Qualification Specification

Highfield Level 1 Award in Retail Knowledge (RQF)

Qualification Number: 600/4645/4

Highfield Level 1 Certificate in Retail Knowledge (RQF)

Qualification Number: 600/4637/5

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Highfield Level 1 Award in Retail Knowledge (RQF)
Highfield Level 1 Certificate in Retail Knowledge (RQF)

Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager.

Qualification regulation and support

The Highfield Level 1 Award in Retail Knowledge (RQF) and Highfield Level 1 Certificate in Retail Knowledge (RQF) have been developed and are awarded by Highfield Qualifications and sit on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual and CCEA Regulation. The qualification is also regulated by Qualifications Wales.

Key facts

Qualification number:	Award:	600/4645/4
	Certificate:	600/4637/5
Learning aim reference:	Award:	60046454
	Certificate:	60046375
Credit value:	Award:	7
	Certificate:	13
Assessment method:	Portfolio of evidence	
Guided learning hours (GLH):	Award:	47
	Certificate:	87
Total qualification time (TQT):	Award:	70
	Certificate:	130

Qualification overview and objective

The objective of these qualifications is to support a role in the workplace or for learners who are looking to develop their knowledge and understanding to obtain employment within the sector, perhaps as checkout operators or sales assistants. Topics covered include: Understanding the business of retail, Understanding how a retail business maintains health, safety and security on its premises and Understanding the retail selling process.

Entry requirements

Learners should be 14 years or above and it is advised that they have a minimum of Entry Level 3 in literacy.

Guidance on delivery

The total qualification time for the Award is 70 hours and of this 47 are recommended as guided learning hours. The Certificate has a total qualification time of 130 hours with 87 recommended as guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct

supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

Guidance on assessment

These qualifications are assessed by portfolio of evidence. Suggested paperwork is available to download from the members area of the Highfield website. If a Centre would like to use alternative paperwork, this must be sent to the quality support team for approval before commencement of the course.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Guidance on quality assurance

Highfield Qualifications requires centres to have in place a robust mechanism for internal quality assurance of training delivery and internal assessment processes.

Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing the learner for assessment.

For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) policy in the members' area of the Highfield Qualifications website. This policy should be read in conjunction with this specification and all other relevant Highfield Qualifications documentation.

Assessor requirements

Highfield Qualifications recommends nominated assessors meet the following:

- have experience or hold a relevant subject area qualification, which could include any of the following:
  - Highfield Level 2 Award in Retail Knowledge
  - Highfield Level 2 Certificate in Retail Knowledge
  - Highfield Level 3 Certificate in Retail Knowledge
- have experience or hold, or be working towards, a recognised assessing qualification, which could include any of the following:
  - A1
  - D32/D33
  - Highfield Level 3 Award in Assessing Vocationally Related Achievement
- maintain appropriate continued professional development for the subject area

Internal quality assurance (IQA) requirements

Highfield Qualifications recommends internal quality assurers meet the following:

- have experience or hold a relevant subject area qualification, which could include any of the following:
  - Highfield Level 2 Award in Retail Knowledge
  - Highfield Level 2 Certificate in Retail Knowledge
  - Highfield Level 3 Certificate in Retail Knowledge

- have experience or hold, or be working towards, a recognised internal quality assurance qualification, which could include any of the following:
  - D34
  - V1
  - Highfield Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or above
- maintain appropriate continued professional development for the subject area

Reasonable adjustments and special considerations

Highfield has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card or travel card

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.

Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

- Highfield Level 2 Certificate in Retail Knowledge
- Highfield Level 2 Diploma for Retailers

Appendix 1: Qualification structure

To complete the Highfield **Level 1 Award in Retail Knowledge (RQF),** learners must complete the following:

- A minimum of **7 credits** and a maximum of **11 credits from** the optional group of units

Optional group
None of these units are **mandatory**, learners must achieve a minimum of **7 credits**.

Unit reference	Unit title	Level	GLH	Credit
A/502/5756	1. Understanding the business of retail	1	8	1
J/502/5808	2. Understanding the control, handling and replenishment of stock in a retail business	1	11	2
M/502/5804	3. Understanding how a retail business maintains health, safety and security on its premises	1	15	2
R/502/5780	4. Understanding how individuals and teams contribute to the effectiveness of a retail business	1	15	2
T/502/5819	5. Understanding customer service in the retail sector	1	17	2
T/502/5805	6. Understanding the retail selling process	1	13	2

To complete the Highfield **Level 1 Certificate in Retail Knowledge (RQF),** learners must complete the following:

- **All units** within the mandatory group
- A minimum of **2 credits from** the optional group of units

Mandatory group

Learners must achieve all 6 mandatory units totaling **11 credits** from this group.

Unit reference	Unit title	Level	GLH	Credit
A/502/5756	1. Understanding the business of retail	1	8	1
J/502/5808	2. Understanding the control, handling and replenishment of stock in a retail business	1	11	2
M/502/5804	3. Understanding how a retail business maintains health, safety and security on its premises	1	15	2
R/502/5780	4. Understanding how individuals and teams contribute to the effectiveness of a retail business	1	15	2
T/502/5819	5. Understanding customer service in the retail sector	1	17	2
T/502/5805	6. Understanding the retail selling process	1	13	2

Optional Group A

Learners must achieve a minimum of **2 credits** from the optional units in this group.

Unit reference	Unit title	Level	GLH	Credit
D/502/5801	7. Understanding retail consumer law	2	11	2
H/502/5797	8. Understanding the handling of customer payments in a retail business	2	8	2
F/501/5827	9. Being responsible for other people's money	1	10	1
F/501/5942	10. Planning an enterprise activity	1	10	1
F/501/5939	11. Running an enterprise activity	1	10	1

Appendix 2: Qualification content

Unit 1: **Understanding the business of retail**
Unit number: A/502/5756
Credit: 1
GLH: 8
Level: 1

Unit Introduction
The purpose of this unit is to provide learners with the knowledge and understanding of the retail sector. It introduces learners to the supply chain and the different types of retail outlets and occupations found within the sector.

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand how retail outlets differ in size and type	1.1 List the different retail channels and state the main features of each one 1.2 Identify the sizes and types of retail outlets typically found in a variety of retail locations such as high streets or retail business parks
2. Understand the range of retail occupations	2.1 State how retail occupations differ between small, medium and large retail businesses 2.2 Identify the usual entry points and progression opportunities for a variety of retail occupations 2.3 Outline the skills, personal attributes and behaviours required for a range of retail occupations
3. Understand the retail supply chain	3.1 List the sources from which retailers obtain products 3.2 Outline the key stages of a product's journey through the supply chain
4. Understand the contribution which the retail sector makes to the economy of the United Kingdom	4.1 Outline the size of the retail sector using information such as: • the number of people employed • the number of retail businesses • the amount of money spent by customers every year

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
5. Understand how customers' concerns influence the products and services offered by retailers	5.1 Outline environmental issues of concern to retail customers 5.2 Outline ethical issues of concern to retail customers 5.3 List the main advantages to retailers of being responsive to customers' environmental and ethical concerns

Unit 2: **Understanding the control, handling and replenishment of stock in a retail business**
Unit number: J/502/5808
Credit: 2
GLH: 11
Level: 1

Unit Introduction
The purpose of this unit is to provide learners with the knowledge and understanding of stock control systems and the procedures for replenishing, moving, handling and storing stock within retail businesses.

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the principles of stock control	1.1 State the main purposes of stock control systems 1.2 Describe the key features of a stock control system 1.3 Identify the technology that can be used in stock control 1.4 List the benefits of effective stock control
2. Understand how to move, handle and store stock	2.1 Identify the different techniques and methods for moving stock including how it is kept secure 2.2 Identify the different techniques and methods for handling stock including how it is kept secure 2.3 Identify the different techniques and methods for storing stock including how it is kept secure 2.4 State where and in what conditions different types of stock should be stored 2.5 Identify procedures for dealing with the removal of waste 2.6 State why it is important to follow procedures for dealing with the removal of waste
3. Understand procedures for replenishing stock	3.1 Outline the procedures for replenishing stock on display 3.2 State why accurate pricing and ticketing of stock is important

Unit 3: **Understanding how a retail business maintains health, safety and security on its premises**

Unit number: M/502/5804
Credit: 2
GLH: 15
Level: 1

Unit Introduction

The purpose of this unit is to provide learners with the knowledge and understanding of maintaining security as well as health and safety on retail premises. It introduces learners to the relevant legislation and provides an overview of different procedures for maintaining health and safety, and security.

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know the main provisions of health and safety legislation in relation to a retail business	1.1 State the role of employees and employers in relation to relevant health and safety legislation 1.2 State when and why the control of substances hazardous to health is important 1.3 State where to find information on company health and safety policies
2. Know how health and safety are maintained on the premises of a retail business	2.1 List the risks and hazards which commonly occur on the premises of a retail business 2.2 Outline precautions to reduce the risk of accidents 2.3 Outline precautions to reduce the risk of fire 2.4 List the main types of fire extinguisher and the materials each should be used on 2.5 Outline procedures for the safe manual lifting and moving of stock 2.6 State why high standards of cleanliness and hygiene should apply to the staff and premises of a retail business
3. Know how cash and stock are kept secure on the premises of a retail business	3.1 List the main causes of stock loss 3.2 List the different types of shop theft and where and when each type typically occurs

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	3.3 List the methods of payment typically accepted in retail outlets 3.4 Outline the main ways of preventing loss when handling payments 3.5 Outline the main checks for maintaining the security of cash and non-cash payments

Unit 4: **Understanding how individuals and teams contribute to the effectiveness of a retail business**

Unit number: R/502/5780
Credit: 2
GLH: 15
Level: 1

Unit Introduction

The purpose of this unit is to provide learners with the knowledge and understanding of how individuals and teams contribute to the effectiveness of retail businesses, as well as introduce learners to the main functions of employment law. The unit covers the effective characteristics of team building and the activities which can be used for improving the skills and performance of individuals.

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know the key employment rights and responsibilities of employees and the employer	1.1 State the purpose of a contract of employment 1.2 List the main content typically included in a contract of employment 1.3 Outline the actions which can be taken by the individual and the employer if either party fails to keep to the terms of the contract of employment 1.4 Identify the legislation which protects individuals from harassment and discrimination
2. Know the characteristics of effective team working in retail business	2.1 State the benefits to individual employees and to the retail business as a whole of working in teams 2.2 Identify different roles and levels of responsibility within retail teams 2.3 List the typical characteristics of effective and ineffective teams 2.4 List different techniques for communicating effectively within a team
3. Understand a range of activities for improving own skills and performance	3.1 State the benefits to the retail business of improving employees' skills and performance 3.2 State why it is important for employees to identify own strengths and development needs

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	3.3 List the different methods for reviewing and improving the performance and skills of individual employees

Unit 5: **Understanding customer service in the retail sector**
Unit number: T/502/5819
Credit: 2
GLH: 17
Level: 1

Unit Introduction

The purpose of this unit is to provide learners with the knowledge and understanding of retail customer service. It focuses on the importance of communicating with customers and creating positive initial impressions. It also introduces learners to the different types of customer complaints and problems.

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the importance of customer service to a retail business	1.1 State what is meant by customer service in a retail business 1.2 Outline how customer service contributes to the success of a retail business
2. Understand what gives customers a positive initial impression of a retail business and its staff	2.1 Outline the factors which contribute to a customer's initial impression of a retail business 2.2 Outline how the staff of a retail business can help to give customers a positive initial impression
3. Understand how customer service is adapted to meet the needs of individual customers	3.1 List the types of service which customers may need, including help with gaining access to products, facilities and information 3.2 List the main ways of meeting customers' needs for service, including ways of giving customers access to products, facilities and information
4. Understand the importance of communication to the delivery of customer service	4.1 Outline how written communication can contribute to the effectiveness of customer service 4.2 Outline how spoken communication and body language can contribute to the effectiveness of customer service 4.3 State how different types of questions can be used to find out what customers need

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
	4.4 State why it is important to listen to customers
5. Understand a variety of customer complaints and problems	5.1 List the main types of customer complaints and problems 5.2 Identify solutions to typical customer complaints and problems 5.3 Outline the ways in which the law protects the rights of consumers

Unit 6: **Understanding the retail selling process**
Unit number: T/502/5805
Credit: 2
GLH: 13
Level: 1

Unit Introduction
The purpose of this unit is to provide learners with the knowledge and understanding of selling within a retail environment. It introduces learners to the selling process and the purpose of product information.

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the selling process	1.1 Identify the key steps of the selling process 1.2 Outline the key skills and qualities required of successful sales staff
2. Understand how to find out what the customer wants	2.1 State when and how to acknowledge, greet and approach customers 2.2 State how to find out what customers want
3. Understand how product information can be used to promote sales	3.1 List common concerns a customer may have when buying a product 3.2 State how providing information about the product can increase its attractiveness to the customer 3.3 Describe the difference between the features and benefits of products 3.4 Identify basic rules for demonstrating products to customers 3.5 State where to obtain different types of product information

Unit 7: **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
The learner will	***The learner can***
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

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
6. Understand the consequences for businesses and employees of contravening retail law	6.1 Describe the legal consequences for businesses and employees of contravening retail law 6.2 Describe the probable commercial consequences and sanctions for employees and businesses of contravening retail law

Unit 8: **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
The learner will	***The learner can***
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

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	4.3 Describe the cashier's responsibilities for helping to ensure that legal age restrictions are complied with

Unit 9: **Being responsible for other people's money**
Unit number: F/501/5827
Credit: 1
GLH: 10
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know different methods of payment and when they could be used	1.1 Identify different methods of payment 1.2 Describe when different methods of payment are likely to be used
2. Understand the importance of handling other people's money responsibly	2.1 Explain the consequences of not handling other people's money responsibly
3. Know procedures that might apply when responsible for other people's money	3.1 Describe procedures that might apply when responsible for other people's money
4. Be able to handle financial transactions responsibly	4.1 Carry out simple financial transactions accurately 4.2 Keep an accurate record of simple financial transactions

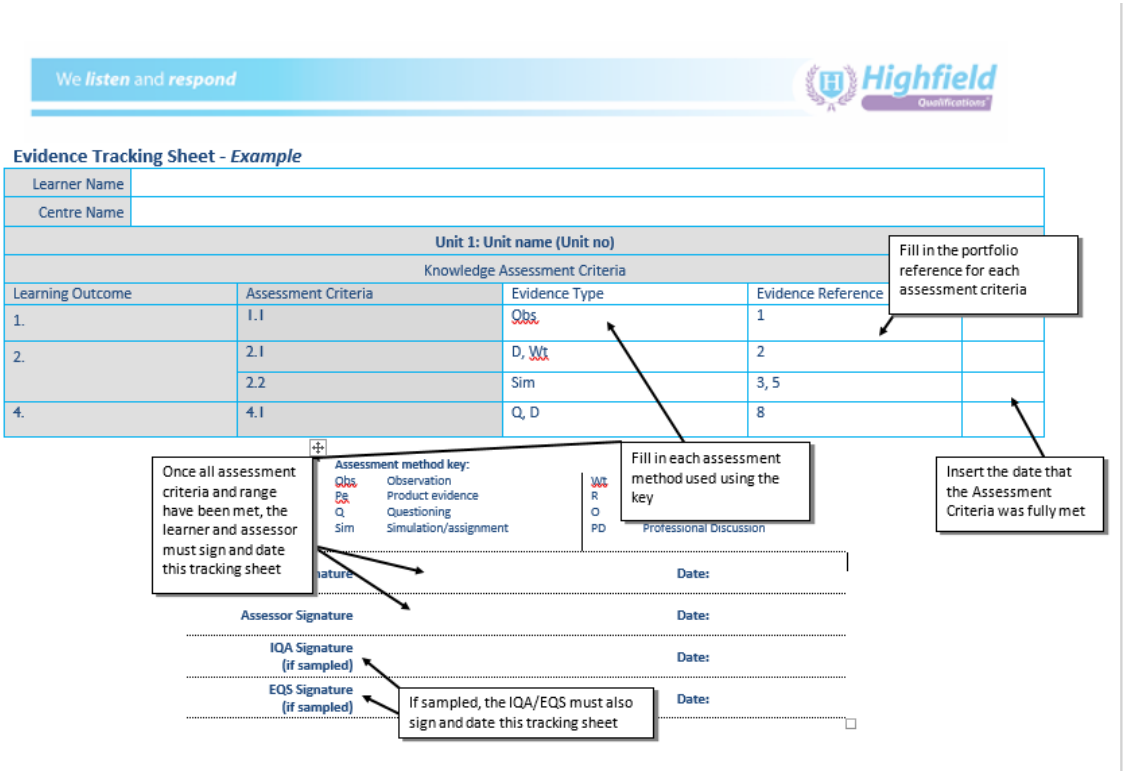
Unit 10: **Planning an enterprise activity**
Unit number: F/501/5942
Credit: 1
GLH: 10
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how to select a suitable enterprise activity	1.1 Describe the strengths and weaknesses of generated ideas for an enterprise activity
2. Know appropriate roles and skills required for the enterprise activity	2.1 List roles and the practical and personal skills required for the enterprise activity
3. Understand the costs involved in producing and selling a product or service	3.1 Use basic calculations to show the cost of items and processes related to producing and selling the product or service 3.2 Use basic calculations to show the final pricing of the product or service
4. Know appropriate promotional techniques	4.1 Provide appropriate promotional materials and methods for promoting the product or service

Unit 11: **Running an enterprise activity**
Unit number: F/501/5939
Credit: 1
GLH: 10
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how to increase the likelihood of success in an enterprise activity	1.1 Describe features which would lead to the effective delivery of a chosen enterprise activity
2. Be able to complete an enterprise activity	2.1 Demonstrate selling a product or service, taking into account the practical and personal skills needed
3. Be able to review the success of the enterprise activity	3.1 Produce records to show the successes and failures of the enterprise activity

Appendix 3: Sample assessment material



We listen and respond

Evidence Tracking Sheet - *Example*

Learner Name	
Centre Name	

Unit 1: Unit name (Unit no)				
Knowledge Assessment Criteria				
Learning Outcome	Assessment Criteria	Evidence Type	Evidence Reference	
1.	1.1	Obs	1	
2.	2.1	D, Wt	2	
	2.2	Sim	3, 5	
4.	4.1	Q, D	8	

Fill in the portfolio reference for each assessment criteria

Assessment method key:

Obs	Observation	Wt	Witness Testimony
Pe	Product evidence	R	Reflection
Q	Questioning	O	Oral Questioning
Sim	Simulation/assignment	PD	Professional Discussion

Fill in each assessment method used using the key

Insert the date that the Assessment Criteria was fully met

Once all assessment criteria and range have been met, the learner and assessor must sign and date this tracking sheet

Date:

Assessor Signature Date:

IQA Signature (if sampled) Date:

EQS Signature (if sampled) Date:

If sampled, the IQA/EQS must also sign and date this tracking sheet