Qualification specification

NCFE Level 2 Certificate in Retail Skills
QN: 600/4164/X

Contents

Summary of changes

This section summarises the changes to this qualification specification since the last version (Issue 5.0 April 2020). Please check the qualification page on our website for the most recent version.

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Version	Publication Date	Summary of amendments
V5.1	**June 2022**	Information regarding entry requirements added to Section 1 Information regarding support handbooks added to Section 1 Information regarding assessment in English added to Section 2

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 NCFE Level 2 Certificate in Retail Skills.

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.

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 of NCFE Level 2 Certificate in Retail Skills.

The NCFE Level 2 Certificate in Retail Skills is a competence-based qualification.

A competence-based qualification is based on National Occupational Standards (NOS) and is a job-ready qualification which requires learners to demonstrate the skills and knowledge required to work in a specific industry. A competence-based qualification must be assessed in the workplace or in a realistic work environment (RWE) in accordance with the relevant assessment guidance. For further information on the guidance, please visit the qualifications page on the NCFE website.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 600/4164/X.

This qualification aims to provide regulation to those learners able to demonstrate competence against the occupational standards defined for retail skills at Level 2. It's a job-ready qualification which requires learners to demonstrate the skills and knowledge required when working in the retail industry, and is ideal for those working in their first retail role, or those who wish to progress in their retail career.

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

Things you need to know

- Qualification number (QN): 600/4164/X
- Aim reference: 6004164X
- Total Qualification Time (TQT): 240
- Guided learning hours (GLH): 73
- Credit value: 24
- Level: 2
- Assessment requirements: internally assessed and externally moderated portfolio of evidence

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.

Credit

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

Aims and objectives of this qualification

This qualification aims to:

- prepare learners for work in the retail industry
- confirm competence against the national occupational standards (NOS) for retail at level 2

The objectives of this qualification are to help learners to

- develop transferable skills valued by employers such as customer service, team work and communication
- develop skills in more specialist areas depending on their area of interest or work, including food and drink, fashion, bakery and gardening.

Entry guidance

This qualification is designed for those who would like to work in the retail sector, or those already working in a retail role who wish to progress in their retail career

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 1 qualification.

Entry is at the discretion of the centre. However, learners should be aged 16 or above to undertake this qualification.

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

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 the 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.

Achieving this qualification

To be awarded the NCFE Level 2 Certificate in Retail Skills, learners must achieve a minimum of **24** credits.

8 credits must come from the mandatory unit in Section 1, and a minimum of 7 credits must come from Section 2.

The remaining 9 credits can come from Sections 2, 3 and/or 4.

A maximum of 5 credits can be achieved from Section 3, and a maximum of 9 credits can be achieved from Section 4.

This qualification consists of **one** mandatory unit in Section 1, and **77** optional units across Sections 2, 3 and 4.

A minimum of 19 credits must be at or above Level 2.

Section 1 – mandatory unit

- Unit 01   Work effectively in a retail team (8 credits)*

Section 2 – optional units:

•	Unit 02	Receive goods and materials into storage in a retail environment	(4 credits)
•	Unit 03	Place goods and materials into storage in a retail environment	(4 credits)
•	Unit 04	Keep stock on sale at required levels in a retail environment	(3 credits)*
•	Unit 05	Process customer orders for goods in a retail environment	(3 credits)
•	Unit 06	Process returned goods in a retail environment	(3 credits)
•	Unit 07	Assemble products for display in a retail environment	(2 credits) *
•	Unit 08	Hand-process fish in a retail environment	(6 credits)
•	Unit 09	Process greengrocery products for sale in a retail environment	(7 credits)
•	Unit 10	Finish meat products by hand in a retail environment	(9 credits)
•	Unit 11	Organise own work to meet a dough production schedule in a retail environment	(10 credits)
•	Unit 12	Select, weigh and measure bakery ingredients	(3 credits)
•	Unit 13	Hand-divide, mould and shape fermented dough	(4 credits)
•	Unit 14	Maintain food safety while working with food in a retail environment	(6 credits)
•	Unit15	Pick products in a retail environment to fulfil customer orders	(4 credits)
•	Unit 16	Check stock levels and sort out problems with stock levels in a retail environment	(2 credits)*
•	Unit 17	Maintain moisture levels for crops or plants	(2 credits)
•	Unit 18	Provide nutrients to crops or plants	(2 credits)
•	Unit 19	Remove unwanted plant growth to maintain development	(5 credits)
•	Unit 20	Identify and report the presence of pests, diseases and disorders	(3 credits)
•	Unit 21	Finish bake-off food products in a retail environment	(3 credits)
•	Unit 22	Glaze, coat or decorate bake-off products for sale in a retail environment	(3 credits)
•	Unit 23	Display stock to promote sales to customers in a retail environment	(5 credits)*
•	Unit 24	Help customers to choose products in a retail environment	(6 credits)
•	Unit 25	Carry out promotional campaigns in a retail environment	(4 credits)

- Unit 26   Deal with customer queries and complaints in a retail environment   (4 credits)*
- Unit 27   Demonstrate products to customers in a retail environment   (3 credits)*
- Unit 28   Process payments for purchases in a retail environment   (4 credits)*
- Unit 29   Process applications for credit agreements offered in a retail environment (5 credits)
- Unit 30   Promote loyalty schemes to customers in a retail environment   (3 credits)
- Unit 31   Provide a bra fitting service in a retail environment   (10 credits)
- Unit 32   Follow guidelines for planning and preparing visual merchandising displays   (5 credits)
- Unit 33   Dress visual merchandising displays to attract customers   (7 credits)
- Unit 34   Order and position signage and graphics for visual merchandising displays   (3 credits)
- Unit 35   Dismantle and store props and graphics from visual merchandising displays   (3 credits)
- Unit 36   Make props and decorate fixtures and panels for visual merchandising displays   (10 credits)
- Unit 37   Assemble visual merchandising displays   (4 credits)
- Unit 38   Follow point-of-sale procedures for age-restricted products in a retail environment   (2 credits)
- Unit 39   Provide National Lottery products to customers   (4 credits)
- Unit 40   Enable customers to dispense motor fuel on a forecourt   (7 credits)
- Unit 41   Advise customers on the fixing and care of tiles   (6 credits)
- Unit 42   Cash up in a retail environment   (2 credits)*
- Unit 43   Promote a retail store's credit card to customers in a retail environment   (3 credits)
- Unit 44   Provide service to customers in a dressing room in a retail environment   (3 credits)
- Unit 45   Promote food or drink products by offering samples to customers   (2 credits)
- Unit 46   Deliver goods from a retail environment to the customer's delivery address   (3 credits)
- Unit 47   Help customers to apply for a retail store's credit card and associated insurance products   (4 credits)
- Unit 48   Help customers to choose delicatessen products in a retail environment   (3 credits)
- Unit 49   Portion delicatessen products to meet customer requirements in a retail environment   (2 credits)
- Unit 50   Merchandise plants and other relevant products   (6 credits)
- Unit 51   Demonstrate make-up and skincare products to customers at a beauty counter in a retail environment   (4 credits)
- Unit 52   Operate a customer record card system on a beauty counter in a retail environment   (2 credits)
- Unit 53   Give customers a positive impression of yourself and your organisation   (5 credits)
- Unit 54   Protect own and others' health and safety when working in a retail environment   (5 credits)*
- Unit 55   Reduce security risks in a retail environment   (5 credits)*
- Unit 56   Prepare newspapers and magazines for return to merchandisers   (2 credits)
- Unit 57   Check the accuracy of records of hours worked by staff in a retail environment   (4 credits)
- Unit 58   Using web-based facilities in-store to achieve retail sales   (2 credits)
- Unit 59   Advising and supporting customers on the use of in-store web-based retail facilities   (3 credits)
- Unit 60   Maintaining data confidentiality and security when using web-based retail facilities in-store   (2 credits)

Section 3 – optional units (Level 1 units):

- Unit 61   Sort donated goods for resale or recycling in a retail environment   (3 credits)
- Unit 62   Maintain food safety while working with food in a retail environment   (5 credits)
- Unit 63   Load orders for despatch from a retail store to customers   (3 credits)
- Unit 64   Provide a counter and takeaway service   (3 credits)
- Unit 65   Contribute to monitoring and maintaining ease of
             shopping in a retail sales area   (2 credits)

Section 3 – optional units (Level 3 units):

- Unit 66   Audit stock levels and stock inventories in a retail environment   (3 credits)
- Unit 67   Manage staff to receive goods in a retail environment   (3 credits)
- Unit 68   Organise and monitor the storage of stock in a retail environment   (6 credits)
- Unit 69   Maintain the availability of goods on display in a retail environment to
             promote sales   (6 credits)
- Unit 70   Manage the payment transaction process in a retail environment   (9 credits)
- Unit 71   Choose merchandise to feature in visual merchandising displays   (6 credits)
- Unit 72   Manage the use of signage and graphics in visual merchandising
             displays   (7 credits)
- Unit 73   Evaluate the effectiveness of visual merchandising displays   (9 credits)
- Unit 74   Contribute to improving a retail organisation's visual merchandising policy (8 credits)
- Unit 75   Help customers to choose specialist products in a retail environment   (8 credits)*
- Unit 76   Produce staffing schedules to help a retail team to achieve its targets   (5 credits)
- Unit 77   Monitor and support secure payment point use during trading hours   (3 credits)
- Unit 78   Motivating colleagues to promote web-based retail facilities to customers   (4 credits)

The learning outcomes and assessment criteria for each unit are provided in Section 3 (page 20).

The units above marked * are available as stand-alone unit programmes and are available for individual registration. Please visit the NCFE website for further information.

To achieve the NCFE Level 2 Certificate in Retail Skills, 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.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A Credit Certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

Qualifications and awards with simulation and assessment in a Realistic Work Environment (RWE)

Where the assessment guidance for a unit/qualification allows, it is essential that organisations wishing to operate an RWE do so in an environment which reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This will ensure that any competence achieved in this way will be sustained in real employment.

Progression opportunities

Learners who achieve this qualification could progress to:

- NCFE Level 3 Certificate in Retail Skills (various pathways available)
- NCFE Level 3 Diploma in Retail Skills (various pathways)
- NCFE Level 3 Certificate in Employability Skills
- NCFE Level 3 Diploma in Management
- NCFE Level 3 Diploma in Customer Service

Barred units, equivalencies and exemptions

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

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.

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 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.

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.

Resource requirements

The following documents are essential reading for any centre involved in the delivery, assessment and administration of this qualification:

- People 1st (formerly Skillsmart Retail) Assessment Principles January 2012
- People 1st (formerly Skillsmart Retail) Retail Skills Units and Assessment Guidance January 2012

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

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 do not have to use the LETL – you can devise your own evidence-tracking document instead.

Any documents you produce should allow learners to track their achievement against each required learning outcome and assessment criterion and include:

- information on the content, availability and location of NCFE's procedures and policies
- advice on support mechanisms for learners who are experiencing difficulties with their studies
- a mechanism for Assessors and Internal Moderators to authenticate evidence and achievement for each unit.

Support for centres

Support handbook

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.

Centre Support Guide

This explains everything you need to know, from how to apply to become an NCFE-approved centre to registering your learners and claiming their certificates, and everything in between. Centres must seek approval to offer a qualification. Only learners from approved centres can be certificated.

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.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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.

The units and structure of this qualification are based on the People 1st (formerly Skillsmart Retail) NOS for retail.

Further information on the NOS used in this qualification can be found on the People 1st website: www.people-1st.co.uk

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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.

This qualification must be assessed in line with the following People 1st (formerly Skillsmart Retail) documents:

- People 1st Retail Assessment Principles January 2012
- People 1st Retail Skills Units and Assessment Guidance January 2012

These can be found on the qualifications page on the NCFE website.

The NCFE Level 2 Certificate in Retail Skills is internally assessed.

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

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 20).

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).

You will also find a variety of assessment and moderation pro-formas on the NCFE website.

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

Please refer to the following People 1st (formerly Skillsmart Retail) documents for further information:

- People 1st Retail Assessment Principles January 2012
- People 1st Retail Skills Units and Assessment Guidance January 2012

These can be found on the qualifications page on the NCFE website.

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. 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.

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 Centre Support Guide.

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)
- guidance for developing assessment (an explanation of technical terms and the depth and breadth of coverage of the unit)
- assessment guidance (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.

Unit summaries

Unit 01 Work effectively in a retail team (T/503/5735)

In this unit the learner will develop an understanding of how to recognise discrimination, bullying and harassment. They will also demonstrate that they can work effectively in a retail team and improve their own work performance.

Guided learning hours: 37
Credit value: 8
Level: 2
This unit is **mandatory**

Unit 02 Receive goods and materials into storage in a retail environment (R/503/5659)

In this unit the learner will develop an understanding of the importance of preparing for deliveries and their own responsibility for handling goods and materials. They will also demonstrate that they can prepare to receive and receive deliveries in a retail environment.

Guided learning hours: 22
Credit value: 4
Level: 2
This unit is **optional**

Unit 03 Place goods and materials into storage in a retail environment (J/503/5660)

In this unit the learner will develop an understanding of the requirements for storing goods and materials and the procedures for resolving problems with storage facilities. They will also demonstrate that they can place goods and materials into storage in a retail environment.

Guided learning hours: 19
Credit value: 4
Level: 2
This unit is **optional**

Unit 04 Keep stock on sale at required levels in a retail environment (L/503/5661)

In this unit the learner will develop an understanding of the relationship between stock levels, the demand for stock and the quality of stock on sale. They will also demonstrate that they can check the level of stock on sale and replenish stock in a retail environment.

Guided learning hours: 16
Credit value: 3
Level: 2
This unit is **optional**

Unit summaries (cont'd)

Unit 05 Process customer orders for goods in a retail environment (R/503/5662)

In this unit the learner will develop an understanding of the importance of customer service and the correct use of customer information in relation to processing customers' orders. They will also demonstrate that they can find out what customers want to order, check the availability of the goods and process orders.

Guided learning hours: 19
Credit value: 3
Level: 2
This unit is **optional**

Unit 06 Process returned goods in a retail environment (Y/503/5663)

In this unit the learner will develop an understanding of rights and responsibilities in relation to returned goods and the importance of stock control. They will also demonstrate that they can help customers return goods and process returned goods.

Guided learning hours: 18
Credit value: 3
Level: 2
This unit is **optional**

Unit 07 Assemble products for display in a retail environment (H/503/5665)

In this unit the learner will demonstrate that they can assemble products for display in a retail environment, including performing checks, disposing of waste, selecting the appropriate tools and identifying who can provide advice.

Guided learning hours: 9
Credit value: 2
Level: 2
This unit is **optional**

Unit 08 Hand-process fish in a retail environment (K/503/5666)

In this unit the learner will develop an understanding of the safe working practices relating to hand-processing fish. They will understand the relationship between the anatomy of fish and the way fish are hand processed, and will demonstrate that they can hand-process fish while keep own work area in the appropriate condition.

Guided learning hours: 21
Credit value: 6
Level: 2
This unit is **optional**

Unit summaries (cont'd)

Unit 09 Process greengrocery products for sale in a retail environment (M/503/5667)

In this unit the learner will demonstrate that they can prepare greengrocery products for sale, replenish displays of greengrocery products and maintain the quality of the products on display.

Guided learning hours: 17
Credit value: 7
Level: 2
This unit is **optional**

Unit 10 Finish meat products by hand in a retail environment (T/503/5668)

In this unit the learner will demonstrate that they can check the suitability of meat products for finishing, organise their own work area and equipment and achieve meat product yield and finish in a retail environment.

Guided learning hours: 29
Credit value: 9
Level: 2
This unit is **optional**

Unit 11 Organise own work to meet a dough production schedule in a retail environment (A/503/5672)

In this unit the learner will develop an understanding of the importance of maintaining health and safety and food safety during dough production, and why efficient and effective dough production is important. They will also demonstrate they can organise their own work to meet a dough production schedule in a retail environment.

Guided learning hours: 48
Credit value: 10
Level: 2
This unit is **optional**

Unit 12 Select, weigh and measure bakery ingredients (D/601/4551)

In this unit the learner will demonstrate that they can check the quantities of ingredients, select the correct ingredients, and weigh and measure ingredients in a bakery environment.

Guided learning hours: 16
Credit value: 3
Level: 2
This unit is **optional**

Unit summaries (cont'd)

Unit 13 Hand-divide, mould and shape fermented dough (T/601/4555)

In this unit the learner will demonstrate that they can hand-divide fermented dough to specifications and instructions, and hand-mould and shape fermented dough.

Guided learning hours: 21
Credit value: 4
Level: 2
This unit is **optional**

Unit 14 Maintain food safety while working with food in a retail environment (J/503/5674)

In this unit the learner will develop an understanding of how food can become unsafe for consumers and the routine working practices that contribute to food safety in a retail environment. They will also demonstrate that they can work with food safely and record the condition of food.

Guided learning hours: 13
Credit value: 6
Level: 2
This unit is **optional**

Unit 15 Pick products in a retail environment to fulfil customer orders (R/503/5676)

In this unit the learner will demonstrate that they can organise their own work and pick orders in a retail environment. They will also show they can prepare picked orders for collection or dispatch.

Guided learning hours: 19
Credit value: 4
Level: 2
This unit is **optional**

Unit 16 Check stock levels and sort out problems with stock levels in a retail environment (D/503/5678)

In this unit the learner will consider the purpose of checking stock levels in a retail environment. They will also demonstrate that they can check stock levels and deal with or report stock-related problems.

Guided learning hours: 10
Credit value: 2
Level: 2
This unit is **optional**

Unit summaries (cont'd)

Unit 17 Maintain moisture levels for crops or plants (R/502/0854)

In this unit the learner will develop an understanding of why it is important to maintain moisture for crops and plants, the type of equipment used and the current health and safety legislation involved. They will also demonstrate that they can select, use and maintain equipment to maintain moisture levels for crops and plants while working safely and minimising environmental damage.

Guided learning hours: 15
Credit value: 2
Level: 2
This unit is **optional**

Unit 18 Provide nutrients to crops or plants (L/502/0853)

In this unit the learner will develop an understanding of how nutrient requirements vary, the types of equipment required to provide nutrients to crops or plants and the current health and safety legislation involved. They will also demonstrate that they can provide nutrients to plants or crops using the correct equipment and working safely.

Guided learning hours: 15
Credit value: 2
Level: 2
This unit is **optional**

Unit 19 Remove unwanted plant growth to maintain development (Y/502/1214)

In this unit the learner will develop an understanding of the different types of unwanted plant growth, how to maintain plant development, the types of equipment required and current health and safety legislation. They will also demonstrate that they can use the correct equipment and identify and remove unwanted plant growth while working safely and minimising environmental damage.

Guided learning hours: 38
Credit value: 5
Level: 2
This unit is **optional**

Unit summaries (cont'd)

Unit 20 Identify and report the presence of pests, diseases and disorders (K/502/1511)

In this unit the learner will develop an understanding of how to identify and report the presence of pests, disease and disorders and the relevant health and safety legislation and environmental good practice involved.

Guided learning hours: 23
Credit value: 3
Level: 2
This unit is **optional**

Unit 21 Finish bake-off food products in a retail environment (H/503/5679)

In this unit the learner will develop an understanding of the baking and cooling processes and the legal and organisational requirements that apply to bake-off food products. They will also demonstrate that they can finish the baking process of bake-off products in a retail environment.

Guided learning hours: 15
Credit value: 3
Level: 2
This unit is **optional**

Unit 22 Glaze, coat or decorate bake-off products for sale in a retail environment (Y/503/5680)

In this unit the learner will consider the legal and organisational requirements that apply when glazing, coating and decorating bake-off products and will demonstrate that they can carry this task out in a retail environment.

Guided learning hours: 15
Credit value: 3
Level: 2
This unit is **optional**

Unit 23 Display stock to promote sales to customers in a retail environment (M/503/5684)

In this unit the learner will develop an understanding of health and safety issues relating to the setting up and dismantling of displays, how displays help to promote sales and the legal requirements for labelling. They will also demonstrate they can find space and resources for a display and prepare, set up, label and dismantle a display in a retail environment.

Guided learning hours: 26
Credit value: 5
Level: 2
This unit is **optional**

Unit summaries (cont'd)

Unit 24 Help customers to choose products in a retail environment (T/503/5685)

In this unit the learner will develop an understanding of the importance of focusing on customer requirements and how sales are confirmed and closed. They will also demonstrate that they can find out what products customers may be interested in buying, help customers to choose products and close sales.

Guided learning hours: 20
Credit value: 6
Level: 2
This unit is **optional**

Unit 25 Carry out promotional campaigns in a retail environment (A/503/5686)

In this unit the learner will demonstrate that they can promote products to customers and contribute to the evaluation of a promotional campaign.

Guided learning hours: 18
Credit value: 4
Level: 2
This unit is **optional**

Unit 26 Deal with customer queries and complaints in a retail environment (F/503/5687)

In this unit the learner will develop an understanding of how resolving customer queries and complaints contributes to customer loyalty and confidence. They will understand how to manage angry customers and will demonstrate that they can deal with queries and complaints in a retail environment.

Guided learning hours: 24
Credit value: 4
Level: 2
This unit is **optional**

Unit 27 Demonstrate products to customers in a retail environment (J/503/5688)

In this unit the learner will develop an understanding of how product demonstrations can help to increase sales. They will demonstrate that they can make the preparations needed to ensure a safe and efficient demonstration, communicate features and benefits to customers and tidy the demonstration once it has finished.

Guided learning hours: 15
Credit value: 3
Level: 2
This unit is **optional**

Unit summaries (cont'd)

Unit 28 Process payments for purchases in a retail environment (L/503/5689)

In this unit the learner will develop an understanding of the legal and organisational requirements for processing payments, and will demonstrate that they can process payments for purchases in a retail environment.

Guided learning hours: 17
Credit value: 4
Level: 2
This unit is **optional**

Unit 29 Process applications for credit agreements offered in a retail environment (F/503/5690)

In this unit the learner will develop an understanding of the legal aspects of offering credit agreements and processing credit applications. They will also demonstrate that they can process applications for credit agreements in a retail environment.

Guided learning hours: 25
Credit value: 5
Level: 2
This unit is **optional**

Unit 30 Promote loyalty schemes to customers in a retail environment (J/503/5691)

In this unit the learner will develop an understanding of the benefits of signing customers up to loyalty schemes and the importance of giving customers a good impression of the scheme. They will also demonstrate that they can communicate the features and benefits of a loyalty scheme and gain customers' commitment to it.

Guided learning hours: 11
Credit value: 3
Level: 2
This unit is **optional**

Unit summaries (cont'd)

Unit 31 Provide a bra fitting service in a retail environment (Y/503/5694)

In this unit the learner will develop an understanding of what a bra fitting session involves, the features and benefits of different types of bra, how to prolong the life of a bra and the arrangements for obtaining bras both in and out of stock. They will also demonstrate they can find potential customers for the bra fitting service and that they can fit customers for bras.

Guided learning hours: 44
Credit value: 10
Level: 2
This unit is **optional**

Unit 32 Follow guidelines for planning and preparing visual merchandising displays (D/503/5695)

In this unit the learner will develop an understanding of the importance of visual merchandising displays and design briefs, the selection of approaches and effects, and the sourcing of merchandise or props. They will also demonstrate that they can plan visual merchandising displays to fulfil a design brief, and source merchandise and props to be featured.

Guided learning hours: 22
Credit value: 5
Level: 2
This unit is **optional**

Unit 33 Dress visual merchandising displays to attract customers (H/503/5696)

In this unit the learner will understand the purpose of visual merchandising displays and how they achieve their intended purpose. They will also demonstrate they can dress in-store displays and window displays.

Guided learning hours: 35
Credit value: 7
Level: 2
This unit is **optional**

Unit summaries (cont'd)

Unit 34 Order and position signage and graphics for visual merchandising displays (K/503/5697)

In this unit the learner will understand the role of signage and graphics within visual merchandising displays. They will demonstrate they can source signage and graphics and position them to support visual merchandising.

Guided learning hours: 15
Credit value: 3
Level: 2
This unit is **optional**

Unit 35 Dismantle and store props and graphics from visual merchandising displays (M/503/5698)

In this unit the learner will understand the importance of storing props and graphics for future use. They will also demonstrate they can dismantle visual merchandising displays and store the props and graphics appropriately.

Guided learning hours: 15
Credit value: 3
Level: 2
This unit is **optional**

Unit 36 Make props and decorate fixtures and panels for visual merchandising displays (T/503/5699)

In this unit the learner will understand the purpose of props within visual merchandising displays. They will demonstrate they can specify requirements for props, make props and decorate fixtures and panels for visual merchandising displays.

Guided learning hours: 45
Credit value: 10
Level: 2
This unit is **optional**

Unit summaries (cont'd)

Unit 37 Assemble visual merchandising displays (D/503/5700)

In this unit the learner will understand the purpose of layout design and how to interpret instructions for assembling visual merchandising displays. They will also demonstrate that they can assemble visual merchandising displays.

Guided learning hours: 20
Credit value: 4
Level: 2
This unit is **optional**

Unit 38 Follow point-of-sale procedures for age-restricted products in a retail environment (J/503/5707)

In this unit the learner will understand the legislation relating to the retail sale of age-restricted products and the importance of maintaining customer goodwill when requesting proof of age. They will also be able to follow point-of-sale procedures for age-restricted products in a retail environment.

Guided learning hours: 11
Credit value: 2
Level: 2
This unit is **optional**

Unit 39 Provide National Lottery products to customers (L/503/5708)

In this unit the learner will develop an understanding of how the National Lottery operates. They will also demonstrate they can use the service terminal, communicate with customers concerning National Lottery products and process prize payouts.

Guided learning hours: 25
Credit value: 4
Level: 2
This unit is **optional**

Unit summaries (cont'd)

Unit 40 Enable customers to dispense motor fuel on a forecourt (L/504/3744)

In this unit the learner will develop an understanding of the importance of remaining vigilant on a forecourt. They will also demonstrate that they can authorise and monitor the self-service dispensing of motor fuel on a forecourt.

Guided learning hours: 43
Credit value: 7
Level: 2
This unit is **optional**

Unit 41 Advise customers on the fixing and care of tiles (R/503/5709)

In this unit the learner will demonstrate that they can establish customer requirements for fixing tiles, explain how to fix files and recommend additional products to customers.

Guided learning hours: 35
Credit value: 6
Level: 2
This unit is **optional**

Unit 42 Cash up in a retail environment (L/503/5711)

In this unit the learner will demonstrate that they can cash up accurately in a retail environment, including following organisational procedures, using cashing up equipment and explaining how to recognise overages and shortages.

Guided learning hours: 9
Credit value: 2
Level: 2
This unit is **optional**

Unit summaries (cont'd)

Unit 43 Promote a retail store's credit card to customers in a retail environment (R/503/5712)

In this unit the learner will demonstrate that they can promote a retail store's credit card to customers in a retail environment and understand the importance of doing so.

Guided learning hours: 12
Credit value: 3
Level: 2
This unit is **optional**

Unit 44 Provide service to customers in a dressing room in a retail environment (Y/503/5713)

In this unit the learner will demonstrate that they can use the dressing room facilities to create sales opportunities, take measures to minimise stock loss while serving customers in the dressing room, keep dressing room facilities ready for customer use and process unsold merchandise in a dressing room facility.

Guided learning hours: 16
Credit value: 3
Level: 2
This unit is **optional**

Unit 45 Promote food or drink products by offering samples to customers (D/503/5714)

In this unit the learner will demonstrate that they can set up attractive and hygienic displays of food or drink samples while understanding the business reasons for doing so. They will interact with customers at the display and dispose of food or drink samples in line with organisational procedures.

Guided learning hours: 13
Credit value: 2
Level: 2
This unit is **optional**

Unit 46 Deliver goods from a retail environment to the customer's delivery address (H/503/5715)

In this unit the learner will demonstrate that they can provide delivery of their goods to their customer's delivery address and how this is achieved. They will interact with the customer providing updates and timescales of delivery.

Guided learning hours: 17
Credit value: 3
Level: 2
This unit is **optional**

Unit summaries (cont'd)

Unit 47 Help customers to apply for a retail store's credit card and associated insurance products (M/503/5717)

In this unit the learner will develop an understanding of the legal requirements relating to selling a store credit card. They will demonstrate that they can offer insurance products and help customers to apply for a store credit card while appreciating the importance of helping customers to understand the implications.

Guided learning hours: 22
Credit value: 4
Level: 2
This unit is **optional**

Unit 48 Help customers to choose delicatessen products in a retail environment (T/503/5718)

In this unit the learner demonstrate that they can find out what customers are looking for at the delicatessen counter and suggest delicatessen products that meet customer needs.

Guided learning hours: 15
Credit value: 3
Level: 2
This unit is **optional**

Unit 49 Portion delicatessen products to meet customer requirements in a retail environment (A/503/5719)

In this unit the learners will demonstrate that they can cut and weigh delicatessen products to meet customer requirements. They will wrap or package portioned products for customers and will maintain the display of a delicatessen counter.

Guided learning hours: 9
Credit value: 2
Level: 2
This unit is **optional**

Unit 50 Merchandise plants and other relevant products (J/502/0771)

In this unit the learners will demonstrate that they can merchandise plants and other products, and maintain the condition of plants ready for sale.

Guided learning hours: 45
Credit value: 6
Level: 2
This unit is **optional**

Unit summaries (cont'd)

Unit 51 Demonstrate make-up and skincare products to customers at a beauty counter in a retail environment (T/503/5721)

In this unit the learners will demonstrate that they can prepare for, carry out and conclude make up or skincare demonstrations to customers in a retail environment.

Guided learning hours: 15
Credit value: 4
Level: 2
This unit is **optional**

Unit 52 Operate a customer record system on a beauty counter in a retail environment (A/503/5722)

In this unit the learners will demonstrate that they can set up record cards for customers at a beauty counter and use the record card system to maximise sales opportunities.

Guided learning hours: 8
Credit value: 2
Level: 2
This unit is **optional**

Unit 53 Give customers a positive impression of yourself and your organisation (L/601/0933)

In this unit the learners will show they understand how to give a positive impression by establishing rapport with customers, responding appropriately to customers and communicating information appropriately.

Guided learning hours: 33
Credit value: 5
Level: 2
This unit is **optional**

Unit 54 Protect own and others' health and safety when working in a retail environment (Y/503/5727)

In this unit the learners will develop an understanding of their own role and how to promote health and safety in their own workplace. They will demonstrate that they can deal with accidents and emergencies in a retail environment and can protect their own and others' health and safety during day-to-day work activities.

Guided learning hours: 28
Credit value: 5
Level: 2
This unit is **optional**

Unit summaries (cont'd)

Unit 55 Reduce security risks in a retail environment (D/503/5728)

In this unit the learners will develop an understanding of the security risks that can arise in a retail environment and will demonstrate that they can reduce any security risks.

Guided learning hours: 25
Credit value: 5
Level: 2
This unit is **optional**

Unit 56 Prepare newspapers and magazines for return to merchandisers (A/503/5736)

In this unit the learners will demonstrate that they can plan their own work, prepare batches of newspapers and complete the administration involved in magazine and newspaper returns.

Guided learning hours: 10
Credit value: 2
Level: 2
This unit is **optional**

Unit 57 Check the accuracy of records of hours worked by staff in a retail environment (J/503/5738)

In this unit the learners will develop an understanding of the importance of maintaining accurate records of the hours worked by staff in a retail environment and the level of service that needs to be provided to colleagues in relation to records of the number of hours they have worked. They will also demonstrate that they can check the accuracy of records of hours worked by staff in a retail environment and provide information about the number of hours worked by staff.

Guided learning hours: 17
Credit value: 4
Level: 2
This unit is **optional**

Unit summaries (cont'd)

Unit 58 Using web-based facilities in-store to achieve retail sales (D/505/9379)

In this unit learners will demonstrate that they can operate and promote their own organisation's web-based in-store retail selling facilities in support of their customers' retail experience.

Guided learning hours: 20
Credit value: 2
Level: 2
This unit is **optional**

Unit 59 Advising and supporting customers on the use of in-store web-based retail facilities (R/505/9380)

In this unit learners will demonstrate that they can promote and use in-store web-based retail selling facilities to address customer requirements. They will also show that they can seek and use feedback about the facilities.

Guided learning hours: 24
Credit value: 3
Level: 2
This unit is **optional**

Unit 60 Maintaining data confidentiality and security when using web-based retail facilities in-store (D/505/9382)

In this unit learners will demonstrate that they can maintain the confidentiality and security of data regarding customers when recording, retaining and sharing online data.

Guided learning hours: 11
Credit value: 2
Level: 2
This unit is **optional**

Unit 61 Sort donated goods for resale or recycling in a retail environment (D/503/5664)

In this unit learners will develop an understanding of how to sort donated goods safely and will demonstrate that they can sort the goods for selling or recycling.

Guided learning hours: 6
Credit value: 3
Level: 1
This unit is **optional**

Unit summaries (cont'd)

Unit 62 Maintain food safety while working with food in a retail environment (F/503/5673)

In this unit learners will develop an understanding of how personal hygiene and behaviour can contribute to food safety. They will also demonstrate that they can keep themselves and their clothes clean and that they know how to deal with indicators of potential food safety hazards in a retail environment.

Guided learning hours: 11
Credit value: 5
Level: 1
This unit is **optional**

Unit 63 Load orders for dispatch from a retail store to customers (Y/503/5677)

In this unit learners will develop an understanding of why it is important to work safely in the loading area and how their own working practices contribute to an efficient delivery service. They will demonstrate that they can keep loading facilities and equipment in a useable condition, ensure that orders are ready for loading and be able to load orders into delivery vehicles.

Guided learning hours: 15
Credit value: 3
Level: 1
This unit is **optional**

Unit 64 Provide a counter takeaway service (L/601/5016)

In this unit learners will demonstrate that they can serve customers at the counter and keep the counter and service areas clean.

Guided learning hours: 30
Credit value: 3
Level: 1
This unit is **optional**

Unit 65 Contribute to monitoring and maintaining ease of shopping in a retail sales area (K/503/5716)

In this unit learners will demonstrate that they understand how the layout and appearance of the sales floor can influence sales. They'll also show that they can maintain their own area of the sales floor and report problems that could have a negative effect on the customer experience.

Guided learning hours: 8
Credit value: 2
Level: 1
This unit is **optional**

Unit summaries (cont'd)

Unit 66 Audit stock levels and stock inventories in a retail environment (A/503/5669)

In this unit learners will demonstrate that they can implement a stock audit in a retail environment, use the findings of an audit to identify and resolve problems with stock levels and stock inventories, and communicate the results of an audit.

Guided learning hours: 28
Credit value: 6
Level: 3
This unit is **optional**

Unit 67 Manage staff to receive goods in a retail environment (D/503/5681)

In this unit learners will demonstrate that they can manage staff to receive and check incoming deliveries of goods in a retail environment.

Guided learning hours: 24
Credit value: 5
Level: 3
This unit is **optional**

Unit 68 Organise and monitor the storage of stock in a retail environment (H/503/5682)

In this unit learners will develop an understanding of the causes and prevention of stock loss and the legal and organisational requirements for storing stock. They will also demonstrate that they can organise the use of storage facilities and monitor the storage and care of stock in a retail environment.

Guided learning hours: 27
Credit value: 6
Level: 3
This unit is **optional**

Unit 69 Maintain the availability of goods on display in a retail environment to promote sales (L/503/5692)

In this unit learners will develop an understanding of how the displays of goods can promote sales and the legal and organisational requirements for displaying goods. They will demonstrate that they can organise staff to display goods, evaluate the effectiveness of displays and maintain the required quality of goods on display.

Guided learning hours: 30
Credit value: 6
Level: 3
This unit is **optional**

Unit summaries (cont'd)

Unit 70 Manage the payment transaction process in a retail environment (R/503/5693)

In this unit learners will demonstrate that they can monitor payment transaction processing and manage the operation of payment points in a retail environment.

Guided learning hours: 43
Credit value: 9
Level: 3
This unit is **optional**

Unit 71 Choose merchandise to feature in visual merchandising displays (H/503/5701)

In this unit learners will develop an understanding of the purpose of featuring merchandise in visual merchandising displays. They'll also demonstrate that they can evaluate merchandise for its display potential and liaise with decision makers concerning the merchandise to be featured in a display.

Guided learning hours: 27
Credit value: 6
Level: 3
This unit is **optional**

Unit 72 Manage the use of signage and graphics in visual merchandising displays (K/503/5702)

In this unit learners will demonstrate that they can coordinate and monitor the use of signage and graphics in visual merchandising displays, while showing that they understand how signage and graphics are used, the importance of monitoring their use and the importance of complying with legal requirements.

Guided learning hours: 31
Credit value: 7
Level: 3
This unit is **optional**

Unit 73 Evaluate the effectiveness of visual merchandising displays (M/503/5703)

In this unit learners will consider the types of evidence used to evaluate the effectiveness of visual merchandising displays, and will demonstrate that they can gather information and feedback from customers and analyse their responses.

Guided learning hours: 46
Credit value: 9
Level: 3
This unit is **optional**

Unit summaries (cont'd)

Unit 74 Contribute to improving a retail organisation's visual merchandising policy (A/503/5705)

In this unit learners will demonstrate that they can evaluate the organisation's approach to visual design, recommend new ideas and support staff putting the visual design policy into practice. They'll also show understanding of how visual merchandising and visual design can benefit an organisation.

Guided learning hours: 36
Credit value: 8
Level: 3
This unit is **optional**

Unit 75 Help customers to choose specialist products in a retail environment (M/503/5720)

In this unit learners will develop their commercial awareness and develop an understanding of the specialist products within their own area of responsibility. They will also demonstrate that they can initiate and develop a rapport with customers, match specialist products to individual customer requirements and maintain their own product knowledge and expertise in relation to specialist products.

Guided learning hours: 34
Credit value: 8
Level: 3
This unit is **optional**

Unit 76 Produce staffing schedules to help a retail team to achieve its targets (K/503/5733)

In this unit learners will demonstrate that they can produce and adjust staffing schedules for a retail team, while understanding the use of and constraints upon the staffing schedules.

Guided learning hours: 22
Credit value: 5
Level: 3
This unit is **optional**

Unit 77 Monitor and support secure payment point use during trading hours (F/503/5737)

In this unit learners will demonstrate that they can monitor and support secure payment point use during trading hours, while understanding the associated data security risks.

Guided learning hours: 13
Credit value: 3
Level: 3
This unit is **optional**

Unit summaries (cont'd)

Unit 78 Motivating colleagues to promote web-based retail facilities to customers (Y/505/9381)

In this unit learners will demonstrate that they can promote the use of in-store web-based retail selling facilities to colleagues and address barriers, while understanding the factors to consider when motivating colleagues in this way.

Guided learning hours: 30
Credit value: 4
Level: 3
This unit is **optional**

Unit 01 Work effectively in a retail team (T/503/5735)

The learner will:

1   Understand how to recognise discrimination, bullying and harassment in own workplace

The learner can:

1.1   Explain how legislation and own employer define discrimination, bullying and harassment
1.2   Explain own employer's procedures for dealing with discrimination, bullying and harassment

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The learner will:

2   Be able to work effectively in a retail team

The learner can:

2.1   Ask for help and information from colleagues when needed
2.2   Respond to colleagues' requests for help and information:
   - when own workload allows
   - within the limits of own responsibility
   - in ways that attempt to maintain working relationships
2.3   Offer help to colleagues when own workload allows and within the limits of own responsibility
2.4   Explain how to resolve difficulties with colleagues in a polite and constructive way
2.5   Identify the people who can provide advice if problems in working with colleagues cannot be resolved without help
2.6   Follow organisational procedures for safeguarding own and others' health and safety while at work

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The learner will:

3   Be able to improve own work performance in a retail team

The learner can:

3.1   Explain the importance of being an effective learner at work
3.2   Identify training needs to improve own work performance
3.3   Agree own training programme, including action points and deadlines
3.4   Explain the importance of asking for feedback on own work performance
3.5   Request feedback on own work performance, including what is going well and what needs improving
3.6   Evaluate own work performance against agreed training programme

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Unit 01 Work effectively in a retail team (T/503/5735) (cont'd)

Equivalent unit for Unit 01 Work effectively in a retail team (T/503/5735)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Work effectively in your retail team (L/500/5186)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit T/503/5735.

Unit 02 Receive goods and materials into storage in a retail environment (R/503/5659)

The learner will:

1   Understand the importance of preparing for expected deliveries

The learner can:

1.1   Explain why it is necessary to prepare thoroughly to receive deliveries
1.2   Explain why any shortage of storage space needs to be reported promptly
1.3   Explain why accurate, complete and up-to-date records are needed for deliveries
1.4   Explain how adequate preparation helps to ensure that the health and safety requirements relating to deliveries are met

The learner will:

2   Understand own responsibility for handling goods and materials

The learner can:

2.1   Explain the importance of handling goods and materials safely, hygienically and in ways that protect them from damage

The learner will:

3   Be able to prepare to receive deliveries in a retail environment

The learner can:

3.1   Identify:
       • the quantity of the items expected
       • the nature of the items expected
       • the storage space needed
3.2   Perform checks to ensure that enough storage space is available for expected deliveries
3.3   Identify the person to report any shortage of storage space to
3.4   Perform checks to ensure that the receiving area is clean, tidy and free from obstructions and hazards
3.5   Perform checks to ensure that the necessary handling equipment is available and is in good working order
3.6   Perform checks to ensure that the relevant records are complete, accurate and up to date

Unit 02 Receive goods and materials into storage in a retail environment (R/503/5659) (cont'd)

The learner will:

4   Be able to receive deliveries into storage in a retail environment

The learner can:

4.1   Perform checks to ensure that the type, quantity and quality of items delivered are acceptable
4.2   Describe how to refuse faulty deliveries, including how to record these and who needs to know about them
4.3   Use methods that are safe, hygienic and protect the items from damage to check deliveries
4.4   Allow deliveries to be off-loaded only into the designated areas
4.5   Update stock control systems in line with organisational procedures
4.6   Follow legal and organisational requirements for maintaining security and safety while receiving deliveries

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Equivalent unit for Receive goods and materials into storage in a retail environment (R/503/5659)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

•   Receive goods and materials into storage in a retail environment (A/500/5569)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit R/503/5659.

Unit 03 Place goods and materials into storage in a retail environment (J/503/5660)

The learner will:

1   Understand the requirements for storing goods and materials in a retail environment

The learner can:

1.1   Explain what might cause the goods and materials to deteriorate in storage
1.2   Describe the types of storage facilities and storage conditions that are needed for the goods and materials
1.3   Outline the legal and organisational requirements for storing goods and materials safely and securely
1.4   Explain why stock needs to be rotated in storage

The learner will:

2   Know procedures for resolving problems with storage facilities and equipment

The learner can:

2.1   Describe the procedures for reporting any lack of suitable storage facilities
2.2   Describe how to fix faulty equipment when this falls within own responsibility
2.3   Describe the procedures for reporting equipment faults that are not within own responsibility to fix

The learner will:

3   Be able to place goods and materials into storage in a retail environment

The learner can:

3.1   Perform checks to ensure that adequate storage facilities are available
3.2   Perform checks to ensure that handling equipment is in working order
3.3   Place goods and materials:
  • safely and securely
  • in the designated storage facilities
  • within the time allowed
  • in ways that make efficient use of the available storage space
  • in ways that enable items to be reached easily when needed
3.4   Complete relevant records in line with organisational procedures

Unit 03 Place goods and materials into storage in a retail environment (J/503/5660) (cont'd)

Equivalent unit for Place goods and materials into storage in a retail environment (J/503/5660)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Put goods and materials into storage in a retail environment (M/500/5570)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit J/503/5660.

Unit 04 Keep stock on sale at required levels in a retail environment (L/503/5661)

The learner will:

1   Understand the relationship between stock levels and demand for stock

The learner can:

1.1   Explain the importance of having enough stock in the store to meet demand
1.2   Describe the factors that can affect demand for stock

The learner will:

2   Understand the relationship between stock levels and the quality of stock on sale

The learner can:

2.1   Explain how stock rotation reduces the risk that stock will become unsaleable
2.2   Describe the signs that stock is no longer saleable

The learner will:

3   Be able to check the level of stock on sale in a retail environment

The learner can:

3.1   Calculate when to check stock levels, taking into account:
       • expected demand for stock
       • the time needed to order replacement stock
3.2   Use the organisation's stock control system to assess:
       • current stock levels
       • the stock levels needed
       • any shortfalls in stock
3.3   Describe the procedures for informing colleagues that stock needs replacing

Unit 04 Keep stock on sale at required levels in a retail environment (L/503/5661) (cont'd)

The learner will:

4   Be able to replenish stock on sale in a retail environment

The learner can:

4.1   Order stock as needed to maintain required levels
4.2   Prepare stock for sale within the time allowed
4.3   Arrange for stock to be moved to the sales floor as needed
4.4   Rotate stock:
- in accordance with organisational procedures
- with the least possible disturbance to other people
4.5   Dispose of packaging waste in accordance with organisational procedures
4.6   Update the stock control system in line with organisational procedures to reflect:
- stock movements
- any disposal of unsaleable stock
4.7   Calculate expected changes in demand and the corresponding changes that need to be made to stock levels

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Equivalent unit for Keep stock on sale at required levels in a retail environment (L/503/5661)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Keep stock on sale at required levels in a retail environment (K/500/5700)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit L/503/5661.

Unit 05 Process customer orders for goods in a retail environment (R/503/5662)

The learner will:

1   Understand the importance of customer service in relation to processing customers' orders

The learner can:

1.1   Explain the importance of giving customers clear, accurate and complete information about the
         terms of supply
1.2   Explain the importance of keeping customers informed of the progress of their orders

The learner will:

2   Understand the correct use of customer information in relation to processing customers' orders

The learner can:

2.1   Describe the information that must be obtained from customers when they place orders
2.2   Explain why information is needed from customers when they place orders, including any
         information that is required by law
2.3   Outline the legal and organisational requirements relating to customer confidentiality
2.4   Explain the consequences of not keeping customer information confidential

The learner will:

3   Be able to find out what customers want to order

The learner can:

3.1   Ask questions to clarify customers' requirements
3.2   Use product information to help customers who are unsure which exact products will best meet
         their requirements

Unit 05 Process customer orders for goods in a retail environment (R/503/5662) (cont'd)

The learner will:

4   Be able to check the availability of the goods customers want to order

The learner can:

4.1   Describe the available sources of supply
4.2   Check the availability of goods and the terms and conditions of supply
4.3   Offer alternative options to customers if the required goods are not currently in stock

The learner will:

5   Be able to process orders for customers

The learner can:

5.1   Check customer identity and credit status in accordance with legal and organisational procedures
5.2   Prepare accurate and complete orders using the organisation's required format
5.3   Communicate orders to those responsible for fulfilling them in line with organisational procedures
5.4   Maintain the requisite level of confidentiality when storing, using and sharing customer
         information

Equivalent unit for Process customer orders for goods in a retail environment (R/503/5662)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

•   Process customer orders for goods in a retail environment (M/500/5701)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit R/503/5662.

Unit 06 Process returned goods in a retail environment (Y/503/5663)

The learner will:

1   Know about rights and responsibilities in relation to returned goods

The learner can:

1.1   Describe reasons customers might have for returning goods
1.2   Describe customers' legal rights to replacements and refunds
1.3   Describe the organisation's policy concerning replacements and refunds, including proof of
        purchase and any charges that apply when the organisation is not at fault
1.4   Describe the options available to customers who need to return unwanted goods, including any
        action customers need to take in connection with each option

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The learner will:

2   Understand the importance of stock control systems

The learner can:

2.1   Explain the importance of updating stock control systems when returns are made

---

The learner will:

3   Be able to help retail customers who need to return goods

The learner can:

3.1   Ask customers politely why they want to return goods, when it is necessary to ascertain the
        reason
3.2   Apologise if the organisation appears to be at fault
3.3   Offer customers replacements and refunds in accordance with legal and organisational
        requirements
3.4   Describe politely to customers any action that will be taken concerning the goods they have
        returned, including any charges that apply

Unit 06 Process returned goods in a retail environment (Y/503/5663) (cont'd)

The learner will:

4   Be able to process returned goods

The learner can:

4.1   Classify returned goods according to their type and condition
4.2   Separate unsaleable goods from stock that is to be returned to the sales floor
4.3   Label accurately any goods that are to be returned to the supplier or manufacturer
4.4   Move returned goods to the correct places ready for despatch, disposal or resale
4.5   Communicate accurate and complete information to those responsible for raising a credit note or refunding the payment
4.6   Update the stock control system in line with organisational procedures when goods are returned

---

Equivalent unit for Process returned goods in a retail environment (Y/503/5663)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

•   Process returned goods and materials in a retail environment (A/500/5703)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit Y/503/5663.

Unit 07 Assemble products for display in a retail environment (H/503/5665)

The learner will:

1   Be able to assemble products for display in a retail environment

The learner can:

1.1   Perform checks to ensure that all expected items and parts of the product are in the package, before starting to assemble them
1.2   Dispose of all waste safely, including unwanted packaging
1.3   Select tools that are suited to the task of assembling particular products
1.4   Assemble products:
  •   in accordance with the manufacturer's instructions
  •   using safe working methods
1.5   Assess assembled products to ensure that:
  •   they are in a safe condition
  •   they match any illustrations or other specifications provided by the manufacturer
1.6   Identify the person who can provide advice if products are proving difficult to assemble

---

Equivalent unit for Assemble products for display in a retail environment (H/503/5665)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

•   Prepare products for sale to customers in a retail environment (J/500/5705)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit H/503/5665.

Unit 08 Hand-process fish in a retail environment (K/503/5666)

The learner will:

1   Understand safe working practices in relation to hand-processing fish

The learner can:

1.1   Explain the importance of hygiene in relation to hand-processing fish
1.2   Describe the organisation's hygiene policy relating to hand-processing fish
1.3   Describe safe working practices relating to hand-processing fish
1.4   Explain the importance of following safe working practices when hand-processing fish
1.5   Explain the dangers and disadvantages of using unsafe and blunt tools to hand-process fish
1.6   Describe possible types of accident and injury associated with hand-processing fish
1.7   Describe organisational procedures for dealing with accidents and injuries that occur when hand-processing fish
1.8   Explain the importance of following the organisation's cleaning schedule for the area where fish is hand-processed

---

The learner will:

2   Understand the relationship between the anatomy of fish and the way fish are hand-processed

The learner can:

2.1   Explain how the arrangement of body parts of a flat fish differs from that of a round fish
2.2   Explain how the different arrangement of body parts affects the way that flat and round fish are hand-processed

---

The learner will:

3   Be able to hand-process fish

The learner can:

3.1   Perform checks to ensure that the fish to be prepared is of saleable quality
3.2   Hand-process fish in ways that attempt to:
• achieve organisational specifications for yield and quality
• minimise waste
• keep fish in a saleable condition throughout processing
• maintain own and other people's health and safety
3.3   Place processed products that meet organisational specifications into containers that will keep them in a saleable condition

---

Unit 08 Hand-process fish in a retail environment (K/503/5666) (cont'd)

The learner will:

4   Be able to maintain own work area in a condition fit for hand-processing fish

The learner can:

4.1   Organise own work area, equipment and tools to enable fish to be hand-processed safely,
        hygienically and efficiently
4.2   Maintain hygienic working conditions when handling fish
4.3   Dispose of waste from the hand-processing of fish in ways that meet legal and organisational
        requirements
4.4   Clean and tidy own work area, tools and equipment after hand-processing fish, in accordance
        with the organisation's cleaning schedule

Equivalent unit for Hand-process fish in a retail environment (K/503/5666)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

• Process fish and shellfish for sale in a retail environment (J/500/5123)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification
without the need to complete unit K/503/5666.

Unit 09 Process greengrocery products for sale in a retail environment (M/503/5667)

The learner will:

1   Be able to prepare greengrocery products for sale

The learner can:

1.1   Explain the importance of keeping greengrocery products in a hygienic condition when preparing
        them for sale
1.2   Explain the importance of protecting greengrocery products from damage when preparing them
        for sale
1.3   Handle greengrocery products:
        • hygienically
        • in ways that protect them from damage
1.4   Remove unwanted packaging from greengrocery products
1.5   Remove unwanted parts of greengrocery products to make products as attractive as possible to
        customers
1.6   Deal with any greengrocery products that do not meet the organisation's quality standards, in line
        with organisational procedures
1.7   Weigh greengrocery products accurately, when weighing is required
1.8   Sort greengrocery products according to type and quality
1.9   Package greengrocery products in line with organisational requirements for presentation
1.10   Place unwanted packaging and waste from greengrocery products in the designated places for
        recycling

The learner will:

2   Be able to replenish displays of greengrocery products

The learner can:

2.1   Perform checks to ensure that the designated display areas for greengrocery products are clean
        before replenishing them with stock
2.2   Arrange greengrocery products:
        • in the designated display area for each product
        • in ways that will attempt to attract customers to buy them
2.3   Perform checks to ensure that the ticketing and coding of greengrocery products contain
        accurate information about products and prices

Unit 09 Process greengrocery products for sale in a retail environment (M/503/5667) (cont'd)

The learner will:

3   Be able to maintain the quality of greengrocery products on display

The learner can:

3.1   Carry out regular checks of the quality and shelf life of greengrocery products on display
3.2   Place greengrocery products in the designated places for recycling when they have little or no
         shelf life or have deteriorated in quality
3.3   Rotate the stock of greengrocery items according to the shelf life of those items

---

Equivalent unit for Process greengrocery products for sale in a retail environment (M/503/5667)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

• Process greengrocery products for sale in a retail environment (L/500/5124)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification
without the need to complete unit M/503/5667.

Unit 10 Finish meat products by hand in a retail environment (T/503/5668)

The learner will:

1   Be able to check the suitability of meat products for finishing in a retail environment

The learner can:

1.1   Perform checks to ensure that the meat products to be processed meet the organisation's quality
         specifications
1.2   State reasons for rejecting meat products at the checking stage
1.3   Deal with meat products rejected during the checking process:
         • safely
         • hygienically, including keeping them separate from other meat products
1.4   Keep meat products at the specified temperatures during handling, transfer and storage
1.5   Explain why meat should be held at the specified temperatures
1.6   Keep records of the checking process, in line with organisational procedures

---

The learner will:

2   Be able to organise own work area and equipment for finishing meat products in a retail
         environment

The learner can:

2.1   Organise own work area to meet organisational requirements for:
         • health and safety
         • food safety
         • finishing meat products as instructed
2.2   Select hand tools that are suited to specific meat finishing tasks
2.3   State potential dangers associated with particular tools and equipment
2.4   Prepare meat finishing tools and equipment in line with organisational safety and processing
         requirements
2.5   Deal with faulty meat finishing tools and equipment in line with organisational procedures
2.6   Clean meat finishing tools and equipment after use in line with organisational safety and
         processing requirements
2.7   Store meat finishing tools and equipment after cleaning in the designated places

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Unit 10 Finish meat products by hand in a retail environment (T/503/5668) (cont'd)

The learner will:

3   Be able to achieve meat product yield and finish in a retail environment

The learner can:

3.1   Organise own meat finishing work in line with organisational finishing instructions
3.2   Finish meat products:
        • within the time allowed
        • achieving the organisational specification for the finished product
        • achieving the product yield required
3.3   Deal with meat products rejected from the finishing process in line with organisational procedures
3.4   Store finished products in line with organisational procedures

---

Equivalent unit for Finish meat products by hand in a retail environment (T/503/5668)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

• Finish meat products by hand in a retail environment (R/500/5125)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit T/503/5668.

Unit 11 Organise own work to meet a dough production schedule in a retail environment (A/503/5672)

The learner will:

1   Understand the importance of maintaining health and safety and food safety during dough production

The learner can:

1.1   Explain the importance of following organisational requirements that apply to own work within the dough production schedule for:
- health and safety
- food safety

The learner will:

2   Understand why efficient and effective dough production is important to the organisation and its customers

The learner can:

2.1   Explain why efficient and effective dough production is important to the organisation and its customers

---

The learner will:

3   Be able to organise own work to meet a dough production schedule in a retail environment

The learner can:

3.1   Organise own work within the dough production schedule in ways that:
- are within the limits of own authority and responsibility
- comply with relevant organisational health and safety and food safety requirements
- attempt to make efficient use of the available resources including own time
- meet changing dough production needs as they arise
- avoid delays that result in dough no longer being in the required condition
3.2   Identify the designated people who can provide advice:
- when the resources available for dough processing fall short of the quantity or quality required
- when the dough production schedule does not seem to be realistically achievable

---

Unit 11 Organise own work to meet a dough production schedule in a retail environment (A/503/5672) (cont'd)

Equivalent unit for Organise own work to meet a dough production schedule in a retail environment (A/503/5672)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

* Contribute to dough production control and efficiency (R/500/5206)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit A/503/5672.

Unit 12 Select, weigh and measure bakery ingredients (D/601/4551)

The learner will:

1   Check quantities of ingredients

The learner can:

1.1   Identify the specified ingredients
1.2   Check quantities against instructions and specifications
1.3   Calculate quantities of ingredients required for production

---

The learner will:

2   Select ingredients

The learner can:

2.1   Select ingredients to meet production needs
2.2   Check condition, quantity and quality of ingredients
2.3   Isolate sub-standard ingredients
2.4   Report sub-standard ingredients to the relevant people:
2.5   Take action to source and identify alternatives, if ingredients are not available
2.6   Store ingredients according to specified procedures ready for further processing

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The learner will:

3   Weigh and measure ingredients

The learner can:

3.1   Check ingredients against instructions and specifications
3.2   Check accuracy of bakery weighing and measuring equipment
3.3   Weigh and measure ingredients, avoiding contamination
3.4   Store weighed and measured ingredients in the specified conditions, ready for further processing
3.5   Label storage containers or mixing bowls, ready for further processing
3.6   Operate within the limits of own authority and capabilities

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Equivalent unit for Select, weigh and measure bakery ingredients (D/601/4551)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

• Select, weigh and measure dough ingredients (Y/500/5207)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit D/601/4551.

Unit 13 Hand-divide, mould and shape fermented dough (T/601/4555)

The learner will:

1   Hand-divide fermented dough to specifications and instructions

The learner can:

1.1   Check the dough meets the specification and instructions
1.2   Take action on discovering any discrepancy between dough and the specification
1.3   Check the condition of dividing tools and the accuracy of equipment
1.4   Hand-divide dough
1.5   Minimise waste and deal with scrap material
1.6   Position divided dough portions for further processing

The learner will:

2   Hand-mould and shape fermented dough

The learner can:

2.1   Check the portioned dough meets instructions and the specification
2.2   Take action on discovering any discrepancy between portioned dough and the specification
2.3   Prepare and maintain table surface for moulding and shaping
2.4   Hand-mould and shape portioned dough
2.5   Wash and dress shaped dough surfaces according to specification
2.6   Minimise waste and deal with scrap material
2.7   Place dough in the specified condition and location for further processing
2.8   Operate within the limits of own authority and capabilities

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Equivalent unit for Hand-divide, mould and shape fermented dough (T/601/4555)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

• Hand-divide, mould and shape fermented doughs (D/500/5208)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit T/601/4555.

Unit 14 Maintain food safety while working with food in a retail environment (J/503/5674)

The learner will:

1   Know how food in a retail environment can become unsafe for consumers

The learner can:

1.1   Describe the types of infestation and how these can occur in a retail environment
1.2   Describe the types of food safety hazard and cross‑contamination and how these can occur in a retail   environment
1.3   Describe the causes of food spoilage in a retail environment

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The learner will:

2   Know the routine working practices that contribute to food safety in a retail environment

The learner can:

2.1   Describe how food handling practices affect food safety in the workplace
2.2   Describe why own immediate work area must be kept clean and tidy
2.3   Describe why the organisation's schedules and procedures for cleaning the workplace must be followed
2.4   Describe why certain foods must be kept at specified temperatures
2.5   Describe why the organisation's schedule and procedures for checking and reporting the condition of food and food storage areas must be followed

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The learner will:

3   Be able to maintain own work area in a safe condition for working with food

The learner can:

3.1   Keep own immediate work area clean and tidy when working
3.2   Clean own work area at the scheduled times and in line with organisational procedures
3.3   Maintain tools, utensils and equipment:
         • in good working order
         • in a hygienic condition

Unit 14 Maintain food safety while working with food in a retail environment (J/503/5674) (cont'd)

The learner will:

4   Be able to work with food in a way that keeps it safe for customers

The learner can:

4.1   Dispose of food waste:
         • promptly
         • hygienically
         • in line with organisational procedures
4.2   Protect the food being worked with from food safety hazards and cross‑contamination
4.3   Deal with contaminated food in line with organisational procedures
4.4   Deal with items that may cause allergic reactions in line with organisational procedures
4.5   Label products clearly with the prescribed use-by dates

The learner will:

5   Be able to record the condition of food

The learner can:

5.1   Perform checks on the condition of food and food storage areas in line with the organisation's schedules and procedures
5.2   Record checks on the condition of food and food storage areas in line with organisational procedures

Equivalent unit for Maintain food safety while working with food in a retail environment (J/503/5674)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

•   Maintain food safety while working with food in a retail environment (D/500/5211)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit J/503/5674.

Unit 15 Pick products in a retail environment to fulfil customer orders (R/503/5676)

The learner will:

1   Be able to organise own work to pick orders within a retail environment

The learner can:

1.1   Plan own route around the retail environment, ensuring this will enable orders to be picked in line with organisational procedures
1.2   Identify the person who can give advice if picking instructions are unclear

The learner will:

2   Be able to pick products in a retail environment to meet customer requirements

The learner can:

2.1   Minimise the inconvenience caused to other people in the retail environment when picking products
2.2   Perform checks to ensure that the products being picked are of saleable quality
2.3   Protect products from damage and deterioration throughout the picking process
2.4   Follow organisational procedures for recording picked products and unavailable products
2.5   Choose alternatives as allowed when products requested by customers are not in stock
2.6   Use methods for separating products for different orders when picking for more than one customer

The learner will:

3   Be able to prepare picked orders for collection or despatch from a retail environment

The learner can:

3.1   Pack orders in ways that:
- keep products in saleable condition during transit
- avoid using excessive amounts of packaging
3.2   Place packed orders in the designated places ready for collection or despatch from the retail environment

Unit 15 Pick products in a retail environment to fulfil customer orders (R/503/5676) (cont'd)

Equivalent unit for Pick products in a retail environment to fulfil customer orders (R/503/5676)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Pick products in a retail store to fulfill customer orders (L/600/2296)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit R/503/5676.

Unit 16 Check stock levels and sort out problems with stock levels in a retail environment (D/503/5678)

The learner will:

1   Understand the purpose of checking stock levels in a retail environment

The learner can:

 1.1   Explain how accurate stock counting contributes to:
- maintaining adequate stock levels
- customer satisfaction
- sales

The learner will:

2   Be able to check stock levels in a retail environment as instructed

2.1   Check stock levels in line with:
- instructions for where and when to count stock
- organisational procedures for counting stock and recording stock levels
- health and safety requirements to be observed when counting stock
- the need to minimise inconvenience to other people in the retail environment when stock is being counted

The learner will:

3   Be able to deal with or report stock-related problems that arise when checking stock levels in a retail environment

The learner can:

3.1   Record problems with stock and stock levels as these arise
3.2   Resolve problems with stock and stock levels that are within own authority to deal with in line with organisational procedures
3.3   Identify the person who must be told if any problems arise with stock and stock levels that are not within own authority to deal with

Unit 16 Check stock levels and sort out problems with stock levels in a retail environment (D/503/5678) (cont'd)

Equivalent unit for Check stock levels and sort out problems with stock levels in a retail environment (D/503/5678)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Check stock levels and sort out problems with stock levels in a retail store (R/600/2297)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit D/503/5678.

Unit 17 Maintain moisture levels for crops or plants (R/502/0854)

The learner will:

1   Know why it is important to maintain moisture for crops and plants

The learner can:

1.1   Describe how moisture requirements vary according to the crop or plants and stage of
         development
1.2   Describe the methods and systems for maintaining moisture levels
1.3   Describe the impact of prevailing weather conditions on the crop or plants water requirements
1.4   Identify the types of records required and the importance of accurate record keeping

---

The learner will:

2   Know the types of equipment required and how to maintain them

The learner can:

2.1   Describe the equipment which will be necessary for maintaining moisture levels to crops or plants
2.2   Describe methods of maintaining the equipment ready for use

---

The learner will:

3   Know the current health and safety legislation and environmental good practice

The learner can:

3.1   Outline the current health and safety legislation, codes of practice and any additional
         requirements, which apply to this area of work
3.2   Describe how environmental damage can be minimized

Unit 17 Maintain moisture levels for crops or plants (R/502/0854) (cont'd)

The learner will:

4   Be able to select, use and maintain equipment

The learner can:

4.1   Select appropriate equipment for this area of work
4.2   Use equipment according to manufacturer's instructions and legal requirements
4.3   Prepare, maintain and store equipment in a safe and effective working condition

The learner will:

5   Be able to maintain moisture levels for crops and plants

The learner can:

5.1   Identify correctly the condition of the crop or plant
5.2   Maintain moisture levels in accordance with the crop or plant requirements
5.3   Provide clear and accurate information for recording purposes

The learner will:

6   Be able to work safely and minimise environmental damage

The learner can:

6.1   Work in a way which maintains health and safety and is consistent with current legislation, codes
        of practice and any additional requirements
6.2   Carry out work in a manner which minimises environmental damage

Unit 18 Provide nutrients to crops or plants (L/502/0853)

The learner will:

1   Know how nutrient requirements vary and their method of application

The learner can:

1.1   Describe how nutrient requirements vary according to the crop or plant grown and stage of
         development
1.2   Describe the range of conditions in which nutrient stress can occur
1.3   Describe the nutrients which are commonly used in the cultivation of crops or plants
1.4   Describe methods of providing nutrients to crops or plants
1.5   Describe the types of records required and the importance of accurate record keeping

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The learner will:

2   Know the types of equipment required and how to maintain them

The learner can:

2.1   Describe the equipment and methods of maintaining used to provide nutrients to crops or plants

---

The learner will:

3   Know the current health and safety legislation and environmental good practice

The learner can:

3.1   Outline the current health and safety legislation, codes of practice and any additional
         requirements which apply to this area of work
3.2   Describe how environmental damage can be minimized

Unit 18 Provide nutrients to crops or plants (L/502/0853) (cont'd)

The learner will:

4   Be able to provide nutrients to plants or crops

The learner can:

4.1   Identify the condition of plants or crops in relation to nutrient requirements
4.2   Apply nutrients correctly to maintain crop or plant growth and development as required
4.3   Provide clear and accurate information for recording purposes

---

The learner will:

5   Be able to work safely and minimise environmental damage

The learner can:

5.1   Work in a way which maintains health and safety and is consistent with current legislation, codes
         of practice and any additional requirements
5.2   Carry out work in a manner which minimises environmental damage

---

The learner will:

6   Be able to select use and maintain equipment

The learner can:

6.1   Select and use appropriate equipment according to manufacturer's instructions and legal
         requirements
6.2   Prepare, maintain and store equipment in a safe and effective working condition

---

Unit 19 Remove unwanted plant growth to maintain development (Y/502/1214)

The learner will:

1   Know the different types of unwanted plant growth

The learner can:

1.1   Identify different types of plant material and explain why it must be removed covering:
- damaged plants
- diseased material
- weeds
- plant debris
- non typical
- dead
- excessive growth
- badly positioned

The learner will:

2   Know how to maintain plant development

The learner can:

2.1   Describe how all the following methods can be used to maintain/control plant development:
- trimming
- supporting
- thinning
- spacing
- irrigation
- growth regulators
- lighting and shading
- protection
- pruning

Unit 19 Remove unwanted plant growth to maintain development (Y/502/1214) (cont'd)

The learner will:

3   Know the types of equipment required and how to maintain them

The learner can:

3.1   Describe the equipment which will be necessary for maintaining plant development
3.2   Describe methods of maintaining the equipment ready for use

The learner will:

4   Know the current health and safety legislation and environmental good practice

The learner can:

4.1   Outline the current health and safety legislation, codes of practice and any additional
         requirements, which apply to this area of work
4.2   Describe how environmental damage can be minimised
4.3   Describe the correct methods for disposing of organic and inorganic waste
4.4   Describe why it is important to maintain hygiene and how this is achieved

The learner will:

5   Be able to select, use and maintain equipment

The learner can:

5.1   Select appropriate equipment for this area of work
5.2   Use equipment according to manufacturer's instructions and legal requirements
5.3   Prepare, maintain and store equipment in a safe and effective working condition

Unit 19 Remove unwanted plant growth to maintain development (Y/502/1214) (cont'd)

The learner will:

6   Be able to identify unwanted plant growth

The learner can:

6.1   Recognise unwanted plant material as appropriate

The learner will:

7   Be able to remove unwanted plant growth

The learner can:

7.1   Remove unwanted plant material using appropriate techniques according to the species, time of
         year, stage of development
7.2   Maintain the growing environment in a hygienic condition

---

The learner will:

8   Be able to work safely and minimise environmental damage

The learner can:

8.1   Work in a way which maintains health and safety and is consistent with current legislation, codes
         of practice and any additional requirements
8.2   Carry out work in a manner which minimises environmental damage
8.3   Dispose of waste safely and correctly

Unit 20 Identify and report the presence of pests, diseases and disorders (K/502/1511)

The learner will:

1   Identify and report the presence of pests, diseases and disorders

The learner can:

1.1   Monitor the crop(s) in accordance with production requirements
1.2   Correctly identify the presence of pests, diseases and disorders
1.3   Correctly identify the presence of any biological controls in use and beneficial insects
1.4   Establish the extent of the pest population, disease and any disorders
1.5   Promptly report the presence to the appropriate person

The learner will:

2   Be able to work safely and minimise environmental damage

The learner can:

2.1   Work in a way which maintains health and safety and is consistent with relevant legislation,
         codes of practice and any additional requirements
2.2   Carry out work in a manner which minimises environmental damage

The learner will:

3   Know how to identify and report the presence of pests, diseases and disorders

The learner can:

3.1   Describe reasons for monitoring the crop
3.2   Describe when to carry out crop monitoring
3.3   Describe common types of pests, diseases and disorders and the problems caused
3.4   Describe biological controls and beneficial insects that can be used
3.5   Identify to whom you should report the presence and extent of pests, diseases, disorders and
         biological control/beneficial insects

Unit 20 Identify and report the presence of pests, diseases and disorders (K/502/1511) (cont'd)

The learner will:

4   Know relevant health and safety legislation and environmental good practice

The learner can:

4.1   Outline the current health and safety legislation, codes of practice and any additional
        requirements
4.2   Describe how environmental damage can be minimised
4.3   Describe the correct methods for disposing of waste.
4.4   Describe the health and safety risks in monitoring pests, diseases and disorders

Unit 21 Finish bake-off food products in a retail environment (H/503/5679)

The learner will:

1   Understand the baking and cooling processes that apply to bake-off food products

The learner can:

1.1   Explain the factors that affect the baking of bake-off products
1.2   Explain what happens to the ingredients of bake-off products during baking
1.3   Explain the conditions required for cooling bake-off productsafter baking

---

The learner will:

2   Know the legal and organisational requirements that apply to bake-off products

The learner can:

2.1   Describe the legal and organisational requirements that apply to bake-off products

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The learner will:

3   Be able to finish the baking process of bake-off products in a retail environment

The learner can:

3.1   Apply methods to finish baking bake-off products in line with organisational procedures
3.2   Assess the quantity and quality of baked products using organisational procedures
3.3   Apply organisational procedures for dealing with bake-off products that are not fit for sale
3.4   Store bake-off products at a temperature that will keep them in the condition required for the next stage in the bakery process

---

Unit 21 Finish bake-off food products in a retail environment (H/503/5679) (cont'd)

Equivalent unit for Finish bake-off food products in a retail environment (H/503/5679)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Process bake-off products for sale in a retail environment (F/500/5122)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit H/503/5679.

Unit 22 Glaze, coat or decorate bake-off products for sale in a retail environment (Y/503/5680)

The learner can:

1   Know the legal and organisational requirements that apply when glazing, coating and decorating bake-off products in a retail environment

The learner will:

1.1   Describe the legal and organisational requirements that apply when glazing, coating or decorating bake-off products in a retail environment

---

The learner will:

2   Be able to glaze, coat and decorate bake‑off products in a retail environment

The learner can:

2.1   Assess whether bake-off products and finishing materials are in the right condition for glazing, coating or decorating
2.2   Apply glazes, coating, or decorative materials to bake-off products using organisational procedures
2.3   Assess whether glazed, coated or decorated bake-off products:
- meet the organisation's specification
- are correctly positioned for the next stage in the bakery process
2.4   Apply organisational procedures for dealing with finished bake-off products that fail to meet the product specification
2.5   Produce glazed, coated or decorated bake-off products:
- to the amount required
- within an allocated time
- with a minimum of waste
2.6   Apply organisational procedures for saving or disposing of waste materials resulting from working with bake-off products

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Unit 22 Glaze, coat or decorate bake-off products for sale in a retail environment (Y/503/5680) (cont'd)

Equivalent unit for Glaze, coat or decorate bake-off products for sale in a retail environment (Y/503/5680)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Process bake-off products for sale in a retail environment (F/500/5122)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit Y/503/5680.

Unit 23 Display stock to promote sales to customers in a retail environment (M/503/5684)

The learners will:

1   Understand the importance of checking for potential health and safety issues before setting up
         and dismantling displays

The learners can:

1.1   Explain the importance of checking for potential health and safety issues before setting up and
         dismantling displays

The learners will:

2   Understand how displays help to promote sales

The learners can:

2.1   Explain how sales can be promoted by:
         • the effective use of space in a display
         • the positioning of products within a display
         • the use of labelling in a display

The learners will:

3   Know about legal requirements for labelling products in a display

The learners can:

3.1   Describe the legal requirements for labelling products in a display
3.2   State what can happen if legal requirements for labelling products in a display are not met

---

Unit 23 Display stock to promote sales to customers in a retail environment (M/503/5684) (cont'd)

The learners will:

4   Be able to establish the availability of space and other resources needed for a display

The learners can:

4.1   Identify the person or people who can provide advice if any problems arise with the space or
         other resources needed to prepare a display as instructed
4.2   Perform checks on the space available for a display to ensure that:
         • there is enough space for the display
         • the display will not cause an obstruction
4.3   Perform checks to ensure that the materials, equipment and stock needed for the display are:
         • available
         • in working order

The learners will:

5   Be able to prepare a display area for use in a retail environment

The learners can:

5.1   Prepare a display area for use, ensuring that the area is:
         • clear of any items not wanted for the display
         • clean

The learners will:

6   Be able to set up a display in a retail environment

The learners can:

6.1   Set up a display:
         • using safe working practices
         • in line with plans
         • within the time allowed
         • minimising the inconvenience caused to other people nearby
6.2   Check that the finished display:
         • has the levels of stock needed
         • is clean, tidy and safe for use
6.3   Clear the area where the display has been set up of any equipment, excess materials and waste
         in line with organisational procedures

Unit 23 Display stock to promote sales to customers in a retail environment (M/503/5684) (cont'd)

The learners will:

7   Be able to label a display of stock in a retail environment

The learners can:

7.1   Perform checks to ensure that the information on labels meets legal and organisational
        requirements before including labels in a display
7.2   Identify the person who should be told about any information on labels that needs changing
7.3   Position labels in line with organisational requirements

The learners will:

8   Be able to dismantle a display in a retail environment

The learners can:

8.1   Dismantle the display:
        • using safe working practices
        • within the time allowed
        • minimising the inconvenience caused to other people nearby
8.2   Clear the area where the display has been dismantled of any equipment or excess materials:
        • safely
        • using the designated storage or disposal facilities

**Equivalent unit for Display stock to promote sales to customers in a retail environment
(M/503/5684)**

For the purpose of credit accumulation, the following unit is equivalent to this unit:

• Display stock to promote sales to customer in a retail environment (M/500/9764)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification
without the need to complete unit M/503/5684.

Unit 24 Help customers to choose products in a retail environment (T/503/5685)

The learner will:

1   Understand the importance of focusing on the individual customer's requirements

The learner can:

1.1   Explain the importance of customer confidence and loyalty to the business
1.2   Explain the importance of focusing on the product features and benefits that interest the
        individual customer

The learner will:

2   Know how sales are confirmed with the customer and closed

The learner can:

2.1   Describe how to recognise buying signals
2.2   Describe techniques for closing the sale

The learner will:

3   Be able to find out what products customers may be interested in buying

The learner can:

3.1   Ask customers questions to find out:
        • what they are looking for
        • which product features and benefits interest them

The learner will:

4   Be able to help customers to choose the products that best meet their needs

The learner can:

4.1   Describe relevant product features and benefits accurately in ways that attempt to help
        customers to differentiate between products
4.2   Give customers the opportunity to evaluate products and ask questions
4.3   Respond to customers' questions in ways that attempt to encourage sales and promote goodwill

---

Unit 24 Help customers to choose products in a retail environment (T/503/5685) (cont'd)

The learner will:

5   Be able to close sales

The learner can:

5.1   Confirm customers' buying decisions
5.2   Use questioning techniques to ascertain whether customers need any associated or additional
        products
5.3   Explain to customers any customer rights that apply to their purchases
5.4   Ensure that customers know where to pay for their purchases

---

Equivalent unit for Help customers to choose products in a retail environment (T/503/5685)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

•   Help customers choose products in a retail environment (M/500/5214)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification
without the need to complete unit T/503/5685.

Unit 25 Carry out promotional campaigns in a retail environment (A/503/5686)

The learner will:

1   Understand opportunities to promote particular products

The learner can:

1.1   Explain how seasonal trends affect opportunities for sales of the products within own area of
        responsibility
1.2   Explain how to recognise potential opportunities for increasing sales of particular products
1.3   Evaluate the potential of different promotional opportunities to increase sales
1.4   Explain how promotional sales can lead to future sales

The learner will:

2   Be able to promote products to customers as part of a promotional campaign

The learner can:

2.1   Promote offers to encourage sales when interacting with customers

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The learner will:

3   Be able to contribute to the evaluation of a promotional campaign

The learner can:

3.1   Record information about the effectiveness of a promotional campaign, ensuring the information
        is:
        •   relevant to the campaign
        •   accurate
3.2   Communicate the recorded information of a promotional campaign:
        •   accurately
        •   to the person or people who need this information

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Unit 25 Carry out promotional campaigns in a retail environment (A/503/5686) (cont'd)

Equivalent unit for Carry out promotional campaigns in a retail environment (A/503/5686)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Maximise product sales in a retail environment (A/500/5216)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit A/503/5686.

Unit 26 Deal with customer queries and complaints in a retail environment (F/503/5687)

The learner will:

1   Understand how resolving customer queries and complaints contributes to customer loyalty and confidence

The learner can:

1.1   Explain how resolving customer queries can increase customer loyalty and confidence
1.2   Explain how resolving customer complaints can increase customer loyalty and confidence

---

The learner will:

2   Understand how to manage angry customers when dealing with customer queries and complaints in a retail environment

The learner can:

2.1   Explain how to manage angry customers when dealing with customer queries and complaints

---

The learner will:

3   Be able to deal with customer queries in a retail environment

The learner can:

3.1   Acknowledge customer requests for information and advice politely
3.2   Ask questions as needed to discover customer needs for information and advice
3.3   Provide information and advice to customers that is:
  - relevant to their query
  - accurate
  - up to date
3.4   Ask customers questions to ensure that the information and advice provided has met their needs
3.5   Provide alternative solutions to help customers when information and advice given is not satisfactory
3.6   Refer requests for information or advice to the designated person when helping the customer is not within own authority

---

Unit 26 Deal with customer queries and complaints in a retail environment (F/503/5687) (cont'd)

The learner will:

4   Be able to deal with customer complaints in a retail environment

The learner can:

4.1   Confirm the nature of the complaint with the customer, using information they have provided
4.2   Apologise to the customer when the organisation is, or appears to be, responsible for the situation that has caused the customer to complain
4.3   Take action to resolve complaints in line with:
  • legal requirements
  • organisational policy
4.4   Refer complaints that are not within own authority to resolve, ensuring that:
  • the complaint is referred in line with organisational procedures
  • the organisation's referral procedure is explained to the customer
4.5   Provide the opportunity for customers to ask questions about the organisation's referral procedure

---

Equivalent unit for Deal with customer queries and complaints in a retail environment (F/503/5687)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

• Provide information and advice to customers in a retail environment (T/500/5215)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit F/503/5687.

Unit 27 Demonstrate products to customers in a retail environment (J/503/5688)

The learner will:

1   Understand how product demonstrations can help to increase sales

The learner can:

1.1   Explain the importance of knowing the difference between the 'features' and 'benefits' of products
         when demonstrating them
1.2   Explain how demonstrating the features and benefits of products can help to promote and sell
         them
1.3   Explain the importance of organising product demonstrations into logical steps and stages

The learner will:

2   Be able to make the preparations needed to ensure a safe and efficient product demonstration

The learner can:

2.1   Take the necessary safety precautions before, during and immediately after demonstrating
         products
2.2   Perform checks to ensure that all the equipment and products needed for the product
         demonstration are to hand before starting the demonstration

The learner will:

3   Be able to communicate to customers the features and benefits of the products being
         demonstrated

The learner can:

3.1   Demonstrate products:
         •   in a logical sequence of steps and stages
         •   ensuring that all the product features and benefits the demonstration is intending to highlight
             are covered
3.2   Provide accurate supporting commentary as needed that explains to customers the features and
         benefits of the product being demonstrated

Unit 27 Demonstrate products to customers in a retail environment (J/503/5688) (cont'd)

The learner will:

4   Be able to tidy the demonstration area when a product demonstration is finished

The learner can:

4.1   Explain the importance of tidying the demonstration area when the product demonstration is finished
4.2   Clear equipment and products away after the product demonstration is finished in line with organisational procedures

---

Equivalent unit for Demonstrate products to customers in a retail environment (J/503/5688)

For the purpose of credit accumulation, the following units are equivalent to this unit:

- Process payments for purchases in a retail environment (F/500/5217)
- Provide specialist support in helping customers to make purchases in a retail environment (L/500/5771)

Learners who have achieved these equivalent units can use them towards achievement of this qualification without the need to complete unit J/503/5688.

Unit 28 Process payments for purchases in a retail environment (L/503/5689)

The learner will:

1   Understand legal and organisational requirements for processing payments in a retail
         environment

The learner can:

1.1   Explain the customer's rights and the organisation's duties and responsibilities in relation to the
         pricing of goods
1.2   Explain how own organisation deals with suspected fraud

---

The learner will:

2   Be able to process payments for purchases in a retail environment

The learner can:

2.1   Resolve pricing problems by:
         •   referring to reliable pricing information
         •   seeking advice from the person who can provide clarification when pricing information is
              unclear or unavailable
2.2   Tell customers the correct amount to pay, taking account of any special offers or discounts that
         apply
2.3   Process payments in line with organisational procedures, where the payment is acceptable
2.4   Explain how to tell customers tactfully that payment cannot be approved
2.5   Offer any additional services to customers
2.6   Treat customers politely throughout the payment process
2.7   Acknowledge other customers who are waiting to pay or to be helped in some other way

---

Equivalent unit for Process payments for purchases in a retail environment (L/503/5689)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

•   Process payments for purchases in a retail environment (R/500/9773)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification
without the need to complete unit L/503/5689.

Unit 29 Process applications for credit agreements offered in a retail environment (F/503/5690)

The learner will:

1   Understand the legal aspects of offering credit agreements

The learner can:

1.1   Explain the legal requirements for giving information to customers when offering credit
       agreements

The learner will:

2   Understand legal aspects of processing credit agreement applications

The learner can:

2.1   Explain the legal requirements relating to credit checks and authorisation

---

The learner will:

3   Be able to process applications for credit agreements offered in a retail environment

The learner can:

3.1   Explain clearly to the customer the features and conditions of the available credit agreements
3.2   Allow sufficient time and opportunities for the customer to ask questions
3.3   Ask the customer questions to confirm their credit agreement requirements
3.4   Complete required documentation accurately
3.5   Carry out credit checks and authorisation procedures required by law and organisational policy
3.6   Explain the organisational procedures to follow when dealing with difficulties in processing credit
       agreement applications

**Equivalent unit for Process applications for credit agreements offered in a retail environment
(F/503/5690)**

For the purpose of credit accumulation, the following unit is equivalent to this unit:

•   Process payments and credit applications for purchases in a retail environment (Y/500/9841)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification
without the need to complete unit F/503/5690.

Unit 30 Promote loyalty schemes to customers in a retail environment (J/503/5691)

The learner will:

1   Understand the benefits to the organisation of signing customers up to the organisation's loyalty
         scheme

The learner can:

1.1   Explain the benefits to the organisation of signing customers up to the loyalty scheme

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The learner will:

2   Understand the importance of giving customers a good impression when promoting the
         organisation's loyalty scheme

The learner can:

2.1   Explain the importance of treating customers politely and in a way that promotes goodwill, when
         promoting the loyalty scheme to them

The learner will:

3   Be able to communicate to customers the features and benefits of the organisation's loyalty
         scheme

The learner can:

3.1   Ask customers questions to determine:
         • if they are members of the organisation's loyalty scheme
         • if they are interested in joining the organisation's loyalty scheme
3.2   Describe to customers the benefits to them of joining the loyalty scheme, including any current
         special offers relating to the scheme
3.3   Respond to any customer queries concerning the loyalty scheme while highlighting the benefits
         of joining it
3.4   Provide customers with any information they need about the scheme to help them to decide
         whether to join it

Unit 30 Promote loyalty schemes to customers in a retail environment (J/503/5691) (cont'd)

Equivalent unit for Promote loyalty schemes to customers in a retail environment (J/503/5691)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Promote loyalty schemes to customers in a retail environment (J/500/5770)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit J/503/5691.

Unit 31 Provide a bra fitting service in a retail environment (Y/503/5694)

The learner will:

1   Understand what a bra fitting session involves

The learner can:

1.1   Explain the stages of a bra fitting session and the overall time a session is likely to take
1.2   Explain how to build trust with customers before and during a bra fitting session
1.3   Explain how to help customers to relax before and during a bra fitting session
1.4   Explain how to communicate with different types of customer and help them understand the
         information provided during a bra fitting session
1.5   Explain how to deal with challenging situations, including:
         •   unusual body shape
         •   body odour
         •   disability
         •   mastectomy
         •   maternity

The learner will:

2   Know the features and benefits of different types of bra

The learner can:

2.1   Describe the basic styles, shapes and sizes of bra
2.2   Describe the different parts of bras, using the technical names for these
2.3   Describe the brands, colours, fabrics, trims and price range of bras available in own sales area
2.4   Describe the size range and fit of the bras in stock
2.5   Describe the features and benefits of different types of bra
2.6   Describe the types of clothing that different types of bra are designed to be worn with
2.7   Describe accessories such as enhancers and co‑ordinating garments
2.8   Describe trends in bra design, technological solutions and fabrics

Unit 31 Provide a bra fitting service in a retail environment (Y/503/5694) (cont'd)

The learner will:

3   Understand how to prolong the life of a bra

The learner can:

3.1   Explain the importance of following manufacturers' guidance on washing and caring for bras
3.2   Explain how bras can be adjusted to prolong their life

The learner will:

4   Know the arrangements for obtaining bras both in and out of stock

The learner can:

4.1   Describe where different types of bra are to be found within own sales area
4.2   State the scheduled delivery dates for new products for own sales area
4.3   Describe the available systems for ordering lines either not in stock or not carried by the organisation

---

The learner will:

5   Know how to fit customers for bras

The learner can:

5.1   Describe how to assess the customer's body size, shape and   age
5.2   Describe the equipment and layout needed for the bra fitting room
5.3   Describe how and where to measure for the customer's band size using a tape measure
5.4   Describe how to estimate the cup size needed
5.5   Describe how to choose the correct bras for the fitting
5.6   Describe how to adjust and fit bras

Unit 31 Provide a bra fitting service in a retail environment (Y/503/5694) (cont'd)

The learner will:

6   Be able to find potential customers for the bra fitting service

The learner can:

6.1   Ask questions to clarify and agree customers' need for the bra fitting service
6.2   Describe to customers the process and benefits of the bra fitting service
6.3   Book bra fitting appointments taking into account the time needed for the bra fitting service

---

The learner will:

7   Be able to fit customer for bras

The learner can:

7.1   Assess customers' fitting needs in ways that attempt to create a rapport with them
7.2   Explain politely to customers that an accurate fit cannot be guaranteed if measurements are taken on top of their clothing
7.3   Measure customer chest sizes accurately
7.4   Choose a range of products to offer customers that:
         •   are the correct size
         •   meet customer needs
7.5   Adjust products to provide customer comfort and prolong the life of products
7.6   Advise customers on how to care for and prolong the life of products
7.7   Meet customer needs for privacy and help throughout the bra fitting process
7.8   Provide opportunities for customers to ask questions about the products and/or bra fitting service
7.9   Ask customers questions to establish whether they are satisfied with the product
7.10   Explain other possible courses of action to customers if it is not possible to find a bra to fit them

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Equivalent unit for Provide a bra fitting service in a retail environment (Y/503/5694)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

•   Provide the lingerie fitting service in a retail environment (R/500/9790)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit Y/503/5694.

Unit 32 Follow guidelines for planning and preparing visual merchandising displays (D/503/5695)

The learner will:

1   Understand the importance of visual merchandising displays and design briefs

The learner can:

1.1   Explain the role of visual merchandising displays in marketing, promotional and sales campaigns
         and activities
1.2   Explain the importance of the design brief in creating visual merchandising displays

---

The learner will:

2   Understand the selection of approaches and effects in visual merchandising displays

The learner can:

2.1   Explain why different approaches are needed for displays of different types of merchandise
2.2   Explain how light, colour, texture, shape and dimension combine to achieve different effects

---

The learner will:

3   Understand the sourcing of merchandise and props to be featured in visual merchandising
         displays

The learner can:

3.1   Explain how to use a design brief to identify the items needed for a display
3.2   Explain how different types of merchandise and props can attract customers' attention
3.3   Explain the importance of updating stock records to account for merchandise on display

---

Unit 32 Follow guidelines for planning and preparing visual merchandising displays (D/503/5695) (cont'd)

The learner will:

4   Be able to plan visual merchandising displays to fulfil a design brief

The learner can:

4.1   Select display locations that enable the design brief to be fulfilled
4.2   Create ideas for improving the visual effect of displays, ensuring such ideas:
        • create the required effect
        • are within the limits of the design brief
        • are within the limits of the organisation's visual design policies
        • are within the limits of own authority

The learner will:

5   Be able to source merchandise and props to be featured in visual merchandising displays

The learner can:

5.1   Agree alternative selections of merchandise and props with the designated person, when those originally specified are unavailable or unsuitable
5.2   Agree arrangements with suppliers for delivery of   merchandise and props
5.3   Plan enough time for deliveries of merchandise and props to arrive before the display must be installed
5.4   Check the progress of deliveries of merchandise and props
5.5   Take action to resolve the situation when delays to deliveries of merchandise and props seem likely
5.6   Update stock records to account for merchandise on display

Equivalent unit for Follow guidelines for planning and preparing visual merchandising displays (D/503/5695)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

• Follow guidelines for planning and preparing visual merchandising displays (F/500/4939)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit D/503/5695.

Unit 33 Dress visual merchandising displays to attract customers (H/503/5696)

The learner will:

1   Understand the purpose of visual merchandising displays

The learner can:

1.1   Explain the different purposes of visual merchandising displays
1.2   Explain how visual merchandising displays can achieve add-on sales
1.3   Explain why add-on sales are important to the organisation

The learner will:

2   Understand how visual merchandising displays achieve their intended purposes

The learner can:

2.1   Explain the importance of visual merchandising displays in retail environments
2.2   Explain the importance of being aware of trends relating to visual merchandising
2.3   Explain how props, prototypes, dressings and fixtures create visual effects within displays
2.4   Explain why different kinds of merchandise need different approaches to display

The learner will:

3   Be able to dress in-store displays and window displays

The learner can:

3.1   Position merchandise, signage and graphics within displays:
        • in ways that attract the attention and interest of target customers
        • to provide the information that customers need
        • in line with organisational visual merchandising guidelines
3.2   group merchandise within displays in ways that suit:
        • the purpose of the display
        • the style of the display
        • the intended focal points of the display
        • the angles from which customers will view the display
        • the selling features of the merchandise
        • the visual effect specified by the design brief
3.3   assess whether the display's lighting meets the design brief in achieving the required visual
        effects and atmosphere
3.4   check that the finished display meets organisational requirements for:
        • health and safety
        • security
        • easy access
3.5   seek permission from the designated person to change displays when this is not within own
        authority

Unit 33 Dress visual merchandising displays to attract customers (H/503/5696) (cont'd)

Equivalent unit for Dress visual merchandising displays to attract customers (H/503/5696)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

* Follow guidelines for dressing visual merchandising displays (T/500/4940)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit H/503/5696.

Unit 34 Order and position signage and graphics for visual merchandising displays (K/503/5697)

The learner will:

1   Understand the role of signage and graphics within visual   merchandising

The learner can:

1.1   Explain the purpose of signage in visual merchandising
1.2   Explain how signage can contribute to the effectiveness of visual merchandising
1.3   Explain the purpose of graphics in visual merchandising
1.4   Explain how graphics can contribute to the effectiveness of visual merchandising

---

The learner will:

2   Be able to source signage and graphics to meet visual merchandising needs

The learner can:

2.1   Describe to suppliers the signage and graphics required by the design brief
2.2   Order signage and graphics:
•   within the required timescales
•   within the available budget
•   from suppliers who have confirmed they can meet the specified requirements
2.3   Monitor the progress of orders for signage and graphics
2.4   Assess signage and graphics when these are delivered, to ensure they meet the agreed
requirements

The learner will:

3   Be able to position signage and graphics to support visual merchandising

The learner can:

3.1   Position signage and graphics in accordance with:
•   the design brief
•   any house styles that apply
•   any branding requirements that apply
•   organisational policy on signage
•   legal requirements
•   the display's intended visual effect and message
•   organisational safety requirements
•   the need for signage and graphics to remain securely attached

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Unit 34 Order and position signage and graphics for visual merchandising displays (K/503/5697) (cont'd)

Equivalent unit for Order and position signage and graphics for visual merchandising displays (K/503/5697)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Order graphic materials for visual merchandising displays (A/500/4941)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit K/503/5697.

Unit 35 Dismantle and store props and graphics form visual merchandising displays (M/503/5698)

The learner will:

1   Understand the importance of storing props and graphics for future use in visual merchandising
         displays

The learner can:

1.1   Explain the importance of labelling props and graphics before leaving them in storage
1.2   Explain why records must be kept of props and graphics in storage
1.3   Explain why props and graphics must be stored securely

The learner will:

2   Be able to dismantle visual merchandising displays

The learner can:

2.1   Dismantle displays using working practices that:
         • comply with organisational health and safety requirements
         • attempt to protect the components of the display from being damaged
2.2   Return merchandise to the designated places in line with organisational procedures
2.3   Dispose of unwanted items from the dismantled display in line with organisational procedures
2.4   Keep records of the movement and disposal of items from dismantled displays in line with
         organisational procedures
2.5   Clean display sites and components:
         • in line with organisational procedures
         • using equipment and materials suited to the task

Unit 35 Dismantle and store props and graphics form visual merchandising displays (M/503/5698) (cont'd)

The learner will:

3   Be able to store props and graphics from dismantled visual merchandising displays

The learner can:

3.1   Assess the space required for props and graphics that are to be put into storage
3.2   Store props and graphics:
         •   in line with organisational procedures
         •   in secure but accessible places
         •   in ways that do not pose a health and safety risk
3.3   Keep up-to-date storage records in line with organisational procedures
3.4   Report any damaged and/or missing props and graphics in line with organisational procedures

---

Equivalent unit for Dismantle and store props and graphics form visual merchandising displays (M/503/5698)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

•   Dismantle and store visual merchandising displays (F/500/4942)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit M/503/5698.

Unit 36 Make props and decorate fixtures and panels for visual merchandising displays (T/503/5699)

The learner will:

1   Understand the purpose of props within visual merchandising displays

The learner can:

1.1   Explain the visual effects that can be achieved with life size and scale models
1.2   Explain why it is necessary to decorate panels and fixtures in creative ways
1.3   Explain how decorated panels and fixtures contribute to visual effects
1.4   Explain why different kinds of merchandise need different approaches to decoration

The learner will:

2   Be able to specify requirements for visual merchandising props

The learner can:

2.1   Produce specifications for visual merchandising props that:
         •   meet the design brief
         •   are achievable within budget and timescales
         •   specify the type, size and function of the props needed
         •   specify whether props can be obtained ready-made or need to be made to order
         •   include plans for obtaining the props

The learner will:

3   Be able to make props for use in visual merchandising displays

The learner can:

3.1   Select techniques, materials, tools and equipment that are suited to making the props specified in the design brief
3.2   Produce final versions of props, ensuring they:
         •   follow the requirements of the design brief
         •   follow organisational health and safety requirements
         •   are finished within the required timescales

Unit 36 Make props and decorate fixtures and panels for visual merchandising displays (T/503/5699) (cont'd)

The learner will:

4   Be able to decorate fixtures and panels for visual merchandising displays

The learner can:

4.1   Select decorative techniques and materials that:
         •   attempt to create the visual effect required by the design brief
         •   are within cost limits
4.2   Use tools, equipment and materials for decorative work in line with organisational procedures
4.3   Produce finished decorative work that:
         •   is free from faults
         •   has the visual impact required by the design brief
         •   is consistent with the design brief
         •   is completed within required timescales

Equivalent unit for Make props and decorate fixtures and panels for visual merchandising displays (T/503/5699)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

•   Make props for visual merchandising displays (J/500/4943)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit T/503/5699.

Unit 37 Assemble visual merchandising displays (D/503/5700)

The learner will:

1   Understand the purpose of layout design

The learner can:

1.1   Explain what layout design is
1.2   Explain the role of layout design in effective visual design practice

---

The learner will:

2   Know how to interpret instructions for assembling visual merchandising displays

The learner can:

2.1   Describe the essential features and detailed requirements of display layouts as specified in plans,
         elevations and drawings
2.2   Describe organisational health and safety and security arrangements needed for displays as
         specified in plans, elevations and drawings
2.3   Describe potential problems with assembling displays, where such problems are apparent from
         plans, elevations and drawings

The learner will:

3   Be able to assemble visual merchandising displays

The learner can:

3.1   Plan the activities and resources needed to assemble displays as specified in plans, elevations
         and drawings
3.2   Assemble displays in line with:
         •   organisational guidelines provided
         •   agreed deadlines
         •   organisational health and safety requirements
3.3   Make adjustments to assembled displays to achieve creative effects within limits of own authority
         and the guidelines provided
3.4   Take actions to resolve problems that arise when assembling displays, within the guidelines
         provided

Unit 37 Assemble visual merchandising displays (D/503/5700) (cont'd)

Equivalent unit for Assemble visual merchandising displays (D/503/5700)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Put visual merchandising displays together (L/500/4944)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit D/503/5700.

Unit 38 Follow point-of-sale procedures for age-restricted products in a retail environment (J/503/5707)

The learner will:

1   Know about legislation relating to the retail sale of age-restricted products

The learner can:

1.1   Describe own level of authorisation to sell age‑restricted products
1.2   State the age restrictions on the products that fall within own responsibility
1.3   Describe what can happen if legal age restrictions are not complied with

The learner will:

2   Understand the importance of maintaining customer goodwill when requesting proof of age

The learner can:

2.1   Explain the importance of maintaining customer goodwill when requesting proof of age

The learner will:

3   Be able to follow point-of-sale procedures for age-restricted products in a retail environment

The learner can:

3.1   Ask customers politely for proof of age when this is required by law or organisational policy
3.2   Explain to customers, when necessary, the types of proof of age that can be accepted
3.3   Refuse politely and firmly to accept payment for age-restricted products whenever doing so would be in breach of legislation or organisational policy

Unit 38 Follow point-of-sale procedures for age-restricted products in a retail environment (J/503/5707) (cont'd)

Equivalent unit for Follow point-of-sale procedures for age-restricted products in a retail environment (J/503/5707)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

• Follow point-of-sale procedures for age-restricted products in a retail environment (H/500/9759)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit J/503/5707.

Unit 39 Provide National Lottery products to customers (L/503/5708)

The learner will:

1   Understand how the National Lottery operates

The learner can:

1.1   Explain the role of the operator in promoting the National Lottery
1.2   Explain the role of the National Lottery Commission in monitoring how the National Lottery works
1.3   Explain the potential risks of vulnerable players buying National Lottery products
1.4   Describe relevant legal requirements relating to the National Lottery

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The learner will:

2   Be able to use the service terminal

The learner can:

2.1   Describe the purpose of the service terminal
2.2   Use the service terminal in line with the National Lottery operator's policies and procedures
2.3   Identify the designated person to ask for help when the service terminal is not working properly

---

The learner will:

3   Be able to communicate with customers concerning National Lottery products

The learner can:

3.1   Explain to customers, when necessary:
         • the rules of National Lottery products
         • how to play National Lottery games
3.2   explain to customers, when necessary, the differences between National Lottery products in terms of:
         • price
         • method of play
         • odds of winning
3.3   explain to underage and vulnerable players why you cannot sell National Lottery products to them

---

Unit 39 Provide National Lottery products to customers (L/503/5708) (cont'd)

The learner will:

4   Be able to process National Lottery prize payouts

The learner can:

4.1   Process prize payouts in line with the National Lottery operator's requirements

---

Equivalent unit for Provide National Lottery products to customers (L/503/5708)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Help customers to buy National Lottery products in a retail environment (Y/500/9760)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit L/503/5708.

Unit 40 Enable customers to dispense motor fuel on a forecourt (L/504/3744)

The learner will:

1   Understand the importance of remaining vigilant on a forecourt

The learner can:

1.1   Explain what can happen if underage customers are allowed to dispense fuel
1.2   Explain what can happen if customers are allowed to dispense fuel into containers that are not
         legally compliant
1.3   Explain what can happen during self-service fuel dispensing if safety hazards on the forecourt are
         not dealt with
1.4   Explain what can happen if faulty self-service fuel-dispensing equipment is not dealt with

---

The learner will:

2   Be able to authorise the self-service dispensing of motor fuel on a forecourt

The learner can:

2.1   Activate self-service fuel pumps in line with:
         •   the manufacturer's instructions for use
         •   safety requirements
         •   the law concerning underage dispensing of fuel
         •   the law concerning containers into which the customer dispenses fuel

---

The learner will:

3   Be able to monitor the self-service dispensing of motor fuel on a forecourt

The learner can:

3.1   Follow organisational procedures for dealing with the safety hazards associated with self-service
         dispensing of fuel
3.2   Follow organisational procedures for dealing with commonly-occurring equipment faults
         associated with self-service dispensing of fuel
3.3   Transfer the transaction to point-of-sale when the customer has finished dispensing fuel
3.4   Follow organisational procedures for recording and reporting drive-offs

---

Unit 41 Advise customers on the fixing and care of tiles (R/503/5709)

The learner will:

1   Be able to establish customer requirements for fixing tiles

The learner can:

1.1   Ask customers questions to establish:
*   the nature of the surfaces to be tiled
*   how the tiled surfaces are to be used
*   whether there are any existing or planned fixtures, fittings, pipework or cabling
*   whether there is, or will be, underfloor heating, where a floor is to be tiled
1.2   Reach an agreement with customers concerning:
*   whether tiling is a practical solution for the surface and intended use
*   how the tiled surfaces are to be finished off
*   how best to accommodate any existing or planned fixtures, fittings, pipework or cabling
*   the need for a tanking system, where applicable

The learner will:

2   Be able to explain to customers how to fix tiles

The learner can:

2.1   Explain to customers how to fix tiles, including:
*   how to prepare the surface to be tiled
*   how to fix and use battens, where applicable
*   how to waterproof walls before tiling, where applicable
*   how to site movement joints, where applicable
*   what types of adhesive and grout are needed and how to apply these, including the curing and drying times involved
*   how and in what order to apply products
*   what tools to use for cutting and drilling tiles, and how to use these safely and effectively
*   which tiles cannot be cut or drilled and why, where applicable
*   the methods and materials for fitting, fixing and sealing electrical underfloor heating systems, where applicable
*   safe working and best practice techniques, including the importance of following manufacturers' instructions

---

Unit 41 Advise customers on the fixing and care of tiles (R/503/5709) (cont'd)

The learner will:

3   Be able to recommend additional products to customers

The learner can:

3.1   Explain to customers how to take care of the tiled surfaces they intend to fix
3.2   Recommend suitable cleaning and maintenance products to customers

---

Equivalent unit for Advise customers on the fixing and care of tiles (R/503/5709)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

•   Advise customers upon the fixing of tiles (Y/600/2303)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit R/503/5709.

Unit 42 Cash up in a retail environment (L/503/5711)

The learner will:

1   Be able to cash up accurately in a retail environment

The learner can:

1.1   Cash up in line with:
- the organisation's schedule for cashing up
- organisational procedures for cashing up

1.2   Follow organisational procedures for maintaining security when cashing up, including the security of:
- self
- cash
- cash equivalents

1.3   Use cashing up equipment to reconcile takings in line with organisational and/or manufacturer's instructions

1.4   Explain how to recognise till overages and shortages

1.5   Deal with till overages and shortages:
- in line with organisational procedures
- within the limits of own authority

1.6   Report till overages and shortages to the designated person when these are not within own authority to resolve

---

Equivalent unit for Cash up in a retail environment (L/503/5711)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Cash up in a retail store (K/600/2306)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit L/503/5711.

Unit 43 Promote a retail store's credit card to customers in a retail environment (R/503/5712)

The learner will:

1   Understand the importance of promoting a retail store's credit card to both potential and existing holders of the card

The learner can:

1.1   Explain how the store can benefit from having customers who hold the store's credit card
1.2   Explain how the store can benefit from enhancing the retail experience of existing holders of the store's credit card

---

The learner will:

2   Be able to promote a retail store's credit card to customers in a retail environment

The learner can:

2.1   Ask potentially eligible customers if they have a credit card with the store
2.2   Promote the benefits of the retail store's credit card to:
•   potential new customers
•   existing card holders
2.3   Comply with legal requirements to disclose to customers who express an interest in having the retail store's credit card:
•   the costs involved
•   the repayment terms
•   the customer's right to cancel the card
2.4   Address concerns customers may have about the retail store's credit card, ensuring that:
•   any information provided is legally compliant
•   benefits of the retail store's credit card are reinforced

---

Equivalent unit for Promote a retail store's credit card to customers in a retail environment (R/503/5712)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

•   Promote the store's credit card to customers (M/600/2307)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit R/503/5712.

Unit 44 Provide service to customers in a dressing room in a retail environment (Y/503/5713)

The learner will:

1   Be able to use the dressing room facilities in a retail environment to create sales opportunities

The learner can:

1.1   Explain how to recognise customers on the sales floor who may be interested in trying on clothes
1.2   Welcome customers politely when they approach the dressing room
1.3   Tell customers how to get further help before leaving them to try on clothes
1.4   Monitor the dressing room to ensure that customers are not kept waiting unduly to try on clothes
1.5   Suggest to dressing room customers any matching items, accessories or promotional offers that may be of interest to them

The learner will:

2   Be able to take measures to minimise stock loss while serving customers in a dressing room in a retail environment

The learner can:

2.1   Perform checks to ensure that the number of items of stock each customer takes into the dressing room does not exceed the organisation's allowance
2.2   Control the number of items of stock taken into the dressing room in ways that attempt to maintain goodwill
2.3   Perform checks to ensure that customers bring out of the dressing room all the items that were taken in
2.4   Follow organisational procedures for reporting suspected or actual loss of stock from the dressing room

The learner will:

3   Be able to keep dressing room facilities in a retail environment ready for customer use

The learner can:

3.1   Perform checks before opening the dressing room for use to ensure that it:
         •   meets organisational requirements
         •   is free from obstructions
3.2   Maintain the dressing room in a state that meets organisational requirements when the dressing room is open for use

Unit 44 Provide service to customers in a dressing room in a retail environment (Y/503/5713) (cont'd)

The learner will:

4   Be able to process unsold merchandise in a dressing room in a retail environment

The learner can:

4.1   Place merchandise in the designated area in the dressing room when it cannot be immediately returned to the shop floor
4.2   Make adjustments where necessary to ensure merchandise is in the required condition for display before it is returned to the shop floor
4.3   Dispose of merchandise that is no longer of saleable quality in line with organisational procedures

---

Equivalent unit for Provide service to customers in a dressing room in a retail environment (Y/503/5713)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Provide service to customers in the dressing room of a retail store (T/600/2308)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit Y/503/5713.

Unit 45 Promote food or drink products by offering samples to customers (D/503/5714)

The learner will:

1   Understand the business reasons for offering samples of food or drink to customers

The learner can:

1.1   Explain how giving customers the opportunity to sample products can help to increase sales
1.2   Explain how to recognise opportunities to:
•   display samples
•   encourage individual customers to sample products
1.3   Explain the criteria to be applied when selecting products for sampling, including product type and sell-by date

The learner will:

2   Be able to set up attractive and hygienic displays of food or drink samples

The learner can:

2.1   Describe the required temperatures for safely storing and serving samples of food or drink
2.2   Prepare samples of food or drink in line with:
•   food safety requirements
•   organisational procedures for preparing and displaying samples

The learner will:

3   Be able to interact with customers at a display of food or drink samples

The learner can:

3.1   Provide customers with information about any potentially allergenic ingredients in the food or drink samples being offered
3.2   Use words and body language in ways that attempt to encourage customers to sample and purchase food or drink products being offered
3.3   Describe to customers where in the store the sampled products can be purchased

Unit 45 Promote food or drink products by offering samples to customers (D/503/5714) (cont'd)

The learner will:

4   Be able to dispose of food or drink samples in line with organisational procedures

The learner can:

4.1   Monitor the freshness of food or drink samples on display
4.2   Remove samples from display when they no longer meet organisational requirements for freshness
4.3   Dispose of waste products in line with:
- organisational procedures
- organisational recycling requirements
- food safety requirements
4.4   Record food disposals in line with legal and organisational requirements

---

Equivalent unit for Promote food or drink products by offering samples to customers (D/503/5714)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Promote sales of food or drink products by offering samples to customers (A/600/2309)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit D/503/5714.

Unit 46 Deliver goods from a retail environment to the customer's delivery (H/503/5715)

The learner will:

1　　Understand the role of the delivery person in promoting a positive impression of the retail organisation

The learner can:

1.1　　Explain the importance of delivering products at the times agreed with customers whenever possible

1.2　　Explain the importance of keeping customers informed when the agreed delivery time cannot be achieved

1.3　　Explain the importance of giving customers, and others, a positive impression of the organisation when making deliveries

---

The learner will:

2　　Be able to prepare to deliver goods from a retail environment to customers' delivery addresses

The learner can:

2.1　　Explain the benefits to the business and to the environment of planning an efficient delivery schedule

2.2　　Schedule deliveries in line with organisational procedures

2.3　　Perform checks to ensure that everything needed for the delivery schedule is available

2.4　　Perform checks to find out if there is enough fuel in the vehicle for the planned delivery schedule

2.5　　Obtain fuel for the delivery vehicle in line with organisational procedures

---

The learner will:

3　　Be able to convey goods from a retail environment to customers' delivery addresses

The learner can:

3.1　　Drive from a retail environment to customers' delivery addresses:
- without injury to self and others
- without damage to the goods and property
- arriving at the times agreed with customers

3.2　　Contact customers to make alternative arrangements when deliveries cannot be made at the times agreed with customers

3.3　　Unload goods at customers' delivery addresses:
- in line with organisational procedures
- without injury to self and others
- without damage to the goods and property

Unit 46 Deliver goods from a retail environment to the customer's delivery (H/503/5715) (cont'd)

The learner will:

4   Be able to complete deliveries of goods at customers' delivery addresses

The learner can:

4.1   Deliver goods to customers in a polite manner
4.2   Leave deliveries only with individuals who can legally receive them
4.3   Follow organisational procedures for dealing with goods that cannot be delivered
4.4   Update records of delivery and non-delivery in line with organisational procedures

---

Equivalent unit for Deliver goods from a retail environment to the customer's delivery (H/503/5715)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

• Deliver retail products to the customer's premises (M/600/2310)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit H/503/5714.

Unit 47 Help customers to apply for a retail store's credit card and associated products (M/503/5717)

The learner will:

1   Understand the legal requirements relating to informing customers about insurance products associated with a retail store's credit card

The learner can:

1.1   Explain the difference between informing and advising customers about insurance products
1.2   Explain why it is not within own limits of authority to provide advice to customers about insurance products
1.3   Explain the legal requirement for offering customers the opportunity to read the insurance policy summary

---

The learner will:

2   Understand the importance of helping customers to understand the implications of applying for a retail store's credit card and associated insurance products

The learner can:

2.1   Explain how customers can benefit from reading the policy summary for an insurance product associated with the retail store's credit card
2.2   Explain why customers may take credit card and insurance application forms away to study in detail
2.3   Explain why blank application forms must be voided before being given to the customer to take away

---

The learner will:

3   Understand the legal requirements relating to helping customers to apply for the store's credit card and associated insurance products

The learner can:

3.1   Explain the legal requirements for giving customers information about the process of applying for the store's credit card and associated insurance products
3.2   Explain why customers must provide proof of identity when applying for the store's credit card and associated insurance products
3.3   Explain why customers' personal data must be kept secure during the process of applying for the store's credit card and associated insurance products
3.4   Explain the importance of not speculating with customers on possible reasons why their applications for the retail store's credit card have been declined

---

Unit 47 Help customers to apply for a retail store's credit card and associated products (M/503/5717) (cont'd)

The learner will:

4   Be able to offer customers insurance products associated with the store's credit card

The learner can:

4.1   Tell customers about the features of the insurance being applied for in ways that:
         • use legally compliant wording
         • are factually correct
         • are unbiased
4.2   Tell customers:
         • whether the insurance is optional
         • the cost of the insurance
         • the type and extent of the cover available
         • any significant and unusual exclusions
         • their right to cancel the insurance
4.3   Tell customers about the benefits of reading the insurance policy summary
4.4   Allow sufficient time for customers to read the insurance policy summary should they wish to do so
4.5   Perform checks to ensure that customers are eligible for the insurance they wish to apply for
4.6   Inform customers who ask for advice about an insurance product:
         • that it is not within own authority to provide such advice
         • who the customer can contact for such advice
4.7   Ask customers questions to ensure that they understand information about the insurance product they have applied for

Unit 47 Help customers to apply for a retail store's credit card and associated products (M/503/5717) (cont'd)

The learner will:

5   Be able to help customers to apply for a retail store's credit card and associated insurance products

The learner can:

5.1   Comply with relevant legal requirements when giving customers information about the process of applying for the retail store's credit card and associated insurance products
5.2   Provide customers with voided blank application forms on request to take away to consider, ensuring that customers are told that they are welcome to do this
5.3   Perform checks to ensure that the customer's identity has been proved
5.4   Follow organisational requirements to keep customer's personal data secure throughout the application process
5.5   Process applications in line with the procedures agreed between the store and the insurer
5.6   Tell customers whose applications have been accepted:
        • their credit limit
        • the Annual Percentage Rate (APR) that applies
5.7   Follow organisational procedures to enable customer accounts to be set up
5.8   Tell customers whose applications have not been accepted:
        • in line with organisational procedures
        • without speculating with the customer on the reasons for the refusal
5.9   Follow organisational procedures when technical problems arise with the application system or equipment

---

Equivalent unit for Help customers to apply for a retail store's credit card and associated products (M/503/5717)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

• Help customers to apply for the store's credit card and associated insurance products (T/600/2311)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit M/503/5717.

Unit 48 Help customers to choose delicatessen products in a retail environment (T/503/5718)

The learner will:

1   Be able to find out what customers are looking for at the delicatessen counter

The learner can:

1.1   Communicate with customers at the delicatessen counter in ways that:
        • attempt to establish a rapport with them
        • find out what they are looking for

The learner will:

2   Be able to suggest delicatessen products that meet customer needs

The learner can:

2.1   Match delicatessen products as closely as possible to customers' stated requirements, from the products available
2.2   Suggest, politely, possible alternative portion sizes or products when customer requests for delicatessen products are impractical
2.3   Provide customers with information about delicatessen products that is factually correct
2.4   Explain the differences between delicatessen products in ways that attempt to help customers to choose the products that best meet their requirements
2.5   Recommend associated or additional products to the customer at the delicatessen counter

Equivalent unit for Help customers to choose delicatessen products in a retail environment (T/503/5718)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

• Help customer to choose delicatessen products in a retail outlet (L/601/3458)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit T/503/5718.

Unit 49 Portion delicatessen products to meet customer requirements in a retail environment (A/503/5717)

The learner will:

1   Be able to cut and weigh delicatessen products to meet customer requirements

The learner can:

1.1   Explain the importance of using tools and utensils suited to the delicatessen products
1.2   Cut delicatessen products in ways that:
    • produce the required portion size and shape
    • attempt to maintain the attractiveness of the remaining product here possible
    • minimise waste
    • comply with relevant health and safety requirements
    • comply with relevant food safety requirements
1.3   Weigh delicatessen products accurately, taking into account the weight of any additional items on the scales such as containers

The learner will:

2   Be able to wrap or package portioned delicatessen products for customers

The learner can:

2.1   Ask customers if they are satisfied with portioned products before wrapping or packaging them
2.2   Wrap or package portioned products using materials or containers suited to the product

The learner will:

3   Be able to maintain the display of a delicatessen counter

The learner can:

3.1   Restore products from which portions have been taken to a presentable condition
3.2   Remove from display products from which portions have been taken when the product is no longer saleable
3.3   Replenish the delicatessen display with replacement products, when these are both required and available
3.4   Dispose of any unsaleable products in line with relevant:
    • health and safety requirements
    • food safety requirements

Unit 49 Portion delicatessen products to meet customer requirements in a retail environment (A/503/5717) (cont'd)

Equivalent unit for Portion delicatessen products to meet customer requirements in a retail environment (A/503/5717)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Portion delicatessen products in a retail outlet to meet individual customers' requirements (J/601/3457)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit A/503/5717.

Unit 50 Merchandise plants and other relevant products (J/502/0771)

The learner will:

1   Know how to merchandise plants and other products

The learner can:

1.1   Outline how to present plants and relevant products (e.g. growing media, containers, plant feed etc) for best effect
1.2   Explain the importance of location and hot and cold spots
1.3   Describe the different ways plants are sold e.g. root wrap and containers
1.4   Outline the merchandising systems of display
1.5   Describe how other sales can be linked to plant purchases
1.6   Outline the principles of stock rotation
1.7   Outline the value of point of sale material and the range available

The learner will:

2   Be able to merchandise plants and other products

The learner can:

2.1   Display plants and relevant products (e.g. growing media, containers, plant feed etc) effectively to maximise sales
2.2   Use point of sale materials and labels effectively
2.3   Promote linked sales

The learner will:

3   Know how to maintain the condition of plants for sale

The learner can:

3.1   Explain how to check and maintain the condition of plants and products covering the following types of plants:
        • trees and shrubs
        • bedding plants
        • herbaceous perennials
        • bulbs
3.2   Describe the appropriate method of reporting signs of pests, diseases or other disorders and who to

Unit 50 Merchandise plants and other relevant products (J/502/0771) (cont'd)

The learner will:

4   Be able to maintain plants ready for sale

The learner can:

4.1   Maintain optimum conditions for the plants as far as possible within the available facilities
4.2   Provide any necessary supplies of food and water to maintain the condition of the plants and
         remove weeds and suckers
4.3   Check the condition of plants and relevant products to maintain their saleable value
4.4   Identify any plants or products that should be removed and take the appropriate action
4.5   Report signs of pests, disease or other disorders to the appropriate person
4.6   Care for incoming plants and implement an appropriate stock rotation plan
4.7   Monitor the development of new plants against the stock rotation plan and take the appropriate
         action if there are any problems

Unit 51 Demonstrate make-up and skincare products to customers at a beauty counter in a retail environment (T/503/5721)

The learner will:

1   Understand the commercial value of demonstrating make-up and skincare products

The learner can:

1.1   Explain the purpose and value of demonstrations in promoting and selling make-up and skincare products

The learner will:

2   Understand the elements of a demonstration of make-up and skincare products

The learner can:

2.1   Explain how own personal hygiene and grooming contribute to making the demonstration a pleasant experience for customers
2.2   Explain the importance of gaining the customer's permission for a demonstration
2.3   Explain the difference between 'features' and 'benefits' of products
2.4   Explain the importance of communicating features and benefits to the customer when demonstrating and applying make-up and skincare products
2.5   Explain the importance of organising demonstrations of make-up and skincare products into a series of logical steps
2.6   Explain the importance of clearing away products and equipment after demonstrating make-up and skincare products

The learner will:

3   Be able to prepare to demonstrate make-up and skincare products to customers at a beauty counter in a retail environment

The learner can:

3.1   Ask customers' permission to carry out a demonstration
3.2   Ask customers if they have enough time for a demonstration
3.3   Tell customers which products are going to be applied and why
3.4   Ask customers if they are allergic to any products or ingredients
3.5   Perform checks to ensure that all the necessary products, tools and materials and are to hand
3.6   Perform checks to ensure that any products, tools or materials being used do not include anything to which the customer is allergic
3.7   Protect customers' hair and clothing from coming into contact with the products that will be demonstrated

Unit 51 Demonstrate make-up and skincare products to customers at a beauty counter in a retail environment (T/503/5721) (cont'd)

The learner will:

4   Be able to apply make-up or skincare products to customers as part of a demonstration

The learner can:

4.1   Apply make-up or skincare products to customers:
- in a logical sequence
- using tools and materials that are suited to the task
- following organisational procedures for hygienic application
- within the time agreed with the customer
4.2   Describe to customers the make-up or skincare products being demonstrated, focusing on the product features and benefits

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The learner will:

5   Be able to conclude a demonstration of make-up or skincare products

The learner can:

5.1   Ask customers questions to determine whether they are satisfied with the results of the make-up or skincare demonstration by:
- providing opportunities for customers to look in a mirror at the end of the demonstration, taking into consideration the lighting and angle of the mirror
- asking customers whether they want any adjustments to be made to the products that have been applied
5.2   Clear away equipment and products at the end of the make-up or skincare demonstration in line with organisational procedures without keeping customers waiting unduly

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Equivalent unit for Demonstrate make-up and skincare products to customers at a beauty counter in a retail environment (T/503/5721)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Promote beauty products to retail customers (D/500/9758)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit T/503/5721.

Unit 52 Operate a customer record card system on a beauty counter in a retail environment (A/503/5722)

The learner will:

1   Understand how to maintain the customer record card system in a retail environment

The learner can:

1.1   Explain how using a customer record card system can help to meet own sales targets
1.2   Explain the benefits to the customer of the record card system
1.3   Explain the importance of updating the record card system regularly
1.4   Explain how to find time in own working day to update the record card system
1.5   Explain the relevant aspects of current data protection legislation when maintaining a customer record card system
1.6   Explain the implications of complying with data protection legislation when maintaining a customer record card system
1.7   Explain the importance of asking customers about any allergies to products and ingredients so that these can be noted on the record card

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The learner will:

2   Be able to set up record cards for customers at a beauty counter in a retail environment

The learner can:

2.1   Ask customers whether a record card may be set up for them at the beauty counter
2.2   Describe to customers the benefits of being on file at the beauty counter
2.3   Offer customers the opportunity to make an appointment for a return visit to the beauty counter, when setting up a record card
2.4   Complete record cards with customer details, ensuring that the information:
- is completed in line with organisational procedures
- is an accurate record of the information provided by the customer
- includes details of any allergies to beauty products or ingredients, where the customer is willing and able to give this information
- includes a note of any products in the current range that are unsuitable for the customer, as far as can be determined from the information provided by the customer
- is stored and used in compliance with legal regulations relating to customer data

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Unit 52 Operate a customer record card system on a beauty counter in a retail environment (A/503/5722) (cont'd)

The learner will:

3   Be able to use the record card system to recognise opportunities for increasing sales at a beauty counter in a retail environment

The learner can:

3.1   Update the information in the record card system regularly enough to maintain the system's usefulness as a sales tool
3.2   Identify the counter's highest spending customers, from the record card system, to receive priority information about special offers and promotions

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Equivalent unit for Operate a customer record card system on a beauty counter in a retail environment (A/503/5722)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

•   Promote beauty products to retail customers (D/500/9758)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit A/503/5722.

Unit 53 Give customers a positive impression of yourself and your organisation (L/601/0933)

The learner will:

1   Establish rapport with customers

The learner can:

1.1   Meet their organisation's standards of appearance and behaviour
1.2   Greet their customer respectfully and in a friendly manner
1.3   Communicate with their customer in a way that makes them feel valued and respected
1.4   Identify and confirm their customer's expectations
1.5   Treat their customer courteously and helpfully at all times
1.6   Keep their customer informed and reassured
1.7   Adapt their behaviour to respond to different customer behaviour

The learner will:

2   Respond appropriately to customers

The learner can:

2.1   Respond promptly to a customer seeking help
2.2   Choose the most appropriate way to communicate with their customer
2.3   Check with their customer that they have fully understood   their expectations
2.4   Respond promptly and positively to their customer's questions and comments
2.5   Allow their customer time to consider their response and give further explanation when
        appropriate

The learner will:

3   Communicate information to customers

The learner can:

3.1   Quickly find information that will help their customer
3.2   Give their customer information they need about the services or products offered by their
        organisation
3.3   Recognise information that their customer might find complicated and check whether they fully
        understand
3.4   Explain clearly to their customers any reasons why their expectations cannot be met

Unit 53 Give customers a positive impression of yourself and your organisation (L/601/0933) (cont'd)

The learner will:

4   Understand how to give customers a positive impression of themselves and the organisation

The learner can:

4.1   Describe their organisation's standards for appearance and behaviour
4.2   Explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately
4.3   Identify their organisation's rules and procedures regarding the methods of communication they use
4.4   Explain how to recognise when a customer is angry or confused
4.5   Identify their organisation's standards for timeliness in responding to customer questions and requests for information

Equivalent unit for Give customers a positive impression of yourself and your organisation (L/601/0933)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

•   Give customers a positive impression of yourself and your organisation (M/500/8971)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit L/601/0933.

Unit 54 Protect own and others' health and safety when working in a retail environment (Y/503/5727)

The learner will:

1   Understand how to promote health and safety in own workplace

The learner can:

1.1   Explain how setting a good example to others can contribute to health and safety in the workplace
1.2   Explain how communicating and behaving in a calm way can help to promote safety during emergency situations

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The learner will:

2   Understand own role in protecting own and others' health and safety

The learner can:

2.1   Explain how reporting accidents and emergencies promptly can help promote health and safety
2.2   Explain the importance of not exceeding the limits of own responsibility and authority when dealing with health and safety risks
2.3   Explain the importance of using equipment and materials in line with the manufacturer's instructions

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The learner will:

3   Be able to deal with accidents and emergencies in a retail environment

The learner can:

3.1   Respond to accidents and emergencies:
   • in line with organisational procedures
   • in line with legal requirements
   • in a calm manner
3.2   Seek immediate help from an appropriate source in the event of accidents and emergencies
3.3   Follow organisational procedures for evacuation when an alarm is raised

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Unit 54 Protect own and others' health and safety when working in a retail environment (Y/503/5727) (cont'd)

The learner will:

4   Be able to protect own and others' health and safety during day-to-day work activities

The learner can:

4.1   Follow organisational health and safety requirements when carrying out own work duties
4.2   Deal with health and safety risks within the limits of own authority
4.3   Report immediately to the designated person any health and safety risks that are beyond the limits of own authority to deal with
4.4   Use equipment and materials needed for own work in line with the organisation's and/or manufacturer's instructions

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Equivalent unit for Protect own and others' health and safety when working in a retail environment (Y/503/5727)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

• Help to maintain health and safety in a retail environment (R/500/5187)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit Y/503/5727.

Unit 55 Reduce security risks in a retail environment (D/503/5728)

The learner will:

1   Know about security risks that can arise in a retail environment

The learner can:

1.1   Identify potential security risks that can arise in a retail environment

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The learner will:

2   Be able to reduce security risks in a retail environment

The learner can:

2.1   Describe own level of responsibility for dealing with security risks, including the relevant legal
         rights and duties
2.2   Take action to reduce security risks within the limits of:
         • relevant legislation
         • organisational policy
         • own level of authority
2.3   Report security risks that are beyond own level of authority to the designated person
2.4   Use organisational procedures for protecting own personal safety when security risks arise
2.5   Ensure that own work area is secure before leaving it

Equivalent unit for Reduce security risks in a retail environment (D/503/5728)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

• Help to keep the retail unit secure (D/500/5189)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification
without the need to complete unit D/503/5728.

Unit 56 Prepare newspapers and magazines for return to merchandisers (A/503/5736)

The learner will:

1   Be able to plan own work to prepare newspapers and magazines for return to merchandisers

The learner can:

1.1   Plan sufficient time to prepare returns of newspapers and magazines by the agreed collection
       time

The learner will:

2   Be able to gather together newspapers and magazines for return to merchandisers

The learner can:

2.1   Identify newspapers and magazines that need returning to merchandisers
2.2   Stack returns in line with organisational procedures

The learner will:

3   Be able to prepare batches of newspapers and magazines for return to merchandisers

The learner can:

3.1   Wrap returns in line with organisational procedures
3.2   Label returns in line with organisational procedures
3.3   Place returns:
       • in the designated location ready for collection
       • in line with organisational safety procedures for lifting and moving

Unit 56 Prepare newspapers and magazines for return to merchandisers (A/503/5736) (cont'd)

The learner will:

4   Be able to complete the administration associated with magazine and newspaper returns

The learner can:

4.1   Complete returns records accurately and in line with organisational procedures
4.2   File returns in accordance with the filing system provided by the organisation
4.3   Follow organisational procedures for dealing with missed and uncollected returns

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Equivalent unit for Prepare newspapers and magazines for return to merchandisers (A/503/5736)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

• Prepare newspapers and magazines for return to the merchandiser (A/600/2312)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit A/503/5736.

Unit 57 Check the accuracy of records of hours worked by staff in a retail environment (J/503/5738)

The learner will:

1   Understand the importance of maintaining accurate records of the hours worked by staff in a retail environment

The learner can:

1.1   Explain the importance of keeping accurate records of the number of hours worked by staff in a retail environment
1.2   Explain types of discrepancies that can arise in the records of hours worked by staff
1.3   Explain possible consequences of not identifying discrepancies in the records of hours worked by staff
1.4   Explain the importance of identifying and reporting recurring inaccuracies in information about the number of hours worked by staff

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The learner will:

2   Understand the level of service that needs to be provided to colleagues in relation to records of the number of hours they have worked

The learner can:

2.1   Explain what it means to treat colleagues as 'internal customers'
2.2   Explain the importance of treating colleagues as internal customers
2.3   Explain what is meant by 'personal data' in relation to records of the number of hours worked by staff
2.4   Explain the importance of keeping personal data confidential in relation to records of the number of hours worked by staff

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The learner will:

3   Be able to check the accuracy of records of hours worked by staff in a retail environment

The learner can:

3.1   Perform checks to ensure that all the information needed to confirm the number of hours worked by staff has been provided
3.2   Identify actual and/or potential discrepancies in information about the number of hours worked by staff
3.3   Follow organisational procedures to query actual and/or potential discrepancies in information about the number of hours worked by staff
3.4   Follow organisational procedures to report recurring inaccuracies in information about the number of hours worked by staff
3.5   Calculate accurately the total hours worked by staff
3.6   Use data processing equipment and materials in line with organisational procedures

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Unit 57 Check the accuracy of records of hours worked by staff in a retail environment (J/503/5738) (cont'd)

The learner will:

4	Be able to provide information about the number of hours worked by staff in a retail environment

The learner can:

4.1	Produce information and reports on the number of hours worked by staff in line with organisational procedures
4.2	Provide information and advice in response to queries from colleagues about their own recorded hours of work, doing so:
- accurately
- politely
4.3	Refer queries from colleagues to the designated person, where these are not within own authority to resolve
4.4	Disclose personal data about colleagues only to those who have a right to see it

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Equivalent unit for Check the accuracy of records of hours worked by staff in a retail environment (J/503/5738)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Check the accuracy of records of hours worked in a retail store (F/600/2313)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit J/503/5738.

Unit 58 Using web-based facilities in-store to achieve retail sales (D/505/9379)

The learner will:

1   Be able to operate their own organisation's web-based in-store retail selling facilities in support of their customers' retail experience

The learner can:

1.1   Operate all aspects of the organisation's relevant web-based facilities correctly and with confidence
1.2   Use web-based facilities for the benefit of customers, based upon identified customer needs
1.3   Be proactive in checking online the availability of stock sought by customers
1.4   Place orders online on behalf of customers, where relevant
1.5   Process customer payments using web-based facilities, where relevant, applying appropriate discounts, in line with organisational requirements
1.6   Explain their responsibilities for monitoring and maintaining good housekeeping in relation to the web-based retail facilities in-store
1.7   Make sure that the selling of products within their area of operations complies with relevant legislation and regulatory requirements
1.8   Make sure that web-based facilities in-store fulfil relevant housekeeping requirements
1.9   Report any faults with web-based facilities in-store promptly to the relevant person

The learner will:

2   Be able to promote customers' use of web-based in-store retail selling facilities

The learner can:

2.1   Explain the need to be sensitive to customers' attitudes to web-based technology, including how to respond to customers accordingly
2.2   Make customers aware of the availability and scope of their own organisation's web-based facilities
2.3   Communicate the features and benefits of web-based facilities enthusiastically and with confidence
2.4   Respond to customer needs from, and interest in, web-based facilities
2.5   Involve customers in the use of web-based processes where appropriate
2.6   Refer any problems whilst customers are using the web-based facilities in-store to the appropriate person, where necessary
2.7   Seek customer feedback regarding use of their own organisation's web-based facilities in-store

Unit 59 Advising and supporting customers on the use of in-store web-based retail facilities (R/505/9380)

The learner will:

1   Understand factors to consider when advising and supporting customers on the use of in-store web-based retail facilities

The learner can:

1.1   Explain the importance of achieving a balance between demonstration, instruction and customers' own activity in operating the facilities, as appropriate to customers' levels of expertise, attitude and confidence in using web-based technology
1.2   Explain their own organisation's practices and requirements relating to advising and supporting customers on the use of the web-based facilities

The learner will:

2   Be able to address customers' requirements via in-store web-based retail selling facilities

The learner can:

2.1   Operate all aspects of their own organisation's web-based facilities correctly and with confidence
2.2   Determine customers' requirements in accessing web-based facilities
2.3   Assess customers' levels of understanding regarding how to use the web-based facilities

The learner will:

3   Be able to promote and support customers' use of in-store web-based retail selling facilities

The learner can:

3.1   Promote use of the organisation's web-based facilities with enthusiasm, relating their features and benefits to the relevant needs of customers

3.2   Explain the use of the facilities:
         • clearly and correctly
         • in a manner which promotes understanding
         • in a manner which is appropriate to their customers' existing appreciation and attitude to the technology being demonstrated
3.3   Provide opportunities for customers to ask questions, checking for understanding
3.4   Respond to customers' questions in ways that promote sales and goodwill
3.5   Support customers in operating in-store web-based facilities as appropriate to their customers' needs and levels of confidence in the use the web-based facilities

Unit 59 Advising and supporting customers on the use of in-store web-based retail facilities (R/505/9380) (cont'd)

The learner will:

4   Be able to seek and use feedback regarding their own organisation's in-store web-based retail
         selling facilities

The learner can:

4.1   Seek feedback from customers upon the experience of using the organisation's web-based
         facilities
4.2   Respond to customer feedback in ways that promote goodwill
4.3   Report positive comments and any suggested improvements to the relevant person

Unit 60 Maintaining data confidentiality and security when using web-based retail facilities in-store (D/505/9382)

The learner will:

1   Be able to maintain the confidentiality and security of data regarding customers when recording and retaining online data

The learner can:

1.1   Make sure that documents, computers or electronic equipment containing sensitive information are kept secure
1.2   Check that online information is not changed in any unauthorised way, in line with organisational procedures
1.3   Encrypt all data entered electronically, where required
1.4   Make a record of only that information that needs to be recorded, according to organisational requirements
1.5   Keep all records of confidential information away from public display
1.6   Protect confidentiality by checking that information is destroyed properly when it is no longer required
1.7   Seek guidance from the relevant person about maintaining the security of data, when required
1.8   Maintain organisational requirements relating to the confidentiality and security of data

The learner will:

2   Be able to maintain the confidentiality and security of data held online when sharing information with third parties in line with organisational requirements

The learner can:

2.1   Check that any parties seeking information have the authority to receive it, following organisational procedures
2.2   Provide information to third parties only where they have satisfied relevant security checks, in line with organisational procedures
2.3   Provide relevant information only to those who need to use the information
2.4   Check with the relevant person that the learner has the authority to release information to others, where necessary
2.5   Use secure methods of sending information to third parties, when required, in line with organisational procedures

Unit 61 Sort donated goods for resale or recycling in a retail environment (D/503/5664)

The learner will:

1   Know how to sort donated goods safely

The learner can:

1.1   Outline the organisational safety requirements that apply to sorting donated goods

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The learner will:

2   Be able to sort donated goods for selling or recycling

The learner can:

2.1   Clean and tidy the work area before starting to sort goods
2.2   Sort donated goods by type and condition
2.3   Identify the person who can help with recognising and classifying unusual items
2.4   Place goods suitable for recycling in the designated containers
2.5   Follow organisational procedures for disposing of items that are not suitable for either selling or recycling
2.6   Place containers in the designated location ready for collection
2.7   Follow organisational requirements for protecting own health and safety when processing donated goods
2.8   Clean and tidy the work area after sorting goods

Equivalent unit for Sort donated goods for resale or recycling in a retail environment (D/503/5664)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

•   Process donated goods for resale or recycling in a retail environment (Y/500/5563)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit D/503/5664.

Unit 62 Maintain food safety while working with food in a retail environment (F/503/5673)

The learner will:

1   Know how own personal hygiene and behaviour contribute to food safety in a retail environment

The learner can:

1.1   Outline how clean hair, skin, nails and clothing contribute to food safety
1.2   State how jewellery and other accessories can put food safety at risk
1.3   State why unsafe behaviour must be avoided when working with or near food
1.4   State why any open wounds, skin infections and infectious illnesses must be reported
1.5   State the importance of ensuring that any open wounds and skin infections are treated and
         covered with a suitable dressing

The learner will:

2   Know how to deal with indicators of potential food safety hazards in a retail environment

The learner can:

2.1   Outline the types of indicators of potential food safety hazards to remain alert for in own
         workplace
2.2   Outline how to recognise indicators of potential food safety hazards in own workplace
2.3   State which indicators of potential food safety hazards are within own authority to deal with, and
         which indicators must be reported
2.4   Outline the organisational procedures for dealing with indicators of potential food safety hazards
         that are within own authority

The learner will:

3   Be able to keep self and clothes clean while working with food in a retail environment

The learner can:

3.1   Keep own hair, skin, nails and clothing in a suitable condition for working with food
3.2   Remove any jewellery and other accessories that could cause food safety hazards
3.3   Ensure that any protective clothing the organisation provides for own use is:
         • worn in line with organisational requirements
         • changed when the organisation says it should be
3.4   Wash own hands:
         • at the right times to keep them in a suitable condition for working with food
         • using effective methods
3.5   Demonstrate safe behaviour that helps prevent contamination to the food being worked with
3.6   Identify the person to whom to report any open wounds, skin infections and infectious illnesses

Unit 62 Maintain food safety while working with food in a retail environment (F/503/5673) (cont'd)

The learner will:

4　　　　Be able to deal with indicators of potential food safety hazards in a retail environment

The learner can:

4.1　　Identify obvious indicators of potential food safety hazards in the workplace
4.2　　Deal with potential food safety hazards by:
- removing them when authorised to do so
- reporting them to the right person when dealing with them is not within own authority

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Equivalent unit for Maintain food safety while working with food in a retail environment (F/503/5673)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Contribute to food safety in a retail environment (Y/500/5120)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit F/503/5673.

Unit 63 Load orders for dispatch from a retail store to customers (Y/503/5677)

The learner will:

1   Know why it is important to work safely in the loading area

The learner can:

1.1   State the importance of keeping the loading area free of obstacles, litter and spillages
1.2   State how regular equipment checks help to ensure safety in the loading area

The learner will:

2   Know how own working practices contribute to an efficient delivery service

The learner can:

2.1   State the importance of checking the information on order labels
2.2   State how the positioning of orders in the vehicle helps the delivery process to run smoothly and efficiently

The learner will:

3   Be able to keep loading facilities and equipment in a usable condition

The learner can:

3.1   Perform checks on the loading area for obstacles, litter and spillages
3.2   Remove any obstacles, litter and spillages from the loading area
3.3   Perform checks to ensure that loading equipment is fit for use
3.4   Clean loading equipment in line with organisational procedures
3.5   Repair loading equipment in line with organisational procedures and when authorised to do so

Unit 63 Load orders for dispatch from a retail store to customers (Y/503/5677) (cont'd)

The learner will:

4   Be able to ensure that orders are ready for loading

The learner can:

4.1   Perform checks to ensure that orders are labelled with all the required information
4.2   Perform checks to ensure that orders are placed in the designated areas ready for loading

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The learner will:

5   Be able to load orders into delivery vehicles

The learner can:

5.1   Lift and move packed orders in ways that attempt to prevent:
- injury to self and others
- damage to goods and property
5.2   Position orders in a vehicle according to:
- instructions for the required order of delivery
- organisational procedures for keeping goods secure and protected from damage during transit

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Equivalent unit for Load orders for dispatch from a retail store to customers (Y/503/5677)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Load orders for dispatch from a retail store to customers (T/600/2292)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit Y/503/5677.

Unit 64 Provide a counter and takeaway service (L/601/5016)

The learner will:

1   Be able to serve customers at the counter

The learner can:

1.1   Give customers information that meets their needs, and promotes organisations' products and
         service
1.2   Find out what customers require, and if necessary tell them about any waiting time
1.3   Process the order promptly
1.4   Serve food and drink items at the recommended temperature, using clean, hygienic and
         undamaged service equipment of the appropriate type
1.5   Make sure there are appropriate condiments and accompaniments available for customers

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The learner will:

2   Know how to serve customers at the counter

The learner can:

2.1   Describe safe and hygienic working practices for serving customers and why these are important
2.2   State why it is important to use separate serving equipment for each food item
2.3   State why portions must be controlled when serving customers
2.4   State why food and drink items must be served at the correct temperature
2.5   State why information given to customers must be accurate
2.6   Outline the types of unexpected situations that may occur when serving customers and how to
         deal with them

The learner will:

3   Be able to maintain counter and service areas

The learner can:

3.1   Keep work area tidy, hygienic and free from rubbish and food debris during service
3.2   Maintain enough stock of clean service items
3.3   Restock with food and drink items when necessary
3.4   Display and store food and drink items in line as required
3.5   Clear work area of used and non- required service items at the appropriate times
3.6   Dispose of rubbish, used disposable items and food waste as required

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Unit 64 Provide a counter and takeaway service (L/601/5016) (cont'd)

The learner will:

4　　　Know how to maintain counter and service areas

The learner can:

4.1　　Describe safe and hygienic working practices for clearing and why these are important
4.2　　State why food which is prepared first should be served first
4.3　　State why counter preparation areas and dining areas must be kept tidy and free from rubbish
　　　　and food debris throughout the service
4.4　　State why waste must be handled and disposed of correctly
4.5　　State why a constant stock of service items should be maintained
4.6　　State why maintaining food at the correct temperature is important and how this can be ensured
4.7　　Outline the types of unexpected situations that may occur when clearing away and how to deal
　　　　with them

Equivalent unit for Provide a counter and takeaway service (L/601/5016)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

• Provide a counter/take-away service (A/600/2293)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification
without the need to complete unit L/601/5016.

Unit 65 Contribute to monitoring and maintaining ease of shopping in a retail sales area (K/503/5716)

The learner will:

1   Know how the layout and appearance of the sales floor influences sales

The learner can:

1.1   State how the layout and appearance of the sales floor influence sales

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The learner will:

2   Be able to maintain own area of the sales floor during trading hours

The learner can:

2.1   Keep own work area clean, tidy and free from obstructions
2.2   Ensure that merchandise meets organisational standards for positioning and presentation
2.3   Remove unsaleable merchandise from the sales floor
2.4   Ensure that information concerning prices, products and promotions is visible to customers
2.5   Ensure that own activities on the sales floor minimise disruption to customers

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The learner will:

3   Be able to report problems that could have a negative effect on the customer experience

The learner can:

3.1   Report to the designated person problems that could have a negative effect on the customer experience

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Unit 65 Contribute to monitoring and maintaining ease of shopping in a retail sales area (K/503/5716) (cont'd)

Equivalent unit for Contribute to monitoring and maintaining ease of shopping in a retail sales area (K/503/5716)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Contribute to monitoring and maintaining ease of shopping in a retail sales area (F/600/2294)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit K/503/5716.

Unit 66 Audit stock levels and stock inventories in a retail environment (A/503/5669)

The learner will:

1   Be able to implement a stock audit in a retail environment

The learner can:

1.1   Explain the importance of auditing levels of stock and stock inventories
1.2   Plan an audit of stock that:
- will ensure accurate, complete and timely auditing
- will cause as little disruption as possible to normal work
- includes plans for dealing with contingencies
1.3   Negotiate with colleagues to obtain staff who have the necessary skills to help with the audit
1.4   Allocate specific responsibilities to each member of the audit team
1.5   Explain to the audit team what they are expected to do
1.6   Diagnose and resolve problems that arise when implementing the audit

The learner will:

2   Be able to use the findings of an audit to identify and resolve problems with stock levels and stock inventories

The learner can:

2.1   Analyse the findings of a stock audit to identify problems that need resolving
2.2   Prioritise problems according to their importance and urgency
2.3   Investigate and resolve problems:
- methodically
- as far as possible within the scope of the audit and with the resources available

The learner will:

3   Be able to communicate the results of an audit

The learner can:

3.1   Clarify audit findings, including any unresolved problems, in a timely fashion for those who need the information

Unit 66 Audit stock levels and stock inventories in a retail environment (A/503/5669) (cont'd)

Equivalent unit for Audit stock levels and stock inventories in a retail environment (A/503/5669)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Audit stock levels and stock inventories in a retail environment (D/500/5130)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit A/503/5669.

Unit 67 Manage staff to receive goods in a retail environment (D/503/5681)

The learner will:

1   Be able to manage staff to receive and check incoming deliveries of goods in a retail environment

The learner can:

1.1   Select sufficient staff to prepare for, receive and check expected incoming deliveries of goods
1.2   Explain to staff, in advance of deliveries of goods arriving:
- what needs to be done to prepare the receiving area
- what needs to happen when the expected deliveries arrive
1.3   Assess whether the area for receiving goods has been adequately prepared to ensure safe and secure unloading of goods
1.4   Assess whether there is enough storage space of the right type for the expected goods
1.5   Ensure that goods are unloaded safely and securely
1.6   Explain why incoming goods should be checked against requirements immediately after unloading
1.7   Ensure that incoming goods are checked against requirements immediately after unloading
1.8   Ensure that delivery records are completed in line with organisational procedures
1.9   Evaluate records of deliveries of goods to determine whether each supplier has met the organisation's service needs
1.10   Resolve problems with deliveries of goods in line with organisational procedures

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Equivalent unit for Manage staff to receive goods in a retail environment (D/503/5681)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Organise the receipt and storage of goods in a retail environment (A/500/4938)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit D/503/5681.

Unit 67 Organise and monitor the storage of stock in a retail environment (H/503/5682)

The learner will:

1   Understand the causes and prevention of stock loss within storage systems

The learner can:

1.1   Explain the causes of stock deterioration, loss and damage
1.2   Explain how to reduce stock loss within storage systems

The learner will:

2   Understand the legal and organisational requirements for storing stock

The learner can:

2.1   Explain the legal and organisational requirements for storing stock, including health and safety
        requirements and the removal of out-of-date stock

The learner will:

3   Be able to organise the use of storage facilities in a retail environment

The learner can:

3.1   Organise storage facilities to take account of:
        • day-to-day work
        • safety requirements
        • the need to keep stock secure
        • the need to keep stock in a saleable condition
3.2   Train staff to use the storage system:
        • securely
        • safely
        • in line with relevant legal requirements
3.3   Assign staff clear roles and responsibilities for storing and moving stock
3.4   Develop plans to cope with unforeseen storage problems that take account of available
        resources
3.5   Review plans for coping with unforeseen storage problems
3.6   Revise plans to cope with unforeseen storage problems, taking account of any relevant factors
3.7   Monitor storage operations to ensure that staff are storing and moving stock:
        • securely
        • safely
        • in line with relevant legal requirements
3.8   Maintain stock records that are in line with organisational procedures

Unit 67 Organise and monitor the storage of stock in a retail environment (H/503/5682) (cont'd)

The learner will:

4   Be able to monitor the storage and care of stock in a retail environment

The learner can:

4.1   Maintain a routine that meets the organisation's requirements for checking the quality of storage facilities and stock
4.2   Perform spot checks of storage facilities and stock
4.3   Train staff to:
- identify stock that is out of date or at risk of deteriorating
- deal with stock that is out of date or at risk of deteriorating in line with legal requirements and organisational procedures
4.4   Monitor the storage and movement of stock to make sure that stock is reaching the shop floor as it is needed
4.5   Recommend to decision makers ways of running storage and stock movement systems more profitably

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Equivalent unit for Organise and monitor the storage of stock in a retail environment (H/503/5682)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Organise the receipt and storage of goods in a retail environment (A/500/4938)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit H/503/5682.

Unit 69 Maintain the availability of goods on display in a retail environment to promote sales (L/503/5692)

The learner will:

1   Understand how the display of goods can promote sales

The learner can:

1.1   Explain how different types of display help the store to reach its sales targets
1.2   Explain how the way that information is positioned within displays can help to promote sales
1.3   Explain how the layout of the selling area affects sales

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The learner will:

2   Understand legal and organisational requirements for displaying goods

The learner can:

2.1   Explain the organisational and legal requirements for displaying descriptions and prices of goods
2.2   Explain the organisation's standards for putting displays together, including standards for cleaning and preparation
2.3   Explain the security, health and safety requirements and procedures relating to displaying goods
2.4   Explain customers' legal rights in relation to the display of goods

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The learner will:

3   Be able to organise staff to display goods for retail sale

The learner can:

3.1   Explain to staff the purpose of the display and the requirements and standards it must meet, including standards for health and safety and security
3.2   Ask staff questions to check their understanding of the requirements and standards for the display
3.3   Ensure that staff prepare the display area:
        • safely
        • with the minimum of inconvenience to customers
3.4   Ensure that staff put the display together:
        • safely
        • with the minimum of inconvenience to customers
3.5   Explain the importance of consulting an authorised decision-maker before modifying or changing the display
3.6   Ensure that the records kept of displays are in line with organisational procedures

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Unit 69 Maintain the availability of goods on display in a retail environment to promote sales (L/503/5692) (cont'd)

The learner will:

4   Be able to evaluate the effectiveness of displays

The learner can:

4.1   Evaluate the effectiveness of displays in relation to:
        • their intended purpose
        • legal and organisational requirements and standards
4.2   Evaluate information within displays to ensure that its content and position are:
        • legally compliant
        • likely to promote sales
4.3   Ask staff for suggestions for making the display more appealing to customers
4.4   Explain the importance of dealing promptly with any risks to security or health and safety that arise when evaluating displays

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The learner will:

5   Be able to maintain the required quantity and quality of goods on display

The learner can:

5.1   Provide accurate, up-to-date pricing information to the staff who need it
5.2   Monitor price marking to ensure that it is correct
5.3   Resolve any pricing problems that arise
5.4   Develop stock replenishment plans to maintain the required quantity and quality of goods on display
5.5   Organise the removal of stock of unsaleable quality from display

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Equivalent unit for Maintain the availability of goods on display in a retail environment to promote sales (L/503/5692)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

•   Maintain the availability of goods for sale to customers in a retail environment (L/500/9786)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit L/503/5692.

Unit 70 Manage the payment transaction process in a retail environment (R/503/5693)

The learner will:

1   Be able to monitor payment transaction processing in a retail environment

The learner can:

1.1   Explain the aims that takings practices and procedures are designed to achieve
1.2   Monitor the way staff process payment transactions, ensuring they are processed:
  • in line with organisational processing requirements
  • in ways that attempt to maintain goodwill
1.3   Perform checks to ensure that equipment is providing information concerning payment transactions that is:
  • up to date
  • accurate
1.4   Follow organisational procedures to take action to resolve any instances of:
  • payment transaction processing not meeting organisational processing requirements
  • payment transactions not being processed in ways that attempt to maintain goodwill
  • out of date or inaccurate information

The learner will:

2   Be able to manage the operation of payment points in a retail environment

The learner can:

2.1   Perform checks to ensure that staff set up and operate payment points in line with organisational procedures
2.2   Resolve any operational problems with payment points when within own authority to do so
2.3   Monitor the way that payments are handled, ensuring that staff are following organisational procedures
2.4   Develop contingency plans to deal with unexpected problems at payment points

Equivalent unit for Manage the payment transaction process in a retail environment (R/503/5693)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

• Evaluate the receipt of payments from customers (D/500/9789)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit R/503/5693.

Unit 71 Choose merchandise to feature in visual merchandising displays (H/503/5701)

The learner will:

1　　Understand the purpose of featuring merchandise in visual merchandising displays

The learner can:

1.1　　Explain the role of displays featuring merchandise in marketing, promotional and sales campaigns and activities

1.2　　Explain the importance of being creative when selecting merchandise for displays

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The learner will:

2　　Be able to evaluate merchandise for its display potential

The learner can:

2.1　　Evaluate the suitability of different items of merchandise for featuring in a display, with respect to:
- the purpose of the display
- the potential of the merchandise to attract and interest customers
- whether the merchandise to be featured is consistent with the organisation's visual display policy
- the availability of the merchandise within the timescale for preparing the display
- the cost of obtaining the merchandise in relation to the budget available for the display

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The learner will:

3　　Be able to liaise with decision makers concerning the merchandise to be featured in a display

The learner can:

3.1　　Explain to decision makers:
- the reasons for the choice of merchandise for display
- how the merchandise would feature in the display

3.2　　Reach an agreement with decision makers concerning the choice of merchandise before work starts on assembling the display

3.3　　Reach agreement with decision makers concerning arrangements and timescales for the supply of merchandise

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Unit 71 Choose merchandise to feature in visual merchandising displays (H/503/5701) (cont'd)

Equivalent unit for Choose merchandise to feature in visual merchandising displays (H/503/5701)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Choose merchandise to feature in visual merchandising displays (R/500/4945)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit H/503/5701.

Unit 72 Manage the use of signage and graphics in visual merchandising displays (K/503/5702)

The learner will:

1   Understand how signage and graphics are used in visual merchandising displays

The learner can:

1.1   Explain how the look of signage and graphics in visual merchandising displays can attract customers
1.2   Explain how signage and graphics are used in visual merchandising displays to convey information to customers

The learner will:

2   Understand the importance of complying with legal requirements relating to the use of signage and graphics in visual merchandising

The learner can:

2.1   Explain the importance of complying with legal requirements relating to the use of signage and graphics in visual merchandising displays

The learner will:

3   Understand the importance of monitoring the use of signage and graphics in visual merchandising displays

The learner can:

3.1   Explain the importance of monitoring the use of signage and graphics in visual merchandising displays to ensure that they are being used as intended

Unit 72 Manage the use of signage and graphics in visual merchandising displays (K/503/5702) (cont'd)

The learner will:

4   Understand the importance of monitoring the use of signage and graphics in visual merchandising displays

The learner can:

4.1   Assess the types and quantities of signage and graphics that will best:
         • suit the purpose of the display
         • meet legal requirements
         • comply with the organisation's visual design policy
4.2   Confirm with decision makers that proposals for the use of signage and graphics are acceptable

The learner will:

5   Be able to source the signage and graphics needed for visual merchandising displays

The learner can:

5.1   Confirm with suppliers:
         • the type of signage and graphics needed
         • quantities
         • costs
         • delivery dates
         • delivery arrangements
5.2   Assess whether the signage and graphics received from suppliers meet specified requirements before they are used

The learner will:

6   Be able to co-ordinate the use of signage and graphics in visual merchandising displays

The learner can:

6.1   Distribute signage and graphics by the deadlines agreed in the design brief to those who are responsible for putting them on display
6.2   Explain to colleagues how they should install signage and graphics to meet the design brief
6.3   Check that signage and graphics are installed in line with specifications

Unit 72 Manage the use of signage and graphics in visual merchandising displays (K/503/5702) (cont'd)

The learner will:

7   Be able to monitor the use of signage and graphics in visual merchandising displays

The learner can:

7.1   Perform checks on visual merchandising displays to ensure that signage and graphics are still being used as intended
7.2   Request feedback from colleagues on the use of signage and graphics on display
7.3   Take corrective action when signage and graphics are not being used in line with organisational procedures or the design brief

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Equivalent unit for Manage the use of signage and graphics in visual merchandising displays (K/503/5702)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

•   Plan, monitor and control how graphics are used in visual merchandising (Y/500/4946)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit K/503/5702.

Unit 73 Evaluate the effectiveness of visual merchandising displays (M/503/5703)

The learner will:

1   Understand the types of evidence used to evaluate the effectiveness of visual merchandising
       displays

The learner can:

1.1   Explain the importance of evaluating the effectiveness of visual merchandising displays
1.2   Explain when the effectiveness of visual merchandising displays should be evaluated
1.3   Explain which types of information are the most useful for evaluating the effectiveness of visual
       merchandising displays
1.4   Explain the meaning of 'validity' and 'reliability' in relation to the measurement of customers'
       responses to visual merchandising displays

The learner will:

2   Be able to gather information about customers' responses to visual merchandising displays

The learner can:

2.1   Research customers' responses to visual merchandising displays, ensuring that the information
       gathered is:
       • valid
       • reliable
       • gathered in line with organisation's communications policy
       • gathered in ways that attempt to maintain the goodwill and co‑operation of those providing
         the information

The learner will:

3   Be able to analyse information from customers' responses to evaluate the effectiveness of visual
       merchandising displays

The learner can:

3.1   Agree the standards for evaluating the effect of visual merchandising displays with decision
       makers
3.2   Analyse the evidence of the effectiveness of visual merchandising displays fairly against the
       agreed standards
3.3   Evaluate the effectiveness of visual merchandising displays in terms of:
       • the purpose of the display
       • customers' responses to the display
3.4   Recommend to decision makers improvements that could be made to the way visual
       merchandising is carried out in the store, based on the research findings and conclusions

Unit 73 Evaluate the effectiveness of visual merchandising displays (M/503/5703) (cont'd)

Equivalent unit for Evaluate the effectiveness of visual merchandising displays (M/503/5703)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Monitor the effect of visual merchandising displays and layouts (D/500/4947)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit M/503/5703.

Unit 74 Contribute to improving a retail organisation's visual merchandising policy (A/503/5705)

The learner will:

1   Understand how visual merchandising and visual design can benefit an organisation

The learner can:

1.1   Explain how having a visual merchandising policy can help the organisation to achieve its aims
1.2   Explain how visual design can help to promote and sell goods and services
1.3   Explain what customer‑focused design is
1.4   Explain how customer-focused design can benefit the organisation

The learner will:

2   Be able to evaluate the organisation's approach to visual design

The learner can:

2.1   Research what internal and external customers want and expect from the visual design of the organisation
2.2   Analyse research findings to identify internal and external customers' wishes and expectations concerning visual design in the organisation
2.3   Evaluate whether current and recent visual designs used in the organisation meet internal and external customers' wishes and expectations

The learner will:

3   Be able to recommend new ideas for the organisation's visual design

The learner can:

3.1   Develop ideas for improving the organisation's approach to visual design
3.2   Create ideas for improving the visual design of the organisation
3.3   Assess whether own design ideas are relevant to the needs of the organisation
3.4   Present visual design recommendations to decision makers

Unit 74 Contribute to improving a retail organisation's visual merchandising policy (A/503/5705) (cont'd)

The learner will:

4 Be able to support staff putting the organisation's visual design policy into practice

The learner can:

4.1 Explain the organisation's visual design policy to staff in a way that attempts to encourage understanding and commitment
4.2 Provide opportunities for staff to ask questions
4.3 Perform checks to ensure that visual designs used in the organisation are consistent with the organisation's visual design policy
4.4 Report to own line manager any problems with implementing the visual design policy that are not within own authority to resolve

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Equivalent unit for Contribute to improving a retail organisation's visual merchandising policy (A/503/5705)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Contribute to developing and putting into practice the company's visual merchandising policy (K/500/4949)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit A/503/5705.

Unit 75 Help customers to choose specialist products in a retail environment (M/503/5720)

The learner will:

1   Understand commercial awareness in relation to the organisation, its target market and product offer

The learner can:

1.1   Explain own organisation's brand values in relation to its product offer, pricing and service
1.2   Explain the customer profiles for own organisation
1.3   Explain how own organisation compares with its competitors on product offer, pricing and service
1.4   Explain the elements of a positive customer experience in relation to:
 • own organisation
 • specialist products within own area of responsibility

The learner will:

2   Understand the specialist products within own area of responsibility

The learner can:

2.1   Explain the meaning of specialist terminology that knowledgeable customers are likely to use in relation to the specialist products within own area of responsibility
2.2   Explain how the specialist products within own area of responsibility are produced or obtained
2.3   Explain how methods of producing or obtaining specialist products in own area affect the nature and quality of the products
2.4   Explain any legislation relating to the specialist products within own area of responsibility
2.5   Explain any health and safety considerations that customers must be warned about, or may ask about, in relation to the specialist products within own area of responsibility
2.6   Explain any ethical and environmental concerns that customers may have about the specialist products within own area of responsibility
2.7   Explain how to address ethical and environmental concerns customers may have about specialist products within own area of responsibility
2.8   Explain sources of after-sales advice and support that are available to customers in relation to the specialist products within own area of responsibility
2.9   Explain the customer's legal rights and the organisation's policy concerning returns in relation to the specialist products within own area of responsibility

Unit 75 Help customers to choose specialist products in a retail environment (M/503/5720) (cont'd)

The learner will:

3   Be able to initiate and develop a rapport with customers

The learner can:

3.1   Explain how to assess customers' body language to determine whether they are likely to respond positively to being approached
3.2   Adapt own speech and body language in ways that attempt to initiate and develop a rapport with individual customers
3.3   Interact with customers in ways that attempt to support the organisation's brand values

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The learner will:

4   Be able to match specialist products to individual customer requirements

The learner can:

4.1   Explore customers' individual requirements to establish what specialist products they are looking for
4.2   Provide customers with information about specialist products that is:
   - in line with organisational procedures
   - factually correct
   - legally compliant
   - relevant to the individual customer's needs
4.3   Match the features and benefits of available specialist products as closely as possible to customers' needs
4.4   Compare and contrast specialist products in ways that attempt to help customers to choose products that best meet their needs
4.5   Respond to customers' questions about specialist products in ways that attempt to encourage sales and promote goodwill
4.6   Recommend related products to customers that could enhance their experience of the specialist product they are purchasing

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Unit 75 Help customers to choose specialist products in a retail environment (M/503/5720) (cont'd)

The learner will:

5   Be able to maintain own product knowledge and expertise in relation to specialist products

The learner can:

5.1   Explain how in-depth product knowledge combined with genuine enthusiasm for the product
         affect own ability to sell specialist products
5.2   Investigate new products and product trends in own area of expertise
5.3   Devise ways of maintaining own enthusiasm for the products in own area of expertise

Unit 76 Produce staffing schedules to help a retail team to achieve its targets (K/503/5733)

The learners will:

1   Understand the uses of and constraints upon the staffing schedules for a retail team

The learners can:

1.1   Explain the relationship between staffing schedules and the achievement of work targets within a retail team
1.2   Explain the factors other than staffing that may affect progress towards work targets, and the effect these are likely to have
1.3   Explain what can happen if requirements are not complied with when drawing up staffing schedules including:
         • legal requirements
         • organisational requirements
         • contracts of employment

The learners will:

2   Be able to produce staffing schedules for a retail team

The learners can:

2.1   Produce staffing schedules that:
         • cover all the operational needs that the team is responsible for meeting
         • take account of the operational constraints that apply
         • take account of the existing skills of staff
         • show how work will be allocated between available staff
         • show the locations where individuals will work
         • show the times when individuals will start and finish work
         • comply with relevant laws, organisational policy relating to working hours and individual contracts of employment
         • attempt to make it easy for team members to understand and use
         • include contingency plans to cope with unusual situations

Unit 76 Produce staffing schedules to help a retail team to achieve its targets (K/503/5733) (cont'd)

The learners will:

3   Be able to adjust staffing schedules to take account of changing operational needs and constraints

The learners can:

3.1   Monitor the progress of the team towards meeting operational needs
3.2   Adjust staffing schedules where necessary and possible to ensure that operational needs can be met

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Equivalent unit for Produce staffing schedules to help a retail team to achieve its targets (K/503/5733)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

• Plan, monitor and adjust staffing levels and schedules in a retail environment (H/500/5193)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit K/503/5733.

Unit 77 Monitor and support secure payment point use during trading hours (F/503/5737)

The learner will:

1   Understand the data security risks associated with payment point use

The learner can:

1.1   Explain who is authorised to remove cash or cash equivalents from payment points during trading
         hours
1.2   Explain the data security risks that can arise at a payment point

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The learner will:

2   Be able to monitor and support secure payment point use during trading hours

The learner can:

2.1   Monitor the payment point during trading hours to ensure that staff are following organisational
         procedures for keeping customers' personal data confidential
2.2   Authorise payment point transactions and adjustments in line with organisational procedures for:
         • customer service
         • security
         • stock control
2.3   Replenish change in payment points in line with organisational procedures

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**Equivalent unit for Monitor and support secure payment point use during trading hours
(F/503/5737)**

For the purpose of credit accumulation, the following unit is equivalent to this unit:

• Monitor and support secure till use during trading hours (R/600/2316)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification
without the need to complete unit F/503/5737.

Unit 78 Motivating colleagues to promote web-based retail facilities to customers (Y/505/9381)

The learner will:

1   Understand the factors to consider when motivating colleagues to promote web-based retail
         facilities to customers

The learner can:

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

The learner will:

2   Be able to promote colleagues' use of in-store web-based retail selling facilities

The learner can:

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

Unit 78 Motivating colleagues to promote web-based retail facilities to customers (Y/505/9381) (cont'd)

The learner will:

3   Be able to address barriers to their colleagues' use of in-store web-based retail selling facilities

The learner can:

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 procedures
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

Section 4

General information

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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 NCFE's Equal Opportunities Policy is available on request.

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.

Data protection

NCFE is registered under the Data Protection Act and is committed to maintaining the highest possible standards when handling personal information.

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