Qualification Specification

Highfield Level 2 Certificate in Retail Knowledge (RQF)

Qualification Number: 600/3750/7

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Highfield Level 2 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 2 Certificate in Retail Knowledge (RQF) has been developed and is awarded by Highfield Qualifications and sits 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:	600/3750/7
Learning aim reference:	60037507
Credit value:	14
Assessment method:	Portfolio of evidence and multiple-choice examination
Guided learning hours (GLH):	93
Total qualification time (TQT):	140

Qualification overview and objective

The objective of this qualification 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. Topics covered include: understanding customer service in the retail sector, understanding how a retail business maintains health, safety and security on its premises and understanding how store operations can be improved.

Entry requirements

Learners should be 14 years or above and it is advised that they have a minimum of Level 1 in English and Maths or equivalent.

Guidance on delivery

The total qualification time for this qualification is 140 hours and of this 93 are 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

The majority of units in this qualification are assessed by portfolio of evidence and an assessment pack/matrix 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.

Please note there is one optional unit which is assessed by multiple-choice question (MCQ) examination:

H/617/7265	Principles of Food Safety for Retail	45 minute, 20 question examination with a pass mark of 66%

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 a robust mechanism for internal quality assurance in place. Internal quality assurance must be completed by an appropriately qualified person and who must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

For more information on internal quality assurance processes, please refer to the tutor, assessor and IQA support pack available to download from the Highfield website.

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.

Tutor requirements

Please note that tutors are only required for one optional unit within this qualification:
Unit 13. Principles of Food Safety for Retail (H/617/7265)

Centres are responsible for ensuring that tutors have suitable subject knowledge and training to deliver this qualification. Highfield requires all tutors for this qualification to be registered and approved. The approval process requires centres to provide Highfield with tutor names, email addresses, and dates of birth prior to delivering the qualification.

For guidance only, suitable qualifications/experience may include:

- A qualification in food safety
- 12 months experience working in food safety
- A teaching/training qualification or experience

Assessor requirements

Assessors **must** possess or be working towards relevant qualifications including a recognised assessor qualification.
This can be evidenced by:

- a current CV detailing sector experience
- an up-to-date record of ongoing professional development
- holding the same, or equivalent qualification at the same level, or above as the training being delivered
- holding or be working towards a recognised educational, teaching or training qualification, or have similar relevant experience
- holding or be working towards a recognised assessor qualification. For example:
    - Level 3 Award in Assessing Competence in the Work Environment, or
    - A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation, or
    - D32 Assess Learner Performance and D33 Assess Learner Using Different Sources of Evidence

Where assessors are working towards relevant qualifications, they **must** have their assessment decisions countersigned by a qualified assessor.

Internal quality assurance (IQA) requirements

Internal Quality Assurers **must** possess knowledge of the subject area.
This can be evidenced by:

- a current CV detailing sector experience
- an up-to-date record of ongoing professional development
- holding the same, or equivalent qualification at the same level, or above as the training being delivered

The Internal Quality Assurers must hold or be working towards a recognised internal quality assurance qualification. For example:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (RQF), or
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (RQF), or
- D34 or V1 Verifier Awards

Where Internal Quality Assurers are working towards relevant qualifications, they **must** have their quality decisions countersigned by a qualified internal quality assurer.
It is **recommended** that IQAs hold an assessing qualification.

Continuing professional development (CPD)

It is recommended that Highfield-approved centres support their personnel in maintaining current knowledge and skills in the sector area to include best practices in delivery, mentoring.

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 Diploma in Retail
- Highfield Level 3 Certificate in Retail Team Leading
- Highfield Level 3 Diploma in Retail Team Leading

Additional support/training

The National Counter Terrorism Security Office (NaCTSO) is a police unit that works alongside the Home Office to support the 'protect and prepare' areas of the government's counterterrorism strategy. One of their aims is to encourage the public to recognise and report suspicious activity and behaviour. You can find information, advice and guidance on recognising, acting on and reporting suspicious behaviour on the following website:
https://www.gov.uk/government/organisations/national-counter-terrorism-security-office

As a learner you can access the free NaCTSO Action Counters Terrorism (ACT) Awareness e-learning course. This award-winning and invaluable training tool will help you to understand your role in recognising and reporting suspected terrorism and what to do in the event of a terrorist attack.

To access the course:
• follow the link: http://ct.highfieldelearning.com/org/TheHighfieldGroup
• answer the questions
• click start

Appendix 1: Qualification structure

To complete the Highfield **Level 2 Certificate in Retail Knowledge (RQF),** learners must complete the following:

- **All the units** from the mandatory group
- A minimum of **4 credits** from the optional group of units

Mandatory group
All units in this group must be completed totaling **10 credits**

Unit reference	Unit title	Level	GLH	Credit
M/502/5821	1. Understanding customer service in the retail sector	2	22	3
A/502/5806	2. Understanding the retail selling process	2	15	2
J/502/5789	3. Understanding how individuals and teams contribute to the effectiveness of a retail business	2	22	3
A/502/5823	4. Understanding how a retail business maintains health and safety on its premises	2	15	2

Optional Group A
A minimum of **4 credits** must be achieved from this group

Unit reference	Unit title	Level	GLH	Credit
D/502/5801	5. Understanding retail consumer law	2	11	2
K/502/5817	6. Understanding security and loss prevention in a retail business	2	15	2
H/502/5797	7. Understanding the handling of customer payments in a retail business	2	8	2
F/502/5810	8. Understanding the control, receipt and storage of stock in a retail business	2	17	2
A/600/0656	9. Understanding visual merchandising for retail business	2	39	4
A/602/2317	10. Understanding environmental sustainability in the retail sector	2	16	3
H/502/5802	11. Understanding how the effectiveness of store operations can be improved	3	23	3
M/502/5818	12. Understanding security and loss prevention in a retail business	3	15	3
H/617/7265	13. Principles of Food Safety for Retail	2	7	1
D/602/5016	14. Understand how to approach work-based projects within retail business	2	22	3
K/505/9384	15. Understanding the use of in-store web-based facilities in promoting retail sales	2	15	2
H/505/9383	16. Understanding how to maintain the confidentiality and security of customer data held online	2	12	2

Barred Combinations	
Understanding security and loss prevention in a retail business (K/502/5817)	Understanding security and loss prevention in a retail business (M/502/5818)

Appendix 2: Qualification content

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
The learner will	***The learner can***
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

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
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

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
The learner will	***The learner can***
1. Understand the five steps of the selling model	1.1 Outline the five steps of the selling model 1.2 Explain why an effective rapport needs to be created with customers 1.3 Explain the importance of effective questioning to the sales process 1.4 Explain how linking benefits to product features helps to promote sales 1.5 Explain why products must be matched to customers' needs 1.6 Explain the importance of closing the sale
2. Understand how questions are used to identify customers' needs	2.1 Define 'open' and 'closed' questions and state the purpose of each in the selling process 2.2 Define what is meant by 'probing' questions and state the purpose of these in the selling process 2.3 Identify questions which can be used to establish sales opportunities
3. Understand the benefits and uses of product knowledge	3.1 Explain how comprehensive and up-to-date product knowledge can be used to promote sales 3.2 Describe how the features and benefits of products can be identified and matched to customers' needs 3.3 Describe a range of methods for keeping product knowledge up-to-date

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
4. Understand how sales are closed	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

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
The learner will	***The learner can***
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

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
4. Understand how the roles and responsibilities of retail teams relate to the structure and function of organisations	4.1 Describe broad functional teams in retail and identify the different job roles and career pathways within these 4.2 Describe the relationships between different job roles within functional teams and identify the lines of accountability in retail business
5. Understand how to improve personal performance	5.1 Explain the benefit to individual employees and the retail business as a whole of a personal development plan 5.2 Describe the range of methods available to identify own learning needs 5.3 Explain the main learning styles and state which learning methods and activities suit each style 5.4 Identify potential learning resources available for improving own performance
6. Understand how personal performance contributes to business success	6.1 Explain how work objectives are agreed and state the benefits they can bring to the individual and the retail business 6.2 Explain how a team's goals impact on the roles and responsibilities of individual team members 6.3 Describe the benefits to the retail business of identifying more effective ways of working

Unit 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
The learner will	***The learner can***
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: • 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	5.1 Describe the routine practices which employees need to follow to minimise health and safety risks at work 5.2 Explain why equipment and materials should be used in line with the employer's and manufacturer's instructions

Unit Guidance
For use within the UK assessment criteria 1.1, 1.2 and 4.4 should specifically refer to current UK legislation: 1.1 Refers to Health and Safety at Work Act. and 4.4 Refers to Control of Substances Hazardous to Health (COSHH) Regulations

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
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
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

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

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
The learner will	***The learner can***
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: • 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

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
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 4.3 Describe the cashier's responsibilities for helping to ensure that legal age restrictions are complied with

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
The learner will	***The learner can***
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: • 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

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	3.4 Explain why stock should be stored in order of receipt and describe how this is done

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
The learner will	***The learner can***
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'

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
	4.3 Describe the benefits of displaying specific products in different locations
5. Understand the importance of product preparation and handling	5.1 Explain why products may need cleaning and polishing before being displayed 5.2 Describe why it is important to handle products carefully

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 understanding 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
The learner will	***The learner can***
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

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	4.3 Explain any differences in how waste is managed at home and within a retail business
5. Understand energy conservation and how to reduce carbon emissions within the retail sector	5.1 Explain how energy consumption can be monitored to aid conservation within the retail sector 5.2 Describe examples of good practice in energy management within the retail sector 5.3 Describe ways in which energy consumption can be reduced within the retail sector
6. Understand water conservation and the demand on water consumption	6.1 Describe methods for reducing water consumption in the retail sector 6.2 Outline the main reasons for an increased demand on water consumption by the retail sector

Unit 11: **Understanding 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
The learner will	***The learner can***
1. Understand the process of improving store operations	1.1 Explain the methods for monitoring operational performance of retail businesses 1.2 Explain the opportunities for improvement to business areas that are likely to be identified from the monitoring of store operations 1.3 Explain how to identify and select business areas for improvement 1.4 Explain how to generate and evaluate ideas for improving store operations 1.5 Explain the planning tools and models used for developing and reviewing implementation plans in store operations
2. Understand how to communicate with and motivate those involved in bringing about change and improvement in store operations	2.1 Identify who needs to be involved in bringing about change and improvement in store operations 2.2 Explain how individuals can be encouraged and motivated to bring about improvement in store operations

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	2.3 Explain why it is important for staff to be committed and motivated to bringing about change in store operations
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

Unit 12: **Understanding security and loss prevention in a retail business**
Unit number: M/502/5818
Credit: 3
GLH: 15
Level: 3

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 how security risks are assessed. It also covers the precautions and actions undertaken for preventing loss and maintaining security.

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know the range of security risks faced by a retail business	1.1 Define the security risks faced by a retail business and distinguish between external and internal threats to security 1.2 Explain how and why losses can occur in a retail business as a result of crime
2. Understand the effect which crime has on a retail business and its staff	2.1 Explain the implications of criminal loss to retail businesses 2.2 Explain the role of management and other staff in maintaining the security of a retail business
3. Understand the loss prevention procedures used in a retail business	3.1 Explain the main ways in which retail businesses use technology to prevent loss 3.2 Explain how stock control procedures are used to prevent loss 3.3 Explain how routine stocktaking helps to prevent loss
4. Know how security incidents should be dealt with	4.1 Explain how to apprehend individuals suspected of fraud in accordance with relevant legislation 4.2 Explain how to apprehend individuals suspected of theft in accordance with relevant legislation 4.3 Explain common procedures for carrying out searches when theft is suspected 4.4 Describe common types of situations where threatening and violent behaviour from customers may occur in a retail business

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	4.5 Explain the techniques for controlling threatening and violent behaviour and explain why these techniques are effective
5. Know how to carry out an assessment of security risk	5.1 Explain why it is necessary to assess security risks in a retail business 5.2 Describe the key stages in the risk assessment process 5.3 Explain why it is important to identify breaches in security and deal with them promptly

Unit 13: **Principles of Food Safety for Retail**
Unit number: H/617/7265
Credit: 1
GLH: 7
Level: 2

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 (FSA) as being important to maintaining good practice in the production of safe food.

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the importance of food handlers keeping themselves and work areas clean and hygienic	1.1 Recognise the importance of personal hygiene in food safety including their role in reducing the risk of contamination 1.2 Identify key legal responsibilities of food handlers 1.3 Identify effective personal hygiene practices relating to protective clothing, hand washing, personal illness, cuts, wounds, food handling practices 1.4 Identify how to keep the work area and equipment clean and tidy, by following procedures relating to cleaning methods, safe use of chemicals, storage of cleaning chemicals 1.5 Recognise the importance of safe waste disposal 1.6 Recognise the importance of pest control
2. Understand the importance of keeping food products safe	2.1 Recognise the importance of food safety procedures, safe food handling and avoiding unsafe behaviour 2.2 Identify how to report food safety hazards, infestations and food spoilage 2.3 Recognise the main risks to food safety from contamination and cross-

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	contamination from microbial, chemical, physical and allergenic hazards 2.4 Identify safe food handling and temperature control practices for delivery, storage, date marking and stock rotation 2.5 Identify safe food handling and temperature control practices for preparing, re-stocking, picking and transporting food for home delivery 2.6 Identify how to deal with food spoilage including recognition and reporting

Indicative content

LO1 Understand the importance of food handlers keeping themselves and work areas clean and hygienic

1.1 Recognise the importance of personal hygiene in food safety including their role in reducing the risk of contamination

- How good personal hygiene in a food retail environment can reduce microbial, chemical, physical and allergenic contamination

1.2 Identify key legal responsibilities of food handlers

- Requirement for:
  - Food safety training & supervision in retail
  - Reporting of illness
  - Following rules and procedures implemented for food safety

1.3 Identify effective personal hygiene practices relating to protective clothing, hand washing, personal illness, cuts, wounds, food handling practices

- Practices in a food retail environment regarding:
  - Clean, suitable protective clothing
  - Jewellery and personal effects
  - Effective hand wash
  - Times to wash hands
  - Recognising illness which may cause food contamination
  - When to come to work and when to call in sick
  - Covering wounds
  - Personal habits to avoid

1.4 Identify how to keep the work area and equipment clean and tidy, by following procedures relating to cleaning methods, safe use of chemicals, storage of cleaning chemicals
- Reasons for cleaning
- Cleaning and disinfection techniques, including order of cleaning
- Cleaning chemicals, including purpose of detergent, disinfectant and sanitiser and following manufacturer's instructions and safe storage
- Clear and clean as you go

1.5 Recognise the importance of safe waste disposal
- Internal and external controls within a food retail business, including regular removal of waste, clean areas, secure and lidded externally, cleaned regularly

1.6 Recognise the importance of pest control
- Hazards from pests
- Common food pests and signs of pests
- Reporting of signs
- Basic environmental control (which they are responsible for) such as clearing food spillages, keeping doors and windows closed, lids on bins

LO2 Understand the importance of keeping food products safe

2.1 Recognise the importance of food safety procedures, safe food handling and avoiding unsafe behaviour
- Benefits to customers, food retail businesses and food handlers of effective procedures
- Costs of poor practices to a food retail business

2.2 Identify how to report food safety hazards, infestations and food spoilage
- What to report, when to report, who to report, who to report to with regards to:
- Hazards, infestations/signs of pests and spoilage in a food retail environment

2.3 Recognise the main risks to food safety from contamination and cross-contamination from microbial, chemical, physical and allergenic hazards
- Meaning of terms contamination, cross-contamination, raw food to be cooked, high-risk food, low-risk food and ready-to-eat raw food
- Types of microbiological contaminants (bacteria, virus, mould)
- Common sources, routes and vehicles of microbiological contamination in a food retail environment
- Recognition of main characteristics of food poisoning bacteria, factors influencing microbiological multiplication and survival (including spores and toxins) and consequences these may have for food safety and basic controls
- Examples of basic controls to prevent microbiological contamination, including keeping raw and ready to eat separate, use of correct equipment to prevent contamination (including colour coding), reporting damaged equipment, including work surfaces
- Examples of common physical hazards within food preparation areas and basic controls
- Examples of common chemical hazards within food preparation areas and basic controls
- Identification of common allergenic foods and risks associated with allergenic hazards.

- Awareness of ways to prevent allergenic contamination during food production

2.4 Identify safe food handling and temperature control practices for delivery, storage, date marking and stock rotation

- Basic contamination and temperature controls and checks to be made at delivery
- Importance of labelling
- Importance of stock rotation and date coding
- Importance of temperature control during storage, including correct temperatures and basic ways to achieve them

2.5 Identify safe food handling and temperature control practices for preparing, re-stocking, picking and transporting food for home delivery

- Preparation:
  - Separation of raw and ready to eat foods
  - Dedicated equipment
  - Not preparing too far in advance
- Cooking:
  - Following recipes
  - Cooking thoroughly
  - Safe temperatures
  - Preventing contamination
- Chilling:
  - The need to cool quickly
  - The need to prevent contamination
- Reheating:
  - Meeting required temperature when reheating
  - Only reheating once
- Holding and displaying food:
  - Preventing contamination
  - Safe temperature for hot and cold holding
  - Time controls
- Selling and serving food:
  - Avoiding contamination
  - Clean packaging
  - Correct labels
  - Suitable transportation and containers
  - Importance of temperature control

2.6 Identify how to deal with food spoilage including recognition and reporting

- Common signs of food spoilage
- The need to report spoiled food
- Separation of spoiled food

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
The learner will	***The learner can***
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

Unit 15: **Understand the use of in-store web-based facilities in promoting retail sales**
Unit number: K/505/9384
Credit: 2
GLH: 15
Level: 2

Unit Introduction

This unit is suitable for learners whose work requires them to understand how the use of in-store web-based facilities can promote retail sales. It involves understanding how to use the range of web-based facilities available in-store within their own organization, their principal features and the associated benefits towards promoting an effective shopping experience for customers. The web-based facilities can include, for example, in-store kiosks and/or PCs, mobile apps and the use of tablets.

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

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	can affect their customers' use of in-store web-based facilities

Unit 16: Understanding how to maintain the confidentiality and security of customer data held online

Unit number: H/505/9383
Credit: 2
GLH: 12
Level: 2

Unit Introduction

This unit is suitable for learners whose work requires them to understand how to protect information held online regarding their organisation's retail customers. This includes how to manage requests for information from customers about transactions and/or accounts, whether the requests are in person, online or by email or telephone, and also from third parties such as suppliers or partnered companies for which permission may be required before passing on particular information.
It also includes how to protect sensitive information within the workplace, in line with relevant policies relating to data protection and confidentiality.

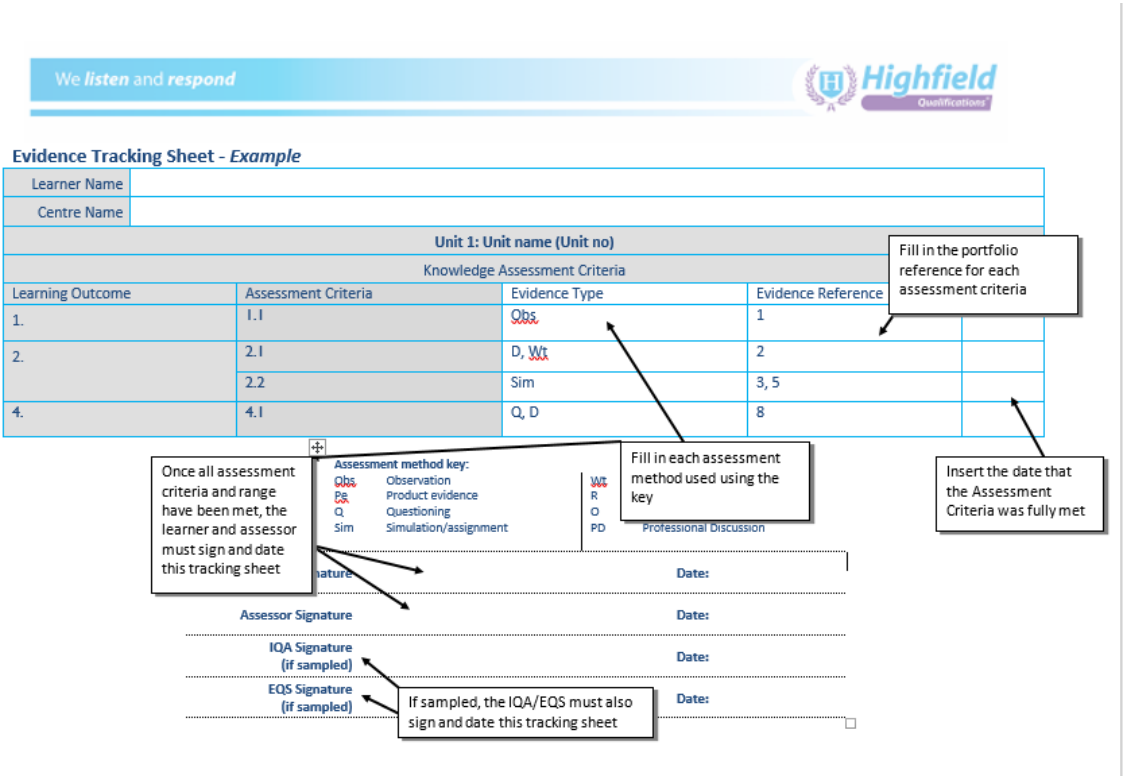
Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand legal and organisational requirements relating to the maintenance of online data confidentiality and secity	1.1 Describe legal and organisational requirements relating to maintaining the confidentiality and security of online customer data as the impact upon their area of operations 1.2 Describe their own organisation's policies and guidelines for the recording, retention, protection and disposal of customer information held online 1.3 Explain the different items of customer information that are required and why 1.4 Describe organisational guidelines regarding the use of social media in relation to maintaining customer confidentiality 1.5 Explain why protecting information is important to them, their own organisation and others outside the organisation 1.6 Describe the potential implications of an information security incident to them, the organisation and others outside the organisation 1.7 Describe customer' rights to see the data held about them by their ow organisation

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	1.8 Describe how to respond to requests from customers to see data held about them by their own organisation
2. Understand the procedures to follow to maintain online data confidentiality and security	2.1 Describe how to protect information held online, including the use of encryption ad passwords 2.2 Explain the security checks required by the organisation before releasing information to a third party by telephone and online 2.3 Explain the actions to take where a customer or third party is unable to satisfy the required security checks when seeking information by telephone and online 2.4 Explain the actions to take where an attempt at fraud by a third party is suspected 2.5 Describe methods of sending information securely according to the: • Values and sensitivity of the information • The level of protection that it needs 2.6 Describe organisational procedures in place to make sure that computer media is made unreadable, prior to its disposal

Appendix 3: Sample assessment material

Highfield provide an assessment pack which is available to download from the members area of the Highfield website.

The following is an example of an evidence tracking sheet (found within the assessment pack) used to record completed learner's progress in meeting all the criteria.



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	
Pe	Product evidence	R	
Q	Questioning	O	
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