Pearson BTEC Level 3 Award in Working with Colleagues to Promote Multi-channel Retailing (QCF)

Specification

Combined (Competence and Knowledge) qualification

First registration February 2015

PEARSON

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

Contents

Purpose of this specification

This specification sets out:

- the objectives of the qualification

- any other qualification that a learner must have completed before taking the qualification

- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification

- the combination of units that a learner must have completed before the qualification will be awarded and any pathways

- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded

- the knowledge, skills and understanding that will be assessed as part of the qualification

- the method of any assessment and any associated requirements relating to it

- the criteria against which a learner's level of attainment will be measured (such as assessment criteria)

- assessment requirements and/or evidence requirements required as specified by the relevant Sector Skills Council/Standards Setting Body

- assessment requirements/strategy as published by the relevant Sector Skills Council/Standards Setting Body

- the Apprenticeship Framework in which the qualification is included, where appropriate.

1 Introducing BTEC Combined (Competence and Knowledge) qualifications

What are Combined (Competence and Knowledge) qualifications?

A Combined (Competence and Knowledge) qualification is a work-based qualification that combines competence and technical knowledge to give learners the practical competencies, technical skills and sector-related knowledge they need to carry out a job effectively.

Combined (Competence and Knowledge) qualifications are based on the National Occupational Standards (NOS) for the appropriate sector. NOS define what employees, or potential employees, must be able to do and know, and how well they should carry out work tasks and work roles. At Level 2 and above, these qualifications are recognised as the competence component of Apprenticeship Frameworks. Qualifications at Level 1 can be used in Traineeships, which are stepping stones to Apprenticeship qualifications. Combined (Competence and Knowledge) qualifications can also be delivered as stand-alone for those who wish to take a work-based qualification.

Combined (Competence and Knowledge) qualifications are outcome based with no fixed learning programme – allowing flexible delivery that meets the individual learner's needs. The qualifications are suitable for those in employment and for those studying at college who have a part-time job or access to a substantial work placement, in order to demonstrate the competencies that are required for work.

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

There are three sizes of Combined (Competence and Knowledge) qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

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

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

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

2   Qualification summary and key information

Qualification title	Pearson BTEC Level 3 Award in Working with Colleagues to Promote Multi-channel Retailing (QCF)
QCF Qualification Number (QN)	XXX/XXX/X
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	
Operational start date	01/02/2015
Approved age ranges	18+
Credit value	6
Assessment	Portfolio of Evidence (internal assessment)
Guided learning hours	45
Grading information	The qualification and units are graded pass/fail.

Qualification title	Pearson BTEC Level 3 Award in Working with Colleagues to Promote Multi-channel Retailing (QCF)
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment Policy (see *Section 7, Access and Recruitment*).
Funding	Details on funding approval will be available in the future on the Learning Aims Reference Service (LARS) database, which replaces the Learning Aim Reference Application (LARA). In the interim, the LARS Lite database is available to check funding approval.

Alternatively, the Skills Funding Agency's simplified funding catalogues can be used to check funding approval.

Further information and guidance is available on the website www.gov.uk |

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

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

3 Qualification rationale

Qualification objectives

The Pearson BTEC Level 3 Award in Working with Colleagues to Promote Multi-channel Retailing (QCF) is for learners working in a supervisory role, in a multi-channel retail environment, where they are required to support and guide their team and colleagues in promoting the use of new technology to make purchases.

Multi-channel retail is a growing area that uses smart technology to change the way in which people shop. This Level 3 Award will give supervisors an understanding of the use of in-store, web-based facilities. It will also help them to motivate colleagues to promote web-based retail facilities to customers.

The qualification gives learners the opportunity to:

- develop knowledge and skills related to multi-channel retailing

- motivate colleagues in the use of web-based retail facilities to promote these facilities to customers

- understand the role of in-store, web-based retail facilities in promoting retail sales

- achieve a nationally-recognised Level 3 qualification

- develop their personal growth and engagement in learning.

Progression opportunities

Learners who achieve the

Pearson BTEC Level 3 Award in Working with Colleagues to Promote Multi-channel Retailing (QCF) can progress to the Apprenticeship in multi-channel retail, which constitutes the Pearson BTEC Level 3 Diploma in Multi-channel Retail (QCF). This qualification will help learners who want to gain skills and knowledge in retail and the use of new technology in a multi-channel retail setting.

Learners who achieve the Pearson BTEC Level 3 Award in Working with Colleagues to Promote Multi-channel Retailing (QCF) can also progress to new roles in the growing area of multi-channel and digital retail technology, for example senior sales assistant, team supervisor in multi-channel retail.

Industry support and recognition

This qualification is supported by People 1st, the Sector Skills Council for retail.

Relationship with National Occupational Standards

This qualification is based on the National Occupational Standards (NOS) in Multi-channel Retailing, which were set and designed by People 1st.

4 Qualification structure

Pearson BTEC Level 3 Award in Working with Colleagues to Promote Multi-channel Retailing (QCF)

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

Minimum number of credits that must be achieved	6
Both units are mandatory	

Unit	Unit reference number	Units	Level	Credit	Guided learning hours
1	K/505/9384	Understanding the use of in-store web-based facilities in promoting retail sales	2	2	15
2	Y/505/9381	Motivating colleagues to promote web-based retail facilities to customers	3	4	30

5   Programme delivery

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

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

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

Elements of good practice

Learner recruitment, preparation and support

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

- providing initial advice and guidance, including work tasters, to potential learners to give them an insight into the relevant industry and the learning programme

- using a range of appropriate and rigorous selection methods to ensure that learners are matched to the programme best suited to their needs

- carrying out a thorough induction for learners to ensure they completely understand the programme and what is expected of them. The induction should include, for example, the requirements of the programme, an initial assessment of current competency levels, assessment of individual learning styles, identification of training needs, an individual learning plan, details of training delivery and the assessment process. It is good practice to involve employers in the induction process. This helps employers to understand what will be taking place during the programme and enables them to start building a relationship with the centre to support the effective delivery of the programme

- maintaining regular contact with the learner to keep them engaged and motivated, and ensuring that there are open lines of communication between the learner, the assessor, the employer and teaching staff.

Training and assessment delivery

Good practice in relation to training and assessment delivery includes:

- offering flexible delivery and assessment to meet the needs of the employer and learner, through the use of a range of approaches, for example virtual learning environments (VLEs), online lectures, video, printable online resources, virtual visits, webcams for distance training, e-portfolios

- balancing on-the-job and off-the-job training to meet the knowledge and competence requirements of the programme

  - off-the-job: the nature of Combined (Competence and Knowledge) qualifications means that the development of technical and sector-related knowledge is integral to learners achieving the qualifications. As a result, learners need to have sufficient time away from the work environment to focus on developing their technical and industry knowledge, and transferable and practical skills related to their job role. Tutors need to use a range of teaching and learning methods to deliver this training effectively. Examples of methods are: demonstration, observation and imitation, practising ('trial and error'), feedback on performance from experts and peers, reflective practice, real-world problem solving, enquiry-based learning, simulation and role play, peer learning, virtual learning environments, questioning and discussions

  - on-the-job: planning opportunities with the employer for the development and practising of skills on-the-job. The on-the-job element of the programme not only offers opportunities for assessment, but also plays an important role in developing the learner's routine expertise, resourcefulness, craftspersonship and business-like attitude. It is important that there is intentional structuring of practice and guidance to supplement the learning and development provided through engagement in everyday work activities. Teaching and learning methods, such as coaching, mentoring, shadowing, reflective practice, collaboration and consultation, could be used in this structured on-the-job learning

- developing an holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units as appropriate, thereby reducing the assessment burden on learners and assessors. It is good practice to draw up an assessment plan that aligns the units with the learning process and the acquisition of knowledge and skills, and which indicates how and when the units will be assessed

- discussing and agreeing with the learner and employer suitable times, dates and work areas where assessment will take place. Learners and employers should be given regular and relevant feedback on performance and progress.

Employer engagement

Good practice in relation to employer engagement includes:

- communicating with employers at the start of the programme to understand their business context and requirements so that the programme can be tailored to meet their needs

- working with employers to ensure that learners are allocated a mentor in the workplace to assist them in the day-to-day working environment and to act as a contact for the assessor/tutor

- helping employers to better understand their role in the delivery of the programme. It is important employers understand that learners must be given sufficient and relevant work in order to provide a culture of learning and to ensure learners are given every opportunity to participate in aspects of continuous professional development (CPD).

Delivery guidance for the Pearson BTEC Level 3 Award in Working with Colleagues to Promote Multi-channel Retailing (QCF)

The Pearson BTEC Level 3 Award in Working with Colleagues to Promote Multi-channel Retailing (QCF) has two mandatory units:

Unit 1: Understanding the Use of In-store Web-based Facilities in Promoting Retail Sales

Unit 2: Motivating Colleagues to Promote Web-based Retail Facilities to Customers.

Unit 1 is a knowledge-based unit whereas Unit 2 is a combined unit that has both knowledge and competence-based learning outcomes.

Unit 1 and learning outcome 1 from Unit 2 would be suitable for a tutorial-style delivery where the underlying principles of using web-based facilities could be explored, examined and discussed. This will give learners a sound knowledge base for the development of practical skills that can be evidenced in the workplace. To make delivery of the knowledge-based units more interesting, guest speakers could be bought in from suitable retail outlets to share their knowledge and experience of training staff in the use of new web-based facilities in-store. Other methods of delivery could include presentations, case studies, group and individual learner research, video clips from real work situations, online learning resources and group discussions.

For example in Unit 1 learning outcome 1, the learner could be tasked with researching their own organisation's in-store web-based retail selling facilities and then comparing them with competitors or other learners' organisations' websites. Learning outcome 2 could be delivered through role play across different situations, giving learners an understanding of the different types of customer journey that take place.

For Unit 2 learning outcome 1, learners could reflect on instances when issues such as new technology, change at work or new management teams have required training and support for staff. A tutor-led discussion would give learners the opportunity to present and share their reflections, as well as drawing on their experiences of addressing the issues they faced. Others within in the organisation who would need to be involved could also be discussed. Learners could research different learning styles and take a learning style questionnaire themselves. This would give learners a more detailed understanding of why colleagues need to be treated as individuals in the workplace.

Many organisations run induction training and this is a valuable way of learners gaining knowledge for the learning outcomes in Unit 1. Many organisations will have role-specific induction programmes for new employees and a programme at this level could cover some of the assessment criteria in these learning outcomes. Where these induction programmes exist, they should be mapped to internal documents such as reviews or personal development plans, for example. Any other internal courses that a learner's organisation runs should also be mapped to the assessment criteria and documented in the learner's portfolio.

On-the-job delivery for the competence based learning outcomes in Unit 2 can be carried out in a number of different ways, depending on what is best for the learner. Coaching and mentoring could be suitable delivery methods to enable learners to understand how to support colleagues and deal with conflict in the workplace. Working alongside a colleague who has the knowledge of and expertise in carrying out specific projects or tasks relevant to this unit could also be an invaluable learning experience for many learners. These colleagues provide witness testimonies if the learner takes over from them and carries out the work role themselves.

6 Centre resource requirements

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

- Centres must have the appropriate physical resources to support delivery and assessment of the qualification. For example a workplace in line with industry standards, equipment, IT, learning materials, teaching rooms.

- Centres must meet any specific human and physical resource requirements outlined in the assessment requirements/strategy in *Annexe A*. Staff assessing learners must meet the occupational competence requirements within the overarching assessment requirements/strategy for the sector.

- There must be systems in place to ensure continuing professional development for staff delivering the qualification.

- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery and assessment of the qualification.

- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 7, Access and recruitment*. For full details on the Equality Act 2010, please go to www.legislation.gov.uk

7 Access and recruitment

Our policy on access to our qualifications is that:

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

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Prior knowledge, skills and understanding

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

Access to qualifications for learners with disabilities or specific needs

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

We are committed to making sure that:

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

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information regarding reasonable adjustments and special consideration in *Section 8, Assessment*.

8 Assessment

This qualification is assessed through internal assessment. To achieve a pass for the full qualification, learners must achieve all the required units as stated in the qualification structure.

Language of assessment

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

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

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

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*. Both documents are available on our website.

Internal assessment

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

Each unit has specified learning outcomes and assessment criteria. To pass each unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- prove that the evidence is their own.

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

It is important that the evidence provided to meet the assessment criteria for the unit and learning outcomes is:

Valid   relevant to the standards for which competence is claimed

Authentic   produced by the learner

Current   sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim

Reliable   indicates that the learner can consistently perform at this level

Sufficient   fully meets the requirements of the standards.

Learners can provide evidence of occupational competence from:

● **current practice** – where evidence is generated from a current job role

● a **programme of development** – where evidence comes from assessment opportunities built into a learning programme. The evidence provided must meet the requirements of the Sector Skills Council's assessment requirements/strategy

● the **Recognition of Prior Learning (RPL)** – where a learner can demonstrate that they can meet a unit's assessment criteria through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted that is based on RPL should give the centre confidence that the same level of skill, understanding and knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification. Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website

● a combination of these.

Assessment strategy

The assessment strategy for this qualification is included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the units to ensure that the qualification remain valid and reliable.

Types of evidence

To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria, Pearson's quality assurance arrangements (please see *Section 10, Quality assurance of centres*) and the requirements of the assessment requirements/strategy given in *Annexe A*.

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

- direct observation of the learner's performance by their assessor (O)

- outcomes from oral or written questioning (Q&A)

- products of the learner's work (P)

- personal statements and/or reflective accounts (RA)

- professional discussion (PD)

- assignment, project/case studies (A)

- authentic statements/witness testimony (WT)

- expert witness testimony (EWT)

- evidence of Recognition of Prior Learning (RPL).

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

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

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

Further guidance on the requirements for centre quality assurance and internal verification processes is available on our website. Please see *Section 12, Further information and useful publications* for details.

Assessment of knowledge

With Combined (Competence and Knowledge) qualifications, the assessment of technical and sector-related knowledge is integral to achieving the qualifications. Learners must provide evidence of their achievement of the knowledge-based learning outcomes and associated assessment criteria – the achievement of these cannot be inferred from performance. Centres must ensure that the assessment methods used are appropriate for the specific learning outcomes and assessment criteria and are in line with the assessment strategy in *Annexe A.*

Assessment tasks and activities must enable the learners to produce valid, sufficient, authentic and appropriate evidence that relates directly to the specified knowledge-based learning outcomes and assessment criteria within the context of the *Unit amplification*. Centres need to look closely at the verb used for each assessment criterion when devising assessments to ensure that learners can provide evidence with sufficient breadth and depth to meet the requirements.

To avoid over-assessment, centres are encouraged to link delivery and assessment across the units.

The *Unit assessment guidance* provided below in the individual units will be useful in supporting centres in the assessment process.

Appeals

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

Centres must document all learner appeals and their resolutions. Further information on the appeals process can be found in *Enquiries and Appeals about Pearson Vocational Qualifications Policy,* which is available on our website.

Dealing with malpractice

Centres must have a policy for dealing with malpractice by learners. This policy must follow the *Pearson Assessment Malpractice Policy,* which is available on our website. Centres must report malpractice to Pearson, particularly if any units have been subject to quality assurance or certification.

Reasonable adjustments to assessment

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

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

Both documents are available on our website.

Special consideration

Centres must operate special consideration in line with the guidance given in *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. Special consideration may not be applicable in instances where:

● assessment requires the demonstration of practical competence

● criteria have to be met fully

● units/qualifications confer licence to practice.

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

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

Both documents are available on our website.

Credit transfer

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

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of unit achievement. Further information on credit transfer can be found in the document Credit Accumulation and Transfer *Policy (England),* which is available on our website.

9 Centre recognition and approval

Centre recognition

Centres that have not previously offered BTEC vocational qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications.

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

Guidance on seeking approval to deliver BTEC vocational qualifications is available at www.pearsonwbl.edexcel.com/qualifications-approval.

Approvals agreement

All centres are required to enter into an approval agreement, which is a formal commitment by the head or principal of a centre, to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

10 Quality assurance of centres

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

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

Centres offering Combined (Competence and Knowledge) qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits will reflect the centre's performance, taking account of the:

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

For centres offering a full Pearson BTEC Apprenticeship (i.e. all elements of the Apprenticeship are delivered with Pearson through registration of learners on a BTEC Apprenticeship Framework) a single standards verifier will normally be allocated to verify all elements of the BTEC Apprenticeship programme. Centres should make use of our one-click learner registration to access this facility. If a centre is also offering stand-alone NVQs/Competence-based qualifications in the same sector as a full BTEC Apprenticeship, the same standards verifier should be allocated. If a centre is also offering stand-alone BTEC qualifications in the same sector as a full BTEC Apprenticeship, a different quality assurance model applies.

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

For further details, please go to the *NVQ Quality Assurance Centre Handbook,* the *BTEC Apprenticeships Quality Assurance Handbook* and the *Pearson Edexcel NVQs, SVQs and Competence-based Qualifications – Delivery Requirements and Quality Assurance Guidance* on our website at www.pearsonwbl.edexcel.com

11 Unit format

Each unit has the following sections.

Unit title

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

Unit reference number

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

QCF level

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

Credit value

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

Guided learning hours

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

Unit summary

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

Learning outcomes

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

Assessment criteria

Descriptions of the requirements a learner is expected to meet to demonstrate that a learning outcome has been achieved.

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome. Amplification is given only for those assessment criteria associated with knowledge-based learning outcomes – assessment criteria for competence-based learning outcomes are not amplified.

Where an assessment criterion is context specific, amplification is not given. Where this is the case, it is indicated with the statement: '*The knowledge to meet this AC depends on particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC*'.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

● *Suggested resources* – lists resource materials that can be used to support delivery of the unit, for example books, journals and websites.

● *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.

Unit 1: Understanding the Use of In-store Web-based Facilities in Promoting Retail Sales

Unit reference number: K/505/9384

QCF level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

In this unit, learners will develop an understanding of the basic principles of how to use in-store web-based facilities to promote retail sales. This will involve knowing how to use a range of in-store web-based facilities within their organisation, the principal features and the associated benefits of these facilities in promoting an effective shopping experience for customers. Learners will develop an understanding of the impact of multi-channel retail marketing on in-store sales, such as customers carrying out pre-visit research of a store, or a competitor comparison. Learners will also look at the different ways in which customers use the facilities, such as click and collect.

To work effectively in this area, learners need to have knowledge of consumer protection legislation and a good understanding of the regulations relating to distance and web-based retail selling, including product descriptions, key seller information, rights to cancel, delivery rights, and what to do in cases of faulty and substitute goods. They also need to know that in offering a 'seamless' service between online and offline retailing, they should ensure customers are not disadvantaged in their particular route to sale.

Learners need to learn to deal with the differing attitudes towards and levels of understanding that customers have of using web-based technologies when shopping online. This will help learners to understand the need to create a positive impact on the customer experience as part of the 'seamless' service that is now expected.

Unit assessment requirements/evidence requirements

There are no specific requirements for this unit.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	
1	Understand the in-store web-based retail selling facilities and the use of these facilities within their area of operations	1.1	Explain how to operate the web-based facilities available in-store within their own organisation
		1.2	Describe the features of the web-based facilities and the associated benefits, both for their customers and for their own organisation
		1.3	Describe the impact of multi-channel retailing upon in-store selling within their own organisation, including its impact for their customers' ability to research and order products from the organisation and its competitors
		1.4	Describe how distance selling legislation and consumer rights affect their area of retail operations, including web-based retail selling
2	Understand the impact of web-based retail facilities upon the customer shopping experience	2.1	Describe the importance of providing a 'seamless' service to customers, irrespective of the customer journey undertaken
		2.2	Explain what providing a 'seamless' service means for them in their dealings with customers in-store
		2.3	Explain the opportunities to build customer relations when customers are in stores to collect and to return products purchased online
		2.4	Describe how customers' attitudes and understanding of web-based technology can affect their customers' use of in-store web-based facilities

Unit amplification

AC1.1: **Explain how to operate the web-based facilities available in-store within their own organisation**

- *Channel: e.g. internet search, paid search, direct website entry, social media, referrals, click to chat, email, mobile apps*

- *Search criteria*

- *Services available: e.g. collection and delivery; special orders, e.g. wedding lists'*

- *Special offers and promotion codes*

- *Research before 'bricks and mortar' visit, research competitor sites*

- *Different technologies: e.g. in-store kiosks, tablets, laptops, PCs, smartphones, mobile apps*

AC1.2: **Describe the features of the web-based facilities and the associated benefits, both for their customers and for their own organisation**

- *Features of web-based retailing: search facilities, e.g. by product, keyword, category; upload speed; responsiveness; refer a friend; social network links; facebook 'Like' button; employment with us; shopping cart; check out; online payment options; security; freight/postage calculator*

- *Benefits: improved customer perception; customer loyalty; responsive to customer needs; variety of channels; convenience; brand consistency; better information; ease of access: ease of use; 24-hour business; order and collect; delivery; responsiveness, view on any device, e.g. mobile phone, tablet, laptop, PC; customer reviews and feedback*

AC1.3: **Describe the impact of multi-channel retailing upon in-store selling within their own organisation, including its impact for their customers' ability to research and order products from the organisation and its competitors**

- *Impacts of multi-channel retailing on business: increased sales; repeat sales; increased profits; up-selling; cluster selling; complementary selling; better data collection; customer knowledge; customer profiles; target marketing; single entry data point across all channels; security, data protection; connection between information collected and how it is used*

- *Impacts of multi-channel retailing on customers: search facility; ease of access; ease of use; shop 24/7; save time; order and collect; delivery; view on any device, e.g. mobile phone, tablet, laptop, PC; leave and read customer reviews; customer enquiries, e.g. what's in stock, special offers, loyalty programmes; comparing products, e.g. colour, size, technical specifications; bestsellers; gift services, e.g. wedding lists*

AC1.4: **Describe how distance selling legislation and consumer rights affect their area of retail operations, including web-based retail selling**

- *Consumer rights, distance and web-based selling: Consumer Contracts Regulations; Consumer Rights Directive; key seller information; product descriptions; delivery and cancellation rights; faulty goods; substitute goods*

AC2.1: **Describe the importance of providing a 'seamless' service to customers, irrespective of the customer journey undertaken**

- *Customer journey: sales funnel; marketing channels; customer profiles; customer experience; brand promise; time span; research; conversion; sales*

- *Seamless service: real-time responses; resolution of queries; via customer's choice of channel; more options; knowledge specialists; no passing forward to other departments*

- *Importance of seamless services: impact of good customer service experience; impact of bad customer service experience; communications across multi-channels, e.g. voice, email, chat, web, social media*

AC2.2: **Explain what providing a 'seamless' service means for them in their dealings with customers in-store**

- *Seamless service: real-time responses; resolution of queries; via customer's choice of channel; more options; knowledge specialists; no passing forward to other departments*

AC2.3: **Explain the opportunities to build customer relations when customers are in stores to collect and to return products purchased online**

- *Building customer relations: brand promise; helpful; courteous; appropriate greeting, tone and language; listening skills; empathy; solve problems; knowledge and information; added value*

AC2.4: **Describe how customers' attitudes and understanding of web-based technology can affect their customers' use of in-store web-based facilities**

- *Customer attitudes towards and understanding of web-based technologies: demographics; digital immigrants; digital natives; digital dependents; social trends; social media; technological trends, e.g. mobile technologies, wearable technologies; security, trust*

Information for tutors

Suggested resources

Books

Martin C – *The Third Screen: Marketing to your Customers* (Nicholas Brearley Publishing, 2011) ISBN 9781857885644

Stevens D – *Brilliant Customer Service (Brilliant Business)* (Pearson Education Ltd, 2010) ISBN 9780273738077

Websites

www.which.co.uk/consumer-rights/regulation/distance-selling-regulations – Which? guidance on Distance Selling Regulations

www.thinkwithgoogle.com/tools/customer-journey-to-online-purchase.html – online resource for exploring and understanding the customer journey

Journals

Retail Weekly

The Grocer

Assessment

This unit is internally assessed. To pass this unit, the evidence the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should apply the *Unit assessment guidance* provided below and the requirements of the assessment strategy in *Annexe A* .

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess the unit and the learner evidence needed to meet the assessment requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

Assessment by Portfolio of Evidence

The centre can devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

Learners can achieve learning outcome 1 through having access to a retail business's in-store web-based facilities that they can use to demonstrate how the facilities should be operated. They should make comparisons with the websites of the business's main competitors. Learners can present a table or graphic representation of the features and associated benefits of the web-based facilities. A visual explanation of consumer rights should be included. This can be evidenced through a presentation and observation, a short video or onscreen capture of learner descriptions and explanations. Evidence for this learning outcome should be presented from the retail organisation's point of view

Evidence for learning outcome 2 could take the form of a serious of discussions, case studies or work-based scenarios, examining several different customer profiles in different customer service scenarios. Looking at several customer service 'encounters' would enable learners to demonstrate building customer relations, including attempting to placate a customer returning goods for any reason.

This could be followed by a short report on the importance of a `seamless' service to customers. Evidence for this learning outcome should be presented from the customer's point of view.

Unit 2: Motivating Colleagues to Promote Web-based Retail Facilities to Customers

Unit reference number: Y/505/9381

QCF level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit assesses the learner's occupational competence in motivating colleagues to promote web-based retail facilities to customers. Colleagues may be any customer-facing staff who provide information on web-based facilities.

In this unit learners will develop an understanding that colleagues may have many reasons for being concerned when promoting web-based retail facilities, and of how those concerns can be overcome using activities based around their colleagues individual learning styles. Learners will explore how respectful behaviour can encourage positive motivation amongst colleagues.

Learners will operate their own organisations' web-based facilities fully and understand the benefits and opportunities the facilities present for engaging with customers in-store. Learner will support and communicate with colleagues, in a manner that promotes respect and positive motivation, and recognise achievement when colleagues have performed well.

Learners will determine their colleagues' learning needs and identify the positive and negative attitudes, barriers and conflicts in promoting web-based retail facilities to customers, making recommendations to promote positive attitudes, acting within their own levels of authority.

Unit assessment requirements/evidence requirements

This unit requires workplace assessment of occupational competence.

Simulation is **not** allowed for any performance evidence in this unit.

The People 1st Assessment Principles for Retail Qualifications can be found on their website www.people1st.co.uk

Evidence such as confidential documents must not be included in a portfolio but their location must be recorded in other assessment documentation. All assessment evidence must be accessible for internal verifiers and Pearson standards verifiers.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	
1	Understand the factors to consider when motivating colleagues to promote web-based retail facilities to customers	1.1	Explain the main reasons why some colleagues may be concerned about the development and availability of web-based facilities in-store
		1.2	Describe how to address the concerns of colleagues in relation to web-based retail facilities
		1.3	Explain with whom in their own organisation it is appropriate to discuss activities designed to overcome colleagues' concerns regarding the use of web-based activities in-store
		1.4	Explain different learning styles and how these can impact on how colleagues learn and develop skills in using web-based technology
		1.5	Explain the importance of demonstrating respect for colleagues when helping them to use web-based technology
		1.6	Describe how respect for colleagues can be demonstrated when helping them in the use of web-based technology
2	Be able to promote colleagues' use of in-store web-based retail selling facilities	2.1	Explain to colleagues the purpose of all aspects of their own organisation's relevant web-based facilities and the benefits for customers
		2.2	Describe to colleagues the value of the facilities to their own organisation, including the opportunities that they present for engaging with customers in-store
		2.3	Support colleagues in the use of the web-based facilities
		2.4	Communicate with colleagues in a manner which promotes understanding and which demonstrates respect
		2.5	Make sure that colleagues' achievements in the use of web-based facilities are recognised

Learning outcomes	Assessment criteria
3 Be able to address barriers to their colleagues' use of in-store web-based retail selling facilities	3.1 Determine the learning needs of colleagues relating to the use of their own organisation's web-based retail facilities, in line with their level of responsibility and organisational procedure
	3.2 Address identified learning needs in line with organisational procedures
	3.3 Identify positive and negative attitudes, where relevant, amongst colleagues regarding the web-based facilities
	3.4 Identify any barriers and conflicts that may impact negatively upon colleagues' attitudes to the use of the web-based facilities
	3.5 Discuss the needs of colleagues relating to the use of the web-based facilities with relevant people in their own organisation, protecting individual confidentiality where necessary
	3.6 Recommend activities designed to promote positive attitudes towards and use of web-based facilities
	3.7 Make sure that they act within their own levels of authority and expertise

Unit amplification

AC1.1: **Explain the main reasons why some colleagues may be concerned about the development and availability of web-based facilities in-store**

- *Issues*: staff lacking the right skills and competencies; limited physical resources; poor performance management; lack of communication of targets and changes; unmotivated staff; ineffective leadership; unrealistic targets; lack of quality processes and procedures

AC1.2: **Describe how to address the concerns of colleagues in relation to web-based retail facilities**

- *Concerns:* check the relevance to the business; personal or team issues; can they be dealt with or referred to management

- *Appropriate learning and feedback*: determine team membership; clarify purpose; give support and provide appropriate training; promote good work ethics; be proactive with feedback; acknowledge and reward; celebrate success

- *Teamwork*: involve all staff in the team; sense of purpose; team goals; clear lines of authority; training and skilled members; good interpersonal relationships; all have an opportunity to contribute

AC1.3: **Explain with whom in their own organisation it is appropriate to discuss activities designed to overcome colleagues' concerns regarding the use of web-based activities in-store**

- *Management:* communication of all issues with line manager/supervisor; include HR and marketing in identifying any training needs or issues raised by colleagues

AC 1.4 **Explain different learning styles and how these can impact on how colleagues learn and develop skills in using web-based technology**

- *Learning and development:* alternative routes for developing new skills; choice of methods, e.g. on-the-job training, off-the-job training, self-directed learning; individual needs of all staff involved

- *Analysis methods:* e.g. initial assessment, skills matrix, competency assessment, job learning analysis, appraisal, interviewing techniques, questioning and listening, 360˚ feedback; SWOT analysis (strengths, weaknesses, opportunities, threats)

- *Self-reflection:* theories and concepts of reflective practice, e.g. Honey and Mumford's Learning Styles; identify learning to apply to a new experience

AC1.5   Explain the importance of demonstrating respect for colleagues when helping them to use web-based technology

- *Use of supportive language and behaviour:* use positive language and communication; appropriate training for individuals will ensure less misuse of web-based technology

- *Benefits to the organisation:* employee retention; positively enhance brand reputation; employees become more engaged and productive; full understanding of web-based technology; increase creativity, innovation and competitiveness; comprehensive understanding of the needs of staff; better working relationships among staff

- *Equality and diversity:* equality of opportunity in the workplace; diversity, e.g. respecting and valuing all types of difference in individuals; inclusion, e.g. positively striving to meet the needs of individuals

AC1.6   Describe how respect for colleagues can be demonstrated when helping them in the use of web-based technology

- *Training:* improved access to training gives employees confidence in their own ability; employees more engaged in the working environment

- *Benefits to individuals:* improved job satisfaction; reassurance that there is no workplace discrimination; access to facilities and training to meet particular needs; working relationship amongst staff

Information for tutors

Suggested resources

Books

Bartram S & Gibson B – *Training Needs Analysis Toolkit, 2nd Edition* (HRD Press Ltd, 2014)
ISBN 978-0874254976

Forsyth P – *Persuasive Writing for Business* (Bookshaker, 2014) ASIN B00M72GXG4

Jones C – *The Multi-Channel Retail Handbook* (Redsock Management Ltd, 2013)
ISBN 978-1-300-65266-3

March D – *The Team Building Toolkit: Tips and tactics for effective workplace teams, 2nd Edition* (AMACOMC, 2007) ISBN139780814474396

Websites

Equality and diversity – www.gov.uk/equality

Innovation in business – www.business.gov.au/business-topics/business

Assessment

This unit is internally assessed. To pass this unit, the evidence the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should apply the *Unit assessment guidance* provided below and the requirements of the assessment strategy *Annexe A*.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

Simulation is **not** allowed for this unit.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess the unit and the learner evidence needed to meet the assessment requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

Evidence to confirm achievement of learning outcome 1 would best come from a reflective account. If a reflective account is used for learning outcomes 2 and 3 then it would be best to integrate assessment of this learning outcome into this process. This would enable the learner to link and apply their knowledge to workplace activities. For example, the learner could explain how the different learning styles of their colleagues have had an impact on any training that was provided (AC 1.4). The learner's reflective account must be in sufficient depth and breadth to meet the level of demand of the operative command verbs of the assessment criteria.

For learning outcome 2, evidence is likely to come from a combination of reviewing the learner's work products, witness testimony and a professional discussion or reflective account. The learner's work products could include communications or minutes of meetings promoting the benefits or learning to people with their organisation, or appropriately anonymised personal development plans. With the professional discussion or reflective account, the learner could demonstrate how they supported their colleagues in using web-based retail selling facilities. For example the learner could explain how they made sure that a specific colleague who required lots of support but had achieved a great deal was recognised for this in the workplace (AC2.5). Witness testimony from colleagues and the line manager could also be used to confirm that the learner consistently met the requirements over a period of time.

For learning outcome 3, evidence is likely to come from a combination of reviewing the learner's work products, witness testimony and professional discussion or reflective account. The learner's work products could include communications with managers if authority for further actions was needed, or an appropriately anonymised Training Needs Analysis of a colleague. With the professional discussion or reflective account, the learner could demonstrate how they determined the learning needs of a colleague and how any barriers or conflicts were dealt with. Witness testimony from colleagues and the line manager could also be used to confirm that the learner consistently met the requirements over a period of time.

12 Further information and useful publications

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

- Edexcel: www.edexcel.com/contactus

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

- Pearson Work Based Learning: www.edexcel.com/about-wbl/Pages/Contact-us.aspx

- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))

- *Equality Policy* (Pearson)

- *Recognition of Prior Learning Policy and Process* (Pearson)

- *UK Information Manual* (Pearson)

- *BTEC Apprenticeships Quality Assurance Handbook* (Pearson)

- *UK Quality Vocational Assurance Handbook* (Pearson).

All of these publications are available on our website.

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available on our website qualifications.pearson.com.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page on our website

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13 Professional development and training

Professional development and training

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

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

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

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

Training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

Regional support: our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required.

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

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

Online forum

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

14 Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. To contact your Account Specialist:

Email: wblcustomerservices@pearson.com
Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

Email: wbl@pearson.com
Telephone: 0844 576 0045

Complaints and feedback

We are working hard to give you excellent service. However, if any element of our service falls below your expectations, we want to understand why, so that we can prevent it from happening again. We will do all that we can to put things right.

If you would like to register a complaint with us, please email wblcomplaints@pearson.com.

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.

People 1st Retail Sector Assessment Principles for the
Qualifications and Credit Framework

1 Key principles

Assessment methodologies and guidance for qualifications in the retail sector are developed and interpreted in accordance with the following key principles.

Principle 1: **Assessment should contribute to developing a skilled workforce**	Assessment practice in the retail sector should contribute to the development of a skilled workforce. The choice and application of assessment methods must be consistent with this principle.
Principle 2: **Systems for capturing evidence of competence should be integrated**	Skills formation in the retail sector, as delivered through staff induction and ongoing training and development programmes, reflects the unique character and culture of the organisation. To this end, the assessment systems for both competence-based and the knowledge-based qualifications should, where possible, be integrated with organisations' training and HR models for developing and recognising the knowledge and competence of their workforce.
Principle 3: **Assessment methods should be appropriate for the level and nature of the qualification units to be assessed**	Methods of assessing achievement against learning outcomes and assessment criteria must be appropriate for the level being assessed and sector expectations of candidates at that level.
Principle 4: **Evidence of competence should come from workplace activity**	The sector's competence-based qualifications recognise competence in the workplace. Evidence of competence should therefore come from workplace activity and aim to reflect attainment within an organisational context. Observation should be the principle method to assess individuals at Level 2, but other methods such as professional discussion and assignments may be appropriate to assess achievement at Levels 3 and above.

2 Knowledge-based qualifications

Assessment methodologies for the retail sector's knowledge-based qualifications are developed by the Awarding Organisations that offer them. Assessment methodologies should be consistent with Principles 1, 2 and 3 as set out in section 1 of this document.

3 Applied qualifications

Qualifications have been developed by Awarding Organisations and People 1st that use applied learning techniques and are delivered through full- and part-time education. Qualifications for the fashion retail sector are included in this category.

Applied qualifications typically combine theory and its practical application. They are based on shared units and are open to be offered by all retail awarding partners. The assessment methodology for these qualifications is developed by Awarding Organisations and the evidence of success gathered must include evidence of the practical application of knowledge and, where required, work placements.

4 Competence-based and combined qualifications (Retail Skills)

4.1 The use and application of simulation

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

- some aspects of health and safety and security, and
- some basic functions that do not involve interaction with customers.

People 1st requires that Awarding Organisations:

Discourage the inappropriate use of competence-based qualifications by organisations that do not assess candidates in a working environment. Competence-based qualifications are suitable only for learners who are in some form of employment in the sector, or, in a limited set of contexts, are being prepared for work and will be assessed in a realistic working environment (see section 4.1.2 below for definition).

Establish criteria to ensure that simulation is not used as the sole form of evidence for any unit of a competence-based qualification, except where allowed for specific units that meet the criteria set out in section 4.1.1 of these Assessment Principles. This should be expressed in guidance for qualifications operating in the sector.

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

4.1.1 Use of simulation as an assessment method

Assessment for competence-based units must always be carried out in a retail environment except where a Realistic Working Environment (as defined in 4.1.2) is permitted for simulation. Simulation is allowed only where:

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

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

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

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

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

4.1.2 Definition of a Realistic Working Environment (RWE)

Where simulation is used the sector requires that:

a   Simulation must be undertaken in a Realistic Working Environment
b   Awarding Organisations provide guidance for centres that requires that Realistic Working Environments:

"*provide an environment that replicates the key characteristics of the workplace in which the skill to be assessed is normally employed*".

A Realistic Working Environment (for the purpose of simulated work activities) is regarded as one that replicates a real working environment. For example, a college shop that operates on a commercial basis (i.e. it has a profit and loss account) is acceptable for retail environments but a shop laid out in a classroom environment is not. However, in order to prevent any barriers to achievement, simulated activity may be used for assessment purposes within a real working environment.

4.2   The role and competence of assessors, expert witnesses and verifiers

A wide variety of factors affect the participation of organisations and take-up by individuals of competence-based qualifications. These issues relate to other matters as well as the quality of an assessment process but are central to the way assessment is managed.

To this end, People 1st requires that the following conditions be fulfilled.

4.2.1 The role of supervisors and managers in the assessment process

Wherever possible, assessment should be conducted by supervisors and/or managers in a workplace environment. Where the skill or capability of these individuals is inadequate to deliver the requirements of the organisation or the quality infrastructure, services external to the work unit or organisation may be introduced (peripatetic assessors). If the candidate is employed in the retail sector, in no circumstances may a competence-based qualification for the retail sector be delivered without the involvement of the candidate's line manager or the owner/manager to confirm the candidate's competence.

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

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

   OR

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

The alternative option described in (b) above, which waives the need for the regulatory approved units in the retail sector, must be applied on an 'organisation by organisation' and 'qualification by qualification' basis. **Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the NOS in association with the prospective Awarding Organisation who will be offering the qualification.**

4.2.2 The role of peripatetic assessors and internal verifiers in the assessment process

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

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

4.2.3 The role of expert witnesses in the assessment process

There are a number of specialist sub-sectors in retail. Consequently, the sector has competence-based units relating to specialisms such as bakery, beauty consultancy and visual merchandising. In many cases, assessors will not have the requisite experience of these specialist areas. In these instances the assessor **must use** an expert witness to provide evidence in confirming the candidate's competence.

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

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

4.2.4 Occupational competence of expert witnesses

Expert witnesses can be drawn from a wide range of people who can attest to performance in the workplace, including line managers and experienced colleagues from inside the candidate's organisation. People 1st requires that expert witnesses have proven practical experience and knowledge relating to the content of the unit being assessed.

It is unlikely that someone could become an expert in their entire job role in less than six to twelve months of being employed in the retail sector. They could, however, very quickly become an expert in the content of a single unit if this was the focus of their job role. The assessor should make a judgement as to the level of expertise held by a potential expert witness and, where necessary, confirm this with a member of the store management team.

4.2.5 Occupational competence of assessors

Assessors in the retail sector should have an in-depth knowledge of, and be competent in performing, the occupational requirements of the generic competence-based units as well as any specialist units for which they do not use expert witness testimony.

This competence will have been acquired either in direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role.

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

4.2.6 Occupational competence of verifiers

Internal Verifiers (or equivalent quality assurance experts) in the retail sector must have a current understanding of the structure, content and occupational requirements of the units that they are internally verifying. This understanding will have been acquired while working directly within the relevant occupational area in either an operational or a support function.

The level of understanding should be sufficient to allow the Internal Verifier to judge whether the assessor has fully assessed learners against all the assessment criteria in the unit.

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

External Verifiers (or equivalent quality assurance experts) in the retail sector must have a current understanding of the occupational requirements of the units they are verifying. This understanding will have been acquired while working within the relevant occupational area in either an operational or a support function.

The External Verifier must understand the requirements of the units sufficiently well to be able to determine whether sufficient evidence of the learner's competence has been collected.

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

4.2.7 Continuing professional development of assessors and verifiers

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

o internal or external work experience

o internal or external work shadowing opportunities

o other relevant CPD activities with the prior approval of the Awarding Organisation.

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

4.3 External quality control of assessment

The application and implementation of external quality control (i.e. independent assessment, external moderation, tests and projects) has been thoroughly researched and employers felt it was neither feasible nor practical. The rationale supported by employers was that a robust quality system is based upon processes associated with risk assessment and management.

The Awarding Organisation's risk rating system must be auditable by the regulatory authority.

4.3.1 Risk identification

In order to achieve the required level of external quality control, the Awarding Organisation must undertake a risk assessment of **each** prospective centre at the point of **application for approval to offer any retail qualification**. The Awarding Organisation must obtain information on a number of specified 'risk factors' for each prospective centre at the point of approval. People 1stwould recommend the following, but Awarding Organisations should feel free to recommend alternative risk factors if more appropriate:

- Prospective centres' experience of operating competence-based qualifications;
- The appropriateness of existing systems, or systems developed to meet the requirements of other quality assurance regimes, for the delivery of competence-based qualifications;
- Whether the prospective centre has had a previous application for centre approval refused or their approval status withdrawn;
- The proposed ratio of candidates to assessors and Internal Verifiers, taking account of whether the assessors and Internal Verifiers are full-time or part-time in their roles;
- Whether candidates are going to be in employment (paid or voluntary), on work placements or learning in a Realistic Working Environment (see section 4.1.2 for definition).

The Awarding Organisation must have a **method of rating** the prospective centre against each of the risk factors noted above, including an overall rating that identifies the level of risk associated with the prospective centre. The rating should then be used by the Awarding Organisation in determining the degree of support during the first year of approval.

4.3.2 Risk management

In order to identify and manage risk during ongoing centre operation, the Awarding Organisation must undertake a **yearly risk assessment of each active centre for the retail sector competence-based qualifications**. The Awarding Organisation must obtain information on a number of specified 'risk factors' for each centre. People 1st would recommend the following, but Awarding Organisations should feel free to recommend alternative risk factors, which would be more appropriate.

- The turnover of assessors and internal verifiers.
- The throughput of candidates.
- The ratio of candidates to assessors and internal verifiers, taking account of whether the assessors and internal verifiers are full-time or part-time in their roles.
- Whether public funding is being accessed for the training of candidates towards/assessment of candidates for the competence-based qualifications.
- Whether candidates are in employment (paid or voluntary), on work placements or learning in a realistic working environment (see section 4.1.2 for definition).

The Awarding Organisation must have a **method of rating** each centre against each of the risk factors noted above and, also, producing an overall rating which identifies the level of risk associated with the centre. The rating should then be used by the Awarding Organisation to assist in determining the level of ongoing support for the centre, including the level of external verification activity.

4.4 Combined qualifications

The multi-channel retail specific qualifications are made up of combined units as requested by employers. These units contain both competence and knowledge assessments. Competence assessments should be carried out in line with the guidance for retail skills qualifications as outlined in section 4 of this assessment strategy. The knowledge assessments should be carried out independently in line with the guidance in section 2 of this assessment strategy.

Appendix 1: Qualifications covered by these Assessment Principles

Competence-based

Level 1 Award in Retail Skills
Level 1 Certificate in Retail Skills
Level 1 Diploma in Retail Skills

Level 2 Award in Retail Skills
Level 2 Certificate in Retail Skills
Level 2 Diploma in Retail Skills

Level 3 Certificate in Retail Skills (Sales Professional)
Level 3 Certificate in Retail Skills (Visual Merchandising)
Level 3 Certificate in Retail Skills (Management)

Level 3 Diploma in Retail Skills (Sales Professional)
Level 3 Diploma in Retail Skills (Visual Merchandising)
Level 3 Diploma in Retail Skills (Management)

Combined
Level 3 Diploma in Multi-channel Retail

Knowledge-based

Level 1 Award in Retail Knowledge
Level 1 Award in Retail Knowledge (Construction and Electrical Merchanting)
Level 2 Award in Retail Knowledge
Level 2 Certificate in Retail Knowledge
Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchanting – Building)
Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchanting – Domestic Heating and Plumbing)
Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchanting - Commercial Heating)
Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchanting – Timber)
Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchanting – Electrical)
Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchanting – Climate Management)
Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchanting – Building Interiors)
Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchanting – General)
Level 2 Diploma in Retail Knowledge
Level 2 Diploma in Retail Knowledge (Construction and Electrical Merchanting)

Level 3 Award in Retail Knowledge
Level 3 Certificate in Retail Knowledge
Level 3 Diploma in Retail Knowledge
Level 3 Diploma in Retail Knowledge (Garden Retail)

Appendix 2: Retail Skills units for which simulated activities are allowed

This list includes only People 1st units. For guidance on assessing imported units, please refer to the relevant sector's own assessment principles.

P1st ref.	Unit title	URN on RITS
B.01	Move goods and materials manually in a retail environment	F/503/5656
B.02	Keep stock at required levels in a retail environment	J/503/5657
B.17	Organise own work to meet a dough production schedule in a retail environment	A/503/5672
C.01	Wrap and pack goods for customers in a retail environment	K/503/5683
E.01	Recognise and report security risks in a retail environment	F/503/5723
E.02	Comply with workplace health and safety requirements in a retail environment	J/503/5724
E.03	Work effectively in a retail team	L/503/5725
E.04	Keep the non-food retail environment clean and tidy	R/503/5726
E.06	Protect own and others' health and safety when working in a retail environment	Y/503/5727
E.07	Reduce security risks in a retail environment	D/503/5728
E.11	Manage the prevention of wastage and loss in a retail environment	H/503/5732
E.18	Monitor and maintain health and safety in a retail environment	M/503/5734

Appendix 3: Retail Skills units for which expert witness testimony is allowed if the assessor is not expert in the specialism covered by the unit

This list includes only People 1st units. For guidance on assessing imported units, please refer to the relevant sector's own assessment principles.

P1st ref.	Unit title	URN on RITS
B.11	Hand-process fish in a retail environment	K/503/5666
B.12	Process greengrocery products for sale in a retail environment	M/503/5667
B.13	Finish meat products by hand in a retail environment	T/503/5668
B.17	Organise own work to meet a dough production schedule in a retail environment	A/503/5672
B.20	Maintain food safety while working with food in a retail environment	F/503/5673
B.21	Maintain food safety while working with food in a retail environment	J/503/5674
B.22	Monitor and help improve food safety in a retail environment	L/503/5675
B.35	Finish bake-off food products in a retail environment	H/503/5679
B.36	Glaze, coat or decorate bake-off products for sale in a retail environment	Y/503/5680
C.09	Process applications for credit agreements offered in a retail environment	F/503/5690
C.12	Promote loyalty schemes to customers in a retail environment	J/503/5691
C.17	Provide a bra fitting service in a retail environment	Y/503/5694
C.18	Follow guidelines for planning and preparing visual merchandising displays	D/503/5695
C.19	Dress visual merchandising displays to attract customers	H/503/5696
C.20	Order and position signage and graphics for visual merchandising displays	K/503/5697
C.21	Dismantle and store props and graphics from visual merchandising displays	M/503/5698
C.22	Make props and decorate fixtures and panels for visual merchandising displays	T/503/5699
C.23	Assemble visual merchandising displays	D/503/5700
C.24	Choose merchandise to feature in visual merchandising displays	H/503/5701
C.25	Manage the use of signage and graphics in visual merchandising displays	K/503/5702
C.26	Evaluate the effectiveness of visual merchandising displays	M/503/5703
C.27	Manage budgets for visual merchandising projects	T/503/5704
C.28	Contribute to improving a retail organisation's visual merchandising policy	A/503/5705
C.29	Design visual merchandising display layouts	F/503/5706
C.37	Provide National Lottery products to customers	L/503/5708
C.42	Advise customers on the fixing and care of tiles	R/503/5709
C.45	Help customers to choose alcoholic beverages in a retail	J/503/5710

P1st ref.	Unit title	URN on RITS
	environment	
C.47	Promote a retail store's credit card to customers in a retail environment	R/503/5712
C.52	Help customers to apply for a retail store's credit card and associated insurance products	M/503/5717
C.54	Help customers to choose delicatessen products in a retail environment	T/503/5718
C.55	Portion delicatessen products to meet customer requirements in a retail environment	A/503/5719
C.59	Demonstrate make-up and skincare products to customers at a beauty counter in a retail environment	T/503/5721
C.60	Operate a customer record card system on a beauty counter in a retail environment	A/503/5722
E.12	Produce staffing schedules to help a retail team to achieve its targets	K/503/5733