

# Qualification specification

**NCFE Level 2 Certificate in Retail Knowledge**

**QN: 600/2139/1**

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## Summary of changes

This document summarises the changes to this qualification specification since the last version (Version 5.0 October 2018). Please check the NCFE website for the most recent version.

Version	Publication date	Summary of amendments
v5.1	June 2022	Updated to include English language assessment requirements.  Amended to include updated registration information.  Updated to include information about the mandatory support handbook.

# Section 1

## Qualification overview

## Section 1

### **Qualification overview**

#### **Introduction**

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 2 Certificate in Retail Knowledge.

All information contained in this specification is correct at the time of publishing.

To ensure that you are using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on the NCFE website.

To assist in the delivery of this qualification, centres/learners should have access to:

- The Retail Sector's Assessment Principles for the Qualifications & Credit Framework from Skillsmart Retail
- Retail Skills: Units and Assessment Guidance from Skillsmart Retail

These documents can be downloaded from the qualifications page on the NCFE website.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title.

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## About this qualification

This is a regulated qualification. The regulated number for this qualification is 600/2139/1.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

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## Things you need to know

- Qualification number (QN): 600/2139/1
  - Aim reference: 60021391
  - TQT: 140
  - Guided learning hours (GLH): 93
  - Credit value: 14
  - Level: 2
  - Assessment requirements: internally assessed and externally moderated portfolio
- 

## Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

## **Aims and objectives of this qualification**

This qualification aims to:

- provide an introduction to the retail industry to those new to, or seeking employment in this area
- help learners develop an understanding of the different aspects of working in the retail sector
- prepare learners for progression into a range of higher level qualifications within the retail sector, including more practical qualifications where their knowledge can be put into practice
- prepare learners for work in the retail industry

The objective of this qualification is to help learners to develop an understanding of the different aspects of the retail industry, in order to progress into further learning or employment.

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## **Entry guidance**

This qualification is designed for learners interested in developing a career in retail, who may or may not already be employed in the industry.

This qualification is suitable for learners aged pre-16 and above.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

There are no specific recommended prior learning requirements for this qualification, however learners might find it helpful if they've already achieved a Level one qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy, and health and safety aspects of this qualification. Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

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## Achieving this qualification

To be awarded the Level 2 Certificate in Retail Knowledge, learners are required to successfully complete 4 mandatory units and at least 1 optional unit (minimum of 4 credits).

This qualification consists of 4 mandatory units:

- Unit 01 Understanding customer service in the retail sector (3 credits)
- Unit 02 Understanding the retail selling process (2 credits)
- Unit 03 Understanding how individuals and teams contribute to the effectiveness of a retail business (3 credits)
- Unit 04 Understanding how a retail business maintains health and safety on its premises (2 credits) and 7 optional units:
  - Unit 05 Understanding retail consumer law (2 credits)
  - Unit 06 Understanding security and loss prevention in a retail business (2 credits)
  - Unit 07 Understanding the handling of customer payments in a retail business (2 credits)
  - Unit 08 Understanding the control, receipt and storage of stock in a retail business (2 credits)
  - Unit 09 Understanding visual merchandising for retail business (4 credits)
  - Unit 10 Understanding how the effectiveness of store operations can be improved (3 credits)
  - Unit 11 Understanding environmental sustainability in the retail sector (3 credits)
  - Unit 12 Understanding sales prevention for retail and licensed premises (1 credit)
  - Unit 13 Understanding the use of in-store web-based facilities in promoting retail sales (2 credits)
  - Unit 14 Understanding how to maintain the confidentiality and security of customer data held online (2 credits)

The learning outcomes and assessment criteria for each unit are provided in Section 3 (page 17).

To achieve the Level 2 Certificate in Retail Knowledge, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

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## Progression opportunities

Learners who achieve this qualification could progress to:

- Level 2 Diploma in Retail Knowledge
- Level 3 Certificate in Retail Knowledge
- Level 2 and Level 3 Certificate/Diploma in Retail Skills
- Level 2 and 3 Employability qualifications
- Level 3 and 3 Customer Service qualifications

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## Barred units, equivalencies and exemptions

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

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## Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

## Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

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## Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications [register.ofqual.gov.uk](https://register.ofqual.gov.uk) and on our website if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

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## Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

**Assessors and Internal Quality Assurance**

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

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## Resource requirements

To assist in the delivery of this qualification, centres/learners should have access to:

- The Retail Sector's Assessment Principles for the Qualifications & Credit Framework from Skillsmart Retail
- Retail Skills: Units and Assessment Guidance from Skillsmart Retail

These documents can be downloaded from the qualifications page on the NCFE website.

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## Support for learners

### Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the LETL – you can devise your own evidence-tracking documents instead.

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## Support for centres

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

## **Qualification Support Packs**

NCFE offers free Qualification Support Packs (QSPs) for many of our qualifications.

QSPs are a free resource that Tutors can use when planning and delivering an NCFE qualification. Within a QSP, Tutors will find a Scheme of Work, PowerPoint presentation and a wide range of tasks and worksheets to help learners consolidate their knowledge.

QSPs are not intended to provide full coverage of learning outcomes and assessment criteria, but the content is mapped to the qualification to ensure it is relevant and useful.

The QSP for this qualification can be downloaded from the NCFE website.

## **Reasonable Adjustments and Special Considerations Policy**

This policy is aimed at our customers, including learners, using our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

## **Subject maps**

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

## **Fees and Pricing**

This document is published in the spring for the forthcoming academic year.

## Training and support

We can provide training sessions for Assessors and Internal Moderators. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

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## Links to National Skills Standards

For this qualification we've highlighted where learning opportunities for the Functional Skills qualifications may be found.

This qualification can be used to develop learners':

- English skills
- Mathematics skills

Section 4 (page 68) shows how the units of this qualification relate to the skills above.

If a learner wishes to gain a Functional Skills qualification, they must successfully pass the relevant Functional Skills assessment.

This qualification has also been mapped to the Personal, Learning and Thinking Skills (PLTS) framework. The framework describes the qualities and skills needed for success in learning and life. The PLTS framework was developed over a number of years in consultation with employers, parents, schools, students and the wider public. For more detailed mapping please see Section 4 (page 68).

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### **Mapping to National Occupational Standards**

National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard-Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

This qualification has been mapped against the relevant Retail NOS. More detailed mapping is provided in Section 5 (page 71).

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# Section 2

## Assessment and moderation

## Section 2

### Assessment and moderation

#### How the qualification is assessed

Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in a qualification.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

The Level 2 Certificate in Retail Knowledge is internally assessed.

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#### Internal assessment

Each candidate must create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit. On completion of each unit candidates must declare that the work produced is their own. The Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 3 (page 17).

The main pieces of evidence for the portfolio could include (in no particular order):

- Assessor observation – completed observational checklists and related action plans
- witness testimony
- candidate's proof of work
- worksheets
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- candidate and peer reports
- Recognition of Prior Learning (RPL).

Evidence may be drawn from actual or simulated situations, where appropriate.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification/these qualifications. Acceptable methods of assessment could be drawn from the list above.

Assessors must be satisfied that candidates have achieved all learning outcomes and assessment criteria related to the unit being assessed, prior to deciding if candidates have been successful. Assessors are also responsible for supporting candidates through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

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#### Moderation



Moderation is the process by which we confirm that assessment decisions in centres are:

- made by competent and qualified Assessors
- the product of sound and fair assessment practice
- recorded accurately and appropriately.

We do this through:

- internal moderation – which you carry out
- external moderation – which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria.

The Internal Moderator provides the vital link between the Assessors and the External Moderator and acts as the centre's quality assurance agent.

If you'd like to know more about the responsibilities of Assessors and Internal and External Moderators please refer to our Customer Support Guide.

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# Section 3

## Structure and content

### Section 3

#### **Structure and content**

This section provides details of the structure and content of this qualification.

The unit summary provides an overview of each unit including:

- unit title
- unit overview
- guided learning hours
- credit value
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

- unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)
- suggested types of evidence for internal assessment

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and moderation easier, we've used a sequential numbering system in this document for each unit.

For further information or guidance about this qualification please contact our Product Development team on 0191 239 8000.

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## Unit summaries

### Unit 01 Understanding customer service in the retail sector (M/502/5821)

In this unit, learners will consider the effect of customer service on a retail business, including customer needs, customer service procedures and dealing with customer complaints.

Guided learning hours: 22

Credit value: 3

Level: 2

This unit is **mandatory**

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### Unit 02 Understanding the retail selling process (A/502/5806)

In this unit the learner will develop an understanding of the selling model and how sales are closed. They will also consider the benefits of product knowledge and using questions to identify customer needs.

Guided learning hours: 15

Credit value: 2

Level: 2

This unit is **mandatory**

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### Unit 03 Understanding how individuals and teams contribute to the effectiveness of a retail business (J/502/5789)

In this unit the learner will consider various aspects involved in the effectiveness of a retail business, including understanding employment rights and responsibilities, understanding the importance of effective team work and communications skills and reflecting on personal performance.

Guided learning hours: 22

Credit value: 3

Level: 2

This unit is **mandatory**

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## Unit summaries (cont'd)

### Unit 04 Understanding how a retail business maintains health and safety on its premises (A/502/5823)

In this unit the learner will consider health and safety in a retail environment, including legislation, what actions to take in an emergency, understanding rights and responsibilities and general safe working practices.

Guided learning hours: 15

Credit value: 2

Level: 2

This unit is **mandatory**

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**Unit 05 Understanding retail consumer law (D/502/5801)**

In this unit the learner will consider consumer legislation including protection against unfair trading practices, consumer credit legislation, data protection and age-restricted products. They will also learn about the consequences for businesses and employees of contravening retail law.

Guided learning hours: 11

Credit value: 2

Level: 2

This unit is **optional**

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**Unit 06 Understanding security and loss prevention in a retail business (K/502/5817)**

In this unit the learner will consider the range of security risks faced by a retail business and the effect crime can have on a business. They will reflect on the actions that can be taken to prevent crime and will develop an understanding of how security incidents should be dealt with.

Guided learning hours: 15

Credit value: 2

Level: 2

This unit is **optional**

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**Unit summaries (cont'd)****Unit 07 Understanding the handling of customer payments in a retail business (H/502/5797)**

In this unit the learner will develop an understanding of the methods of payment accepted from retail customers and the risks involved in handling payments. They will learn about the cashier's responsibility for providing service at the payment point and when processing age-restricted goods.

Guided learning hours: 8

Credit value: 2

Level: 2

This unit is **optional**

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**Unit 08 Understanding the control, receipt and storage of stock in a retail business (F/502/5810)**

In this unit the learner will develop an understanding of the importance of having the right stock, and they will learn about how goods are received into a retail business and how stock should be stored to prevent damage or loss.

Guided learning hours: 17

Credit value: 2

Level: 2

This unit is **optional**

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**Unit 09 Understanding visual merchandising for retail business (A/600/0656)**

In this unit the learner will develop an understanding of visual merchandising in retail, including window displays, floor layouts, props, events and product preparation.

Guided learning hours: 39

Credit value: 4

Level: 2

This unit is **optional**

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**Unit summaries (cont'd)****Unit 10 Understanding how the effectiveness of store operations can be improved (H/502/5802)**

In this unit the learner will develop an understanding of the process of improving store operations including communicating with and motivating colleagues and staff scheduling.

Guided learning hours: 23

Credit value: 3

Level: 3

This unit is **optional**

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**Unit 11 Understanding environmental sustainability in the retail sector (A/602/2317)**

In this unit the learner will consider the effects of climate change and its relevance to the retail sector. They will also learn about environmental legislation, waste management, energy conservation and water consumption in the retail sector.

Guided learning hours: 16

Credit value: 3

Level: 2

This unit is **optional**

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**Unit 12 Underage sales prevention for retail and licensed premises (M/602/2234)**

In this unit the learner will develop an understanding of current legislation relating to the sale and purchase of age-restricted products and will learn how to prevent unlawful sales of age-restricted products.

Guided learning hours: 5

Credit value: 1

Level: 2

This unit is **optional**

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**Unit summaries (cont'd)****Unit 13 Understanding the use of in-store web-based facilities in promoting retail sales (K/505/9384)**

In this unit the learner will develop an understanding of using in-store web-based facilities to help promote retail sales and encourage use by customers.

Guided learning hours: 15

Credit value: 2

Level: 2

This unit is **optional**

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**Unit 14 Understanding how to maintain the confidentiality and security of customer data held online (H/505/9383)**

In this unit the learner will develop an understanding of current legislation relating to customer data held online, and the reasons for confidentiality and the need for security.

Guided learning hours: 12

Credit value: 2

Level: 2

This unit is **optional**

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**Unit 01 Understanding customer service in the retail sector (M/502/5821)****The learner will:**

- 1 Understand the effect of customer service on retail business

**The learner can:**

- 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
- 

**The learner will:**

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

**The learner can:**

- 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
- 

**The learner will:**

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

**The learner can:**

- 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
- 

**Unit 01 Understanding customer service in the retail sector (M/502/5821) (cont'd)****The learner will:**

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

**The learner can:**

- 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 01 Understanding customer service in the retail sector (M/502/5821) (cont'd)****Assessment guidance**

**Type of evidence:** Professional discussion

**Assessment criteria:** All

**Additional information:** Assessors could undertake a series of planned and structured in-depth discussions with candidates. These should be recorded manually or electronically and referenced to assessment criteria.

Professional discussions could also be used to support other methods of assessment such as observations, examination of work documentation or knowledge where gaps have been identified.

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**Types of evidence:** Candidate report/presentation

**Assessment criteria:** All

**Additional information:** Candidates could produce a report outlining the understanding of customer service in the retail sector, how it is monitored and recorded.

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**Types of evidence:** Written/oral questioning

**Assessment criteria:** 1.1–1.5, 2.1–2.2, 3.1–3.3

**Additional information:** Candidates could be given written or oral questions relating to the understanding of customer service in the retail sector. Where oral questioning is used, questions, candidate responses and Assessor feedback should be included in the Assessor (or observer) witness testimony.

Alternatively, oral questions and answers could be recorded by audio or video means with Assessor feedback included.

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**Unit 01 Understanding customer service in the retail sector (M/502/5821) (cont'd)**

**Type of evidence:** Simulation/role play

**Assessment criteria:** 4.1, 4.2, 4.3

**Additional information:** In addition to the evidence above candidates could also take part in a realistic simulation or a role-play which has been designed to meet the criteria and will show how the candidate has the skill to deal with particular situations, for example handling complaints. This should be recorded manually or electronically.

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**The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.**

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**Unit 02 Understanding the retail selling process (A/502/5806)****The learner will:**

- 1 Understand the 5 steps of the selling model

**The learner can:**

- 1.1 Outline the 5 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
- 

**The learner will:**

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

**The learner can:**

- 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
- 

**The learner will:**

- 3 Understand the benefits and uses of product knowledge

**The learner can:**

- 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
-

**Unit 02 Understanding the retail selling process (A/502/5806) (cont'd)**

**The learner will:**

4 Understand how sales are closed

**The learner can:**

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

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**Unit 02 Understanding the retail selling process (A/502/5806) (cont'd)****Assessment Guidance**

**Type of evidence:** Professional discussion

**Assessment criteria:** All

**Additional information:** Assessors could undertake a series of planned structured in-depth discussions with candidates. These should be recorded manually or electronically and referenced to the assessment criteria.

Professional discussions could also be used to support other methods of assessment such as observations, examination of work documentation or knowledge where gaps have been identified.

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**Types of evidence:** Candidate report/presentation

**Assessment criteria:** All

**Additional information:** Candidates could produce a report outlining their understanding of the retail selling process, how the process is monitored.

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**Types of evidence:** Written/oral questioning

**Assessment criteria:** All

**Additional information:** Candidates could be given written or oral questions relating to understanding the retail selling process. Where oral questioning is used, questions, candidate responses and Assessor feedback should be included in the Assessor (or observer) witness testimony.

Alternatively, oral questions and answers could be recorded by audio or video means with Assessor feedback included.

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**Type of evidence:** Presentation

**Assessment criteria:** 1.1 – 1.6

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**Unit 02 Understanding the retail selling process (A/502/5806) (cont'd)**

**Additional information:** Candidates could prepare a presentation to meet each of the criteria. Evidence of the notes, handouts or visual aids used should be supported by a peer or witness statement. The presentation could be recorded using video or audio.

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The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

**Unit 03 Understanding how individuals and teams contribute to the effectiveness of a retail business (J/502/5789)****The learner will:**

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

**The learner can:**

- 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
- 

**The learner will:**

- 2 Understand the importance and characteristics of effective team work in retail business

**The learner can:**

- 2.1 Explain what is meant by 'team work' in retail business
  - 2.2 Describe the benefits that team work 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
- 

**Unit 03 Understanding how individuals and teams contribute to the effectiveness of a retail business (J/502/5789) (cont'd)****The learner will:**

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

**The learner can:**

- 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
-

**Unit 03 Understanding how individuals and teams contribute to the effectiveness of a retail business (J/502/5789) (cont'd)****The learner will:**

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

**The learner can:**

- 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
- 

**The learner will:**

- 5 Understand how to improve personal performance

**The learner can:**

- 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

**Unit 03 Understanding how individuals and teams contribute to the effectiveness of a retail business (J/502/5789) (cont'd)****The learner will:**

- 6 Understand how personal performance contributes to business success

**The learner can:**

- 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 03 Understanding how individuals and teams contribute to the effectiveness of a retail business (J/502/5789) (cont'd)****Assessment Guidance**

**Type of evidence:** Professional discussion

**Assessment criteria:** All

**Additional information:** Assessors could undertake a series of planned structured in-depth discussions with candidates. These should be recorded manually or electronically and referenced to the criteria.

Professional discussions could also be used to support other methods of assessment such as observations, examination of work documentation or knowledge where gaps have been identified.

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**Types of evidence:** Candidate report/presentation

**Assessment criteria:** All

**Additional information:** Candidates could produce a report outlining how individuals and teams contribute to the effectiveness of a retail business.

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**Types of evidence:** Written/oral questioning

**Assessment criteria:** All

**Additional information:** Candidates could be given written or oral questions relating to how individuals and teams contribute to the effectiveness of a retail business. Where oral questioning is used, questions, candidate responses and Assessor feedback should be included in the Assessor (or observer) witness testimony.

Alternatively, oral questions and answers could be recorded by audio or video means with Assessor feedback included.

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### **Unit 03 Understanding how individuals and teams contribute to the effectiveness of a retail business (J/502/5789) (cont'd)**

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.



**Unit 04 Understanding how a retail business maintains health and safety on its premises (A/502/5823)****The learner will:**

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

**The learner can:**

- 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
- 

**The learner will:**

- 2 Know what actions to take in an emergency

**The learner can:**

- 2.1 State when and how to raise an emergency alarm
  - 2.2 State the actions an employee should take in the event of:
    - fire
    - a bomb alert
    - acute illness or accident
  - 2.3 State the main stages in an emergency evacuation procedure
- 

**The learner will:**

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

**The learner can:**

- 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
- 

**Unit 04 Understanding how a retail business maintains health and safety on its premises (A/502/5823) (cont'd)****The learner will:**

- 4 Understand safe handling, storage and disposal

**The learner can:**

- 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
- 

**The learner will:**

- 5 Understand safe working practices

**The learner can:**

- 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 04 Understanding how a retail business maintains health and safety on its premises (A/502/5823) (cont'd)****Assessment Guidance**

Assessment criteria 1.1, 1.2 and 4.4 should specifically refer to current relevant UK legislation.

**Type of evidence:** Professional discussion

**Assessment criteria:** All

**Additional information:** Assessors could undertake a series of planned structured in-depth discussions with candidates. These should be recorded manually or electronically and referenced to the criteria.

Professional discussions could also be used to support other methods of assessment such as observations, examination of work documentation or knowledge where gaps have been identified.

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**Types of evidence:** Candidate report/presentation

**Assessment criteria:** All

**Additional information:** Candidates could produce a report outlining their understanding of how a retail business maintains health and safety on its premises.

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**Types of evidence:** Written/oral questioning

**Assessment criteria:** All

**Additional information:** Candidates could be given written or oral questions relating to how a retail business maintains health and safety on its premises. Where oral questioning is used, questions,

candidate responses and Assessor feedback should be included in the Assessor (or observer) witness testimony.

Alternatively, oral questions and answers could be recorded by audio or video means with Assessor feedback included.

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**Unit 04 Understanding how a retail business maintains health and safety on its premises  
(A/502/5823) (cont'd)**

**The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.**

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**Unit 05 Understanding retail consumer law (D/502/5801)****The learner will:**

- 1 Understand how consumer legislation protects the rights of customers

**The learner can:**

- 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
- 

**The learner will:**

- 2 Know the main provisions for the protection of consumers from unfair trading practices

**The learner can:**

- 2.1 Describe the provisions in place to protect consumers from unfair trading practices
  - 2.2 Describe retail employees' responsibilities in ensuring fair trading practices
- 

**The learner will:**

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

**The learner can:**

- 3.1 Describe the key legal responsibilities of a retail business and its employees when offering credit facilities to customers
- 

**Unit 05 Understanding retail consumer law (D/502/5801) (cont'd)****The learner will:**

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

**The learner can:**

- 4.1 Describe the key responsibilities and obligations of a retail business and its employees under current data protection legislation
-

**Unit 05 Understanding retail consumer law (D/502/5801) (cont'd)****The learner will:**

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

**The learner can:**

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

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**The learner will:**

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

**The learner can:**

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

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**Unit 05 Understanding retail consumer law (D/502/5801) (cont'd)****Assessment Guidance**

**Type of evidence:** Professional discussion

**Assessment criteria:** All

**Additional information:** Assessors could undertake a series of planned structured in-depth discussions with candidates. These should be recorded manually or electronically and referenced to the criteria.

Professional discussions could also be used to support other methods of assessment such as observations, examination of work documentation or knowledge where gaps have been identified.

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**Types of evidence:** Candidate report/presentation

**Assessment criteria:** All

**Additional information:** Candidates could produce a report outlining the understanding of retail consumer law, how it is monitored and how rights are protected.

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**Types of evidence:** Written/oral questioning

**Assessment criteria:** All

**Additional information:** Candidates could be given written or oral questions relating to retail consumer law. Where oral questioning is used, questions, candidate responses and Assessor feedback should be included in the Assessor (or observer) witness testimony.

Alternatively, oral questions and answers could be recorded by audio or video means with Assessor feedback included.

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**Unit 05 Understanding retail consumer law (D/502/5801) (cont'd)**

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

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**Unit 06 Understanding security and loss prevention in a retail business (K/502/5817)****The learner will:**

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

**The learner can:**

- 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
- 

**The learner will:**

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

**The learner can:**

- 2.1 Describe how crime can affect the profits of a retail business
  - 2.2 Describe how crime can affect people working in retail
- 

**The learner will:**

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

**The learner can:**

- 3.1 Outline actions and precautions typically taken to secure:
    - stock
    - premises
    - cash
    - people
    - information
  - 3.2 Outline actions and precautions that can be taken to reduce staff theft and the resulting loss of stock
-



**Unit 06 Understanding security and loss prevention in a retail business (K/502/5817) (cont'd)**

**The learner will:**

- 4 Know how security incidents should be dealt with

**The learner can:**

- 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 06 Understanding security and loss prevention in a retail business (K/502/5817) (cont'd)****Assessment Guidance**

**Type of evidence:** Professional discussion

**Assessment criteria:** All

**Additional information:** Assessors could undertake a series of planned structured in-depth discussions with candidates. These should be recorded manually or electronically and referenced to the criteria.

Professional discussions could also be used to support other methods of assessment such as observations, examination of work documentation or knowledge where gaps have been identified.

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**Types of evidence:** Candidate report/presentation

**Assessment criteria:** All

**Additional information:** Candidates could produce a report outlining the understanding of security and loss prevention in a retail business and how this affects the business.

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**Types of evidence:** Written/oral questioning

**Assessment criteria:** All

**Additional information:** Candidates could be given written or oral questions relating to understanding security and loss prevention in a retail business. Where oral questioning is used, questions, candidate responses and Assessor feedback should be included in the Assessor (or observer) witness testimony.

Alternatively, oral questions and answers could be recorded by audio or video means with Assessor feedback included.

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**Unit 06 Understanding security and loss prevention in a retail business (K/502/5817) (cont'd)**

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

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**Unit 07 Understanding the handling of customer payments in a retail business (H/502/5797)****The learner will:**

- 1 Know the methods of payment accepted from retail customers

**The learner can:**

- 1.1 List the methods of payment typically accepted by retail businesses and describe how each is processed
- 

**The learner will:**

- 2 Understand the risks involved in handling payments

**The learner can:**

- 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
- 

**The learner will:**

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

**The learner can:**

- 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
- 

**Unit 07 Understanding the handling of customer payments in a retail business (H/502/5797)  
(cont'd)****The learner will:**

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

**The learner can:**

- 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

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**Unit 07 Understanding the handling of customer payments in a retail business (H/502/5797)  
(cont'd)****Assessment Guidance**

**Type of evidence:** Professional discussion

**Assessment criteria:** All

**Additional information:** Assessors could undertake a series of planned structured in-depth discussions with candidates. These should be recorded manually or electronically and referenced to the criteria.

Professional discussions could also be used to support other methods of assessment such as observations, examination of work documentation or knowledge where gaps have been identified.

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**Types of evidence:** Candidate report/presentation

**Assessment criteria:** All

**Additional information:** Candidates could produce a report showing the understanding of the handling of customer payments in a retail business.

---

**Types of evidence:** Written/oral questioning

**Assessment criteria:** All

**Additional information:** Candidates could be given written or oral questions relating to the handling of customer payments in a retail business. Where oral questioning is used, questions, candidate responses and Assessor feedback should be included in the Assessor (or observer) witness testimony.

Alternatively, oral questions and answers could be recorded by audio or video means with Assessor feedback included.

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**Unit 07 Understanding the handling of customer payments in a retail business (H/502/5797)  
(cont'd)**

**Type of evidence:** Simulation/role play

**Assessment criteria:** 3.3, 3.4

**Additional information:** Candidates could take part in a realistic simulation or a role-play which has been designed to meet the criteria and will show how the candidate has the skill to deal with particular situations.

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**Unit 08 Understanding the control, receipt and storage of stock in a retail business (F/502/5810)****The learner will:**

- 1 Understand the importance of having the right stock levels

**The learner can:**

- 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
- 

**The learner will:**

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

**The learner can:**

- 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: variations in the quantities of goods received  
defects in quality, such as damage or breakages
  - 2.5 state what personal protective equipment should be used within the goods delivery area
-



**Unit 08 Understanding the control, receipt and storage of stock in a retail business (F/502/5810)  
(cont'd)**

**The learner will:**

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

**The learner can:**

- 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 08 Understanding the control, receipt and storage of stock in a retail business (F/502/5810)  
(cont'd)****Assessment Guidance**

**Type of evidence:** Professional discussion

**Assessment criteria:** All

**Additional information:** Assessors could undertake a series of planned structured in-depth discussions with candidates. These should be recorded manually or electronically and referenced to the criteria.

Professional discussions could also be used to support other methods of assessment such as observations, examination of work documentation or knowledge where gaps have been identified.

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**Type of evidence:** Candidate report/presentation

**Assessment criteria:** All

**Additional information:** Candidates could produce written reports which describe activities and processes undertaken.

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**Type of evidence:** Written/oral questioning

**Assessment criteria:** All

**Additional information:** Candidates could be provided with written or oral questions to meet each of the criteria and answer these in writing or orally using video or audio.

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The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally/independently and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

**Unit 09 Understanding visual merchandising for retail business (A/600/0656)****The learner will:**

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

**The learner can:**

- 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
- 

**The learner will:**

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

**The learner can:**

- 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
- 

**The learner will:**

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

**The learner can:**

- 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

**Unit 09 Understanding visual merchandising for retail business (A/600/0656) (cont'd)**

3.6 Identify the tools and equipment required to install themed display

---

**The learner will:**

4 Understand the floor layouts and produce adjacencies maximise sales

**The learner can:**

4.1 Describe why it is important to change 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

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**The learner will:**

5 Understand the importance of product preparation and handling

**The learner can:**

5.1 Explain why products may need cleaning and polishing before being displayed

5.2 Describe why it is important to handle products carefully

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**Unit 09 Understanding visual merchandising for retail business (A/600/0656) (cont'd)****Assessment Guidance**

**Type of evidence:** Professional discussion

**Assessment criteria:** All

**Additional information:** Assessors could undertake a series of planned structured in-depth discussions with candidates. These should be recorded manually or electronically and referenced to the criteria.

Professional discussions could also be used to support other methods of assessment such as observations, examination of work documentation or knowledge where gaps have been identified.

---

**Types of evidence:** Candidate report/presentation

**Assessment criteria:** All

**Additional information:** Candidates could produce a report showing the understanding of visual merchandising for a retail business.

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**Types of evidence:** Written/oral questioning

**Assessment criteria:** All

**Additional information:** Candidates could be given written or oral questions relating to visual merchandising in a retail business. Where oral questioning is used, questions, candidate responses and Assessor feedback should be included in the Assessor (or observer) witness testimony.

Alternatively, oral questions and answers could be recorded by audio or video means with Assessor feedback included.

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**Unit 09 Understanding visual merchandising for retail business (A/600/0656) (cont'd)**

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**Unit 10 Understanding how the effectiveness of store operations can be improved (H/502/5802)****The learner will:**

- 1 Understand the process of improving store operations

**The learner can:**

- 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 implementation plans in store operations
- 

**The learner will:**

- 2 Understand how to communicate with and motivate those involved in bringing about change and improvement in store operations

**The learner can:**

- 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 is important for staff to be committed and motivated to bringing about change in store operations
-

**Unit 10 Understanding how the effectiveness of store operations can be improved (H/502/5802)  
(cont'd)****The learner will:**

3 Understand how the organisation and scheduling of staffing contributes to the effectiveness of store operations

**The learner can:**

- 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 10 Understanding how the effectiveness of store operations can be improved (H/502/5802)  
(cont'd)****Assessment Guidance**

**Type of evidence:** Professional discussion

**Assessment criteria:** All

**Additional information:** Assessors could undertake a series of planned structured in-depth discussions with candidates. These should be recorded manually or electronically and referenced to the criteria.

Professional discussions could also be used to support other methods of assessment such as observations, examination of work documentation or knowledge where gaps have been identified.

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**Types of evidence:** Candidate report/presentation

**Assessment criteria:** All

**Additional information:** Candidates could produce a report outlining how the effectiveness of store operations can be improved.

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**Types of evidence:** Written/oral questioning

**Assessment criteria:** All

**Additional information:** Candidates could be given written or oral questions relating to the effectiveness of store operations and how they can be improved. Where oral questioning is used, questions, candidate responses and Assessor feedback should be included in the Assessor (or observer) witness testimony.

Alternatively, oral questions and answers could be recorded by audio or video means with Assessor feedback included.

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**10 Understanding how the effectiveness of store operations can be improved (H/502/5802)  
(cont'd)**

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal Unit assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

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**Unit 11 Understanding environmental sustainability in the retail sector (A/602/2317)****The learner will:**

- 1 Understand the effect of climate change on the environment

**The learner can:**

- 1.1 Outline the concept of climate change
  - 1.2 Outline the possible causes of climate change
  - 1.3 Outline the key impacts of climate change
  - 1.4 Explain the "Greenhouse Effect"
- 

**The learner will:**

- 2 Understand the relevance of climate change issues to the retail sector

**The learner can:**

- 2.1 Describe why a retail business should be concerned about climate change
  - 2.2 Explain how retailers' typically influence customer attitudes and behaviour towards the environment
  - 2.3 Describe how energy and material conservation can be improved within the retail sector
- 

**The learner will:**

- 3 Know the key environmental legislation which impacts on the retail sector

**The learner can:**

- 3.1 Identify key environmental legislation relevant to the retail sector
  - 3.2 Identify the key legal responsibilities of the retail sector in relation to different types of waste
  - 3.3 Outline the legal and financial impacts of energy use by the retail sector
-

**Unit 11 Understanding environmental sustainability in the retail sector (A/602/2317) (cont'd)****The learner will:**

4 Understand how waste is managed within the retail sector

**The learner can:**

- 4.1 Describe the waste “hierarchy”
  - 4.2 Describe an environmentally responsible disposal route for different waste streams created by the retail sector
  - 4.3 Explain any differences in how waste is managed at home and within a retail business
- 

**The learner will:**

5 Understand energy conservation and how to reduce carbon emissions within the retail sector

**The learner can:**

- 5.1 Explain how energy consumption can be monitored to aid conservation within the retail sector
  - 5.2 Describe examples of good practice in energy management within the retail sector
  - 5.3 Describe ways in which energy consumption can be reduced within the retail sector
- 

**The learner will:**

6 Understand water conservation and the demand on water consumption

**The learner can:**

- 6.1 Describe methods for reducing water consumption in the retail sector
  - 6.2 Outline the main reasons for an increased demand on water consumption by the retail sector
- 

**Unit 11 Understanding environmental sustainability in the retail sector (A/602/2317) (cont'd)****Assessment Guidance**

**Type of evidence:** Professional discussion

**Assessment criteria:** All

**Additional information:** Assessors could undertake a series of planned structured in-depth discussions with candidates to demonstrate understanding of environmental sustainability in the retail sector. These should be recorded manually or electronically and referenced to the criteria.

Professional discussions could also be used to support other methods of assessment such as observations, examination of work documentation or knowledge where gaps have been identified.

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**Types of evidence:** Candidate report/presentation

**Assessment criteria:** All

**Additional information:** Candidates could produce a report outlining the understanding of environmental sustainability in the retail sector.

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**Types of evidence:** Written/oral questioning

**Assessment criteria:** 2.1-2.3, 3.1, 3.2, 5.1, 6.2

**Additional information:** Candidates could be given written or oral questions relating to environmental sustainability in the retail sector. Where oral questioning is used, questions, candidate responses and Assessor feedback should be included in the Assessor (or observer) witness testimony.

Alternatively, oral questions and answers could be recorded by audio or video means with Assessor feedback included.

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### **Unit 11 Understanding environmental sustainability in the retail sector (A/602/2317) (cont'd)**

**Type of evidence:** Leaflet/poster

**Assessment criteria:** 1.1-1.4, 4.2

**Additional information:** Candidates could produce an information leaflet or poster outlining the effect of climate change on the environment.

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**Type of evidence:** Case study

**Assessment criteria:** 2.1, 2.2, 4.2, 3.3, 5.1-5.3

**Additional information:** Candidates could research and discuss or present case studies from the retail sector to demonstrate why retail businesses should be concerned about climate change, how they influence customer attitudes, how they dispose of waste responsibly, how they manage their energy and how they reduce water consumption.

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**Unit 12 Underage sales prevention for retail and licensed premises (M/602/2234)****The learner will:**

- 1 Know current legislation relating to the sale and purchase of age-restricted products

**The learner can:**

- 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
- 

**The learner will:**

- 2 Know how to prevent unlawful sales of age-restricted products

**The learner can:**

- 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 12 Underage sales prevention for retail and licensed premises (M/602/2234) (cont'd)****Assessment Guidance**

**Type of evidence:** Professional discussion

**Assessment criteria:** All

**Additional information:** Assessors could undertake a series of planned structured in-depth discussions with candidates to demonstrate an understanding of underage sales prevention for retail and licensed premises. These should be recorded manually or electronically and referenced to the criteria.

Professional discussions could also be used to support other methods of assessment such as observations, examination of work documentation or knowledge where gaps have been identified.

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**Types of evidence:** Candidate report/presentation

**Assessment criteria:** All

**Additional information:** Candidates could produce a report outlining the issues around underage sales prevention for retail and licensed premises and how this can affect the business.

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**Types of evidence:** Written/oral questioning

**Assessment criteria:** 1.1–1.4

**Additional information:** Candidates could be given written or oral questions relating to underage sales prevention for the retail and licensed premises. Where oral questioning is used, questions, candidate responses and Assessor feedback should be included in the Assessor (or observer) witness testimony.

Alternatively, oral questions and answers could be recorded by audio or video means with Assessor feedback included.

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**Unit 12 Underage sales prevention for retail and licensed premises (M/602/2234) (cont'd)**

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

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**Unit 13 Understanding the use of in-store web-based facilities in promoting retail sales (K/505/9384)****The learner will:**

- 1 Understand the in-store web-based retail selling facilities and the use of these facilities within their area of operations

**The learner can:**

- 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 organization
  - 1.3 Describe the impact of multi-channel retailing upon in-store selling within their own organization, 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
- 

**The learner will:**

- 2 Understand the impact of web-based retail facilities upon the customer shopping experience

**The learner can:**

- 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 return to products purchased online
  - 2.4 Describe how customers' attitudes and understandings of web-based technology can affect their customers' use of in-store web-based facilities
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**Unit 13 Understanding the use of in-store web-based facilities in promoting retail sales (K/505/9384) (cont'd)****Assessment Guidance**

**Type of evidence:** Professional discussion

**Assessment criteria:** All

**Additional information:** Assessors could undertake a series of planned structured in-depth discussions with candidates to demonstrate an understanding of the use of in-store web-based facilities to promote retail sales. These should be recorded manually or electronically and referenced to the criteria.



Professional discussions could also be used to support other methods of assessment such as observations, examination of work documentation or knowledge where gaps have been identified.

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**Types of evidence:** Candidate report/presentation

**Assessment criteria:** All

**Additional information:** Candidates could produce a report outlining the issues around the use of in-store web-based facilities in promoting retail sales.

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**Types of evidence:** Written/oral questioning

**Assessment criteria:** All

**Additional information:** Candidates could be given written or oral questions relating to the use of in-store web-based facilities in promoting retail sales. Where oral questioning is used, questions, candidate responses and Assessor feedback should be included in the Assessor (or observer) witness testimony.

Alternatively, oral questions and answers could be recorded by audio or video means with Assessor feedback included.

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### **Unit 13 Understanding the use of in-store web-based facilities in promoting retail sales (K/505/9384) (cont'd)**

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The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

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**Unit 14 Understanding how to maintain the confidentiality and security of customer data held online (H/505/9383)****The learner will:**

- 1 Understand legal and organisational requirements relating to the maintenance of online data confidentiality and security

**The learner can:**

- 1.1 Describe legal and organisational requirements relating to maintaining the confidentiality and security of online customer data as these impact upon their area of operations
  - 1.2 Describe their own organisation's policies and guidelines for the recording, retention, protection and disposal of customer information held online
  - 1.3 Explain the different items of customer information that are required and why
  - 1.4 Describe organisational guidelines regarding the use of social media in relation to maintaining customer confidentiality
  - 1.5 Explain why protecting information is important to them, their own organisation and others outside the organisation
  - 1.6 Describe the potential implications of an information security incident to them, the organisation and others outside the organisation
  - 1.7 Describe customers' rights to see the data held about them by their own organisation
  - 1.8 Describe how to respond to requests from customers to see data held about them by their own organisation
- 

**The learner will:**

- 2 Understand the procedures to follow to maintain online data confidentiality and security

**The learner can:**

- 2.1 Describe how to protect information held online, including the use of encryption and passwords
  - 2.2 Explain the security checks required by the organisation before releasing information to a third party by telephone and online
  - 2.3 Explain the actions to take where a customer or third party is unable to satisfy the required security checks when seeking information by telephone and online
-

**Unit 14 Understanding how to maintain the confidentiality and security of customer data held online (H/505/9383) (cont'd)**

- 2.4 Explain the actions to take where an attempt at fraud by a third party is suspected
- 2.5 Describe methods of sending information securely according to the:
- values and sensitivity of the information
  - the level of protection that it needs
- 2.6 Describe organisational procedures in place to make sure that computer media is made unreadable, prior to its disposal
-

**Unit 14 Understanding how to maintain the confidentiality and security of customer data held online (H/505/9383) (cont'd)****Assessment Guidance**

**Type of evidence:** Professional discussion

**Assessment criteria:** All

**Additional information:** Assessors could undertake a series of planned structured in-depth discussions with candidates to demonstrate an understanding of how to maintain the confidentiality and security of customer data held online. These should be recorded manually or electronically and referenced to the criteria.

Professional discussions could also be used to support other methods of assessment such as observations, examination of work documentation or knowledge where gaps have been identified.

---

**Types of evidence:** Candidate report/presentation

**Assessment criteria:** All

**Additional information:** Candidates could produce a report outlining the issues around maintaining the confidentiality and security of customer data held online.

---

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

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# Section 4

## Links to National Skills Standards

## Section 4

### **Links to National Skills Standards**

We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.

We've also highlighted which of the Personal Learning and Thinking Skills (PLTS) link into the units of this qualification.

The mapping is only at the level of the unit.

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### **English**

All units

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### **Mathematics**

- Unit 06 Understanding security and loss of prevention in a retail business
  - Unit 07 Understanding the handling of customer payments in a retail business
  - Unit 08 Understanding the control, receipt and storage of stock in a retail business
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### **ICT**

There are no explicit opportunities to develop this skill in this qualification

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### **PLTS Independent Enquirers**

There are no explicit opportunities to develop this skill in this qualification

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### **PLTS Creative Thinkers**

There are no explicit opportunities to develop this skill in this qualification

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### **PLTS Reflective Learners**

There are no explicit opportunities to develop this skill in this qualification

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### **PLTS Team Workers**

There are no explicit opportunities to develop this skill in this qualification

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**PLST Self-managers**

There are no explicit opportunities to develop this skill in this qualification

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**PLTS Effective Participators**

There are no explicit opportunities to develop this skill in this qualification

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For further information please contact a member of the Product Development team.

# Section 5

## Links to National Occupational Standards



## Section 5

**Links to National Occupational Standards**

We've mapped this qualification against National Occupational Standards (NOS) in Retail. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.

People 1<sup>st</sup> Level 2 Retail Standards

NCFE unit number/title	NOS unit number/title
Unit 01 Understanding customer service in the retail sector	C.252 K
Unit 02 Understanding the retail selling process	C.313 K
Unit 03 Understanding how individuals and teams contribute to the effectiveness of a retail business	E.105 K E.106 K E.208 K E.209 K E.335 K E.336 K E.338 K
Unit 04 Understanding how a retail business maintains health and safety on its premises	E.102 K E.206 K E.207 K
Unit 05 Understanding retail consumer law	C.252 K B.209 K C.215 K C.216 K
Unit 06 Understanding security and loss prevention in a retail business	E.101 K E.205 K
Unit 07 Understanding the handling of customer payments in a retail business	C.214 K C.252 K E.211 K
Unit 08 Understanding the control, receipt and storage of stock in a retail business	B.201 K B.203 K B.204 K B.205 K

Unit 09 Understanding visual merchandising for retail business	C.201 K C.202 K C.230 K C.231 K C.232 K C.233 K C.237 K
Unit 10 Understanding how the effectiveness of store operations can be improved	not mapped
Unit 11 Understanding environmental sustainability in the retail sector	not mapped
Unit 12 Underage sales prevention for retail and licensed premises	C.252 K
Unit 13 Understanding the use of in-store web-based facilities in promoting retail sales	not mapped
Unit 14 Understanding how to maintain the confidentiality and security of customer data held online	not mapped

# Section 6

## Explanation of terms

## Section 6

**Explanation of terms**

This table explains how the terms used at Level 2 in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Apply</b>	Link existing knowledge to new or different situations.
<b>Assess</b>	Consider information in order to make decisions.
<b>Classify</b>	Organise according to specific criteria.
<b>Compare</b>	Examine the subjects in detail looking at similarities and differences.
<b>Define</b>	State the meaning of a word or phrase.
<b>Demonstrate</b>	Show an understanding of the subject or how to apply skills in a practical situation.
<b>Describe</b>	Write about the subject giving detailed information.
<b>Differentiate</b>	Give the differences between two or more things.
<b>Discuss</b>	Write an account giving more than one view or opinion.
<b>Distinguish</b>	Show or recognise the difference between items/ideas/information.
<b>Estimate</b>	Give an approximate decision or opinion using previous knowledge.
<b>Explain</b>	Provide details about the subject with reasons showing how or why. Some responses could include examples.
<b>Give (positive and negative points...)</b>	Provide information showing the advantages and disadvantages of the subject.
<b>Identify</b>	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
<b>Illustrate</b>	Give clear information using written examples, pictures or diagrams.
<b>List</b>	Make a list of key words, sentences or comments that focus on the subject.
<b>Perform</b>	Do something (take an action/follow an instruction) which the question or task asks or requires.
<b>Plan</b>	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.

<b>Provide</b>	Give relevant information about a subject.
<b>Reflect</b>	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
<b>Select</b>	Choose for a specific purpose.
<b>Show</b>	Supply sufficient evidence to demonstrate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences.
<b>Use</b>	Take or apply an item, resource or piece of information as asked in the question or task.

# Section 7

## General information

## Section 7

### **General information**

#### **Equal opportunities**

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

#### **Diversity, access and inclusion**

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Candidates who require reasonable adjustments or special consideration should discuss their requirements with their Tutor who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

## Contact us

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***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***