

Qualification Specification

Level 2 Certificate in Retail Knowledge (QCF)

Qualification Number: 600/3750/7

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HABC Level 2 Certificate in Retail Knowledge (QCF)

Introduction

This Qualification Specification is designed to outline all you need to know in order to offer this qualification in your Centre. If you have any further questions, please contact your Account Manager.

Qualification Details

The HABC Level 2 Certificate in Retail Knowledge has been accredited by the regulators of England Wales and Northern Ireland (Ofqual, Welsh Government and CCEA) and is part of the Qualifications and Credit Framework (QCF).

The qualification is supported by Skillsmart Retail, the Sector Skills Council for the Retail sector.

Key facts

| | |
|-------------------------------------|--|
| QAN: | 600/3750/7 |
| Learning Aim Reference: | 60037507 |
| Guided learning hours (GLH): | 93 – 113 |
| Credit Value: | 14 |
| Assessment Method: | Multiple choice tests and optional portfolio of evidence |

Qualification Overview

This qualification is aimed at individuals who are either already working within Retail or would like to enter into the sector. The Level 2 Certificate in Retail Knowledge enables learners to develop their knowledge and understanding of the Retail sector as well as the specific knowledge needed to work efficiently as part of a Retail team.

This qualification forms the knowledge component of the Intermediate Apprenticeship in Retail and can also be delivered as a stand-alone qualification.

Entry Requirements

There are no prerequisites for this qualification. It is advised that learners have a minimum of Level 1 in literacy or numeracy or equivalent.

Age ranges

This qualification is approved for delivery to the age ranges pre-16, 16-18 and 19+.

Geographical Coverage

The qualification is available for learners in England, Wales and Northern Ireland.

Special Needs

HABC have measures in place for learners with special needs. Please see the Reasonable Adjustments Policy Annex 17 of the HABC Core Manual.

Qualification Structure

This qualification is made up of mandatory and optional units. Learners must achieve 14 credits in total by achieving 10 credits from Mandatory Group A and 4 credits from Optional Group B.

Details of all units are provided at the end of this document.

Assessment Guidance

This qualification contains units that are assessed by multiple choice tests and one unit that is assessed by portfolio. Each test contains 30 multiple-choice questions and lasts 1 hour.

Successful learners must achieve a score of at least 20 out of 30 on each test.

Following the assessment, a list of results will be provided to the Centre Contacts stating whether learners have passed or failed. Certificates for those who are successful will be dispatched for distribution by the Centre Contacts.

If learners choose Unit 14: Understand how to approach work-based projects within retail business, please use the Learner Assessment Record contained within Appendix 2 of this document.

Tutor Requirements

HABC recommend that Nominated Tutors have a teaching qualification and/or experience and have relevant experience in the subject area. This may include experience of working within retail.

Applications will be reviewed on a case by case basis, and as such all experience will be reviewed by an expert in the area before a decision is made.

For The Principles of Food Safety for Retail (K/502/0178) unit, tutors **must** have a minimum of a Level 3 qualification in Food Safety from a recognised Awarding Body.

Suitable teaching qualifications include:

- HABC Level 3 Award in Delivering Training (or equivalent)
- Level 3 or 4 PTLLS or above
- Diploma or Certificate in Education
- Bachelors or Masters Degree in Education
- City and Guilds Teachers Certificate or equivalent
- Level 3 or 4 NVQ in Training and/or Development
- Proof of at least 30 hours of training in any subject

Nominated Tutors should also be able to demonstrate relevant experience and knowledge in a work context and provide evidence of engagement with the subject field and continuing professional development.

Nominated Tutors may also be employed as a manager or supervisor within a retailer and in this circumstance a teaching qualification may not be required.

Internal Quality Assurance

One unit within this qualification is assessed and Internally Quality Assured. If learners choose unit 14: 'Understand how to approach work-based projects within retail business', the portfolio of evidence must be internally quality assured by a suitably qualified person.

The person responsible for IQA must hold or be working towards an IQA qualification, such as:

- the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, *or*
 - the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, *or*
 - V1 Conduct internal quality assurance of the assessment process, *or*
 - D34 Internally verify the assessment process.
-

ID Requirements

All learners must be instructed to bring photographic identification to the assessment to be checked by the invigilator. This instruction should be given ahead of the course/assessment when the learner registers and/or with any pre-course materials.

It is the responsibility of the Centre to have systems in place to ensure that the person taking an examination/assessment is indeed the person they are purporting to be. All Centres are therefore required to ensure that each learner's photographic identification is checked before they are allowed to undertake the examination/assessment and write the type of photo identification provided by each learner on the Candidate List under "Identification Provided". HABC will accept the following as proof of a learner's identity:

- Valid Passport (any nationality)
- Signed UK Photo card Driving Licence
- Valid Warrant Card issued by HM Forces, Police
- Other photographic ID card, e.g. Employee ID Card (must be current employer), Student ID Card, Travel card.

For more information on learner ID requirements, please refer to Annex 26: Invigilation Instructions.

Progression

Progression routes could include:-

- Level 3 Certificate in Retail Knowledge
 - Level 2/3 Retail Skills qualifications
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Useful Websites

- <http://www.skillsmartretail.com/sr/default.aspx>
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Appendix 1: Rules of Combination and all units

In order to achieve the **Level 2 Certificate in Retail Knowledge**, all learners must complete the minimum number of credits from each of the unit groups as outlined below. Learners must achieve a total of 14 credits in order to complete this qualification.

Mandatory Unit Group A:

All units in this group must be completed totaling 10 credits.

| Unit Title: | Unit Number | Credit | Assessment |
|---|-------------|--------|----------------------|
| 1. Understanding customer service in the retail sector | M/502/5821 | 3 | Multiple Choice exam |
| 2. Understanding the retail selling process | A/502/5806 | 2 | Multiple Choice exam |
| 3. Understanding how individuals and teams contribute to the effectiveness of a retail business | J/502/5789 | 3 | Multiple Choice exam |
| 4. Understanding how a retail business maintains health and safety on its premises | A/502/5823 | 2 | Multiple Choice exam |

Optional Group B:

A minimum of 4 credits must be achieved from this group.

| Unit Title: | Unit Number: | Credits | Assessment |
|---|--------------|---------|-----------------------|
| 5. Understanding retail consumer law | D/502/5801 | 2 | Multiple Choice exam |
| 6. Understanding security and loss prevention in a retail business | K/502/5817 | 2 | Multiple Choice exam |
| 7. Understanding the handling of customer payments in a retail business | H/502/5797 | 2 | Multiple Choice exam |
| 8. Understanding the control, receipt and storage of stock in a retail business | F/502/5810 | 2 | Multiple Choice exam |
| 9. Understanding visual merchandising for retail business | A/600/0656 | 4 | Multiple Choice exam |
| 10. Understanding environmental sustainability in the retail sector | A/602/2317 | 3 | Multiple Choice exam |
| 11. Underage sales prevention for retail and licensed premises | M/602/2234 | 1 | Multiple Choice exam |
| 12. Understanding how the effectiveness of store operations can be improved | H/502/5802 | 3 | Multiple Choice exam |
| 13. The principles of food safety for retail | K/502/0178 | 1 | Multiple Choice exam |
| 14. Understand how to approach work-based projects within retail business | D/602/5016 | 3 | Portfolio of evidence |

Unit 1: Understanding customer service in the retail sector

Unit number: M/502/5821

Credit: 3

GLH: 22

Level: 2

Unit Introduction

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

| Learning Outcomes | Assessment Criteria |
|---|---|
| <i>The learner will:</i> | <i>The learner can:</i> |
| 1. Understand the effect of customer service on retail business | 1.1 Describe the key features of excellent customer service 1.2 Describe how excellent customer service affects a retail business 1.3 Describe the key features of unsatisfactory customer service 1.4 Describe how unsatisfactory customer service affects a retail business 1.5 Describe the main methods used by retail businesses to maintain and increase customer loyalty |
| 2. Understand how retail businesses find out about customers' needs and preferences | 2.1 Describe methods of approaching customers on the sales floor and the questioning and listening techniques for finding out what customers are looking for 2.2 Describe how customer feedback is collected and used to improve customer service |
| 3. Understand the importance to a retail business of customer service standards, policies and procedures | 3.1 Explain the difference between customer service standards, customer service policies and customer service procedures 3.2 Describe the benefits to the customer of customer service standards, policies and procedures 3.3 Describe the benefits to retail businesses of customer service standards, policies and procedures |
| 4. Understand how customer complaints and problems are resolved in a retail business | 4.1 Describe the main types of customer complaints and problems 4.2 Describe techniques for listening to |

customers expressing concerns about a product or service, and for reassuring customers that their concerns have been heard and understood

4.3 Describe the key stages in resolving complaints to the customers' satisfaction

Mapping to National Occupational Standards

This unit is mapped to D.202 (K), D.203 (K), D.302 (K)

Unit 2: Understanding the retail selling process

Unit number: A/502/5806

Credit: 2

GLH: 15

Level: 2

Unit Introduction

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

| Learning Outcomes | Assessment Criteria |
|--|--|
| <i>The learner will:</i> | <i>The learner can:</i> |
| 1. Understand the five steps of the selling model | <ul style="list-style-type: none">1.1 Outline the five steps of the selling model1.2 Explain why an effective rapport needs to be created with customers1.3 Explain the importance of effective questioning to the sales process1.4 Explain how linking benefits to product features helps to promote sales1.5 Explain why products must be matched to customers' needs1.6 Explain the importance of closing the sale |
| 2. Understand how questions are used to identify customers' needs | <ul style="list-style-type: none">2.1 Define 'open' and 'closed' questions and state the purpose of each in the selling process2.2 Define what is meant by 'probing' questions and state the purpose of these in the selling process2.3 Identify questions which can be used to establish sales opportunities |
| 3. Understand the benefits and uses of product knowledge | <ul style="list-style-type: none">3.1 Explain how comprehensive and up-to-date product knowledge can be used to promote sales3.2 Describe how the features and benefits of products can be identified and matched to customers' needs3.3 Describe a range of methods for keeping product knowledge up-to-date |
| 4. Understand how sales are closed | <ul style="list-style-type: none">4.1 State what is meant by a 'buying signal' and describe the main buying signals the salesperson needs to look for |

4.2 Describe the main ways of closing sales

Mapping to National Occupational Standards

This unit is mapped to C.205 (K), C.208 (K)

Unit 3: Understanding how individuals and teams contribute to the effectiveness of a retail business

Unit number: J/502/5789

Credit: 3

GLH: 22

Level: 2

Unit Introduction

The purpose of this unit is to provide learners with the knowledge and understanding of how to monitor their own performance and develop themselves to achieve higher standards. It looks at how working as a team and using effective communication skills can maximise overall productivity. The unit also covers employment rights and responsibilities.

| Learning Outcomes | Assessment Criteria |
|---|--|
| <i>The learner will:</i> | <i>The learner can:</i> |
| 1. Know the employment rights and responsibilities of an employee and the employer | 1.1 State the key requirements in a contract of employment in retail business 1.2 State which organisations are able to help individuals in the cases of violation of employee rights 1.3 State the key areas covered by 'equality' legislation 1.4 State the purpose of laws that promote equality within the workplace 1.5 Define diversity in relation to promoting equality and diversity within the workplace |
| 2. Understand the importance and characteristics of effective team work in retail business | 2.1 Explain what is meant by 'team work' in retail business 2.2 Describe the benefits that team work can bring to team members and to retail business as a whole 2.3 Describe the general qualities and abilities required to be an effective member of a team in retail business |
| 3. Understand the impact of effective communication skills when working in a retail team | 3.1 Describe the relevance and importance of communication skills in clarifying and resolving misunderstandings 3.2 Describe effective methods of communication used within teams 3.3 Describe how poor communication skills can affect a team's performance |
| 4. Understand how the roles and responsibilities of retail teams relate to the | 4.1 Describe broad functional teams in retail and identify the different job roles and career |

| | |
|--|---|
| <p>structure and function of organisations</p> | <p>pathways within these</p> <p>4.2 Describe the relationships between different job roles within functional teams and identify the lines of accountability in retail business</p> |
| <p>5. Understand how to improve personal performance</p> | <p>5.1 Explain the benefit to individual employees and the retail business as a whole of a personal development plan</p> <p>5.2 Describe the range of methods available to identify own learning needs</p> <p>5.3 Explain the main learning styles and state which learning methods and activities suit each style</p> <p>5.4 Identify potential learning resources available for improving own performance</p> |
| <p>6. Understand how personal performance contributes to business success</p> | <p>6.1 Explain how work objectives are agreed and state the benefits they can bring to the individual and the retail business</p> <p>6.2 Explain how a team's goals impact on the roles and responsibilities of individual team members</p> <p>6.3 Describe the benefits to the retail business of identifying more effective ways of working</p> |
| <p><i>Mapping to National Occupational Standards</i></p> <p><i>This unit is mapped to E.105 (K), E.106 (K), E.208 (K), E.209 (K), E.335 (K), E.336 (K), E.338 (K)</i></p> | |

Unit 4: Understanding how a retail business maintains health and safety on its premises

Unit number: A/502/5823

Credit: 2

GLH: 15

Level: 2

Unit Introduction

The purpose of this unit is to provide learners with the knowledge and understanding of the procedures required for maintaining health and safety on the premises of retail businesses. It also covers employers' and employees' responsibilities in terms of legislation and safe working practices.

| Learning Outcomes | Assessment Criteria |
|---|--|
| <i>The learner will:</i> | <i>The learner can:</i> |
| 1. Know the main provisions of health and safety legislation in relation to a retail business | 1.1 Describe the main legal responsibilities of employees and employers in relation to the relevant health and safety legislation 1.2 Describe the main responsibilities of employees and employers in relation to the control of substances hazardous to health |
| 2. Know what actions to take in an emergency | 2.1 State when and how to raise an emergency alarm 2.2 State the actions an employee should take in the event of: <ul style="list-style-type: none">• fire• a bomb alert• acute illness or accident 2.3 State the main stages in an emergency evacuation procedure |
| 3. Understand the employees' responsibilities in reporting hazards and accidents that typically occur on the premises of a retail business | 3.1 Describe the hazards and associated risks typically found on the premises of a retail business 3.2 Explain why it is important to notice and report hazards 3.3 State when and to whom a personal accident should be reported |
| 4. Understand safe handling, storage and disposal | 4.1 Describe safe methods for lifting and carrying 4.2 Describe methods for safely handling, removing and disposing of waste and rubbish 4.3 Describe where and how to store dangerous substances and items 4.4 State the importance and relevance in handling, storing and disposing of substances |

| | |
|---|--|
| | hazardous to health |
| 5. Understand safe working practices | <p>5.1 Describe the routine practices which employees need to follow to minimise health and safety risks at work</p> <p>5.2 Explain why equipment and materials should be used in line with the employer's and manufacturer's instructions</p> |
| <i>Mapping to National Occupational Standards</i> | |
| <i>This unit is mapped to E.102 (K), E.206 (K), E.207 (K)</i> | |

Unit 5: Understanding retail consumer law

Unit number: D/502/5801
Credit: 2
GLH: 11
Level: 2

Unit Introduction

The purpose of this unit is to provide learners with the knowledge and understanding of legislation relevant to consumers. It covers acts such as Trade Description and Data Protection, as well as legislation for consumer credit and the provision of licensed and age-restricted products.

| Learning Outcomes | Assessment Criteria |
|--|--|
| <i>The learner will:</i> | <i>The learner can:</i> |
| 1. Understand how consumer legislation protects the rights of customers | 1.1 State the purpose of consumer legislation in relation to retail 1.2 Describe the key principles and concepts of consumer legislation such as fitness for purpose, misinterpretation, and merchantable quality |
| 2. Know the main provisions for the protection of consumers from unfair trading practices | 2.1 Describe the provisions in place to protect consumers from unfair trading practices 2.2 Describe retail employees' responsibilities in ensuring fair trading practices. |
| 3. Know the main provisions of consumer credit legislation in relation to retail | 3.1 Describe the key legal responsibilities of a retail business and its employees when offering credit facilities to customers |
| 4. Know the main provisions of data protection legislation in relation to retail | 4.1 Describe the key responsibilities and obligations of a retail business and its employees under current data protection legislation |
| 5. Know the main provisions of the law relating to the sale of licensed and age-restricted products | 5.1 Identify the responsibilities and obligations of a retail business and its employees in relation to the sale of licensed goods 5.2 Identify the responsibilities and obligations of a retail business and its employees in relation to the sale of age-restricted goods |
| 6. Understand the consequences for businesses and employees of contravening retail law | 6.1 Describe the legal consequences for businesses and employees of contravening retail law 6.2 Describe the probable commercial consequences and sanctions for employees and businesses of contravening retail law |

Mapping to National Occupational Standards

This unit is mapped to B.209 (K), C.215 (K), C.216 (K), C.252 (K)

Unit 6: Understanding security and loss prevention in a retail business

Unit number: K/502/5817

Credit: 2

GLH: 15

Level: 2

Unit Introduction

The purpose of this unit is to provide learners with the knowledge and understanding of the impact of crime upon retail business and the precautions and actions which are undertaken to prevent loss and maintain security.

| Learning Outcomes | Assessment Criteria |
|--|---|
| <i>The learner will:</i> | <i>The learner can:</i> |
| 1. Know the range of security risks faced by a retail business | 1.1 Describe the types of criminal activity which commonly occur in retail businesses 1.2 Identify the types of merchandise at greatest risk of theft and the reason for this |
| 2. Understand the effect which crime has on a retail business and its staff | 2.1 Describe how crime can affect the profits of a retail business 2.2 Describe how crime can affect people working in retail |
| 3. Know what actions can be taken to prevent crime in a retail business | 3.1 Outline actions and precautions typically taken to secure: <ul style="list-style-type: none">• stock• premises• cash• people• information 3.2 Outline actions and precautions that can be taken to reduce staff theft and the resulting loss of stock |
| 4. Know how security incidents should be dealt with | 4.1 Describe what action should be undertaken in the event of an observed or suspected theft 4.2 Describe the steps employees should take to safeguard their own personal security 4.3 State when security incidents should be referred to senior staff |
| Mapping to National Occupational Standards | |
| <i>This unit is mapped to E.101 (K), E.205 (K)</i> | |

Unit 7: Understanding the handling of customer payments in a retail business

Unit number: H/502/5797
 Credit: 2
 GLH: 8
 Level: 2

Unit Introduction

The purpose of this unit is to provide learners with the knowledge and understanding of the cashier's responsibilities in terms of processing payments at the payment point within retail businesses.

| Learning Outcomes | Assessment Criteria |
|---|---|
| <i>The learner will:</i> | <i>The learner can:</i> |
| 1. Know the methods of payment accepted from retail customers | 1.1 List the methods of payment typically accepted by retail businesses and describe how each is processed |
| 2. Understand the risks involved in handling payments | 2.1 Describe how errors can arise when accepting cash payments at the till, and explain how these can result in losses 2.2 Identify the security risks that may arise when handling payments |
| 3. Understand the cashier's responsibility for providing service at the payment point | 3.1 Outline the cashier's key responsibilities for serving customers at the payment point 3.2 Identify common problems which can arise at the payment point and describe how the cashier can resolve or refer these 3.3 Describe additional services which are often offered to customers at the payment point, such as cash-back or wrapping 3.4 Describe how the cashier can help to promote additional sales at the payment point |
| 4. Understand the cashier's responsibilities when processing age-restricted goods at the payment point | 4.1 List the types and age restrictions of products which can be sold only to customers, or by employees, who are over a minimum age specified by law 4.2 State the consequences for the cashier and the business if legal age restrictions are not complied with 4.3 Describe the cashier's responsibilities for helping to ensure that legal age restrictions are complied with |
| Mapping to National Occupational Standards | |
| <i>This unit is mapped to C.214 (K), C.252 (K), E.211 (K)</i> | |

Unit 8: Understanding the control, receipt and storage of stock in a retail business

Unit number: F/502/5810

Credit: 2

GLH: 17

Level: 2

Unit Introduction

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

| Learning Outcomes | Assessment Criteria |
|--|---|
| <i>The learner will:</i> | <i>The learner can:</i> |
| 1. Understand the importance of having the right stock levels | 1.1 Describe the purpose of stock control 1.2 Describe the consequences of inaccurate paperwork relating to stock 1.3 Describe how stock levels are maintained and the consequences to the business of not carrying the right levels of stock |
| 2. Understand how goods are received on the premises of a retail business | 2.1 Explain why it is important to know what goods are expected and when they are due to arrive 2.2 Describe how to prepare the receiving area for goods delivery 2.3 Explain why it is important to check the quality and quantity of the goods received 2.4 Describe the procedures for reporting and recording: <ul style="list-style-type: none">• variations in the quantities of goods received• defects in quality, such as damage or breakages 2.5 State what personal protective equipment should be used within the goods delivery area |
| 3. Understand how stock should be stored to prevent damage or loss | 3.1 Describe the methods of storing stock 3.2 Describe stock handling techniques which prevent damage and loss 3.3 Explain why the quality of stock should be checked regularly and state the possible reasons why stock may deteriorate in storage 3.4 Explain why stock should be stored in order |

of receipt and describe how this is done

Mapping to National Occupational Standards

This unit is mapped to B.201 (K), B.203 (K), B.204 (K), B.205 (K)

Unit 9: Understanding visual merchandising for retail business

Unit number: A/600/0656

Credit: 4

GLH: 39

Level: 2

Unit Introduction

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

| Learning Outcomes | Assessment Criteria |
|---|--|
| <i>The learner will:</i> | <i>The learner can:</i> |
| 1. Understand the importance window displays have in translating the retailer's identity to the customer | 1.1 Describe how to translate brand image to the customer through window displays 1.2 Describe the different types of visual messages that retailers can showcase through window displays |
| 2. Understand how events and props are used to promote merchandise in a retail environment | 2.1 Describe how different seasonal and calendar events are applied through window and/or in-store displays in order to support brand identity 2.2 Explain how different props can be used in window and/or in-store displays to support brand identity |
| 3. Understand how to plan and install window and store displays | 3.1 Identify the basic principles of colour theory 3.2 Identify basic design principles and elements used in retail displays 3.3 Describe the methods used to produce and record simple design plans 3.4 Describe how to make best use of the space allocated 3.5 Describe basic principles for preparing fixtures and fittings and installing props safely 3.6 Identify the tools and equipment required to install a themed display |
| 4. Understand how floor layouts and product adjacencies maximise sales | 4.1 Describe why it is important to change a floor layout in order to maximise sales 4.2 Describe what is meant by 'product adjacencies' 4.3 Describe the benefits of displaying specific |

products in different locations

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

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

5.2 Describe why it is important to handle products carefully

Mapping to National Occupational Standards

This unit is mapped to C.201 (K), C.202 (K), C.230 (K), C.231 (K), C.232 (K), C.233 (K), C.237 (K)

Unit 10: Understanding environmental sustainability in the retail sector

Unit number: A/602/2317
Credit: 3
GLH: 16
Level: 2

Unit Introduction

The purpose of this unit is to provide the learner with knowledge and understand of the impact that the retail sector has on the environment. The unit also aims to encourage learners to take responsibility for their work and home environment by identifying the environmental issues and how they can positively contribute to environmental improvements through waste and energy conservation.

| Learning Outcomes | Assessment Criteria |
|---|--|
| <i>The learner will:</i> | <i>The learner can:</i> |
| 1. Understand the effect of climate change on the environment | 1.1 Outline the concept of climate change 1.2 Outline the possible causes of climate change 1.3 Outline the key impacts of climate change 1.4 Explain the “Greenhouse Effect” |
| 2. Understand the relevance of climate change issues to the retail sector | 2.1 Describe why a retail business should be concerned about climate change 2.2 Explain how retailers’ typically influence customer attitudes and behaviour towards the environment 2.3 Describe how energy and material conservation can be improved within the retail sector |
| 3. Know the key environmental legislation which impacts on the retail sector | 3.1 Identify key environmental legislation relevant to the retail sector 3.2 Identify the key legal responsibilities of the retail sector in relation to different types of waste 3.3 Outline the legal and financial impacts of energy use by the retail sector |
| 4. Understand how waste is managed within the retail sector | 4.1 Describe the waste “hierarchy” 4.2 Describe an environmentally responsible disposal route for different waste streams created by the retail sector 4.3 Explain any differences in how waste is |

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| | managed at home and within a retail business |
| 5. Understand energy conservation and how to reduce carbon emissions within the retail sector | <p>5.1 Explain how energy consumption can be monitored to aid conservation within the retail sector</p> <p>5.2 Describe examples of good practice in energy management within the retail sector</p> <p>5.3 Describe ways in which energy consumption can be reduced within the retail sector</p> |
| 6. Understand water conservation and the demand on water consumption | <p>6.1 Describe methods for reducing water consumption in the retail sector</p> <p>6.2 Outline the main reasons for an increased demand on water consumption by the retail sector</p> |

Unit 11: Underage sales prevention for retail and licensed premises

Unit number: M/602/2234
Credit: 1
GLH: 5
Level: 2

Unit Introduction

The purpose of this unit is to provide sales staff with the knowledge they need to sell age-restricted products in either licensed premises or retail businesses.

The unit has been developed to comply with current Licensing and Serious Crime and Disorder legislation. Examples of licensed premises and retail businesses include bars, hotels, restaurants, off-sales premises, supermarkets, convenience stores, garages, newsagents, DIY centres, hardware stores, and cookware stores.

Age-restricted products include: Alcohol (inclusive of exceptions); tobacco and tobacco products; lottery tickets and scratch cards; petrol; party poppers and caps; air guns, pellets, crossbows and knives; solvents; butane gas cigarette lighter refills; tattooing; fireworks; betting; DVDs, video and computer games.

| Learning Outcomes | Assessment Criteria |
|---|--|
| <i>The learner will:</i> | <i>The learner can:</i> |
| 1. Know current legislation relating to the sale and purchase of age-restricted products | <p>1.1 Describe reasons why the law restricts the sale of certain products</p> <p>1.2 Identify which products are age-restricted by law</p> <p>1.3 Identify the legal age-restrictions which apply to the sale of certain products</p> <p>1.4 Identify the legal penalties for employers, employees and customers which apply to the unlawful sale and purchase of age-restricted products</p> |
| 2. Know how to prevent unlawful sales of age-restricted products | <p>2.1 Describe procedures for challenging for proof of age documentation</p> <p>2.2 Describe how to refuse the sale of age-restricted products to minimise the risk of conflict</p> <p>2.3 Describe how to manage conflict arising out of challenges and refusals</p> <p>2.4 Describe the benefits of recording admission and sales refusals</p> |
| Mapping to National Occupational Standards | |
| <i>This unit is mapped to C.252 (K), C.252 (P)</i> | |

Unit 12: Understanding how the effectiveness of store operations can be improved

Unit number: H/502/5802
Credit: 3
GLH: 23
Level: 3

Unit Introduction

The purpose of this unit is to provide the learner with knowledge and understanding of developing and improving retail businesses in terms of their store operations. In order to keep pace with the changing demands and constraints of business, it covers how learners can suggest opportunities to contribute to the continuous improvement of store operations as well as understanding how to organise and assess staffing. Store Operations covers the management of:

- product range and availability
- customers and retail customer service
- staff performance and training
- stock management
- company systems and procedures
- current performance (e.g. sales/profits/wastage/loss)

| Learning Outcomes | Assessment Criteria |
|---|--|
| <i>The learner will:</i> | <i>The learner can:</i> |
| 1. Understand the process of improving store operations | <p>1.1 Explain the methods for monitoring operational performance of retail businesses</p> <p>1.2 Explain the opportunities for improvement to business areas that are likely to be identified from the monitoring of store operations</p> <p>1.3 Explain how to identify and select business areas for improvement</p> <p>1.4 Explain how to generate and evaluate ideas for improving store operations</p> <p>1.5 Explain the planning tools and models used for developing and reviewing implementation plans in store operations</p> |
| 2. Understand how to communicate with and motivate those involved in bringing about change and improvement in store operations | <p>2.1 Identify who needs to be involved in bringing about change and improvement in store operations</p> <p>2.2 Explain how individuals can be encouraged and motivated to bring about improvement in store operations</p> <p>2.3 Explain why it is important for staff to be committed and motivated to bringing about change in store operations</p> |

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

- 3.1 Describe the relationship between staffing plans, work objectives and goals in retail business
- 3.2 Describe the constraints that apply when planning to meet work objectives and goals in a retail business
- 3.3 Explain how constraints can affect teams, individual staff members and customers in a retail business
- 3.4 Explain how different types of staffing plans and schedules can help retail businesses to respond to a range of operational demands and constraints
- 3.5 Explain how to assess the effectiveness of staffing plans

Mapping to National Occupational Standards

This unit is mapped to E.303 (K)

Unit 13: The principles of food safety for retail

Unit no: K/502/0178

Level: 2

Credit: 1

GLH: 9

Unit Introduction

This unit is aimed at food handlers working or preparing to work in a retail environment. It will help learners to develop their knowledge of food safety and enable them to appreciate that food safety is the responsibility of everyone involved in the storage, preparation and handling of food. Its topics are regarded by the Foods Standards Agency as being important to maintaining good practice in the production of safe food.

| Learning Outcome | Assessment Criteria |
|---|---|
| <i>The learner will:</i> | <i>The learner can:</i> |
| 1. Understand how individuals can take personal responsibility for food safety | <p>1.1 Outline the importance of food safety procedures, risk assessment, safe food handling, avoiding unsafe behaviour.</p> <p>1.2 Describe how to report food safety hazards, infestations and food spoilage</p> <p>1.3 Outline the legal responsibilities of food handlers and food business operators</p> |
| 2. Understand the importance of keeping him/herself clean and hygienic | <p>2.1 Explain the importance of personal hygiene in food safety including their role in reducing the risk of contamination.</p> <p>2.2 Describe effective personal hygiene practices, for example protective clothing, hand washing, personal illnesses, cuts and wounds.</p> |
| 3. Understand how to keep the working area clean and hygienic. | <p>3.1 Explain how to keep the work area and equipment clean and tidy to include cleaning methods, safe use of chemicals, storage of cleaning materials.</p> <p>3.2 State the importance of safe waste disposal.</p> <p>3.3 Outline the importance of pest control.</p> |
| 4. Understand the importance of keeping products safe. | <p>4.1 State the risk to food safety from contamination and cross contamination to include microbial, chemical, physical and allergenic hazards, vehicles of contamination</p> <p>4.2 State how contamination of food can cause illness or injury.</p> <p>4.3 Describe safe food handling practices and procedures.</p> |

- 4.4 Explain the importance of temperature controls
- 4.5 Describe stock control procedures including deliveries, storage, date marking and stock rotation.
- 4.6 Explain how to deal with food spoilage to include recognition, reporting and disposal.

Unit 14: Understand how to approach work-based projects within retail business

Unit number: D/602/5016
Credit: 3
GLH: 22
Level: 2

Unit Introduction

The purpose of this unit is to provide learners with the knowledge and understanding of how projects are undertaken within the retail workplace. The unit covers the process of planning and implementing appropriate activities and tasks within the retail workplace and also provides learners with an opportunity to review their outcomes and progress.

| Learning Outcomes | Assessment Criteria |
|---|---|
| <i>The learner will:</i> | <i>The learner can:</i> |
| 1. Understand how to undertake a project and solve problems specific to a retail function or project | 1.1 Define the problem that needs to be solved by a project 1.2 Describe the activities/tasks of the project which are required to meet set objectives and targets 1.3 Describe potential problems or barriers which could affect the achievement of set objectives and targets 1.4 Explain how to implement the project 1.5 Describe strengths and weaknesses of own implementation plan |
| 2. Understand what constitutes a successful project | 2.1 Describe strengths and weaknesses of own working methods 2.2 Review process and outcomes of completed project 2.3 Draw conclusions from project |

Appendix 2: Learner Assessment Record

HABC Level 2 Certificate in Retail Knowledge (QCF)

Unit: Understand how to approach work-based projects within retail business

Candidate Forename:

.....

Candidate Surname:

.....

Centre Name:

.....

Centre Number:

.....

Signatures

Candidate:

Date

.....

Tutor:

Date

.....

Internal Verifier/IQA*:

Date

.....

External Verifier/EQS*:

Date

.....

* for completion if the evidence has been sampled by the Internal Verifier or EQS

Tracking the Portfolio

Please note, learners need only complete this document if Unit 14: *Understand how to approach work-based projects within retail business* is chosen.

Planning and tracking evidence

This document is designed to help learners and assessors keep a track of the progress each learner is making in completing their portfolio. It will be easy to establish which assessment criteria have been covered and what work there is still left to do.

It is the responsibility of the assessor to ensure learners are filling this in correctly.

This document can also be used as a table of contents for the pieces of work contained in the portfolio. It will signpost where each item of evidence is located and therefore make it easy for tutors/assessors, IQA and EQS to check and assess.

The candidate and tutor/assessor must sign and date each individual piece of work in the portfolio as well as sign off each of the summary sheets contained within this document. Once the whole portfolio is complete, and both the learner and tutor/assessor are satisfied with its contents, they must sign and date the front of the Learner Assessment Record to confirm its completion.

Gathering Evidence

The evidence in this portfolio must sufficiently cover all learning outcomes and assessment criteria defined in each unit.

The pieces of work collected to make up this portfolio could be in a variety of formats. Tutors/assessors are responsible for ensuring learners complete their portfolio correctly by gathering evidence for each unit that is both adequate and suitable.

These could be gathered in the classroom, the workplace or at home.

Assessing the Portfolio

Once the portfolio of evidence is complete, a suitably qualified person must carry out Internal Quality Assurance. Portfolios must then be sent into HABC with all relevant paperwork for EQS (External Quality Support) to take place. The EQS role is to make sure the learners' work has been assessed to HABC's requirements and will do so by checking a sample of portfolios.

Unit 14: Understand how to approach work-based projects within retail business

| | Evidence | Portfolio Page Number | IQA/EQS Signature |
|--|----------|-----------------------|-------------------|
| You will: Understand how to undertake a project and solve problems specific to a retail function or project | | | |
| You can: | | | |
| 1.1 Define the problem that needs to be solved by a project | | | |
| 1.2 Describe the activities/tasks of the project which are required to meet set objectives and targets | | | |
| 1.3 Describe potential problems or barriers which could affect the achievement of set objectives and targets | | | |
| 1.4 Explain how to implement the project | | | |
| 1.5 Describe strengths and weaknesses of own implementation plan | | | |

| | | | |
|---|--|--|--|
| You will: Understand what constitutes a successful project | | | |
| You can: | | | |
| 2.1 Describe strengths and weaknesses of own working methods | | | |
| 2.2 Review process and outcomes of completed project | | | |
| 2.3 Draw conclusions from project | | | |