; timeshares; holidays)

Effective target setting
motivational effect; measurable performance; comparable sales performance; salary/bonus-based reward; recognition of performance

Essential guidance for tutors

Delivery

The unit will provide learners with an understanding of how the retail selling process works and what the individual components are that contribute to an approach that maximises sales. Learners will consider the importance of communication techniques and product knowledge in the selling process and how these aspects are inextricably linked while the legislation that relates to retail is also extremely important in understanding how sales can be maximised. Learners could use their experiences to consider how the process works and how effective it has been in their retail environments.

For the first part of the unit learners could use visits to other retail environments where selling is important as well as role-play exercises to understand the importance of communication and discuss how certain styles and methods of communication are best suited in different circumstances to achieving selling success. In the same way it will become obvious which forms of communication can be unsuited to particular situations and retail environments, and do not produce the best results in terms of sales performance.

In order to understand the benefits of product knowledge learners could be advised to visit retail environments where product knowledge is vital to sales performance and where without this knowledge sales performance would be considerably worse. This part of the unit would be greatly enhanced by learners having the opportunity to listen to visiting speakers who have to use product knowledge to sell and who have experience of doing this in highly competitive retail areas. The speaker could highlight salespersons' legal responsibilities for giving accurate product information and the potential legal consequences of not doing this. This could lead on to project work that would ask the learners to design a training programme that would be successful in developing and maintaining product knowledge skills.

The next part of the unit is concerned with the legislation that links to the retail selling process and involves researching the individual pieces of major legislation that apply to retail selling. Learners could use role plays and further discussion of the outcomes from these to fully understand how the legislation applies and the impact that this legislation can make on the selling process.

The last part of the unit ties together all the previous parts of the unit as it asks learners to look at ways in which sales can be maximised and this is an opportunity for learners to be creative and give full vent to their ideas. They could use case studies to do this and could draw on their retail experience to evaluate leadership methods and the effectiveness of techniques used by particular retail businesses to maximise sales and achieve commercial success. Again visits to organisations that have achieved success in maximising sales through such techniques as effective target setting would be particularly useful as the methods used in these businesses could be analysed, noted and discussed.

Assessment

Learning outcome 1: This can be covered through a piece of research into the different methods of communication that will assist customers in making their choice to purchase goods. A work placement also can demonstrate the ways that different companies approach this. If possible time spent in both high-pressure and low-pressure selling environments would be useful. Learners can design a piece of literature that the business could use to communicate product information to customers and list the apparent advantages and disadvantages of different pieces of information and their effectiveness.

Learning outcome 2: Using a work placement, learners could research the amount and degree to which salespeople receive product information and technical specifications by using a survey of employees and analysing the results. Case studies that look at legal aspects of providing inaccurate or misleading information and training in selling techniques would also be invaluable. Evidence submitted for assessment should include an explanation of the main benefits of maintaining accurate product information, an analysis of the legal responsibilities of sales representatives, and an analysis of the need for staff training.

Learning outcome 3: Learners will be expected to research the main legislation involved in selling including the customer's rights under current legislation. Learner can then display their findings in a report, presentation or professional discussion. From work placements learners will be expected to provide examples of legal situations that can arise in those businesses and present them as reflective accounts. Evidence submitted for assessment should include an analysis of the impact of legislation on sales in retail business.

Learning outcome 4: From appropriate work placements learners could understand how these businesses seek to maximise sales and whether in their opinion they are effective and successful in this endeavour. Case studies can be provided which look at specific retail businesses and ask learners to look at a wider range of possible problems and challenges in driving the retail selling process. Suitable support must be provided in the planning of work placements and professional discussions as well as giving encouragement in making presentations and building self-confidence. Evidence submitted for assessment should include an explanation of the ways staff can maximise sales opportunities and how leadership methods can be used to maximise sales. Learners must also evaluate the effectiveness of sales techniques used in a retail business and explain the need for effective target setting.

Employer engagement and vocational contexts

To deliver this unit the learners should be given access to appropriate retail environments with exposure to real selling situations where the selling process is important to the overall operation.

Learners will require access to a range of resources to enable them to undertake internet and other similar searches. Links to industry and industry professionals will be invaluable.

Indicative reading for learners

Books

Clay J – *Successful Selling Solutions: Test, Monitor and Constantly Improve Your Selling Skills* (Thoroughgood Publishing, 2004) ISBN 9781854182982

Cox R and Brittain P – *Retailing: An introduction* (Financial Times/Prentice Hall, 2004) ISBN 0273678191

Varley R and Dr Rafiq M – *Principles of Retail Management* (Palgrave Macmillan, 2003) ISBN 9780333792971

Magazines and journals

Management Today

The Grocer Magazine

Websites

www.business-direct.co.uk

www.managementtoday.co.uk

www.managers.org.uk

www.thegrocer.co.uk

Unit 31: Understanding the Management of Stock in a Retail Business

Unit code: **L/502/5826**

QCF Level 3:   **BTEC Specialist**

Credit value: **3**

Guided learning hours: 16

Unit aim

The purpose of this unit is to provide learners with the knowledge and understanding of the management of stock in retail businesses. This includes how to manage the procedures for receiving and storing stock and the principles of auditing stock levels.

Unit introduction

Good stock management techniques are crucial to the smooth operation of a modern retail business, no matter which retail sector it is operating in. The eventual service to the customer will depend in large part on how well the stock is managed in the business during its journey from receipt to point of sale. Equally important in this is the management team's understanding of the stock management process.

Although it is not always apparent or appreciated, stock management forms a part of most of the roles in the retail operation, from replenishment assistant to warehouseman and from security operator to checkout operator. A full understanding of stock management will enable the individual to more clearly appreciate their own role in the overall picture.

The purpose of this unit is to develop the knowledge and understanding of the importance of good stock control management and how this is linked to providing a first-class level of service to customers and thus maintain positive customer experiences.

This unit will provide learners with an understanding of the receipt and storage of goods, the principles and practices of auditing stock and the legal requirements that relate to stock management, including the consequences of not fulfilling these requirements.

Learners could look at different stock management systems and be able to see their relative strengths and weaknesses and how problems within these systems can be identified and dealt with. There will be particular emphasis on how stock management information is collected and used by the organisation to benefit the running of the overall operation. The unit is central to the understanding of retail and links directly to other units, including *Unit 28: Understanding Security and Loss Prevention in a Retail Business* and *Unit 33: Understanding How the Effectiveness of Store Operations Can be Improved*.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how the receipt and storage of stock is managed	1.1 explain the importance of having sufficient resources (staff, equipment and space) to process deliveries of stock
	1.2 state what information is needed by staff receiving a delivery of stock and explain why they need it
	1.3 describe the procedures for monitoring:
	a the preparation of the delivery area and storage facilities
	b the quality and quantity of goods received
	c the movement of goods
	d the disposal of stock and waste
	1.4 describe the actions to take in the event of:
	a discrepancies in the goods received
	b late deliveries
	1.5 explain the main principles of systems used for recording and controlling stock
	1.6 explain how to identify and evaluate improvement to stock management using a range of information such as that from suppliers, customers and colleagues

Learning outcomes	Assessment criteria
2 Understand the principles of auditing stock levels	2.1 explain the purpose of auditing stock levels
	2.2 explain why stock should be audited regularly
	2.3 explain how to anticipate and prevent situations that make it difficult to carry out an audit
	2.4 explain the resources needed for auditing stock and the effects on the business of redeploying staff to the audit team
	2.5 state what preventative actions and further investigations can be recommended as a consequence of a stock audit
3 Understand the legal requirements relating to stock management	3.1 describe the legal requirements for storing different types of products such as food, toxic items and bonded items
	3.2 describe the legal requirements for keeping records regarding the disposal of stock and the consequences to the business of failing to comply with these requirements

Unit content

1 **Understand how the receipt and storage of stock is managed**

Importance of sufficient resources
staff: loss of sale; poor availability; loss of life on product; credibility; turnover of sales; profit levels; health and safety issues; security; management cover; staff levels; key sellers; staff morale; rota; training; roles and responsibilities

equipment: loss of sale; poor availability; loss of life on product; turnover of sales; profit levels; health and safety issues; security; damaged stock; manual handling; mechanical handling equipment (MHE); temperature gauges; probe; pallets; rails; racking; packaging balers; computer and manual systems; hand-held scanners; pricing guns

space: loss of sale; poor availability; loss of life on product; turnover of sales; profit levels; health and safety issues; security; damaged stock; customised types of space

Stock delivery information
information: correct documentation (purchase order, packing note, delivery note, goods received note); expected delivery volumes; temperature levels; delivery schedule; pack sizes; price; supplier details; security procedures

need for information: accuracy; financial performance; quality and condition; efficiency; stock replenishment

Monitoring procedures
preparation (check amount of space, review hygiene, type of space, health and safety, vehicle access)

quality and quantity (check physical appearance, accuracy, probing, date checking)

movement (stock rotation, check displays, stock control, stock take, health and safety, manual handling techniques)

stock disposal (price reduction, stock write-off, accounting, date codes)

waste disposal (control, recycling, sorting, health and safety, hygiene, environmental issues)

Discrepancies
reconcile counts to documentation; record; verbal report; contact distribution centre or supplier; raise a claim; follow-up claim

late deliveries: timings; rescheduling; availability of resource; internal and external communication

Principles of systems
record and control stock (First in First Out (FIFO), Radio Frequency identification (RFID)); timeliness; accuracy; simplicity; interpretation; system compatibility; cost effective; security; reduction of shrinkage

Identify and evaluate improvement to stock management
assess current situation; use surveys; use system information; staff suggestion; industry trends; set targets; maximise sales; minimise cost; minimise loss; check to targets; re-survey

2 **Understand the principles of auditing stock levels**

Auditing stock levels
statutory requirement; financial accounting; ordering levels; stock levels; monitor stock shrinkage; check administration systems; storage management; verify and adjust stock inventory

Regular audits
financial accounting; maintain levels (ordering, stock); highlights discrepancies; security; verify inventory; safety of goods

Anticipate and prevent situations
planning; availability of trained staff; timing of audit; operational computer systems; manual system back-up; specific document issued; preparation of stock area; availability of equipment; availability of data

Resources for auditing stock
availability of trained staff; staff management; time; computer systems; manual systems; equipment

Effects
financial implications; additional staff training; shortage of trained staff in other departments; staff morale; increase in wages; customer service issues

Preventative and further investigations
specialist staff training; change systems; improve security measures; improve management systems; re-audit; regular internal audit; update equipment; review supplier

3 **Understand the legal requirements relating to stock management**

Legal requirements for storing different types of products
types of food: non-food; ambient food; perishable food; frozen food; toxic products; bonded goods

Legal requirements
Health and Safety at Work Act (Personal Protective Equipment); Control of Substances Harmful to Health (separate storage for critical products); Food Safety Standards (temperature control requirements); security of storage; date coding and life of the goods; labelling; security of packaging; stock recording; pest control; auditing of stock

Legal requirements for keeping records of disposals of stock
stock disposal records (disposal methods, quantity of stock, value of stock, date of disposal, reason for disposal, authorised signatures for all stock disposals)

The consequences of non-compliance
financial; legal effects; investigations; fines; effects on trading; effects on employment; retraining needs; organisation reputation

Essential guidance for tutors

Delivery

The delivery of this unit should provide learners with an understanding of how important good stock management is to a business and how through its audit practices and processes the legal requirements placed on the business can be achieved. Learners should be encouraged to consider the importance of good stock management in their working experience and the consequences of poorly managed systems.

An essential method of understanding stock management is to see it in use, which could be achieved through visits to different types of retail outlet, which may or may not be familiar to the learner. Access to a range of case-study exercises relating to stock management systems and their maintenance would also broaden understanding in this area.

The learner could also spend time working in the stock receipt and storage areas of a business in order to gain first-hand experience of the stock management problems that are routinely encountered. The use and application of resources such as labour and equipment would become familiar to the learner, as would the documentation and recording systems, whether manual or computerised that are employed. Discussion and examination of the stock management systems the learner has had personal experience of would be very useful, with suggestions as to how these could be improved and the potential benefits to the businesses concerned presented.

A useful practical exercise could be to plan and carry out a stock audit for a particular section or department of the business and then to do the necessary analysis and follow-up activities in response to the audit results. The learner could compile an action plan to address the shortcomings, discrepancies or weaknesses highlighted by the audit and then feed back this information in the form of a report and presentation.

For the section that covers the legal requirements relating to stock management the learner could contact the local authority's trading standards department and discuss some real-life situations in which they have been involved in order to give the learner a practical insight into how the legal regulations are enforced. This research could then be incorporated into a learner's presentation in which these processes could be discussed and conclusions drawn as to how businesses should bear in mind the regulatory aspects of stock management when designing and operating systems. A visit to a Trading Standards department would be invaluable if this could be arranged so that first-hand experience of the work of the enforcement agencies may be gained.

Overall the emphasis is on gaining practical experience within operating retail businesses and although the theories that lie behind stock management must be understood, it is their application that is important and it is application that will lead to real understanding of this vital area.

Assessment

Learning outcome 1: can best be covered through work placement observation, preferably in more than one retail organisation so that different methods of management of stock can be seen and compared. Learners' findings could be provided in the form of a report and/or in a presentation format to the peer group. Investigations during the work placement into the monitoring procedures and the available resources for stock management will also be necessary, with conclusions summarised in a report as to how these management techniques can be improved. Case studies would also provide valuable insights into the potential pitfalls of stock management.

Learning outcome 2: research into the principles and practices of stock auditing would be paramount with this learning outcome so that they are firmly understood. Case studies of contrasting systems and processes in differing retail environments will also be important so that learners can fully appreciate the importance of this vital area. Designing an auditing system for a retail operation familiar to the learners will also be very useful. Evidence submitted for assessment must include an evaluation of the preventative actions that can be used to improve stock control systems.

Learning outcome 3: research into the relevant legislation that applies to the area of retailing that they are familiar with is crucial so that learners have a solid understanding of it. Discussions with professionals in this field will strengthen their knowledge and provide valuable insights into the consequences of non-compliance. Case-study work may provide good reinforcement of the main learning themes and will aid learners in understanding the regulation that applies to their own and other retail areas. Evidence submitted for assessment should include a description of all the main legal requirements.

Employer engagement and vocational contexts

To deliver this unit learners should be provided with access to a stock control management environment, preferably a fast moving large scale retail environment with the accent on 'right first time techniques'. Learners will require access to a range of resources to enable them to undertake the necessary research such as the internet and visiting professionals from legal enforcement bodies.

Indicative reading for learners

Books

Baily P, Tavernier G and Storey R – *Stock Control Systems and Records* (Ashgate, 1984) ISBN 0566023636

Cox R and Brittain P – *Retailing: An introduction* (Financial Times/Prentice Hall, 2004) ISBN 0273678191

Varley R and Dr Rafiq M – *Principles of Retail Management* (Palgrave Macmillan 2003) ISBN 9780333792971

Magazines and journals

Management Today

The Grocer

The Journal of Purchasing and Supply Management

Websites

www.business-direct.co.uk

www.managementtoday.co.uk

www.managers.org.uk

www.thegrocer.co.uk

Unit 32: Understanding the Development of Personal and Team Effectiveness in a Retail Business

Unit code:	**A/502/5787**
QCF Level 3:	**BTEC Specialist**
Credit value:	**4**

Guided learning hours: 26

Unit aim

The purpose of this unit is to provide learners with the knowledge and understanding of the development of personal and team effectiveness in a retail business. This includes understanding the recruitment process, how individuals and teams develop, the part that communication plays in retail and how conflict is dealt with when it arises.

Unit introduction

The development of personal and team effectiveness is vital to maintaining a healthy and vigorous organisation in any industry sector but it is particularly important in the retail sector where there is continuous and rapid change taking place and where to remain rooted in the past is a certain path to failure. Thus the key to success is to make maximum use of the most valuable resource the business has: its people. This process starts with the recruitment of its people. First and foremost this unit will develop the knowledge and understanding of the importance of having an effective recruitment system that has the access to the necessary information to recruit the right sort of high-calibre people to the organisation, people who will carry the business forward in the years to come.

Learners will understand how the performance of individuals and teams is evaluated and how these people are developed within the retail business. They will have opportunities to see how development needs are first of all identified and the range of development activities designed to suit different learning needs.

Learners will develop an understanding of how effective communication systems work in retail organisations and how effective communications can be used to achieve a range of outcomes that benefits the business organisation. Learners will discover how to resolve the different sorts of conflict that can arise in retail operations. They will consider how personal performance of team members is reviewed and the link between improved personal performance and improved business performance.

Finally, the general principles of employment law will be considered and the learners will understand the main pieces of legislation that apply to employment practices, the sources of information on this legislation for businesses and the consequences for businesses that do not comply with this legislation.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand the recruitment process	1.1	describe the key stages in the recruitment process
	1.2	describe the sources of information typically used to support recruitment decisions and explain their relevance to the recruitment process
	1.3	state the legal requirements relating to the recruitment process
2 Understand how individuals and teams are developed within a retail business	2.1	explain how to evaluate the performance of individuals and teams in retail business
	2.2	explain how to identify the development needs of individuals and teams
	2.3	describe a range of development activities and approaches and explain how they suit differing learning needs, personal aspirations and business goals
3 Understand effective communication within retail teams in retail business	3.1	evaluate the suitability of a variety of communication methods and styles for a range of situations typically faced by retail teams
	3.2	describe how to use communication skills to:
	a	build relationships within a retail team
	b	give and receive constructive criticism and feedback
	c	listen to and show understanding of the feelings and view of other team members
4 Understand how conflict is resolved within teams in retail business	4.1	describe the types of situation which typically give rise to conflict within retail teams
	4.2	describe techniques for resolving conflict within retail teams and explain why these work

Learning outcomes	Assessment criteria	
5 Understand the link between improved personal performance and improves business performance	5.1	explain methods for identifying own training and development needs and the resources available for addressing those needs
	5.2	evaluate how personal development plans can improve the performance of the individual and the retail business
6 Understand how to review the personal performance of retail team members	6.1	describe how to set objectives for individuals and teams
	6.2	explain methods for measuring and evaluating the performance of individuals and teams against objectives
	6.3	explain how to give feedback to individuals and teams on their performance against objectives
7 Understand the general principles of employment law	7.1	describe who is responsible for determining employment legislation
	7.2	explain how employment legislation benefits the retail industry as a whole, individual retail businesses and individual employees
	7.3	state the main provisions of current employment statutes in relation to both employers and employees
	7.4	describe how businesses may be penalised for not complying with employment law
	7.5	describe the main internal and external sources of information which can be used to help decide whether employment law has been breached
	7.6	explain how individuals can be protected and prosecuted under equality and diversity legislation and ant-discrimination practise

Unit content

1 **Understand the recruitment process**

The recruitment process
staffing requirements, job description, vacancy advertising, mailing of application forms, processing of applications, short-listing, first interviews (face to face, telephone, video) second interview (solo interview, panel, assessment centre), testing (psychometric, aptitude, intelligence, dexterity), references (character, professional), recruitment decision, induction

Sources of information to support the recruitment decision
personal letters, emails, application forms (manual, electronic), CV, references, testing

Relevance of information to recruitment process
matching of skills and aptitudes, career history, suitability for job role, basis for interview

Recruitment process legal requirements
Race Relations Act, Sex Discrimination Act, Disability Discrimination Act, Equal Pay Act, Data Protection Act, Employment Equality Regulations, equality and diversity issues, fairness, honesty, clarity

2 **Understand how individuals and teams are developed within a retail business.**

Performance evaluation methods for teams and individuals
performance management; appraisal systems (manager, self-assessment, peer review)

Identification of the development needs of individuals and teams
individual interviews; feedback; regular appraisals; measurement of performance against targets; competencies audits (self-evaluation of skills competency), questionnaires completed by individuals and/or team members; regular skills gap analysis

Development activities and approaches
individuals' training needs analysis; training courses (internal, external); on-the-job training; coaching (one-to-one, group); provision of training materials (written, internet, DVD, video, presentation); mentoring; job transfer; job shadowing

Types of learning needs
training courses (internal, external); provision of training materials; practical; classroom based; coaching; mentoring; job shadowing; cater to learning styles (auditory, kinesthetic, visual); business goals; maximising profitability; survival; increased sales and turnover; reduction of waste; ethical aims; environmental; political

personal aspirations; career progression; job satisfaction; financial reward; personal recognition; good work/life balance

3 **Understand effective communication within retail teams in retail business**

Communication methods
verbal (face to face, telephone, loudspeaker mass communication, meetings); non-verbal (body language, electronic, letter, noticeboard, magazines, journals, newsletters, text)

Range of situations
misunderstandings; lack of knowledge; need for fast communication; conflict and misinterpretation of information; deadline pressures; staff shortages; late delivery of stock; systems failure; lack of training; lack of equipment; health and safety (unsafe working conditions, unsafe equipment, unsafe practices, accidents, incidents); security issues; problems with colleagues; allocation of roles and responsibilities

Communicate
building relationships; face-to-face communication reliable and accurate information; timely; relevant content; appropriate recipient; clarity; method

Give and receive constructive criticism and feedback
clarity, correct method, show understanding of the feelings and views of other team members

Show understanding of feelings and views of team
empathy, listening, show understanding through verbal and non-verbal communication, provide positive feedback, encourage and listen to ideas

4 **Understand how conflict is resolved within teams in retail business**

Types of conflict situations in retail team
general misunderstandings; lack of knowledge; inadequate communication; misinterpretation of information; deadline pressures; staff shortages; late delivery of stock; systems failure; lack of training; lack of equipment; health and safety issues (unsafe working conditions, unsafe equipment, unsafe practices, accidents, incidents); security issues; absenteeism; unplanned holidays; allocation of roles and responsibilities; lack of clarity in the management structure; lack of confidence in colleagues; personal differences

Techniques for resolving conflict
improved communication skills (verbal, body language, listening); negotiation skills; consideration of views of others; compromise; use of external decision maker; negotiation techniques; referral to company procedures; provision of additional resources; improved training; clarification of team roles; improvements in health and safety; improvement in security; review of available resources

5 **Understand the link between improved personal performance and improved business performance**

Methods of identifying development needs
skills audits; training needs analysis; staff surveys; customer surveys; supplier and third-party surveys; performance appraisals; interviews (formal, informal); job analysis; questionnaires; discussion with line manager

Resources available for addressing the development needs
training courses (internal training courses, external training courses); internal human resources; training materials; training equipment

Personal development plans to develop individual and business performance
individual: motivate staff, measure individual performance against targets, career development and opportunities for promotion, identifies training needs

business: achieve targets, increases sales and profit, increase market share

6 **Understand how to review the personal performance of retail team members**

Types of objectives to set teams and individuals
SMART (specific, measurable, achievable, realistic, time specific) short term; medium term; long term; realistic; current; relevant; bench-marked

Methods of measuring and evaluating teams and individuals against objectives
analysis of performance data; performance appraisals; interviews; surveys (customer, supplier, internal, external); self-assessment; performance evaluation; feedback

Methods of giving feedback to individuals and teams on their performance against objectives
verbal (formal and informal interviews, appraisals); positive; forward thinking; questioning

7 **Understand the general principles of employment law**

Who is responsible for determining employment law
The European Court of Justice; UK Parliament; international legal system; legal precedent

How employment legislation benefits the retail industry
clarification of points of law; flexibility; provides basis for retail company policy, ensures fair treatment of staff and thus improves company image

How employment law benefits retail businesses
reduces labour costs to the business

How employment law benefits the individual employee
prevents exploitation; flexibility

The main provisions of employment law
contracts of employment; grievance handling procedures; unfair dismissal; tribunals; rights of appeal; problem solving; hours and conditions; recruitment; paternity and maternity; holidays; national minimum wage; bullying and harassment; discrimination; agency working; equality of pay; flexible working; personal records

Penalties for non-compliance with employment law by businesses
financial (company, individual); custodial

Sources of information on whether employment law has been breached:
company human resources department; the internet; legal statutes; legal professionals; external bodies (CIPD, ACAS, the Law Society, Department of Employment)

Protection for individuals under equality and diversity legislation and anti-discrimination practice
contract of employment; trade unions; staff association; personal legal representation; company legal representation

Prosecution of individuals under equality and diversity legislation and anti-discrimination practice
company prosecution; private prosecution; public prosecution

Essential guidance for tutors

Delivery

The delivery of this unit should give learners an understanding of how the development of people and teams' effectiveness in a retail business can be achieved and the part that this can play in the overall effectiveness of the retail operation. Learners should be encouraged to look at their own organisations and the organisations that they worked in to draw on their first-hand experience of the systems and procedures they have encountered and how effective they have been in the operation of the business. They should use their experiences to consider the effectiveness of communication methods and the suitability of different methods in different situations and also consider how conflict is resolved with particular reference to their own experience.

An essential part of understanding how people are developed within a business is to look first at the recruitment process itself. This part of the unit could be delivered by visiting speakers from a human resource background with recruitment and development experience. They would have particular knowledge of the legal aspects and requirements of the process and also the evaluation processes that might be used in identifying development needs and designing activities to address these needs. Access to a range of case studies would also be useful in understanding the recruitment process.

Tutors should ensure that learners understand fully the significance of effective communications within and between teams and individuals Role-play exercises could be used to illuminate this part of the unit and assist in understanding how relationships are built and the importance of understanding the feelings and views of others in typical work situations. Learners should also be encouraged to hold discussions with their managers to gain an understanding of this area and the potential problems that can be faced.

Learners will also need to learn about conflict situations in the retail world, how they arise and how they are dealt with. An excellent way of doing this would be to carry out role plays that look at real-life situations suggested by the learners and the tutor. These should be drawn from a wide range of retail experiences if possible.

A self-assessment exercise to cover the link between improved personal performance and improved business performance would be invaluable and role playing to look at ways of reviewing the personal performance of team members would be an excellent way of dealing with this part of the unit in a practical and reflective way.

Finally, the legal aspects of employment and employment law are best covered by a visiting human resources or legal professional from a business background. Case studies and exercises drawn from real-life situations would reinforce the learning points from this vital and complex area.

Assessment

Learning outcome 1: the initial approach should be through research. Learners' findings should be produced in the form of a report or professional discussion. Evidence presented for assessment should include a description of the key stages in the recruitment process, an explanation of the sources of information available to support recruitment decisions, and the legal requirements related to the recruitment process. Learners will also gain a valuable insight into this process through a work placement that allows them to track the process of recruitment from beginning to end so that they fully understand it and appreciate its importance. Designing some of the documents used in the recruitment process would also be very helpful in understanding the potential difficulties that may be encountered here.

Learning outcome 2: work placement observation and questioning of individuals in the workplace resulting in a written report or presentation would be a valuable way of understanding this complex and vital area. Case studies also would provide useful insights into this aspect of retail management. Evidence presented for assessment should include an explanation of how performance of individuals and teams can be evaluated and how development needs can be identified.

Learning outcome 3: the learner will be expected to research the different methods of communication and using their workplace experience produce a report that looks at the suitability of the different forms of communication for specific situations faced by retail teams and how these are used to build effective relationships. Case studies will play a vital part in looking at how communication is used to build effective retail teams. Assessment evidence should include a discussion of the suitability of communication methods in given situations, and a description as to how communication skills can be used to improve team performance.

Learning outcome 4: can be best covered through case-study work where different sorts of conflict situations are encountered. Learners can suggest a range of solutions to and how these solutions are to be applied. Evidence must also include an explanation of the techniques that can be used to resolve conflict.

Learning outcome: 5: the learner should produce a reflective account that covers their training and development needs and how these needs are to be addressed. Workplace observation will provide an insight into how development plans will improve business performance and this will be enhanced by gathering information from professionals in this field within the workplace.

Assessment evidence must include an explanation of the methods that can be used to identify own training needs and the resources available for addressing those needs. Learners must also evaluate how personal development plans can improve performance for the individual and the retail business.

Learning outcome 6: case studies will form the basis of this learning outcome in addition to role-playing exercises which will give a good insight into the issues and potential problems that may be encountered when delivering performance reviews. Initial research into performance appraisal methods as well as a report detailing the main methods used to set objectives for individuals and teams will be required for this outcome. Learners will also have to explain the methods used to measure and evaluate performance.

Learning outcome 7: research into the sources and content of employment law form the basis of this learning outcome, while details of actual legal cases will provide vital background information which can then be provided as a report or presentation to the peer group. Case studies are also important, as are role-playing exercises which will provide a wider range of situations to consider than learners would otherwise have experienced. Learners must ensure that all elements of the assessment criteria are included in their portfolio.

Employer engagement and vocational contexts

Learners should be introduced to HR recruitment professionals so that first-hand experience of the recruitment process can be fully understood as it applies in the workplace today. Links with the retail world will be the most important resource here.

Indicative reading for learners

Books

Cox R and Brittain P – *Retailing: An Introduction* (Financial Times/Prentice Hall, 2004) ISBN 0273678191

Kozlowski S W J and Salas E – *Learning, Training and Development in Organizations* (Routledge Academic, 2009) ISBN 9780805855593

Varley R and Dr Rafiq M – *Principles of Retail Management* (Palgrave Macmillan, 2003) ISBN 9780333792971

Magazines and journals

Human Resource Management

People Management

Websites

www.acas.org.uk

www.cipd.co.uk

www.direct.gov.uk

Unit 33: Understanding how the Effectiveness of Store Operations can be Improved

Unit code:	**H/502/5802**
QCF Level 3:	**BTEC Specialist**
Credit value:	**3**
Guided learning hours:	**23**

Unit aim

The purpose of this unit is to provide learners with the knowledge and understanding of how the effectiveness of store operations can be improved.

Unit introduction

Store operations have to be effective for a business to function efficiently and profitably and in today's fast-paced retail environment they must be continually assessed and improved so that overall effectiveness in the marketplace is maximised and maintained. The purpose of this unit is to develop knowledge and understanding of how operations can be improved, how areas for improvement are chosen and the part that good communication and staffing play in this process.

This unit will provide learners with the knowledge and understanding to be able to identify the areas of the business that will best respond to improvement and how the ideas for improvement are generated and the methods used to review how this process is progressing.

At the heart of any process designed to bring about improvement are the retail team and the communication between the members of the team will be crucial to the success of the review process. Their motivation and commitment to it are vital and the unit will provide the learner with opportunities to explain who should be involved and why this commitment is so important.

The importance of good staff scheduling cannot be underestimated and learners will understand the issues and constraints involved in the staff planning process and how these have a direct effect on the success of a store operations improvement programme. Emphasis will be placed on the importance of constantly reviewing the effectiveness of staffing plans so that they can be adjusted according to the requirements of the business and its operational demands and constraints.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the process of improving store operations	1.1 explain the methods for monitoring operational performance of retail businesses
	1.2 explain the opportunities for improvement to business areas that are likely to be identified from the monitoring of store operations
	1.3 explain how to identify and select business areas for improvement
	1.4 explain how to generate and evaluate ideas for improving store operations
	1.5 explain the planning tools and models used for developing and reviewing plans in store operations
2 Understand how to communicate with and motivate those involved in bringing about change and improvement in store operations	2.1 identify who needs to be involved in bringing about change and improvement in store operations
	2.2 explain how individuals can be encouraged and motivated to bring about improvement in store operations
	2.3 explain why it's important for staff to be committed and motivated to bringing about change in store operations
3 Understand how the organisation and scheduling of staffing contributes to the effectiveness of store operations	3.1 describe the relationship between staffing plans, work objectives and goals in retail business
	3.2 describe the constraints that apply when planning to meet work objectives and goals in a retail business
	3.3 explain how constraints can affect teams, individual staff members and customers in a retail business
	3.4 explain how different types of staffing plans and schedules can help retail businesses to respond to a range of operational demands and constraints
	3.5 explain how to assess the effectiveness of staffing plans

Unit content

1 **Understand the process of improving store operations**

Types of retail business
large-scale retailer; small independent retailer; service sector; multiple retail
operation; convenience stores; market stalls; department stores; superstores;
hypermarkets; specialist outlet

Methods of monitoring
sales performance; number of items sold; number of transactions; labour
turnover; labour hours used; cost per item; sales per square foot; stock results;
gross and net profit margins; out-of-stock lines; level of fill; stock turn rate;
stock replenishment rates; mystery shopper scores; market research; customer
feedback (verbal, written, suggestions, non-verbal, levels of repeat business);
sales conversion rates; queue lengths; queuing times

Opportunities for improvement
improved sales levels; improved profits; increase in customer satisfaction; lower
labour costs; lower labour turnover; improved public image

Types of business areas
sales area; non-sales areas; administration and office areas

How to identify and select business area
business performance; by impact on customer service; effect on turnover; gross
profit margins; labour turnover; analyse key performance indicators; sales
figures; customer footfall; health and safety checks; surveys;
customer/employee questionnaires; analyse customer flow; stock turnover;
mystery shopper; monitor levels of waste

Generating and evaluating ideas for improvement
staff meetings and briefings; staff surveys and suggestion schemes; customer
focus groups; mystery shopper results; audits (stock taking, financial audits,
health and safety audits, security audits, food safety audits); consultation with
senior management; company directives

Planning tools and models used to develop and review plans
short- and long-term planning schedules; budgeting plans; project management
techniques; manual systems; computerised modelling (programme
management, portfolio management, Six Sigma, Quality Management Systems,
Kaizan and continuous improvement)

2 **Understand how to communicate with and motivate those involved in bringing about change and improvement in store operations**

Those involved in the change and improvement programme
store staff; store management; district and area management; head office staff; customers; suppliers (product suppliers, equipment suppliers, service and facilities suppliers)

Ways to encourage and motivate individuals to bring about store operations improvements
regular and effective communication (face to face, noticeboards, email, letter, company publications, recognition of individual achievement – financial and non-financial)

The importance of staff commitment and motivation in bringing about change
ensures the company's survival; high-quality results; personal satisfaction; financial benefits to the individual; improvements to the company's performance (profitability, sales levels, quality of service, customer satisfaction)

3 **Understand how the organisation and scheduling of staffing contributes to the effectiveness of store operations**

Types of objectives and goals in a retail business
sales performance, number of items sold, number of transactions, labour turnover, labour hours used, cost per item, sales per square foot, stock results, gross and net profit margins, out-of-stock lines, level of fill, stock turn rate, stock replenishment rates, mystery shopper scores, market research results, customer feedback, sales conversion rates; footfall

Types of staffing plans
manual; computerised; labour matching; labour budgets; skills auditing; long term planning; short- and medium-term planning; special events planning; seasonal planning

The constraints that apply to staff planning
financial; physical; availability of staff; lack of skills (planning expertise, retail skills, non-retail skills), length of time to train staff; shortages of equipment; shortage of training facilities; levels of   business activity; staff absence levels; staff holidays; lack of information; high labour turn-over; poor staff involvement and motivation

The effects the constraints have on teams and individuals
morale; increased absence; reduced effectiveness; lower productivity; lower levels of cooperation and innovation; less risk taking; less individual initiative shown; increased labour turnover

The effects the constraints have on customers
greater customer dissatisfaction; poorer quality of customer service; lower sales; higher level of complaints

Plans and schedules can give help to retail businesses
improved sales performance; lower labour turnover; fewer labour hours used; lower cost per item; increased sales per square foot; improved stock results; lower rates of stock shrinkage; improved gross and net profit margins; fewer out-of-stock lines; improved level of fill; better stock turn rate; better stock replenishment rates; improved mystery shopper scores; positive customer feedback (verbal, written, suggestions, non-verbal), improved levels of repea business, improved sales conversion rates; shorter queue lengths; lower queuing times

Assessing the effectiveness of staffing plans
sales performance; number of items sold; number of transactions; labour turnover; labour hours used; cost per item; sales per square foot; stock results; gross and net profit margins; out-of-stock lines; level of fill; stock turn rate; stock replenishment rates; mystery shopper scores; market research; customer feedback (verbal, written, suggestions, non-verbal, levels of repeat business); sales conversion rates (value, items); queue lengths; queuing times

Essential guidance for tutors

Delivery

The delivery of this unit should provide learners with an understanding of how the effectiveness of store operations can be improved and the techniques that can be employed to do this. It should make learners consider where the opportunities for improvement are and it should make them reflect on their own experiences, encouraging them to think about their retail background and how these operations can be improved and the benefits these improvements would bring to the organisation and the individual staff teams therein. It should help them to identify particular areas of the business from their experience that would benefit most from operational improvement.

Electronic resources are available that would explain the range of planning tools and a number of exercises based on this material would be completed so that learners could appreciate how the systems work and provide a working framework to achieve real operational improvements.

An essential part of the unit is to understand how to communicate and motivate those involved in the improvement in operations. Learners must understand that the best and most creative plan on paper is worthless without the involvement and full commitment to the plan by others. This part of the qualification could be delivered by visiting speakers who have first-hand knowledge and understanding of implementing and effecting change so that their experiences can be shared with the learners and the outcomes discussed. From these discussions a range of case-study exercises would also broaden learners' understanding. Learners would take an area of their own business and develop a plan of how the process would be communicated to those involved and how they would be motivated to pursue the objectives. Experience of team-building exercises would highlight the opportunities and potential pitfalls of motivating and communicating with individual members of the team. Alternatively role-playing exercises would illuminate this part of the unit and generate valuable discussion about motivational - techniques so that conclusions could be drawn as to the correct approach to take in real-life situations.

The final part of the unit requires learners to look at the contribution that staffing plans and schedules make to the effectiveness of store operations. Classroom-based examples of staffing systems would be a good starting point and again a guest speaker with hands-on experience of working with staffing systems on a day-to-day basis would be invaluable. In this way learners would see how a system works, the pitfalls and problems of such a system and also the benefits to the operation of such methods.

Assessment

Learning outcome 1: can be covered through learners' own research into their chosen business's potential areas for improvement which can then be presented in a written report or through a professional discussion. Learners can design a plan that lists ways to improve the organisation and how these are evaluated prior to the implementation of the plan. Learners can also use a reflective account to describe the sorts of tools that could be used for the aspects of store operations being addressed and the advantages and disadvantages of each one. In addition case studies could be provided of other businesses for learners to describe how they would deal with a different set of problems in a different area of retail from their own.

Learning outcome 2: Learners could research a chosen business with regards to the methods of communication used and motivation of its staff. They could use questionnaires and surveys to gain feedback from employees as to how effective the techniques are. To support this focus learners could design a communication system that effectively addresses the issues and motivates the team. Reflective accounts could be used to gauge the effect of these methods and suitable conclusions drawn. Evidence submitted for assessment should include a description of who needs to be involved when bringing about change and improvements to store operations, an explanation as to how individuals can be encouraged to bring about change, and an analysis of the importance of staff commitment.

Learning outcome 3: Learners could research the goals and objectives of different retail organisations, reporting on how these differ between organisations and why. They could also research the staffing plans that these organisations use and the use of reflective accounts to gauge the effectiveness of staffing and scheduling and how these have helped the organisations' operating processes. Case studies could also play a part in this to enable learners to show their understanding of this aspect.

Support should be given in the planning of learners' research so that they gain a wide insight into different retail environments.

Employer engagement and vocational contexts

Learners should have access to a suitable retail environment in which they can investigate current store operations and communicate with experienced retail professionals in order to explore ways that the operation can be improved. The use of staffing models and processes can best be seen in their retail environment and a solid link with industry will be the most valuable source of information on which to base this unit.

Indicative reading for learners

Books

Cox R and Brittain P – *Retailing: An introduction* (Financial Times/Prentice Hall, 2004) ISBN 0273678191

Littlejohn S W and Foss K A – *Theories of Human Communication* (Wadsworth, 2007) ISBN 9780495095873

Redmond M V – *Communication: Theories and Applications* (Houghton Mifflin (Academic), 2000) ISBN 0395888557

Varley R and Dr Rafiq M – *Principles of Retail Management* (Palgrave Macmillan, 2003) ISBN 9780333792971

Magazines and journals

Management Today

People Management

Websites

www.cipd.co.uk

www.managementtoday.co.uk

www.skillsmartretail.com/sr/default.aspx

www.theretailbulletin.com

Unit 34: Understanding the Control of Pests and Diseases which may Affect Plants in a Retail Outlet

Unit code:	**F/600/2666**
QCF Level 3:	**BTEC Specialist**
Credit value:	**3**
Guided learning hours: 20	

Unit aim

This unit is designed to provide learners with the knowledge required to manage the control of pests and diseases in a horticultural retail environment, in a manner that reflects appropriate health and safety principles and relevant codes of practice for the industry.

Unit introduction

Garden retail outlets are a popular destination for the gardener to buy garden products and to access gardening information. It offers a personal contact with knowledgeable staff that are able to help with their choice of product and answer their questions. To ensure plants are of a suitable quality for display, sale and after-sales, it is necessary to manage the monitoring and control of pests and diseases in the retail outlet.

Retail outlets display and sell a wide range of plants capable of growing either out of doors or with the aid of protection. There are fundamental factors to be considered in the maintenance of healthy plants to ensure their growth and development is not affected by pests and diseases. The learner will need to know the control methods available and their implementation in a retail outlet, and appreciate the need to quarantine plants for ease of control. All activities will require an element of speed and organisation to achieve, and also be available to answer enquiries from customers on the health of plants.

Managing the monitoring and control of pests and diseases will involve identifying their presence, selecting appropriate control methods and implementing their control in a safe manner. The monitoring of pests and diseases will involve the inspection, recording and reporting of the presence of pests and diseases, and also the effectiveness of any control measures used. Monitoring may be carried out during other ongoing activities or as part of a routine inspection procedure. The learner will need to make decisions about the most suitable methods of control to use and the correct actions to take, and be able to resolve any problems as they emerge in relation to work activities. Chemical control methods may pose problems with the safety of staff and customers so learners may be required to use non-chemical methods. Throughout all the activities learners will need to select, maintain and use equipment in a safe and correct way.

This unit develops the learner's knowledge and understanding and on completion they should be able to manage the control of pests and diseases for a range of plants that would be found in a retail outlet. It will also give the learner confidence to advise customers on the purchase of plants, crop protection products and their use in the garden. Product knowledge will be greatly enhanced, particularly in the choice of associated equipment and sundries.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the importance of monitoring plant health in a retail outlet	1.1 explain the reasons why plant health needs to be monitored 1.2 explain what can happen if plant health is not monitored effectively
2 Know the different types of pests and diseases that may affect plants in a retail outlet	2.1 describe the common types of pests and diseases that may occur in retail outlets 2.2 describe the problems caused in retail outlets by the common pests and diseases which affect plants
3 Understand the control of pests and diseases affecting plants in a retail outlet	3.1 explain the range of appropriate control methods for pests and diseases including: • biological methods • chemical methods • other possible methods available 3.2 compare the different methods of control and evaluate their effectiveness in a range of situations 3.3 explain the relevance of the integrated approach to plant protection
4 Understand the health and safety requirements relating to the control of pests and diseases affecting plants in a retail outlet	4.1 explain key health and safety issues in relation to the control of pests and diseases 4.2 explain how to carry out a control of substances hazardous to health (COSHH) assessment when using plant protection products 4.3 explain the relevance of the code of practice for using plant protection products

Unit content

1 **Understand the importance of monitoring plant health in a retail outlet**

Reasons for monitoring
reputation, plant quality, extent of infestation/infection, personal protection, alien species, legislation, notifiable species, environment, capability, effectiveness of control measures, methods of monitoring

Ineffective monitoring
poor control, further infestation/infection, spread of infestation/infection, prosecution, quarantine, poor quality, waste disposal, loss of sales, cash flow, profit and loss

2 **Know the different types of pests and diseases that may affect plants in a retail outlet**

Pests
eelworms, slugs and snails, capsid bugs, psyllids, leaf hoppers, whiteflies, aphids, scale insects, mealy bugs, thrips, caterpillars, flies, sawflies, ants, wasps, mites, birds, mammals

Diseases
rusts, mildews, sooty mould, wilts, bacteria, cankers and diebacks, galls and leaf curls, scabs, rots, spots, slime moulds, lichens and algae, specific replant effects, root nodules, mycorrhiza, viruses

Problems caused
defoliation, further infections/infestations, plant quality, death of plants, loss of sales, waste

3 **Understand the control of pests and diseases affecting plants in a retail outlet**

Appropriate control methods
biological method: beneficial insects, bio-pesticides (bacteria, fungi), companion planting, resistant plants, pheromones, bio-stimulants, sacrificial plants, genetically modified organisms (GMOs) chemical method: insecticides, fungicides, herbicides, modes of action, adjuvants, operator certification, product approval, organic approval, commercial products, amateur products Other methods: hygiene, rotation, hand picking, barriers, covers, repellents, scarers, traps, pruning, nutrition, host-weed control

Comparison of different methods
advantages (fast control, no chemicals, ease of use, personnel safety, aids product knowledge), disadvantages (chemicals, contamination, storage, insects and customers, cost, waste disposal), outdoors, under protection, environment, health and safety, public concern, specialist equipment, skilled staff, legislation

Effectiveness
total, partial, resistance to chemicals, stage of plant growth, re-infection/ re-infestation, non-target species, environmental contamination

Relevance of integrated approach
resistance to chemicals, reduced chemical use, chemical residues, personal safety, cost, organic principles, sales trends

4 **Understand the health and safety requirements relating to the control of pests and diseases affecting plants in a retail outlet**

Key health and safety issues
personal safety, chemical residues, allergies, stings and bites, quarantine, equipment, water contamination

COSHH assessment
risk assessment (identify dangers and to whom doing which task, identify control measures to prevent harm, applying control measures and checking their effectiveness), management system, procedure, consult label, data sheet, record, staff access, updating

Code of Practice
mandatory, certification to apply chemical products, best practice, chemical storage, environmental pollution

Essential guidance for tutors

Delivery

Tutors delivering this unit have opportunities to use as wide a range of techniques as possible. This is likely to be delivered through formal lectures, discussion, site visits, supervised practical sessions, independent learner research and the use of personal and/or industrial experience. Learners' active participation in playing games would enhance the learning experience. Tutors should consider integrating the delivery, private study and assessment for this unit with other relevant units and assessment instruments learners are taking as part of their programme of study.

At the outset of this unit learners must be clear about the importance of developing a professional approach to managing the control of pests and diseases, and ensure they have the right attitude in all aspects of their work while in the public gaze. Whichever delivery methods are used, it is essential that tutors stress the importance of environmental management and the need to manage the activities using approved methods.

Health and safety issues must be stressed and regularly reinforced, and risk assessments must be undertaken prior to practical activities. Adequate PPE must be provided and used following the completion of risk assessments.

Learning outcome 1 covers the need to monitor the health of plants and the problems that result from ineffective monitoring. The assignment encourages an understanding of the methods used for monitoring pests and diseases and for learners to show their knowledge of monitoring systems.

In learning outcome 2 learners are able to observe and appreciate the pests and diseases, and the problems they may cause. The assignment allows the learner to research a chosen pest and disease before presenting their findings to a group of people.

In learning outcome 3 learners cover the control methods for pests and diseases available to the learner and the integrated approach of using both non-chemical and chemical methods. The assignment offers the opportunity for the learner to inspect plants for pest, and diseases and to continue the process over a period of time. In addition they can take on some responsibility by making recommendations for their control and having the chance to implement a non-chemical control. The learner may be certificated to apply chemical products in which case the assignment has much more to offer.

Learning outcome 4 explains the need to understand the legislation, and the health and safety assessments, required to comply with the code of practice. The assignment allows the learner to complete the unit by recording the information from outcomes 1 - 4 as a COSHH assessment and could be used as a working document in a retail outlet.

Learners should maintain and control pests and diseases on selected plants, ideally for sale. Tutors should identify the plants or agree them through discussion with learners. Where possible, to ensure fairness of assessment, the size and complexity of the tasks should be the same for all learners.

Assessment

Learning outcome 1: can be covered by the learner researching the detail of a specified method of monitoring pests and diseases. Materials and plants would need to be made available to enable the learner to demonstrate the working of the chosen method in consultation with their tutor. The demonstration would need to identify the particular pests and diseases that would be monitored, and the significance of its findings.

Learning outcome 2: can be covered by the learner researching the detail for one chosen pest and one disease, and presenting the information to a group. A time limit would need to be set for the presentation of findings using the varied forms of audio-visual presentation available, the appropriate ICT key skill requires eight minutes. The pest and disease would need to be chosen from those expected to be found in a retail outlet after consultation with the tutor. The learner would need to explain their choice.

Learning outcome 3: can be covered through work placement observations of the learner demonstrating the different stages in the control of pests and diseases on plants for a retail outlet. Learners would need to regularly monitor a batch of plants, make recommendations for the control of pests and diseases found and implement those controls within their capabilities. The assignment would also encompass the monitoring of the effectiveness of any control measures applied. Recommendations for control would need to cover both chemical and non-chemical control methods. The learner's ability to implement the recommended chemical control methods will depend on their qualifications to do so or their working under the supervision of a qualified person.

Learning outcome 4: can be covered by learners conducting a COSHH assessment using a recording sheet for the assignment in learning outcome 3. Learners should be able to construct their own recording sheet. The assessment will need to include appropriate up-to-date data sheets readily available from manufacturers or via the internet.

Employer engagement and vocational contexts

Learners will require access to growing plants and will need the opportunity to monitor pests and diseases as well as implement appropriate control methods. It would be desirable for learners to have access to a retail outlet displaying and selling plants to enable them to meet the requirements of this unit.

Indicative reading for learners

Books

Alford D V – *Color Atlas of Pests of Ornamental Trees, Shrubs and Flowers* (Timber Press, 2003) ISBN 0881925616

Buczacki S and Harris K – *Pests, Diseases and Disorders of Garden Plants* (Collins, 1998) ISBN 0002200635

Defra – *Pesticides: Code of Practice for Using Plant Protection Products* (Defra, 2006)

Lainsbury M – *UK Pesticide Guide 2009* (CABI Publishing, 2009) ISBN 1845935624

Magazines and journals

Horticulture Week

Websites

www.bopp.org.uk

www.cropprotection.org.uk

www.gardenorganic.org.uk

www.hortweek.com

www.hse.gov.uk

www.pesticides.gov.uk

www.rhs.org.uk

www.soilassociation.org

Unit 35: Understanding the Nature, Uses and Importance of Product Information in a Retail Outlet Selling Gardening Products

Unit code: F/600/2652

QCF Level 3: BTEC Specialist

Credit value: 3

Guided learning hours: 20

Unit aim

This unit is designed to enable the learner to understand the range of gardening products on sale in a retail outlet and recognise the importance of product information, including how different types of product information might be used to support customer service.

Unit introduction

Garden retail outlets are a popular destination for the gardener to buy garden products and to access gardening information. They offer a personal contact with knowledgeable staff who are able to help with the choice of product and answer questions. To ensure appropriate displays, sales and after-sales it is necessary to promote product knowledge with staff.

Retail outlets display and sell a wide range of products for the garden, including plants, sundries, equipment, clothing, furniture and buildings. The learner will need to know, and be able to transmit, a considerable amount of information about a product to the customer. The gathering of product information by staff may be during other ongoing activities or as part of a staff training programme. The communication of information to staff and to customers can be by verbal and non-verbal methods, staff need to be aware of the effectiveness and use of each method. All activities will require an element of speed and organisation to achieve, and be available to answer enquiries from customers regarding products for the garden. Throughout all the activities learners will need to select, maintain and use equipment in a safe and correct way.

This unit develops the learner's knowledge and skills and on completion they should be able to understand the role of product knowledge and implement its use effectively in a retail outlet. It will also give the learner confidence to advise customers on the purchase of products and their use in the garden. The learner would need to study the following units as a prerequisite *Unit 25: Understanding Plant Nomenclature, Terminology and Identification*, *Unit 34: Understanding the Control of Pests and Diseases Which May Affect Plants in a Retail Outlet*, *Unit 36: Understanding the Management of Delivery of Plants into a Retail Business* and *Unit 37: Understanding How the Growth and Development of Plants is Promoted and Monitored in a Retail Business.*

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the product ranges typically offered by retail outlets selling gardening products	1.1 explain the common gardening product ranges and their typical target market groups
	1.2 explain how the social, economical and environmental factors of a specific geographical area can affect how well different gardening product ranges sell
	1.3 describe the sources of information which can be used to define and predict key current and future trends in gardening products
2 Understand the communication of product information to sales staff	2.1 explain the importance to a retail business of ensuring that the product knowledge of the sales staff is kept up-to-date
	2.2 explain effective methods of communicating the features and benefits of a product range to sales staff
3 Understand the communication of product information to customers	3.1 describe the types of information available to help customers choose and use gardening products
	3.2 compare product information aimed at trade and non-trade customers
	3.3 evaluate the effectiveness of the different types of product information available to customers
4 Understand how a retail business benefits from the product knowledge of its staff	4.1 assess the importance of product knowledge to the delivery of customer service
	4.2 explain how the product knowledge of sales staff helps to drive sales

Unit content

1 **Understand the product ranges typically offered by retail outlets selling gardening products**

Product ranges
plants, sundries, furniture, buildings, tools, equipment, outdoor living, hard landscape materials, aquatics, pets, wildlife, clothing, demography

Social factors
housing, average age, education, marital status, family size, ethnic origin, occupation, employment status, disability, socio-economic groupings

Economical factors
home ownership, competition, leisure outlets, rural, urban, cost barriers, income levels, growth potential, mobility, employment

Environmental factors
transport systems, topography, soil types, size of gardens, roads, local authority

Sources of information
demography, government surveys, industry surveys, market research, university research, socio-economic groups, local authority, overseas retailing trends, UK non-garden retailing trends, industry bodies, industry publications, internet, television, cinema

2 **Understand the communication of product information to sales staff**

Up-to date product knowledge
level of sales, increased scope of communication to customers, legislation, litigation, customer satisfaction, modifications (models, styles, colours, warranty, servicing, spares), confident and enthusiastic staff

Effective methods of communication
newsletters, product leaflets, catalogues, sales representatives, demonstration, websites, internal training, external training, role play, email, team meetings, conferencing

3 Understand the communication of product information to customers

Types of information
media (television, radio, CD, internet, newspapers, magazines), use, price, ingredients, symbols/pictograms, health and safety instructions, benefits, awards, mode of action, data sheets, project sheets, demonstration, exhibit, newsletter, guarantee, posters, direct mailing, advertisements, garden clubs

Compare between trade and non-trade
name, legislation, certification, technical details, appearance, terminology, price, promotions, packaging, use-by dates

Effectiveness
questionnaire, sales reports, linked sales, impulse sales, return visits, complaints, confrontation, cash flow, reordering

4 Understand how a retail business benefits from the product knowledge of its staff

Importance of product knowledge
sales, cash flow, return visits, spending profiles, questionnaire, advice desk

Product knowledge of sales staff
increased sales, strengthens communication skills, ability to adapt sales presentation, shoppers' needs, boosts enthusiasm, removes uncertainty, grows confidence, assists in overcoming objections, decision making

Essential guidance for tutors

Delivery

Tutors delivering this unit have opportunities to use as wide a range of techniques as possible. This is likely to be delivered through formal lectures, discussion, site visits, supervised practical sessions, independent learner research and the use of personal and/or industrial experience. Learners' active participation of in playing games would enhance the learning experience. Tutors should consider integrating the delivery, private study and assessment for this unit with other relevant units and assessments that learners are taking as part of their programme of study.

At the outset of this unit learners must be clear about the importance of developing a professional approach to monitoring and promoting plant growth and development and ensure they have the right attitude in all aspects of their work while in the public gaze. Whichever delivery methods are used, it is essential that tutors stress the importance of environmental management and the need to manage the activities using approved methods.

Health and safety issues must be stressed and regularly reinforced, and risk assessments must be undertaken prior to practical activities. Adequate PPE must be provided and used following the completion of risk assessments.

Learning outcome 1 explains and describes the range of gardening products offered by retail outlets. A visit to a retail outlet where the learners can observe the range of products offered and investigate the factors that affect sales would enhance understanding.

Learning outcome 2 covers the communication of up-to-date product information to staff. Learners could prepare a questionnaire for the staff of a retail outlet asking about recent changes to specific products. The results could be discussed with other learners.

In learning outcome 3 learners experience the communication of product information to customers by taking part in a role-play activity and recording for analysis. The assignment is to prepare profiles of products to show the differences in product information aimed at the trade and retail customer.

Learning outcome 4 explains the benefits to a retail business of providing product information to customers. Learners can prepare a questionnaire and have the opportunity to ask customers about their wants and needs when visiting a retail outlet selling garden products. Analysis of the results would inform learners of the benefits of product information to customer service and sales.

Tutors should identify the products or agree them through discussion with learners. Where possible, to ensure fairness of assessment, the size and complexity of the tasks should be the same for all learners.

Assessment

Learning outcome 1: can be covered through learner's work placement observations demonstrating the maintenance of a stock list. Alternatively this could be an exercise where two learners work together, one as a scribe and one assessing the stock levels. Learners would need to research socio-economical groupings and identify the target group on the retail outlet they work in.

Learning outcome 2: can take the form of observation directly related to the work placement for the giving of information and gaining of a sale. Learners ought to have the opportunity to question a member of the management team of a retail outlet about gaining a sale and discuss their communication of product knowledge to their staff. Learners should then be able to question the sales staff about the effectiveness of that communication from management. To conclude the assignment learners ought to construct a report of their findings with recommendations for discussion with the member of the management team.

Learning outcome 3: can take the form of a project to gather product information and submit it as information profiles. Learners can choose a specified number of products that they are familiar with and research the differences in the information available to both the trade and retail customer. Learners can design a short questionnaire for retail customers asking how much information they require.

Learning outcome 4: can be covered by observing directly the conducting of a customer survey at a retail outlet at the point of customer departure. Learners can design the questionnaire in advance after some discussion as a group, perhaps together with a member of staff from the retail outlet, to assess customer satisfaction. Results could be collated and presented to the retail outlet staff. Learners can be assessed on their conducting of the questioning and their collation of the results. This could be made into a group task but criteria for individual assessment will need to be discussed and accepted by the learners. A keen focus of this learning outcome is collecting customers' complaints, comments and suggestions during departure. A professional discussion or a report that has been produced can demonstrate the learner's understanding of the different methods available for customer feedback and how the information is then used. To support this focus, learners will be requested to design a method for gaining customer feedback suitable for their establishment and report their reasons for choice in design, and how they may use the feedback gained to implement improvements. Reflective accounts from learners will provide details of how unexpected problems during customer departure have been dealt with. The use of case studies can be provided for the learner to detail how they would deal with a wider number of possible problems than they may have experienced.

Essential resources

It would be desirable for learners to have access to a retail outlet displaying and selling garden products to enable them to meet the requirements of this unit.

Indicative reading for learners

Books

Stanley J – *The Complete Guide to Garden Center Management* (ebrandedbooks.com, US, 2002) ISBN 1883052319

Stanley J – *The Nursery and Garden Centre Marketing Manual* (The Reference Publishing Co, 1994) ASIN B002Y76RC2

Magazines and journals

The Retailer

Websites

www.farma.org

www.gohelios.co.uk

www.theretailermagazine.com

Unit 36: Understanding the Management of Delivery of Plants into a Retail Business

Unit code: **K/600/2659**

QCF Level 3: **BTEC Specialist**

Credit value: **3**

Guided learning hours: 20

Unit aim

This unit enables the learner to understand the different types of packaging for the range of gardening retail products and how to deal with plants before, during and after delivery. It also covers the administrative processes in place for the tracking and monitoring of plants.

Unit introduction

Garden retail outlets are a popular destination for the gardener to buy garden products and to access gardening information. They offer personal contact with knowledgeable staff who are able to help with the choice of product and answer enquiries. To ensure plants are of a suitable quality for display, sale and after-sales it is necessary to understand the processes of plant preparation for despatch, their management during and after delivery to the retail outlet and the necessary administrative procedures.

Retail outlets display and sell a wide range of plants capable of growing either out of doors or with the aid of protection. There are fundamental factors to be considered when preparing plants for delivery to a customer and the actions to be taken once the plants reach their destination. The learner will need to know the requirements of the main groupings of plants to ensure a high-quality plant for eventual sale and appreciate the need to choose packaging that will preserve plant quality while in transit. The management of the delivery of plants will involve the choice of packaging and understanding the factors that could cause deterioration of plant quality in transit. The learner will need to make decisions about the most suitable methods of packaging and be able to resolve any problems as they emerge in relation to work activities. Managing plant quality will involve maintaining moisture levels, providing nutrients and removing unwanted plant material. Learners may be required to manipulate plant development through trimming and supporting, and maintaining health by controlling pests, diseases, weeds and disorders. The monitoring of plant quality may be carried out during other ongoing activities or as part of a routine inspection procedure. Throughout all the activities Learners will need to select, maintain and use equipment in a safe and correct way.

This unit develops the learners' knowledge and skills and on completion they should be able to select packaging and manage the delivery for a range of plants that would be found in a retail outlet. It will also give the learner confidence to advise customers on their care and maintenance of plants. Product knowledge will be greatly enhanced particularly in the choice of associated tools and sundries.

The learner would need to study the following units as a pre-requisite; Unit 34: Understanding the Control of Pests and Diseases Which May Affect Plants in a Retail Outlet and Unit 37: Understanding How the Growth and Development of Plants is Promoted and Monitored in a Retail Outlet.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the preparation of plants for transportation	1.1 describe the methods of packaging used for different types of plants
	1.2 explain how the choice of packaging helps to ensure that plants reach the customer in the required condition
2 Understand how plant quality is managed during and immediately after delivery	2.1 explain the factors affecting the quality of plants during transit
	2.2 explain the processes and procedures for dealing with plants at risk of deterioration during transit
	2.3 explain how to assess the condition of plants on arrival at the customer's premises and the action to take if plants have deteriorated
	2.4 explain the kinds of advice and help the customer may need to care for plants immediately after delivery
3 Understand the administrative procedures associated with delivery of plants to customers	3.1 describe the administrative systems and paperwork associated with deliveries of plants to customers
	3.2 explain the relevance of 'plant passports' and how they are used
	3.3 assess the impact on the business of failing to follow correct administrative procedures

Unit content

1 Understand the preparation of plants for transportation

Methods of packaging
trolley, pallet, cling film, cardboard box, pot, pre-pack, straw, paper

Choice of packaging
protection from physical damage, control of humidity, gaseous exchange, controlled atmosphere

2 Understand how plant quality is managed during and immediately after delivery

Quality factors
desiccation and shrivelling, scorch, cold and light related, pests and diseases, compost spillage, weeds, breakage

Processes
inspection, storage before despatch, environmental protection, temperature control, choice of packaging, waste disposal, transit container

Procedures
management systems, labelling, advisory, contact customer, staff training

Assessment
correct grades, sizes, container damage, transit damage, weather damage, plants free from pests, diseases, disorders and weeds, plants established in pots, compost levels, watering, feeding, pest, disease and weed control, pruning, disposal

Advice
contact distribution centre or supplier, quarantine, nutritional status of plants and feeding, re-potting, watering, pruning and training, labelling, light requirement

3 Understand the administrative procedures associated with delivery of plants to customers

Administrative systems
computer software, barcodes, stock control, labelling

Paperwork
picking list, despatch and delivery notes

Plant Passports
European Union (plant movement within EU, within individual states, quarantine pests and diseases, ornamental, fruit and vegetables), UK regulations, Fera Plant Health and Seeds Inspectors (PHSI), phytosanitary certificate for imports from non-EU countries, pests and diseases control, accompanying documents, grower to trade customer

Impact
loss of order, litigation, penalties, imprisonment, debt, stock control, contravention of legislation, profit and loss

Essential guidance for tutors

Delivery

Tutors delivering this unit have opportunities to use as wide a range of techniques as possible. This is likely to be delivered through formal lectures, discussion, site visits, supervised practical sessions, independent learner research and the use of personal and/or industrial experience. Learners' active participation in games would enhance the learning experience. Tutors should consider integrating the delivery, private study and assessment for this unit with other relevant units and assessments that learners are taking as part of their programme of study.

At the outset of this unit learners must be clear about the importance of developing a professional approach to monitoring and promoting plant growth and development and ensure they have the right attitude in all aspects of their work while in the public gaze. Whichever delivery methods are used, it is essential that tutors stress the importance of environmental management and the need to manage the activities using approved methods.

Health and safety issues must be stressed and regularly reinforced, and risk assessments undertaken prior to practical activities. Adequate PPE must be provided and used following the completion of risk assessments.

Learning outcome 1 investigates the choice of packaging used to protect plants while in transit. A visit to a plant supplier and the opportunity to collect and prepare plants for dispatch to a retail outlet would aid the understanding of the role of packaging.

In learning outcome 2 the learner is able to observe and appreciate the factors that could affect plants while in transit. It also covers the action to be considered on receipt of the plants to avoid deterioration in plant quality. A domino game activity would show the learner's level of understanding. The opportunity to visit a plant supplier or retail outlet to unpack and assess the condition of plants would help learners appreciate the necessity for procedures and processes.

In learning outcome 3 the learner covers the administrative requirements for the delivery of plants and the role of Plant Passports. Their importance can be emphasised as the learners actually record the information from the assignments in learning outcomes 1 and 2.

Assessment

Learning outcome 1: can be covered through learner work placement observations demonstrating the different stages of preparing a plant for despatch. Alternatively this could be a simulated assignment with a range of packaging materials being made available. The learner would need to choose the appropriate material and be encouraged to explain their choice.

Learning outcome 2: can take the form of observation directly related to the work placement for the receipt of a plant order. The learner would need to construct a checklist for completion and recording of their comments on the condition of the plants after their delivery. This would provide an opportunity for the learner to comment on the role of the packaging used for the delivery and recommend any remedial action. Appropriate equipment and sundries would need to be available to allow learners to carry out any remedial action to the plants.

Learning outcome 3: can be covered through the completion of appropriate paperwork or computerised log. The choice of packaging for despatch in learning outcome 1 will need to be recorded for receipt by the customer together with guidance for its disposal and recycling. Details of relevant Plant Passports would also need to be attached. The checklist and action plan used in learning outcome 2 could be transferred to a recognised management system.

Employer engagement and vocational contexts

For this unit learners will require access to an area where plants can be grown and maintained to a saleable standard. A range of plant types and habits would make the delivery relevant and interesting. It would be desirable for learners to have access to a retail outlet displaying and selling plants to enable them to meet the requirements of this unit.

Indicative reading for learners

Books

Snook C and Crafer K – *Grower Manual 4: Garden Centre Manager* (Grower Books – A division of Nexus Media Ltd, 1999) ISBN 1899372156

Stanley J – *The Complete Guide to Garden Center Management* (ebrandedbooks.com, US, 2002) ISBN 1883052319

Stanley J – *The Nursery and Garden Centre Marketing Manual* (The Reference Publishing Co, 1994) ASIN B002Y76RC2

Magazines and journals

American Nurserymen

Horticulture Week

Websites

www.bopp.org.uk

www.defra.gov.uk/fera

Unit 37: Understanding how the Growth and Development of Plants is Promoted and Monitored in a Retail Outlet

Unit code:	H/600/2661
QCF Level 3:	BTEC Specialist
Credit value:	4

Guided learning hours: 26

Unit aim

This unit enables the learner to understand plant growth and development and promote the health of plants in order to meet commercial requirements. It also enables the learner to recognise the importance of plant maintenance and administer the processes for record keeping in relation to growing plants.

Unit introduction

Garden retail outlets are a popular destination for the gardener to buy garden products and to access gardening information. They offer a personal contact with knowledgeable staff who are able to help with the choice of product and answer questions. To ensure plants are of a suitable quality for display, sale and after-sales it is necessary to maintain their growth and development in the retail outlet. Retail outlets display and sell a wide range of plants capable of growing either out of doors or with the aid of protection. There are fundamental factors to be considered in the maintenance of plants to ensure their growth and development is not affected by the display environment. The learner will need to know the requirements of the main groupings of plants to ensure a high-quality display for sale and appreciate the need to segregate groupings in the display area for ease of maintenance and use by customers.

The monitoring of plant growth and development will involve inspecting and reporting on the progress and development of the plants on display. Monitoring may be carried out during other ongoing activities or as part of a routine inspection procedure. Decisions will need to be made regarding the most suitable methods to use and learners will be able to resolve any problems as they emerge in relation to work activities. Maintaining growth and development will involve maintaining moisture levels, providing nutrients and removing unwanted plant material. Maintaining moisture levels may involve watering plants manually or checking and adjusting automated systems. There may be a requirement to manipulate plant development through trimming and supporting, and maintaining the health of plants by controlling pests, diseases, weeds and disorders. Throughout all the activities learners will need to select, maintain and use equipment in a safe and correct way.

This unit develops the learner's knowledge and skills and on completion they should be able to monitor and maintain plant growth for a range of plants that would be found on a retail outlet. It will also give the learner confidence to advise customers on the purchasing of plants and their maintenance in the garden. The learner would need to study the following unit as a pre-requisite *Unit 34: Understanding the Control of Pests and Diseases Which May Affect Plants in a Retail Outlet*. Product knowledge will be greatly enhanced particularly in the choice of associated tools and sundries.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the factors which promote the growth and development of plants to meet commercial requirements	1.1 explain the tasks which promote plant growth and development and the best times to carry out these tasks
	1.2 explain the requirements of different types of growing plant for nutrients and moisture and the importance of monitoring and adjusting nutrients and moisture
	1.3 explain the relationship between the care of growing plants and levels of production
2 Understand the factors which promote the health of growing plants	2.1 explain the methods of promoting the health of growing plants
	2.2 explain the common health problems which may affect growing plants and the remedies for such problems
3 Understand the importance of the routine tasks required to maintain the area where plants are grown	3.1 explain the reasons why it is important to maintain hygiene and describe how this is achieved
	3.2 explain methods of handling plant material which protect personal health and the condition of plants
	3.3 describe possible environmental damage that could occur and how to minimise such occurrences
4 Understand how to maintain equipment	4.1 explain the importance of maintaining equipment for use
	4.2 describe the methods of maintaining the range of equipment for use
5 Understand the record-keeping in relation to growing plants	5.1 explain the records required for management and legislative purposes and the importance of maintaining them

Unit content

1 **Understand the factors which promote the growth and development of plants to meet commercial requirements**

Promoting plant growth and development
definition of growth and development: dormancy, germination, vegetative growth, apical dominance, flowering, fruiting, seed set, factors affecting each growth stage, monitoring of growth stages

tasks: hygiene, watering, feeding, weed control, lighting, provide shelter, provide heat, pruning, training, cane and tie, standing up of plants in containers, pest and disease control, weed control

times: seasonal, weather conditions, hours of trading, stages of plant growth, to meet plant needs

Requirements of different plants
types of growing plant: trees, shrubs, conifers, climbers, herbaceous, ground cover, bedding, alpine, ferns, bulbs, house, vegetables and herbs, tree and soft fruit, turf, cacti, aquatics

nutrients: major, minor and trace elements, pH, base dressing, top dressing, quick and slow release, liquid feed, foliar feed, organic and inorganic products

moisture: humidity, watering by hand, overhead irrigation, low-level irrigation, quantity, frequency, liquid feeding

importance of monitoring and adjusting: loss of quality, poor flowering and fruiting, excessive growth, poor leaf colour, dead plants, profit and loss, reputation

Care and levels of production
relationship: saleable, plant display, National Plant Specifications, reputation, stock control, ordering, shrinkage, waste disposal, cash flow, profit and loss

2 **Understand the factors which promote the health of growing plants**

Promoting health of growing plants
methods: management systems, regular monitoring, soil and compost analysis, recording systems, watering systems, feeding, weed control, lighting, provide shelter, provide heat, pruning, training, cane and tie, standing up plants in containers

Common health problems and remedies
problems: underwatering, overwatering, leaching, underfeeding, overfeeding, scorching of foliage, flowers and fruits, cold damage, pests, diseases, weeds, lack of light, too much light, animal damage, customer damage, staff damage

remedies: introduce management systems, monitor and adjust watering and feeding, prune, relocate plants, quarantine and treat, non-chemical control, bio-stimulants, chemical control, staff training

3 **Understand the importance of the routine tasks required to maintain the area where plants are grown**

Reasons to maintain hygiene
reputation, loss of plant quality, saleability, plant display, waste, shrinkage

How hygiene is achieved
disposal of debris, clean display bench and area, plant spacing, ventilation, remove infection and infestation, water quality, supervision, risk assessment, waste disposal

Plant handling methods
mechanical, by hand, cane protectors, health and safety procedures, delivery to display area

Possible environmental damage
water drainage, soil water contamination, site run-off, pest and disease spread, weed spread, air pollution, litter, vandalism

How to minimise environmental damage
water run-off, waste disposal, staff responsibility, management procedures, facilities, equipment

4 **Understand how to maintain equipment**

Importance of maintenance
health and safety, capital investment, rate of application, environmental damage, effective

Methods of maintaining equipment
management procedures, staff responsibility, staff training, risk assessment, calibration, regular servicing, replacement

5 **Understand the record keeping in relation to growing plants**

Records required
risk assessment, chemical spray record, COSHH assessment, BOPP crop assurance scheme, stock list, paper system, computer system

Importance of maintaining records
legislation, litigation, management (weekly, monthly, seasonal, suppliers), crop assurance scheme inspection

Essential guidance for tutors

Delivery

Tutors delivering this unit have opportunities to use as wide a range of techniques as possible. This is likely to be delivered through formal lectures, discussion, site visits, supervised practical sessions, independent learner research and the use of personal and/or industrial experience. Learners' active participation in games would enhance the learning experience. Tutors could consider integrating the delivery, private study and assessment for this unit with other relevant units and assessment methods learners are taking as part of their programme of study.

At the outset of this unit learners must be clear about the importance of developing a professional approach to monitoring and promoting plant growth and development and ensure they have the right attitude in all aspects of their work while in the public gaze. Whichever delivery methods are used, it is essential that tutors stress the importance of environmental management and the need to manage the activities using approved methods. Health and safety issues must be stressed and regularly reinforced, and risk assessments undertaken prior to practical activities.

Learning outcome 1 investigates the factors that promote the growth and development of plants to meet commercial requirements. Learners in small groups would identify the tasks to promote plant growth and development and could use a Post-it® display to illustrate their thoughts. The assignment asks the learner to choose a plant type, research the requirements to promote its growth and development and then present the information to fellow learners and work staff.

In learning outcome 2 the factors which promote the health of growing plants need to be linked with the factors in learning outcome 1. Learners can take part in activities such as using a Post-it® display on the wall to show their understanding. The assignment asks learners to observe plants, preferably grown in containers, record their findings and propose remedies to improve their growth and development.

Learners in learning outcome 3 should understand the importance of the routine tasks required to maintain the area where plants are grown while recognising the need for hygiene and awareness of possible environmental damage. Learners can take part in activities such as the use of 'sequence cards' to show their understanding. The assignment can be conducted in a garden situation, plant nursery or retail outlet.

Learning outcome 4 explains the need for the maintenance of equipment used to promote growth, development and health of plants. The opportunity to use tools, lubricants and cleaning materials would benefit the learner and aid their demonstration of maintaining a piece of equipment. Suitable equipment, tools and lubricants should be made available to learners.

Learning outcome 5 covers the need for keeping records of the work activities both to satisfy current legislation and to provide information to aid the management of the retail outlet. Their importance can be emphasised as learners record the information from the assignments in learning outcomes 1 - 4. The health and safety implications need to be highlighted.

Learners need to maintain and control the growth and development of selected plants. Tutors need to identify the plants, or agree them through discussion with learners, that would be appropriate to a retail outlet. Where possible, to ensure fairness of assessment, the size and complexity of the tasks should be the same for all learners.

Assessment

Learning outcome 1: can be covered by a presentation to cover the tasks to promote plant growth and development. The chosen plant should be one that is typical of either a house plant or outdoor plant for sale in a retail outlet. The presentation should cover the management of the watering and nutrition of the chosen plant. Learners should make reference to how these management practices affect the quality of the plant and its production of flowers, fruits, leaves and stems.

Learning outcome 2: can take the form of observation directly related to the work placement for plant display and their maintenance. Learners will be required to research remedies for plant health problems found while inspecting plants in a retail display. Reflective accounts from learners will provide details of how unexpected problems during customer departure have been dealt with and the use of case studies can be provided for the learner to explain how they would deal with a wider number of possible problems than they may have experienced.

Learning outcome 3: can be covered by observing learners tending a group of plants by watering, feeding and pruning. A key focus would be their cleaning up afterwards and the disposal of waste, with particular regard to the health and safety of staff and customers. This could be covered by a series of assessments throughout the year using the typical range of plant types to be found in a retail outlet.

Learning outcome 4: can take the form of a practical presentation to demonstrate the learner's understanding of the maintenance of a chosen piece of equipment. The demonstration would need to address prescribed health and safety procedures. Learners should have the opportunity to discuss their proposed presentation with their tutor.

Learning outcome 5: can be covered by the completion of appropriate paperwork or computerised records for learning outcomes 3 and 4. A written log of work carried out while maintaining plants, during the learner meeting the requirements for learning outcome 3, would fulfil this outcome. It would need to include details of waste disposal. A maintenance log would need to be completed for learning outcome 4 with a record of materials used. Learners should identify the reasons for recording this information.

Essential resources

For this unit learners will require access to an area where plants can be grown and maintained, ideally to a saleable standard. A range of plant types and habits would make the delivery relevant and interesting. It would be desirable for the learner to have access to a retail outlet displaying and selling plants to enable them to meet the requirements of this unit.

Indicative reading for learners

Books

Adams C and Early M – *Principles of Horticulture* (Butterworth-Heinemann, 2004) ISBN 0750660880

Alford D – A *Colour Atlas of Pests of Ornamental Trees, Shrubs and Flowers* (Timber Press, 2003) ISBN 0881925616

Buczacki S and Harris K – *Pests, Diseases and Disorders of Garden Plants, 3rd Edition* (Harper Collins, 2005) ISBN 0007196822

Ingram D, Vince-Prue D, and Gregory P – *Science and the Garden: The Scientific Basis of Horticultural Practice* (WileyBlackwell, 2002) ISBN 0632053089

Ministry of Agriculture, Fisheries and Food – *Fertiliser recommendations, 7th Edition* (Stationery Office Books, 2000) ISBN 0112430589

Roth S and Dourado A – *Weeds: Friend or Foe? – An Illustrated Guide to Identifying, Taming and Using Weeds* (Carroll and Brown Publishers Limited, 2002) ISBN 190325826X

Magazines and journals

American Nurserymen

Horticulture Week

Websites

www.bopp.org.uk

www.cropprotection.org.uk

www.gardenorganic.org.uk

www.gohelios.co.uk

www.pesticides.gov.uk

www.rhs.org.uk

www.soilassociation.org

Unit 38: Understand how to Approach Work-based Projects within Retail Business

Unit code:	D/602/5016
QCF Level 2:	**BTEC Specialist**
Credit value:	**3**

Guided learning hours: 22

Unit aim

The purpose of this unit is to provide learners with the knowledge and understanding of how projects are undertaken within the retail workplace. The unit covers the process of planning and implementing appropriate activities and tasks within the retail workplace and also provides learners with an opportunity to review the outcomes and progress.

Unit introduction

Employers use projects to gain a better understanding of problems associated with particular products or processes and identify the most effective way to resolve those problems. This unit has been designed to give learners an understanding of how such a project is planned and implemented in order to achieve a successful outcome. It is anticipated that this unit will be delivered in a practical way allowing the learner to experience first hand the challenges of undertaking such a task and the benefits to the learner and the workplace.

Learners will be required to focus on a product or process of the retail business and then set objectives and targets in order to solve an identified problem. The learner will need to understand potential problems or barriers that could result in the objectives and/or targets not being achieved. To achieve this, the learner will need to have sufficient time within a suitable work environment to be able to carry out this work. The learner should be encouraged to prepare a plan showing how the project could be implemented. Following the implementation of the plan the learner will then be able to describe the strengths and weaknesses of the plan and the skills and knowledge they have gained as a result of the work they have done on the project.

Throughout the delivery and assessment of this unit learners will gain valuable personal, learning and thinking skills. They will need to work as an effective member of a team. Self-management will be essential in the development and implementation of the plan. Reflective skills will be used when describing the strengths and weaknesses of the plan and presentation skills may be enhanced when sharing the outcomes of the project with work colleagues and other learners.

The learner will require support and constructive feedback from work colleagues and tutors throughout the unit.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand how to undertake a project and solve problems specific to a retail function or project	1.1	define the problem that needs to be solved by a project
	1.2	describe the activities/tasks of the project which are required to meet set objectives and targets
	1.3	describe potential problems or barriers which could affect the achievement of set objectives and target
	1.4	explain how to implement the project
	1.5	describe strengths and weaknesses of own implementation plan
2 Understand what constitutes a successful project	2.1	describe strengths and weaknesses of own working methods
	2.2	review process and outcomes of completed project
	2.3	draw conclusions from project

Unit content

1 Understand how to undertake a project and solve problems specific to a retail function or project

Potential problems
personnel eg workplace health and safety, workplace security, maintaining hygiene standards, meeting targets, team work, staffing issues; customer service eg resolving customer service issues, helping customers, customer feedback, products eg presenting goods for sale, displaying stock, demonstrating products, promoting goods and services, processing payments, lost sales

Setting objectives and targets
objectives; targets; SMART (specific, measureable, achievable, realistic, time-bound)

Other potential problems or barriers
eg timescales, unrealistic or inappropriately set objectives and/or targets

Project implementation
stages eg discussion with line manager and colleagues on feasibility of project, personal preparation, setting objectives and targets, resources required to implement project, monitoring and reporting on progress to colleagues/customers/line manager, evaluating outcome of project, planning future actions; reporting methods eg informal notes/diary, report, photographs, customer feedback, feedback from colleagues, presentation

Strengths and weakness
suitability of project; appropriate objectives and targets; communication with customer/colleagues/line manager; presentation of outcomes

2 Understand what constitutes a successful project

Strengths and weaknesses of own working methods
achievements against objectives and targets; personal achievements; suitability of recording methods used; benefits to self and to employer

Process and outcomes of completed project
self-evaluation; new skills and knowledge gained; existing skills and knowledge developed; benefits to self and to employer; personal development plans; possible new career pathways; successful and unsuccessful outcomes

Conclusions
benefits to employer and customers; personal development; future plans/opportunities

Essential guidance for tutors

Delivery

The unit is best offered when the learner has already gained a sound understanding of the retail industry in general. It is suggested, therefore, that this unit should not be undertaken until the learner has a sound understanding of the retail industry and sufficient familiarity with their work environment.

A useful way to deliver this unit is to allow the learner to identify an appropriate project in a suitable work environment, design an implementation plan in consultation with their line manager, carry out the project and then evaluate the success of the project. Learners will therefore need time in a suitable work environment to give them the opportunity to plan, implement and evaluate a project. They must be well prepared, have a clear understanding of the project they wish to undertake and liaise closely with their line manager.

The learner must have sufficient time in the work environment to build effective relationships with work colleagues and plan and carry out an appropriate project. This may be as a continuous period, as a series of individual days, or as a combination of both.

Learners will need an appropriate level of support to identify, undertake and evaluate the work-based project, so that they can acquire a deeper and broader knowledge and understanding of the world of work and use the opportunity to develop their own skills and knowledge within the retail industry. The work-based project is likely to present a range of opportunities to develop skills which form part of the National Occupational Standards. However, the experience will also help the leaner to develop transferable skills which will be of benefit in any work situations should they later make a change in their career plan.

Learners will need sufficient tutoring/mentoring time throughout the delivery of this unit. They will need guidance on the selection of the problem they want to consider to ensure that it is realistic and achievable in the time scale available. Time will need to be spent discussing the preparation and planning process, different methods of assessing success, evaluation and presentation methods.

This unit may also provide learners with opportunities to gather materials and experience, which will be relevant to the requirements of other units, and will help the learner's achievement of those units. This may be especially the case for *Unit 1: Understanding Customer Service and the Retail Sector, Unit 2: Understanding the Retail Selling Process, Unit 9: Visual Merchandising for Retail Business, Unit 8: Understanding the Control, Receipt and Storage of Stock in a Retail Business*, as well as the specialist units on Beauty Retailing and *Food Retailing*.

Assessment guidance

This unit provides an excellent opportunity for holistic assessment. The learner could prepare a presentation for colleagues, which demonstrates evidence for each of the assessment criteria for learning outcomes 1 and 2. The problem selected can be clearly defined, the objectives and targets can be described along with the activities/tasks planned to achieve the objectives/targets set. A description should then be given of the potential problems or barriers that may affect the achievement of the set objectives and targets. The learner can then describe how the project was implemented and examples of the plan can be provided. A description of the strengths and weaknesses of the plan can then be shared with colleagues. The presentation could then go on to describe the strengths and weaknesses of their working methods, the process and outcomes and conclusions drawn.

If this method of assessment is used the learner must reference each assessment criterion against the evidence they have produced.

Alternatively the learner could produce a report which provides details for each assessment criterion or a question and answer session may be arranged between the learner, employer and assessor. Evidence of the discussion must be available for internal and external verification purposes.

Indicative reading for learners

Books

Bacal R – *Perfect Phrases for Customer Service* (McGraw-Hill Professional, 2005) ISBN 007144453X

Bradley S – *S/NVQ Level 2 Customer Service Candidate Handbook* (Heinemann, 2003) ISBN 0435451693

Brittain P and Cox R – *Retailing: An introduction* (Pearson Higher Education FT Prentice Hall, 2004) ISBN 0273678191

Fleming P – *Retail Selling: How to achieve maximum Retail Sales* (Mercury Business Books, 2007) ISBN 1852525541

Newton R – *The Project Manager: Mastering the Art of Delivery* (Pearson Education Ltd, 2009)ISBN: 0273723421 / 978-0273723424

Oliver C – *Supermarket* (The Watts Publishing Group Franklin Watts Ltd, 2004) ISBN 0749656379

Portny S – *Project Management for Dummies 2nd Ed* (Wiley Publishing Inc, 2006) ISBN 0470049235

Magazines and journals

Customer First

Drapers

Retail Weekly

The Convenience Store

The Grocer

Websites

http://www.apm.org.uk/page.asp?categoryID=0

www.businessballs.com/customer_service.htm

www.drapersonline.com

www.instituteofcustomerservice.com

www.retail-week.comwww.skillsmartretail.com/sr/default

Unit 39: Underage Sales Prevention for Retail and Licensed Premises

Unit Code: M/602/2234

QCF Level 2: BTEC Specialist

Credit value: 1

Guided learning hours: 5

Unit aim

The purpose of this unit is to provide sales staff with the knowledge they need to sell age-restricted products in either licensed premises or retail businesses.

The unit has been developed to comply with current Licensing and Serious Crime and Disorder legislation. Examples of licensed premises and retail businesses include bars, hotels, restaurants, off-sales premises, supermarkets, convenience stores, garages, newsagents, DIY centres, hardware stores, and cookware stores.

Age-restricted products include: alcohol (inclusive of exceptions); tobacco and tobacco products; lottery tickets and scratch cards; petrol; party poppers and caps; air guns, pellets, crossbows and knives; solvents; butane gas cigarette lighter refills; tattooing; fireworks; DVDs, videos and computer games.

Unit introduction

The unit has been developed to allow learners to understand the importance of complying with the current legislation relating to age restricted products. Examples of licensed premises and retail businesses include bars, hotels, restaurants, off-sales premises, supermarkets, convenience stores, garages, newsagents, DIY centres, hardware stores, and cookware stores.

UK law restricts the sale of certain products to people below a certain age for their own health and safety and that of the community. The unit will therefore provide learners who may be working in licensed and general retail businesses the ability to identify which products are age restricted, when and how to demand proof of age from customers, how to refuse a sale to a customer and how to manage potentially disgruntled customers who have been refused.

The unit will also provide learners with an understanding of the legal penalties for employees, employers and customers for breaking the laws associated with age restricted products.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Know current legislation relating to the sale and purchase of age-restricted products	1.1	describe reasons why the law restricts the sale of certain products
	1.2	identify which products are age-restricted by law
	1.3	identify the legal age-restrictions which apply to the sale of certain products
	1.4	identify the legal penalties for employers, employees and customers which apply to the unlawful sale and purchase of age-restricted products
2 Know how to prevent unlawful sales of age-restricted products	2.1	describe procedures for challenging for proof of age documentation
	2.2	describe how to refuse the sale of age-restricted products to minimise the risk of conflict
	2.3	describe how to manage conflict arising out of challenges and refusals
	2.4	describe the benefits of recording admission and sales refusals

Unit content

1 **Know current legislation relating to the sale and purchase of age-restricted products**

Reasons why the law restricts the sale of certain products
Risks of harm: to the health, safety and welfare of children; use by children, directly or indirectly, creating risk of harm to others; categories of harm (physical and psychological harm to the purchaser, moral harm through inappropriate exposure, increased vulnerability to harm caused by others, harm to others arising from underage use), increase in antisocial behaviour, affects on local community, possible long-term affect on health of young people

Which products are age-restricted by law
Caps, cracker snaps; lottery tickets/instant win; petrol; liqueur confectionery; aerosol paint; alcohol; tobacco products; crossbows; airguns and pellets; offensive weapons/knives; lighter refills containing butane; fireworks; volatile substances/solvents; DVDs, videos and games

Legal age restrictions that apply to certain products
Minimum age 16 (caps, cracker snaps, lottery tickets/instant win, petrol, liqueur confectionery, aerosol paint); minimum age 18 (alcohol, tobacco products, crossbows, airguns and pellets, offensive weapons/knives, lighter refills containing butane, fireworks, volatile substances/solvents); videos and DVDs (12, 15 and 18 years)

Legal penalties for employers, employees and customers which apply to the unlawful sale and purchase of age-restricted products
Legal penalties (fine, prison, penalty notices, on-the-spot fines, review and revoke premises licences)

2 **Know how to prevent unlawful sales of age-restricted products**

Procedures for challenging for proof of age documentation
Using Challenge 25/21 a key policy and tool to help prevent the sale of alcohol to people under the age of 18; procedure (identifying proxy-purchasers; using interpersonal skills, asking politely, use of appropriate body language, depersonalising the request, explaining why, establishing empathy); checking proof of age documents (passport, UK driving licence, proof of age scheme cards); checking ID (hologram, photo, date of birth); checking card not tampered with; continued uncertainty obliged to refuse service

How to refuse the sale of age-restricted products to minimise the risk of conflict
Interpersonal skills: refusing the sale firmly but politely; depersonalising the refusal-to-serve; separating individuals from groups to avoid 'playing to the audience'; techniques to defuse anger/conflict eg proof of age card application form

How to manage conflict arising out of challenges and refusals
Interpersonal skills: managing angry or aggressive responses from customers: not taking it personally; not becoming angry or aggressive in response; body language; not accepting abuse or aggression from others; maintaining a positive attitude; acting assertively; keeping safe by (positioning yourself correctly, estimating and assessing the likelihood of abuse turning to violence, understanding the difference between being assertive and being aggressive, remaining calm, standing your ground, seeking support from colleagues, using the techniques of 'switching' and 'lead and backup', having an exit strategy in place)

The benefits of recording admission and sales refusals
Providing evidence of due diligence in respect of legal compliance responsibilities; management and staff having a record of incidents in the event of complaints; enabling the identification of training needs in respect of underperforming staff.

Essential guidance for tutors

Delivery

The delivery of this unit should provide the learner with an understanding of how important it is for retail businesses to comply with law and regulations on age-restricted sales in general retail as well as in licensed retail outlets.

Delivery has to link knowledge of age-restricted products with an understanding of the interpersonal skills needed to challenge for a proof of age and refuse the sale of age-restricted products when necessary.

Learners need to understand the consequences for society, themselves and their store or outlet if they fail to comply with age restriction legislation.

This is a knowledge-based unit and as such can be delivered by didactic teaching utilising a PowerPoint presentation and printed learning support materials, such as a course handbook. Group work could also be undertaken. This could involve buyer-seller role-play to practise the interaction involved in challenging for proof of age and refusing underage sales. The roles can be reversed so that each player gains experience of both roles. Similarly, a small group of learners can play question and answer games – with one person playing the questioner and the others finding answers. A list of questions might be provided, eg What's the minimum age for purchasing XYZ?

Providing ready-made quizzes and practise tests, eg Identify which of the following is an acceptable proof of age document. Using a feather-light, inflated beach-ball made up different coloured segments: write the name of an age-restricted product on each segment; throw the ball into the class and ask the learner who catches it to choose a product and then ask the group what minimum age applies to this product.

Assessment

For Learning Outcome 1, assessment can be through tasks, projects or other activities completed individually to meet the assessment criteria. Examples of assessment activities could include written or oral answers to questions that test the knowledge and understanding of why the law restricts the sale of certain products, the identification of age restricted products and the particular age restriction applying to different types of product. Finally, further questions could be given testing the learners' knowledge and understanding of the legal penalties that may apply to the various participants if the laws relating to age restricted products are broken.

For Learning Outcome .2, assessment could again include written or oral answers to questions that tests knowledge and understanding of the procedures that could be in place for the challenging of customers who appear to be underage such as 25/21 and the interpersonal skills required to politely request customers to provide appropriate forms of ID. The learner should then be given a further set of questions or assessed through a roleplaying exercise, to test their knowledge and understanding of what interpersonal skills they would use to refuse the sale of age restricted products to minimise the risk of conflict. The next assessment criteria which deals with how to manage conflict arising out of challenges and refusals can also be assessed either by questioning or through role play. The learner will need to demonstrate their knowledge and understanding of the interpersonal skills required to manage angry or aggrieved customers and the various techniques available to manage the situation. Finally, the learners need to demonstrate their knowledge and understanding of the benefits of recording admission and sales refusals. This can be again done through questioning, with the learner providing evidence that they understand the importance of due diligence and the accurate recording of refusals and admissions which can facilitate the identification of training needs, staff under performance and also provide evidence for others such as the police.

Essential resources

The following legislation list may be useful for learners as further reading:

- *Children and Young Persons Acts 1991* and *1993* in relation to tobacco sales

- *National Lottery Act 1993* and associated *Regulations of 1994* in relation to lottery tickets/scratch cards

- *Offensive Weapons Act 1996* in respect of offensive weapons

- *Licensing Act 2003* in respect of alcohol

- Fireworks (Safety) Regulations 1997 in respect of fireworks and crackers and caps

- *Intoxicating substances (Supply) Act 1985* in respect of volatile substances and solvents

- *Cigarette Lighter Refill (Safety) Regulations 1999* in respect of lighter refills containing butane

- *Video Recordings Act 1984* in respect of videos and DVDs

- *Tattooing of Minors Act 1969* in respect of tattooing persons under the age of eighteen years

All of the above acts of Parliament and regulations can be ordered from Her Majesty's Stationery Office 'the stationery office' on www.tsoshop.co.uk

All of the above acts were correct at the time of going to press.

Indicative resource materials

Textbooks

Chase P – *Underage Sales Prevention Handbook (Confederation of Professional Licensees 2008)* ISBN: 9781906643041

Mehigan S QC and Phillips J – *Patterson's Licensing Acts* (Butterworths Law, 2009) ISBN 9781405742481

Websites

No ID no Sale	www.noidnosale.com
Trading Standards	www.tradingstandards.gov.uk/advice/ advice-business-sfsum1.cfm
The Grocer	www.thegrocer.co.uk/articles.aspx?page= independentarticle&ID=125347

Leicester County Council:
www.leics.gov.uk/index/business/tradingstandards/ts_youth_matters/underage_sales/age_restricted_products.htm

Unit 40: The Principles of Food Safety for Retail

Unit Code: K/502/0178

QCF Level 2: BTEC Specialist

Credit value: 1

Guided learning hours: 9

Unit aim

This unit covers the basic principles of food safety for food handlers working in the food retail industry. Holders of qualifications that include this unit will have a knowledge and understanding of; the importance of food hygiene, associated food hazards, good hygiene practice and controls based upon an awareness of food safety management systems. These topics are regarded by the Food Standards Agency as being important to understanding and maintaining good practice in the handling, processing and preparation of safe food.

Unit introduction

The success of any retail business that works in the food sector depends on having skilled staff that understand their roles and follow all food safety legislation. This unit will enable learners to understand the roles and responsibilities of themselves and their employer and to follow the legal obligations placed on them.

Personal hygiene, the wearing of appropriate clothing and how to deal with illness or injury, are considered in detail in the unit. Learners will be given opportunities to fully understand all the principles surrounding this through training, simulation or real-time practice. In this unit the learner will also consider how to keep the work area clean, the use of appropriate equipment and how to dispose of waste. In the retail food sector all food products must be kept safe. This unit will also consider the different risks posed by the different types of contamination and cross-contamination and how to handle food safely. Stock control, storage and food spoilage will also be covered.

Learners will be introduced to health and safety policies and in particular those associated with food safety. This unit will also cover the importance of risk assessments, how to define risk factors, how to report hazards and deal with all other safety issues regarding food.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how individuals can take personal responsibility for food safety	1.1 outline the importance of food safety procedures, risk assessment, safe food handling, avoiding unsafe behaviour
	1.2 describe how to report food safety hazards, infestations and food spoilage
	1.3 outline the legal responsibilities of food handlers and food business operators
2 Understand the importance of keeping him/herself clean and hygienic	2.1 explain the importance of personal hygiene in food safety including their role in reducing the risk of contamination
	2.2 describe effective personal hygiene practices, for example protective clothing, hand washing, personal illnesses, cuts and wounds
3 Understand how to keep the working area clean and hygienic	3.1 explain how to keep the work area and equipment clean and tidy to include cleaning methods, safe use of chemicals, storage of cleaning materials
	3.2 state the importance of safe waste disposal
	3.3 outline the importance of pest control

Learning outcomes	Assessment criteria
4 Understand the importance of keeping products safe	4.1 state the risk to food safety from contamination and cross-contamination to include microbial, chemical, physical and allergenic hazards, vehicles of contamination
	4.2 state how contamination of food can cause illness or injury
	4.3 describe safe food handling practices and procedures
	4.4 explain the importance of temperature controls
	4.5 describe stock control procedures including deliveries, storage, date marking and stock rotation
	4.6 explain how to deal with food spoilage to include recognition, reporting and disposal

Unit content

1 **Understand how individuals can take personal responsibility for food safety**

Importance of food safety procedures
Definitions of food safety and food hygiene; regulations for temperature control; personal hygiene and training; management of food safety; hygiene premises and practices; preventing illness and injury; good for staff and customers; good for business; HACCP 7 steps (identifying any hazards that must be prevented, eliminated or reduced, identifying the critical control points (CCPs), setting critical limits for each CCP, establishing procedures to monitor CCPs, establishing corrective actions to be taken if CCPs not under control, establishing verification procedures, establishing documents and records for effective application of above measures

Reporting food safety incidents
Taking action to remove hazards; control measures; appointed person; first-aider; manager; incident book; due diligence; reporting to supervisor

Legal responsibilities
Food Safety Act 1990; relevance to workplace; responsibility of employer and employees for food safety; risk assessments; food safety hazards; food must not be harmful, unfit, contaminated or below standard; Environmental Health Practitioner (fines, penalties)

2 **Understand the importance of keeping him/herself clean and hygienic**

Importance of personal hygiene
Legal requirement to observe high standards of personal hygiene; moral obligation to customers; contamination of food through habits, poor hand washing, things that are worn

Effective personal hygiene practices
Principles of washing hands before, between and after handling food; washing hands with bactericidal soap; six steps of hand washing – wet hand with hot water, soap, rub soap, rinse, dry hands, anti-bacterial lotion if required; protective clothing; appearance – hair, nails jewellery; personal habits and behaviour; personal health and first aid

3   **Understand how to keep the working area clean and hygienic**

Keeping the work area and equipment clean and tidy
Well-designed layouts contributing to avoidance of contamination by allowing flow and reducing overcrowding; minimum lighting illuminance in storage area 20 Lux; minimum lighting illuminance in kitchens 50 Lux; ventilation covered by Workplace (Health, Safety and Welfare) Regulations 1992 – between 6 - 20 air changes per hour; keeping equipment clean and disinfected, in good condition and repair, installed correctly, any required control devices; using chemical additives in accordance with practice; six steps of cleaning – pre-clean, main clean, rinse (hot), disinfect, rinse, dry; cleaning schedules, detergent, disinfectant and sanitiser; cleaning temperature 82°C; monitoring of cleaning – inspect, audit, test

Importance of safe waste disposal
Following procedures for internal and external waste control; protective equipment; separation waste; tying bags securely; not letting bins overflow; keeping bins and lids clean, following personal hygiene procedures; stopping cross-contamination

Importance of pest control
Pest control can spread diseases, damage profit and reputation, equipment and buildings; non-compliance with regulations may result in fine or closure of business; causes of pest infestation – place to shelter, feed, drink, breed; types – rodents, insects, birds, domestic pets; signs of infestation – sighting, droppings, damage, dead bodies, eggs and larvae; good housekeeping – pest proofing, denying harborage, denying food; treatment – poison, trap but prevention is best

4   **Understand the importance of keeping products safe**

Risks from contamination and cross-contamination
Contamination: chemical, physical, micro-biological; sources; cross-contamination – vehicles; high-risk foods; how to avoid cross-contamination

Risks: food-borne illness; injury on consumption; unfit or spilt food; prosecution

How contamination can cause illness
Contamination is the presence of in food of any unwanted objectionable matter or substance; chemical or physical causing illness or injury; micro-borne bacteria causing illness (pathogens; bacteria producing toxins; vulnerable groups – young, old, expectant mothers, people in hospitals, those with low immune systems; symptoms (nausea, dermatitis, stomach pain, fever, headache, constipation, diarrhoea, vomiting)

Methods for safe food handling
Requirements for bacteria to grow; methods to destroy bacteria (heat, radiation, chemicals); other factors (personal hygiene, waste control, pest control); HACCP; safe food handling (chilling and freezing, pasteurisation and sterilisation, canning, drying, chemical preservatives, removal of air)

Importance of temperature controls
Keeping food at correct temperature to prevent the growth of harmful bacteria that could cause illness; temperatures for storage (frozen, chilled, ambient); minimum freezer temperature; refrigeration unit temperature storage; hot holding temperature; centre/core temperature to be reached for 30 seconds for all cooked or heated food

Stock control procedures
Refrigerate at 5°C and below; frozen food stored at -18°C and below;
not selling after use-by date; removing foods with expired date controls;
date/rotation order; separate raw/cooked; checking temperatures; throwing
away damaged/contaminated food; reporting and fixing broken refrigerators;
checking all delivered foods

How to deal with food spoilage
What happens to spoiled food (decomposition, contamination, damage);
completing hazard analysis to prevent it happening again; recognising signs
of spoilt food (discolouration, change of flavour, observable mould, change of
smell, damage to packaging, change to texture); preventing contamination
(checking use-by and sell-by dates, keeping storage areas clean, reporting any
sign of spoilage to supervisor, treating as all waste)

Essential guidance for tutors

Delivery

This unit should be delivered so that it gives learners an understanding of the importance a retail business places on maintaining food safety. Learners should be given opportunities to understand the typical food safety issues that are associated with a retail business. This will create a greater understanding of their role and the employer's role in fulfilling appropriate responsibilities.

Learners need to understand the procedures for dealing with risk assessments and food safety hazards across all aspects of the unit. They should be given the opportunity to participate in these activities as this will promote greater knowledge and understanding of how risks can be avoided or reduced. The learners would have their knowledge enhanced by a visit to at least one retail premises where good food safety principles are put into practice. They should be allowed to draw up procedures that would prevent cross-contamination and spoilage.

Learners should also be given the opportunity to be involved in the steps to handle waste, deal with pest control and store and use cleaning materials. This will lead to a greater understanding of the measures to reduce risks. They will need to be involved in dealing with the safe use of chemicals and the disposal of food waste.

Assessment

Learning outcome 1: can be covered by the learners having access to a retail business health and safety policies and procedures to understand the principles and law behind food safety regulations in the workplace. A visit to a workplace where the learners could produce risk assessments and be given scenarios would augment the understanding of the policies and procedures and how to implement them. A short personal statement explaining employee, employer responsibilities and HACCP would demonstrate a full understanding of this outcome.

Learning outcome 2: can take the form of a training exercise or simulated activity that shows the learners fully understand the importance of personal hygiene practices and procedures. Briefing notes to back this up would allow learners to familiarise themselves with the procedures before taking part in training or simulation.

Learning outcome 3: can be covered by producing briefing notes that enable the learner to understand the actions needed to deal with cleaning practices and equipment. Learners should carry out tasks that provide evidence explaining how to use cleaning equipment and how the waste is disposed of. A short personal statement detailing how pest control is implemented and waste is managed in the business would also fulfil this outcome if not demonstrated by other evidence. Risk assessments produce for learning outcome 1 will also provide evidence for these assessment criteria.

Learning outcome 4: can be covered by the risk assessments and scenarios produced for learning outcome 1. Briefing notes for this outcome could also be provided. Learners must use real-time examples to demonstrate they understand how contamination happens and how to report and deal with it when it does. A short report covering the importance of temperature controls and stock control in keeping food products safe should be included.

Indicative reading for learners

Books

Nash C – *Food Safety First Principles* (Chadwick House, 2006) ISBN 9781904306467

Salmon B and Golton-Davis, J – *Understanding Food Hygiene and Safety Regulations (2009/2010 Edition)* (Food Solutions Publishing Ltd, 2009) ISBN 9780955746604

Stranks J – *The A-Z of Food Safety* (Thorogood, 2007) ISBN 9781854183798

Magazines and Journals

Food Safety Magazine

Retail Weekly

The Grocer

Websites

www.direct.gov.uk

www.fda.gov.uk

www.hse.gov.uk

Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website (www.edexcel.com).

Useful publications

Further copies of this document and related publications can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Nottinghamshire NG18 4FN

Telephone: 01623 467 467
Fax: 01623 450 481
Email: publication.orders@edexcel.com

Related information and publications include:

• Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes (Edexcel, distributed to centres annually)

• Functional Skills publications – specifications, tutor support materials and question papers

• Regulatory arrangements for the Qualification and Credit Framework (published by Ofqual) August 2008

• the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

SkillSmart Retail
The Sector Skills Council for Retail
4th Floor
93 Newman Street
London W1T 3EZ

Telephone: 020 7462 5060
Fax: 020 7462 5061
Website: www.skillsmartretail.com

Professional development and training

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

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

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

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

Our customer service numbers are:

BTEC and NVQ   0844 576 0026

GCSE 0844 576 0027

GCE   0844 576 0025

The Diploma   0844 576 0028

DIDA and other qualifications   0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Annexe A

The Edexcel/BTEC qualification framework for the Retail sector

Progression opportunities within the framework.

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
5			Edexcel BTEC Level 5 Higher National Certificate in Retail Management Edexcel BTEC Level 5 Higher National Diploma in Retail Management		
4					

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
3		Edexcel Level 3 Principal Learning in Retail Business Level 3 Advanced Diploma in Retail Business.	Edexcel BTEC Level 3 National Award in Retail	Edexcel BTEC Level 3 Award/Certificate in Retail Knowledge	Level 3 NVQ in Retail (Management) Level 3 NVQ in Retail (Sales Professional) Level 3 NVQ in Retail (Visual Merchandising)
2		Level 2 Higher Diploma in Retail Business	Edexcel BTEC Level 2 First Certificate in Retail Edexcel BTEC Level 2 First Diploma in Retail	Edexcel BTEC Level 2 Award/Certificate/ Diploma in Retail Knowledge Edexcel BTEC Level 2 Certificate in Retail Knowledge (Beauty) (QCF)	Edexcel Level 2 NVQ in Retail Skills
1	Level 1 Foundation Diploma in Retail Business			Edexcel Level 1 BTEC Award/Certificate in Retail Knowledge	Edexcel Level 1 NVQ in Retail Skills

Annexe B

Wider curriculum mapping

Study of the Edexcel BTEC Level 2 and 3 qualifications gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds or rights and how these affect both individuals and communities for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C

National Occupational Standards/mapping with NOS

The grid below maps the knowledge covered in the Edexcel BTEC Level 2 and 3 Specialist qualifications in Retail against the underpinning knowledge of the Level 2 and 3 NVQ in Retail Skills or National Occupational Standards in Retail

KEY

\#   indicates partial coverage of the NVQ unit

    a blank space indicates no coverage of the underpinning knowledge

Units	1	2	3	4	5	6	7	8	9	10	11	12
Edexcel BTEC Level 2 in Retail Knowledge (QCF)												
C.214 (K)							✓					
C.252 (K)					✓		✓					
E.211 (K)							✓					
B.209 (K)					✓							
C.215 (K)					✓							
C.216 (K)					✓							
C.253 (K)												
E.105 (K)			✓									
E.106 (K)			✓									
E.208 (K)			✓									
E.209 (K)			✓									
E.335 (K)			✓									
E.336 (K)			✓									
E.338 (K)			✓									
E.101 (K)						✓						
E.205 (K)						✓						
D.202 (K)	✓											
D.203 (K)	✓											
D.302 (K)	✓											
E.102 (K)				✓								
E.206 (K)				✓								
E.207 (K)				✓								
C.205 (K)		✓										
C.208 (K)		✓										

Units	1	2	3	4	5	6	7	8	9	10	11	12
Edexcel BTEC Level 2 in Retail Knowledge (QCF)												
B.201 (K)								✓				
B.203 (K)								✓				
B.204 (K)								✓				
B.205 (K)								✓				
C.268 (K)												
B.102 (K)												
B.103 (K)												
B.202 (K)												
B.206 (K)												
B.235 (K)												
B.104 (K)												
C.206 (K)												
C.260 (K)												
E.210 (K)												
C.201 (K)									✓			
C.202 (K)									✓			
C.230 (K)									✓			
C.231 (K)									✓			
C.232 (K)									✓			
C.233 (K)									✓			
C.237 (K)									✓			
C.101 (K)												
C.254 (K)												
C.207 (K)												
E.107 (K)												
E.109 (K)												
C.312 (K)										✓		
C.313 (K)										✓		
C.314 (K)										✓		

Units	13	14	15	16	17	18	19	20	21	22	24	25	26
Edexcel BTEC Level 2 in Retail Knowledge (QCF)													
C.214 (K)		✓	✓	✓	✓	✓			✓	✓			
C.252 (K)									✓	✓	✓		✓
E.211 (K)													
B.209 (K)													
C.215 (K)													
C.216 (K)													
C.253 (K)	✓	✓	✓	✓	✓	✓							
E.105 (K)													
E.106 (K)													
E.208 (K)	✓												
E.209 (K)													
E.335 (K)													
E.336 (K)													
E.338 (K)													
E.101 (K)													
E.205 (K)													
D.202 (K)													
D.203 (K)													
D.302 (K)													
E.102 (K)													
E.206 (K)													
E.207 (K)													
C.205 (K)	✓	✓	✓	✓	✓	✓							
C.208 (K)	✓	✓	✓	✓	✓	✓							
B.201 (K)													
B.203 (K)							✓	✓		✓			
B.204 (K)							✓	✓		✓			
B.205 (K)							✓	✓					
C.268 (K)										✓			
B.102 (K)		✓	✓	✓	✓	✓	✓	✓					
B.103 (K)							✓	✓			✓		
B.202 (K)							✓	✓					

Units	13	14	15	16	17	18	19	20	21	22	24	25
Edexcel BTEC Level 2 in Retail Knowledge (QCF)												
B.206 (K)							✓	✓				
B.235 (K)							✓	✓				
B.104 (K)							✓					
C.206 (K)		✓	✓			✓	✓					
C.260 (K)									✓			
E.210 (K)											✓	
C.201 (K)												
C.202 (K)												
C.230 (K)												
C.231 (K)												
C.232 (K)												
C.233 (K)												
C.237 (K)												
C.101 (K)	✓	✓	✓	✓	✓	✓						
C.254 (K)	✓	✓	✓	✓	✓	✓						
C.207 (K)		✓			✓	✓						
E.107 (K)				✓								
E.109 (K)				✓								
C.312 (K)												
C.313 (K)												
C.314 (K)												

Units	23	26	27	28	29	30	31	35	36	37	38	39	40
Edexcel BTEC Level 3 in Retail Knowledge (QCF)													
B 235 (K)													✓
C.252 (K)					✓							✓	
C.310 (K)					✓								
D.301 (K)		✓											
D.302 (K)		✓											
D.304 (K)		✓											
E.211 (K)					✓								
E.303 (K)													
E.304 (K)				✓									
E.305 (K)				✓									
E306 (K)			✓										
E.307 (K)			✓	✓									
E.335 (K)													
E.336 (K)													
E.338 (K)													
C.313 (K)						✓							
B.301 (K)							✓						
B.302 (K)							✓						
B.304 (K)							✓						

Annexe D Functional Skills Mapping

Mapping to Level 1 Functional Skills

Level 1	Unit number																								
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**	**24**	**25**
English — Speaking and Listening																								
Take part in formal and informal discussions/exchanges	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
English — Reading																								
Read and understand a range of texts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
English — Writing																								
Write documents with to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Unit number																									
Mathematics – Representing	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	24	25
Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine										✓	✓		✓	✓	✓	✓	✓	✓						✓
Identify and obtain necessary information to tackle the problem										✓	✓													
Select and apply mathematics in an organised way to find solutions to practical problems for different purposes										✓	✓													
Use appropriate checking procedures at each stage										✓	✓													
Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations										✓	✓													

Level 1																								

Unit number

Mathematics – Representing	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	24	25
Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine																								

Level 1	Unit number																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	24	25
ICT – use ICT systems																								
Interact with and use ICT systems independently to meet needs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use ICT to plan work and evaluate their use of ICT systems									✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						✓
Manage information storage																								
Follow and understand the need for safety and security practices									✓	✓	✓					✓								✓
ICT – find and select information																								
Select and use a variety of sources of information independently to meet needs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Access, search for, select and use ICT-based information and evaluate its fitness for purpose									✓						✓	✓	✓	✓						

Level 1	Unit number																			
ICT – develop, present and communicate information	✓	✓	✓																	
Enter, develop and format information to suit its meaning, and purpose including: text and tables, images, numbers, graphs, records																				
Bring together information to suit content and purpose																				
Present information in ways that are fit for purpose and audience																				
Evaluate the selection and use of ICT tools and facilities used to present information																				
Select and use ICT to communicate and exchange information safely, independently, responsibly and effectively																				

Level 2	Unit number																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	24	25
English – Speaking and listening																								
Make a range of contributions to discussions and make effective presentations									✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						✓
English – Reading																								
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions									✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						✓
English – Writing																								
Write texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively									✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						✓

Level 2	Unit number																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	24	25
Mathematics – Representing																									
Understand routine and non-routine problems in familiar and unfamiliar contexts and situations										✓	✓		✓	✓	✓	✓	✓	✓						✓
Identify the situation or problems and identify the mathematical methods needed to solve them										✓	✓													
Select a range of mathematics to find solutions										✓	✓													
Mathematics – Analysing																									
Apply a range of mathematics to find solutions										✓	✓													
Use appropriate checking procedures and evaluate their effectiveness at each stage										✓	✓													

Level 2	Unit number																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	24	25
ICT – Find and select information																								
Use appropriate search techniques to locate and select relevant information									✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						✓
Select information from a variety of sources to meet requirements of a complex task									✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						✓
ICT – Develop																								
Enter, develop and refine information using appropriate software to meet requirements of a complex task									✓	✓	✓					✓								✓
Use appropriate software to meet the requirements of a complex data-handling task									✓	✓	✓													✓
Use communications software to meet requirements of a complex task									✓	✓	✓		✓	✓	✓	✓	✓	✓						

Level 2

ICT – Develop

Unit number

Combine and present information in ways that are fit for purpose and audience					✓	✓	✓	✓	✓	✓	✓								
Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information					✓	✓	✓												

BA031215 – Specification – Edexcel BTEC Level 2 and Level 3 Award, Certificate and Diploma in Retail Knowledge (QCF) – Issue 4 – March 2012 © Pearson Education Limited 2012

Annexe E Onscreen Multiple Choice Question Testing

BTEC Level 2 Award in Retail Knowledge (QCF)

To achieve this qualification you must achieve 9 credits

All 9 credits can be achieved via onscreen testing.

You MUST take EITHER test 1 or test 2 (5 credits).

The remaining 4 credits can be achieved by other tests from either units which may be assessed through onscreen testing.

Test Paper No	Test Paper (units covered)	Unit Title	Unit Ref on NDAQ	Credit Value	No. of questions	Test Duration (minutes)
1	Unit 1 & 2	Unit 1: Understanding customer service in the retail sector	M/502/5821	3	50	75
		Unit 2: Understanding the retail selling process	A/502/5806	2		
2	Unit 3 & 4	Unit 3: Understanding how individuals and teams contribute to the effectiveness of a retail business	J/502/5789	3	50	75
		Unit 4: Understanding how a retail business maintains health and safety on its premises	A/502/5823	2		
3	Unit 5	Unit 5: Understanding retail consumer law	D/502/5801	2	20	30
4	Unit 6	Unit 6: Understanding security and loss prevention in a retail business	K/502/5817	2	20	30
5	Unit 7	Unit 7: Understanding the handling of customer payments in a retail business	H/502/5797	2	20	30
6	Unit 8	Unit 8: Understanding the control, receipt and storage of stock in a retail business	F/502/5810	2	20	30
7	Unit 9	Unit 9: Understanding visual merchandising for retail business	A/600/0656	2	20	30

BTEC Level 2 Certificate in Retail Knowledge (QCF)

To achieve this qualification you must achieve 14 credits

All 14 credits can be achieved via onscreen testing.

You MUST take BOTH test 1 and test 2 (10 credits).

The remaining 4 credits can be achieved by other tests from either units which may be assessed through onscreen testing.

Test Paper No	Test Paper (units covered)	Unit Title	Unit Ref on NDAQ	Credit Value	No. of questions	Test Duration (minutes)
1	Unit 1 & 2	Unit 1: Understanding customer service in the retail sector	M/502/5821	3	50	75
		Unit 2: Understanding the retail selling process	A/502/5806	2		
2	Unit 3 & 4	Unit 3: Understanding how individuals and teams contribute to the effectiveness of a retail business	A/502/5823	3	50	75
		Unit 4: Understanding how a retail business maintains health and safety on its premises	J/502/5789	2		
3	Unit 5	Unit 5: Understanding retail consumer law	D/502/5801	2	20	30
4	Unit 6	Unit 6: Understanding security and loss prevention in a retail business	K/502/5817	2	20	30
5	Unit 7	Unit 7: Understanding the handling of customer payments in a retail business	H/502/5797	2	20	30
6	Unit 8	Unit 8: Understanding the control, receipt and storage of stock in a retail business	F/502/5810	2	20	30
7	Unit 9	Unit 9: Understanding visual merchandising for retail business	A/600/0656	2	20	30
8	Unit 33	Unit 33: Understanding how the effectiveness of store operations can be improved	H/502/5802	3	30	30

BTEC Level 2 Diploma in Retail Knowledge (QCF)

To achieve this qualification you must achieve 37 credits

A maximum of 25 credits can be achieved by taking ALL of the units below via an onscreen test.

The additional 12 credits would have to be obtained via portfolio/assignment based assessment.

You MUST take BOTH test 1 and test 2 (10 credits)

The remaining 27 credits will need to be made by any other test(s) plus additional specialist units that are only assessed via assignments/portfolio.

Test Paper No	Test Paper (units covered)	Unit Title	Unit Ref on NDAQ	Credit Value	No. of questions	Test Duration (minutes)
1	Unit 1 & 2	Unit 1: Understanding customer service in the retail sector	M/502/5821	3	50	75
		Unit 2: Understanding the retail selling process	A/502/580	2		
2	Unit 3 & 4	Unit 3: Understanding how individuals and teams contribute to the effectiveness of a retail business	A/502/5823	3	50	75
		Unit 4: Understanding how a retail business maintains health and safety on its premises	J/502/5789	2		
3	Unit 5	Unit 5: Understanding retail consumer law	D/502/5801	2	20	30
4	Unit 6	Unit 6: Understanding security and loss prevention in a retail business	K/502/5817	2	20	30
5	Unit 7	Unit 7: Understanding the handling of customer payments in a retail business	H/502/5797	2	20	30
6	Unit 8	Unit 8: Understanding the control, receipt and storage of stock in a retail business	F/502/5810	2	20	30
7	Unit 9	Unit 9: Understanding visual merchandising for retail business	A/600/0656	2	20	30

Test Paper No	Test Paper (units covered)	Unit Title	Unit Ref on NDAQ	Credit Value	No. of questions	Test Duration (minutes)
8	Unit 33	Unit 33: Understanding how the effectiveness of store operations can be improved	H/502/5802	3	30	30

Please note: We are looking at adding some of the L3 units within the L2 Diploma so that more of the qualification can be obtained via Onscreen tests.

BTEC Level 3 Award in Retail Knowledge (QCF)

To achieve this qualification you must achieve 5 credits

All 5 credits can be achieved via onscreen testing.

There are no core units in this qualification – you can take any combination of units below to achieve the Award.

Test Paper No	Test Paper (units covered)	Unit Title	Unit Ref on NDAQ	Credit Value	No. of questions	Test Duration (minutes)
1	Unit 26 & 27	Unit 26: Understanding customer service in the retail sector	K/502/5803	2	40	40
		Unit 27: Understanding the management of risks to health and safety on the premises of a retail business	F/502/5824	2		
2	Unit 28	Unit 28: Understanding security and loss prevention in a retail business	M/502/5818	3	30	30
3	Unit 29	Unit 29: Understanding how the smooth operation of a payment point is maintained	M/502/5799	3	30	30
4	Unit 30	Unit 30: Understanding the retail selling process	F/502/5807	2	20	20
5	Unit 31	Unit 31: Understanding the management of stock in a retail business	L/502/5826	3	30	30
6	Unit 32	Unit 32: Understanding the development of personal and team effectiveness in a retail business	A/502/5787	4	20	20
7	Unit 33	Unit 33: Understanding how the effectiveness of store operations can be improved	H/502/5802	3	30	30

BTEC Level 3 Certificate in Retail Knowledge (QCF)

To achieve this qualification you must achieve 16 credits

All 16 credits can be achieved via onscreen testing.

You MUST take BOTH test 1 and test 2 (10 credits).

The remaining 6 credits can be achieved by any other tests/units.

Test Paper No	Test Paper (units covered)	Unit Title	Unit Ref on NDAQ	Credit Value	No. of questions	Test Duration (minutes)
1	Unit 26 & 27	Unit 26: Understanding customer service in the retail sector	K/502/5803	2	40	40
		Unit 27: Understanding the management of risks to health and safety on the premises of a retail business	F/502/5824	2		
2	Unit 28	Unit 28: Understanding security and loss prevention in a retail business	M/502/5818	3	30	30
3	Unit 29	Unit 29: Understanding how the smooth operation of a payment point is maintained	M/502/5799	3	30	30
4	Unit 30	Unit 30: Understanding the retail selling process	F/502/5807	2	20	20
5	Unit 31	Unit 31: Understanding the management of stock in a retail business	L/502/5826	3	30	30
6	Unit 32	Unit 32: Understanding the development of personal and team effectiveness in a retail business	A/502/5787	4	20	20
7	Unit 33	Unit 33: Understanding how the effectiveness of store operations can be improved	H/502/5802	3	30	30

BTEC Level 3 Diploma in Retail Knowledge (QCF)

To achieve this qualification you must achieve 37 credits

A maximum of 22 credits can be achieved by taking ALL of the units below via an onscreen test.

The additional 15 credits would have to be obtained via portfolio/assignment based assessment.

You MUST take all of the tests plus 15 credits from the specialist optional units that are only available via portfolio/assignment based assessment at this present time.

Test Paper No	Test Paper (units covered)	Unit Title	Unit Ref on NDAQ	Credit Value	No. of questions	Test Duration (minutes)
1	Unit 26 & 27	Unit 26: Understanding customer service in the retail sector	K/502/5803	2	40	40
		Unit 27: Understanding the management of risks to health and safety on the premises of a retail business	F/502/5824	2		
2	Unit 28	Unit 28: Understanding security and loss prevention in a retail business	M/502/5818	3	30	30
3	Unit 29	Unit 29: Understanding how the smooth operation of a payment point is maintained	M/502/5799	3	30	30
4	Unit 30	Unit 30: Understanding the retail selling process	F/502/5807	2	20	20
5	Unit 31	Unit 31: Understanding the management of stock in a retail business	L/502/5826	3	30	30
6	Unit 32	Unit 32: Understanding the development of personal and team effectiveness in a retail business	A/502/5787	4	20	20
7	Unit 33	Unit 33: Understanding how the effectiveness of store operations can be improved	H/502/5802	3	30	30

Annexe F

Glossary of Accreditation Terminology

The following information about this qualification can also be found on the Edexcel website.

Accreditation start/end date	The first/last dates that Edexcel can register learners for a qualification.
Certification end date	**The last date on which a certificate may be issued by Edexcel.**
Credit value	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
Guided Learning Hours (GLH)	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
Learning Aims Database	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
Learning Aim Reference	Unique reference number given to the qualification by the funding authorities on accreditation.
Level	The level at which the qualification is positioned in the Qualifications and Credit Framework (QCF).
Performance tables	This qualification is listed on the Department for Education (DfE) website School and College Achievement and Attainment Tables (SCAAT) as performance indicators for schools and colleges.
Qualification Accreditation Number (QAN)	Unique reference number given to the qualification by the regulatory authorities on accreditation.
Register of Regulated Qualifications	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.

Section 96	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.
Section 97	Section 97 is a section of the Learning and Skills Act 2000. This shows whether the qualification is publicly funded for learners aged 19 and over.
Title	The accredited title of the qualification.
UCAS points	This/these qualification(s) is/are listed on the Universities and Colleges Admissions Service (UCAS) tariff for those wishing to progress to higher education.

Annexe G

BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 7 Advanced Professional Qualifications BTEC Advanced Professional Award, Certificate and Diploma	**7**	**BTEC Level 7 Professional Qualifications** BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional Qualifications BTEC Professional Award, Certificate and Diploma	**6**	**BTEC Level 6 Professional Qualifications** BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional Qualifications BTEC Professional Award, Certificate and Diploma	**5**	**BTEC Level 5 Professional Qualifications** BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 5 Higher Nationals** BTEC Level 5 HND Diploma
BTEC Level 4 Professional Qualifications BTEC Professional Award, Certificate and Diploma	**4**	**BTEC Level 4 Professional Qualifications** BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 4 Higher Nationals** BTEC Level 4 HNC Diploma
BTEC Level 3 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	**3**	**BTEC Level 3 Specialist Qualifications** BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 3 Nationals** BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 2 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	**2**	**BTEC Level 2 Specialist Qualifications** BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 2 Firsts** BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	**1**	**BTEC Level 1 Specialist Qualifications** BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 1 Qualifications** BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	**BTEC Entry Level Specialist Qualifications** BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	**BTEC Entry Level Qualifications (E3)** BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

NQF = National Qualifications Framework

QCF = Qualifications and Credit Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

For qualifications on the **QCF**, the accreditation start date is usually 1 September 2010 or 1 January 2011

QCF qualification sizes	
Award	1-12 credits
Certificate	13-36 credits
Diploma	37+ credits