

# Qualification specification

**NCFE Level 2 Certificate in Understanding Retail  
Operations  
QN: 601/3338/7**

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## Summary of changes

This section summarises the changes to this qualification specification since the last version.

Version	Publication date	Summary of amendments
v4.1	January 2020	Information regarding the wellbeing and safeguarding of learners added to Section 1.
V4.2	June 2022	Updates made regarding: <ul style="list-style-type: none"><li>• <a href="#">English language statement</a></li><li>• <a href="#">Entry requirements statement</a></li><li>• <a href="#">Support handbook reference</a></li></ul>

# Section 1

## Qualification overview

## Section 1

## Qualification overview

### Introduction

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

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

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

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 2 Certificate in Understanding Retail Operations.

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## About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/3338/7.

This knowledge-based qualification provides learners with underpinning knowledge and understanding of the different aspects of working in the retail sector.

Learners will develop an understanding of a wide range of retail subjects, such as dealing with customers in various contexts, handling cash, stock management and retail law. The optional units give learners the opportunity to undertake learning programmes specific to their interests or aspirations within the retail sector, and allow progression onto higher level qualifications within both generic and specialist areas.

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

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## Things you need to know

- Qualification number (QN): 601/3338/7
  - Aim reference: 60133387
  - Total Qualification Time (TQT): 180
  - Guided learning hours (GLH): 118
  - Credit value: 18
  - Level: 2
  - Assessment requirements: internally assessed and externally moderated portfolio of evidence
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## Total Qualification Time (TQT)

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

Total Qualification Time comprises:

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

This qualification aims to:

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

The objectives of this qualification are to help learners to develop an understanding of the different aspects of the retail industry.

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### **Entry guidance**

This qualification is designed for those new to or seeking employment in the retail industry.

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

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

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

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

### **Achieving this qualification**

To be awarded the Level 2 Certificate in Understanding Retail Operations, learners must achieve a minimum of **18** credits: **14** from the mandatory units and a minimum of **4** from the optional units.

This qualification consists of **6** mandatory units:

- Unit 01 Understanding customer service in the retail sector (3 credits)\*
- Unit 02 Understanding the retail selling process (2 credits)\*

- Unit 03 Understanding how individuals and teams contribute to the effectiveness of a retail business (3 credits)\*
- Unit 04 Understanding how a retail business maintains health and safety on its premises (2 credits)
- Unit 05 Understanding retail consumer law (2 credits)\*
- Unit 06 Understand how to deal with customer queries and complaints in a retail environment (2 credits)

and 12 optional units:

- Unit 07 Understanding security and loss prevention in a retail business (2 credits)\*
- Unit 08 Understanding the handling of customer payments in a retail business (2 credits)\*
- Unit 09 Understanding the control, receipt and storage of stock in a retail business (2 credits)\*
- Unit 10 Understanding visual merchandising for retail business (4 credits)
- Unit 11 Understanding how the effectiveness of store operations can be improved (3 credits)
- Unit 12 The principles of food safety for retail (1 credit)
- Unit 13 Understanding environmental sustainability in the retail sector (3 credits)
- Unit 14 Understanding the fashion retail market (3 credits)
- Unit 15 Understanding how to manage stock for customer orders in business to business services (2 credits)
- Unit 16 Understanding the storage, monitoring and replenishment of fresh produce in a retail outlet (2 credits)
- Unit 17 Underage sales prevention for retail and licensed premises (1 credit)
- Unit 18 Understanding how stocks of newspapers and magazines are controlled in retail outlets (2 credits)

The following units are available, but do not count towards the achievement of the qualification:

- Unit 19 Equality and diversity in the workplace (6 credits)\*
- Unit 20 Equality and diversity in society (6 credits)

The learning outcomes and assessment criteria for each unit are provided in Section 3.

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

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

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

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

Where the assessment guidance for a unit/qualification allows, it is essential that organisations wishing to operate an RWE do so in an environment which reflects a real work setting and replicates the key



characteristics of the workplace in which the skill to be assessed is normally employed. This will ensure that any competence achieved in this way will be sustained in real employment.

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### **Progression opportunities**

Learners who achieve this qualification could progress to:

- Level 2 Certificate in Retail Skills
  - Level 2 Diploma in Retail Skills
  - Level 3 Certificate in Retail Knowledge
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### **Credit transfer**

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

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### **Exemption**

Exemption allows learners to use evidence of certificated, achievement deemed to be of equivalent value against the requirements of a qualification. However, there are no exemptions currently identified for this qualification.

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### **Equivalent units**

Some units have equivalent units identified against them. If a learner has achieved these units previously, they can use them towards achievement of this qualification. However, this qualification has no equivalent units identified.

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### **Recognition of Prior Learning (RPL)**

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

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## Qualification dates

Regulated qualifications have operational end dates and certification end dates.

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

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

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

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## Staffing requirements

Centres delivering any of NCFE's qualifications must:

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

## Assessors and Internal Quality Assurance

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

## Examples of relevant qualifications

- Level 3 Diploma in Retail Skills
- Level 4 Diploma in Retail Management
- BTEC HNC/HND in Retail Management
- Degree in Retail Sales
- Degree in Sales and Retail Management/Retail Management

### Examples of work experience

- Current experience of delivering retail qualifications
  - Current or recent experience of working at a supervisory or managerial role in the retail or wholesaling sector such as:
    - store manager/area manager
    - duty manager
    - retail sales manager
    - department manager
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### Resource requirements

There are no specific resource requirements for this qualification.

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### Support for learners

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

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

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### Support for centres

There are a number of support documents available on the NCFE website that the centres might find useful.

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### Support handbook

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

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

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### Customer Support Guide

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

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

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

### **Subject maps**

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

## Fees and Pricing

The current Fees and Pricing Guide is available on the NCFE website

## Training and support

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

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## Learning Resources

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

Materials to support the delivery of this qualification can be purchased from the following Partners:

- Learning Curve Group (01388 777129)  
[info@learningcurvegroup.co.uk](mailto:info@learningcurvegroup.co.uk)

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

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## Links to National Skills Standards

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

This qualification can be used to develop learners':

- English skills
- Mathematics skills
- Information and Communication Technology skills

Section 4 shows how the units of this qualification relate to the skills above.

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

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

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# Section 2

## Assessment and moderation

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### How the qualification is assessed

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

The Level 2 Certificate in Understanding Retail Operations is internally assessed.

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### Internal assessment

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

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

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

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

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

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

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

If a centre needs to create their own internal assessment tasks, there are 4 essential elements in the production of successful centre-based assessment tasks, these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs, or assessment criteria
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Please see the guidance document for creation of internal assessment tasks on our website.

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## **Moderation**

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

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

We do this through:

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

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

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

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# Section 3

## Structure and content

## Section 3

## Structure and content

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

The unit summary provides an overview of each unit including:

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

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

- unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)
- guidance for developing assessment (an explanation of technical terms and the depth and breadth of coverage of the unit)
- assessment guidance (types of evidence for internal assessment)

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

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

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## Unit summaries

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

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

Guided learning hours: 22

Credit value: 3

Level: 2

This unit is **mandatory**

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

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

Guided learning hours: 15

Credit value: 2

Level: 2

This unit is **mandatory**

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

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

Guided learning hours: 22

Credit value: 3

Level: 2

This unit is **mandatory**

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

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

Guided learning hours: 15

Credit value: 2

Level: 2

This unit is **mandatory**

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## Unit summaries (cont'd)

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

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

Guided learning hours: 11

Credit value: 2

Level: 2

This unit is **mandatory**

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### Unit 06 Understand how to deal with customer queries and complaints in a retail environment (J/506/2860)

In this unit the learner will develop an understanding of how to resolve queries and complaints in a retail environment and how this contributes to customer loyalty and confidence.

Guided learning hours: 12

Credit value: 2

Level: 2

This unit is **mandatory**

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### Unit 07 Understanding security and loss prevention in a retail business (K/502/5817)

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

Guided learning hours: 15

Credit value: 2

Level: 2

This unit is **optional**

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### Unit 08 Understanding the handling of customer payments in a retail business (H/502/5797)

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

Guided learning hours: 8

Credit value: 2

Level: 2

This unit is **optional**

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## Unit summaries (cont'd)

### Unit 09 Understanding the control, receipt and storage of stock in a retail business (F/502/5810)

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

Guided learning hours: 17

Credit value: 2

Level: 2

This unit is **optional**

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### Unit 10 Understanding visual merchandising for retail business (A/600/0656)

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

Guided learning hours: 39

Credit value: 4

Level: 2

This unit is **optional**

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### Unit 11 Understanding how the effectiveness of store operations can be improved (H/502/5802)

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

Guided learning hours: 23

Credit value: 3

Level: 3

This unit is **optional**

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### Unit 12 The principles of food safety for retail (K/502/0178)

In this unit the learner will develop an understanding of the responsibilities involved in food safety such as personal hygiene, a clean working area and keeping products safe.

Guided learning hours: 9

Credit value: 1

Level: 2

This unit is **optional**

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## Unit summaries (cont'd)

### Unit 13 Understanding environmental sustainability in the retail sector (A/602/2317)

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

Guided learning hours: 16

Credit value: 3

Level: 2

This unit is **optional**

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### Unit 14 Understanding the fashion retail market (M/600/0637)

In this unit the learner will develop an understanding of fashion retailing including the different store formats offered by fashion retailers, social and economic factors affecting the sector, and multi-channel retailing.

Guided learning hours: 30

Credit value: 3

Level: 2

This unit is **optional**

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### Unit 15 Understanding how to manage stock for customer orders in business to business services (D/505/3436)

In this unit the learner will develop an understanding of how to order stock for business to business customers. They will also learn about the allocation and transfer of stock and the maintenance of stock records in a business to business environment.

Guided learning hours: 14

Credit value: 2

Level: 2

This unit is **optional**

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### Unit 16 Understanding the storage, monitoring and replenishment of fresh produce in a retail outlet (K/600/0653)

In this unit the learner will develop an understanding of the storage requirements of fresh produce. They will also learn about how the stock levels and quality of fresh produce are monitored and maintained.

Guided learning hours: 17

Credit value: 2

Level: 2

This unit is **optional**

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**Unit summaries (cont'd)****Unit 17 Underage sales prevention for retail and licensed premises (M/602/2234)**

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

Guided learning hours: 5

Credit value: 1

Level: 2

This unit is **optional**

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**Unit 18 Understanding how stocks of newspapers and magazines are controlled in retail outlets (Y/600/0650)**

In this unit the learner will develop an understanding of the considerations involved in ordering, receiving and displaying newspapers and magazines. They will also learn about the stock control process.

Guided learning hours: 15

Credit value: 2

Level: 2

This unit is **optional**

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**Unit 19 Equality and diversity in the workplace (K/506/2236)**

In this unit the learner will consider the meaning and monitoring of equality and diversity in the workplace. They will also learn about how the rights of individuals are protected in the workplace.

Guided learning hours: 60

Credit value: 6

Level: 2

This unit is available, but does not count towards the achievement of the qualification.

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**Unit 20 Equality and diversity in society (D/506/2234)**

In this unit the learner will consider what equality and diversity are, including reflecting on the effects of stereotyping, labelling, prejudice and discrimination.

Guided learning hours: 60

Credit value: 6

Level: 2

This unit is available, but does not count towards the achievement of the qualification.

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

The learner will:

- 1 Understand the effect of customer service on retail business

The learner can:

- 1.1 Describe the key features of excellent customer service
  - 1.2 Describe how excellent customer service affects a retail business
  - 1.3 Describe the key features of unsatisfactory customer service
  - 1.4 Describe how unsatisfactory customer service affects a retail business
  - 1.5 Describe the main methods used by retail businesses to maintain and increase customer loyalty
- 

The learner will:

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

The learner can:

- 2.1 Describe methods of approaching customers on the sales floor and the questioning and listening techniques for finding out what customers are looking for
  - 2.2 Describe how customer feedback is collected and used to improve customer service
- 

The learner will:

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

The learner can:

- 3.1 Explain the difference between customer service standards, customer service policies and customer service procedures
  - 3.2 Describe the benefits to the customer of customer service standards, policies and procedures
  - 3.3 Describe the benefits to retail businesses of customer service standards, policies and procedures
- 

The learner will:

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

The learner can:

- 4.1 Describe the main types of customer complaints and problems
  - 4.2 Describe techniques for listening to customers expressing concerns about a product or service, and for reassuring customers that their concerns have been heard and understood
  - 4.3 Describe the key stages in resolving complaints to the customers' satisfaction
-



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

**Type of evidence:** professional discussion

**Assessment criteria:** all

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

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

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

**Assessment criteria:** all

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

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

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

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

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

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**Types of evidence:** simulation/role play

**Assessment criteria:** 4.1–4.3

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

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

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

The learner will:

- 1 Understand the 5 steps of the selling model

The learner can:

- 1.1 Outline the 5 steps of the selling model
  - 1.2 Explain why an effective rapport needs to be created with customers
  - 1.3 Explain the importance of effective questioning to the sales process
  - 1.4 Explain how linking benefits to product features helps to promote sales
  - 1.5 Explain why products must be matched to customers' needs
  - 1.6 Explain the importance of closing the sale
- 

The learner will:

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

The learner can:

- 2.1 Define 'open' and 'closed' questions and state the purpose of each in the selling process
  - 2.2 Define what is meant by 'probing' questions and state the purpose of these in the selling process
  - 2.3 Identify questions which can be used to establish sales opportunities
- 

The learner will:

- 3 Understand the benefits and uses of product knowledge

The learner can:

- 3.1 Explain how comprehensive and up-to-date product knowledge can be used to promote sales
  - 3.2 Describe how the features and benefits of products can be identified and matched to customers' needs
  - 3.3 Describe a range of methods for keeping product knowledge up-to-date
- 

The learner will:

- 4 Understand how sales are closed

The learner can:

- 4.1 State what is meant by a 'buying signal' and describe the main buying signals the salesperson needs to look for
  - 4.2 Describe the main ways of closing sales
-

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

**Type of evidence:** professional discussion

**Assessment criteria:** all

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

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

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

**Assessment criteria:** all

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

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

**Assessment criteria:** all

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

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

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**Type of evidence:** presentation

**Assessment criteria:** 1.1–1.6

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

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

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

The learner will:

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

The learner can:

- 1.1 State the key requirements in a contract of employment in retail business
  - 1.2 State which organisations are able to help individuals in the cases of violation of employee rights
  - 1.3 State the key areas covered by 'equality' legislation
  - 1.4 State the purpose of laws that promote equality within the workplace
  - 1.5 Define diversity in relation to promoting equality and diversity within the workplace
- 

The learner will:

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

The learner can:

- 2.1 Explain what is meant by 'team work' in retail business
  - 2.2 Describe the benefits that team work can bring to team members and to retail business as a whole
  - 2.3 Describe the general qualities and abilities required to be an effective member of a team in retail business
- 

The learner will:

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

The learner can:

- 3.1 Describe the relevance and importance of communication skills in clarifying and resolving misunderstandings
  - 3.2 Describe effective methods of communication used within teams
  - 3.3 Describe how poor communication skills can affect a team's performance
-

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

The learner will:

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

The learner can:

4.1 Describe broad functional teams in retail and identify the different job roles and career pathways within these

4.2 Describe the relationships between different job roles within functional teams and identify the lines of accountability in retail business

---

The learner will:

5 Understand how to improve personal performance

The learner can:

5.1 Explain the benefit to individual employees and the retail business as a whole of a personal development plan

5.2 Describe the range of methods available to identify own learning needs

5.3 Explain the main learning styles and state which learning methods and activities suit each style

5.4 Identify potential learning resources available for improving own performance

---

The learner will:

6 Understand how personal performance contributes to business success

The learner can:

6.1 Explain how work objectives are agreed and state the benefits they can bring to the individual and the retail business

6.2 Explain how a team's goals impact on the roles and responsibilities of individual team members

6.3 Describe the benefits to the retail business of identifying more effective ways of working

---

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

**Type of evidence:** professional discussion

**Assessment criteria:** all

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

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

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

**Assessment criteria:** all

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

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

**Assessment criteria:** all

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

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

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

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

The learner will:

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

The learner can:

- 1.1 Describe the main legal responsibilities of employees and employers in relation to the relevant health and safety legislation
  - 1.2 Describe the main responsibilities of employees and employers in relation to the control of substances hazardous to health
- 

The learner will:

- 2 Know what actions to take in an emergency

The learner can:

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

The learner will:

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

The learner can:

- 3.1 Describe the hazards and associated risks typically found on the premises of a retail business
  - 3.2 Explain why it is important to notice and report hazards
  - 3.3 State when and to whom a personal accident should be reported
-

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

The learner will:

- 4 Understand safe handling, storage and disposal

The learner can:

- 4.1 Describe safe methods for lifting and carrying
  - 4.2 Describe methods for safely handling, removing and disposing of waste and rubbish
  - 4.3 Describe where and how to store dangerous substances and items
  - 4.4 State the importance and relevance in handling, storing and disposing of substances hazardous to health
- 

The learner will:

- 5 Understand safe working practices

The learner can:

- 5.1 Describe the routine practices which employees need to follow to minimise health and safety risks at work
  - 5.2 Explain why equipment and materials should be used in line with the employer's and manufacturer's instructions
-



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

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

**Type of evidence:** professional discussion

**Assessment criteria:** all

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

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

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

**Assessment criteria:** all

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

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

**Assessment criteria:** all

**Additional information:** learners could be given written or oral questions relating to how a retail business maintains health and safety on its premises. Where oral questioning is used, questions, learner responses and Assessor feedback should be included in the Assessor (or observer) witness testimony.

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

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

The learner will:

- 1 Understand how consumer legislation protects the rights of customers

The learner can:

- 1.1 State the purpose of consumer legislation in relation to retail
  - 1.2 Describe the key principles and concepts of consumer legislation such as fitness for purpose, misinterpretation, and merchantable quality
- 

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

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

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

The learner will:

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

The learner can:

- 5.1 Identify the responsibilities and obligations of a retail business and its employees in relation to the sale of licensed goods  
5.2 Identify the responsibilities and obligations of a retail business and its employees in relation to the sale of age-restricted goods
- 

The learner will:

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

The learner can:

- 6.1 Describe the legal consequences for businesses and employees of contravening retail law  
6.2 Describe the probable commercial consequences and sanctions for employees and businesses of contravening retail law
-

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

**Type of evidence:** professional discussion

**Assessment criteria:** all

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

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

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

**Assessment criteria:** all

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

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

**Assessment criteria:** all

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

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

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**Unit 06 Understand how to deal with customer queries and complaints in a retail environment (J/506/2860)**

The learner will:

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

The learner can:

- 1.1 Describe how resolving retail customer queries can increase customer loyalty and confidence
  - 1.2 Describe how resolving retail customer complaints can increase customer loyalty and confidence
- 

The learner will:

- 2 Understand how to deal with customer queries in a retail environment

The learner can:

- 2.1 Describe how to acknowledge retail customer requests for information and advice
  - 2.2 Define questions that could be used in a retail environment to discover what the customer's needs are in relation to information and advice
  - 2.3 Select information and advice for retail customers that is:
    - relevant to their query
    - accurate
    - up to date
  - 2.4 Define questions that could be asked to ensure that the information and advice provided has met retail customer needs
  - 2.5 Provide alternative solutions to help retail customers when information and advice given is not satisfactory
  - 2.6 Describe why retail customer requests for information and advice may need to be referred to someone else
-

**Unit 06 Understanding how to deal with customer queries and complaints in a retail environment (J/506/2860) (cont'd)**

The learner will:

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

The learner can:

- 3.1 Describe how to deal with angry customers when handling customer queries and complaints in a retail environment
  - 3.2 Describe how to confirm the nature of the complaint with the customer, using information they have provided
  - 3.3 Describe action to take when resolving complaints in a retail environment in line with:
    - organisational policies
    - legal requirements
  - 3.4 Describe why retail customer complaints may need to be referred to someone else
  - 3.5 Describe the importance of agreeing a suitable solution with the customer
-

**Unit 06 Understanding how to deal with customer queries and complaints in a retail environment (J/506/2860) (cont'd)****Assessment guidance**

**Type of evidence:** professional discussion

**Assessment criteria:** all

**Additional information:** Assessors could undertake a series of planned, structured, in-depth discussions with learners about how to deal with retail customer queries and complaints, including dealing with angry customers. These should be recorded manually or electronically and referenced to the criteria.

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

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

**Assessment criteria:** all

**Additional information:** learners could produce a report outlining the details of dealing with customer queries and complaints in a retail environment.

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

**Assessment criteria:** all

**Additional information:** learners could be given written or oral questions relating to dealing with customer queries and complaints in a retail environment. Where oral questioning is used, questions, learner responses and Assessor feedback should be included in the Assessor (or observer) witness testimony.

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

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**Types of evidence:** Case study/example scenario

**Assessment criteria:** 2.1–2.6, 3.1–3.5

**Additional information:** In addition to the types of evidence given above, learners could also be given an example complaint/query from a customer in a retail environment and asked to describe or demonstrate how they would deal with it.

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**Unit 06 Understanding how to deal with customer queries and complaints in a retail environment (J/506/2860) (cont'd)**

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**Unit 07 Understanding security and loss prevention in a retail business (K/502/5817)**

The learner will:

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

The learner can:

- 1.1 Describe the types of criminal activity which commonly occur in retail businesses
  - 1.2 Identify the types of merchandise at greatest risk of theft and the reason for this
- 

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

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

The learner will:

- 4 Know how security incidents should be dealt with

The learner can:

- 4.1 Describe what action should be undertaken in the event of an observed or suspected theft
  - 4.2 Describe the steps employees should take to safeguard their own personal security
  - 4.3 State when security incidents should be referred to senior staff
-

**Unit 07 Understanding security and loss prevention in a retail business (K/502/5817) (cont'd)****Assessment guidance**

**Type of evidence:** professional discussion

**Assessment criteria:** all

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

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

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

**Assessment criteria:** all

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

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

**Assessment criteria:** all

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

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

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**Unit 08 Understanding the handling of customer payments in a retail business (H/502/5797)**

The learner will:

- 1 Know the methods of payment accepted from retail customers

The learner can:

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

The learner will:

- 2 Understand the risks involved in handling payments

The learner can:

- 2.1 Describe how errors can arise when accepting cash payments at the till, and explain how these can result in losses
  - 2.2 Identify the security risks that may arise when handling payments
- 

The learner will:

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

The learner can:

- 3.1 Outline the cashier's key responsibilities for serving customers at the payment point
  - 3.2 Identify common problems which can arise at the payment point and describe how the cashier can resolve or refer these
  - 3.3 Describe additional services which are often offered to customers at the payment point, such as cash-back or wrapping
  - 3.4 Describe how the cashier can help to promote additional sales at the payment point
-

**Unit 08 Understanding the handling of customer payments in a retail business (H/502/5797)  
(cont'd)**

The learner will:

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

The learner can:

- 4.1 List the types and age restrictions of products which can be sold only to customers, or by employees, who are over a minimum age specified by law
  - 4.2 State the consequences for the cashier and the business if legal age restrictions are not complied with
  - 4.3 Describe the cashier's responsibilities for helping to ensure that legal age restrictions are complied with
-

**Unit 08 Understanding the handling of customer payments in a retail business (H/502/5797)  
(cont'd)****Assessment guidance**

**Type of evidence:** professional discussion

**Assessment criteria:** all

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

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

---

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

**Assessment criteria:** all

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

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

**Assessment criteria:** all

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

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

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**Types of evidence:** simulation/role play

**Assessment criteria:** 3.3, 3.4

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

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**Unit 09 Understanding the control, receipt and storage of stock in a retail business (F/502/5810)**

The learner will:

- 1 Understand the importance of having the right stock levels

The learner can:

- 1.1 Describe the purpose of stock control
  - 1.2 Describe the consequences of inaccurate paperwork relating to stock
  - 1.3 Describe how stock levels are maintained and the consequences to the business of not carrying the right levels of stock
- 

The learner will:

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

The learner can:

- 2.1 Explain why it is important to know what goods are expected and when they are due to arrive
  - 2.2 Describe how to prepare the receiving area for goods delivery
  - 2.3 Explain why it is important to check the quality and quantity of the goods received
  - 2.4 Describe the procedures for reporting and recording:
    - variations in the quantities of goods received
    - defects in quality, such as damage or breakages
  - 2.5 State what personal protective equipment should be used within the goods delivery area
- 

The learner will:

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

The learner can:

- 3.1 Describe the methods of storing stock
  - 3.2 Describe stock handling techniques which prevent damage and loss
  - 3.3 Explain why the quality of stock should be checked regularly and state the possible reasons why stock may deteriorate in storage
  - 3.4 Explain why stock should be stored in order of receipt and describe how this is done
-

**Unit 09 Understanding the control, receipt and storage of stock in a retail business (F/502/5810)  
(cont'd)****Assessment guidance**

**Type of evidence:** professional discussion

**Assessment criteria:** all

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

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

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

**Assessment criteria:** all

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

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

**Assessment criteria:** all

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

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**Unit 10 Understand visual merchandising for retail business (A/600/0656)**

The learner will:

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

The learner can:

- 1.1 Describe how to translate brand image to the customer through window displays
  - 1.2 Describe the different types of visual messages that retailers can showcase through window displays
- 

The learner will:

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

The learner can:

- 2.1 Describe how different seasonal and calendar events are applied through window and/or in-store displays in order to support brand identity
  - 2.2 Explain how different props can be used in window and/or in-store displays to support brand identity
- 

The learner will:

3 Understand how to plan and install window and store displays

The learner can:

- 3.1 Identify the basic principles of colour theory
  - 3.2 Identify basic design principles and elements used in retail displays
  - 3.3 Describe the methods used to produce and record simple design plans
  - 3.4 Describe how to make best use of the space allocated
  - 3.5 Describe basic principles for preparing fixtures and fittings and installing props safely
  - 3.6 Identify the tools and equipment required to install a themed display
- 

The learner will:

4 Understand how floor layouts and product adjacencies maximise sales

The learner can:

- 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
-



**Unit 10 Understand visual merchandising for retail business (A/600/0656) (cont'd)**

The learner will:

5 Understand the importance of product preparation and handling

The learner can:

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

5.2 Describe why it is important to handle products carefully

---

**Unit 10 Understand visual merchandising for retail business (A/600/0656) (cont'd)****Assessment guidance**

**Types of evidence:** professional discussion

**Assessment criteria:** all

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

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

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

**Assessment criteria:** all

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

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

**Assessment criteria:** all

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

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

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**Unit 11 Understanding how the effectiveness of store operations can be improved (H/502/5802)**

The learner will:

- 1 Understand the process of improving store operations

The learner can:

- 1.1 Explain the methods for monitoring operational performance of retail businesses
  - 1.2 Explain the opportunities for improvement to business areas that are likely to be identified from the monitoring of store operations
  - 1.3 Explain how to identify and select business areas for improvement
  - 1.4 Explain how to generate and evaluate ideas for improving store operations
  - 1.5 Explain the planning tools and models used for developing and reviewing implementation plans in store operations
- 

The learner will:

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

The learner can:

- 2.1 Identify who needs to be involved in bringing about change and improvement in store operations
  - 2.2 Explain how individuals can be encouraged and motivated to bring about improvement in store operations
  - 2.3 Explain why it is important for staff to be committed and motivated to bringing about change in store operations
- 

The learner will:

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

The learner can:

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

**Unit 11 Understanding how the effectiveness of store operations can be improved (H/502/5802)  
(cont'd)****Assessment guidance**

**Type of evidence:** professional discussion

**Assessment criteria:** all

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

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

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

**Assessment criteria:** all

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

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

**Assessment criteria:** all

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

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

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**Unit 12 The principles of food safety for retail (K/502/0178)**

The learner will:

- 1 Understand how individuals can take personal responsibility for food safety

The learner can:

- 1.1 Outline the importance of food safety procedures, risk assessment, safe food handling, and avoiding unsafe behaviour
  - 1.2 Describe how to report food safety hazards, infestations and food spoilage
  - 1.3 Outline the legal responsibilities of food handlers and food business operators
- 

The learner will:

- 2 Understand the importance of keeping him/herself clean and hygienic

The learner can:

- 2.1 Explain the importance of personal hygiene in food safety including their role in reducing the risk of contamination
  - 2.2 Describe effective personal hygiene practices, for example protective clothing, hand washing, personal illnesses, cuts and wounds
- 

The learner will:

- 3 Understand how to keep the working area clean and hygienic

The learner can:

- 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
  - 3.2 State the importance of safe waste disposal
  - 3.3 Outline the importance of pest control
-

**Unit 12 The principles of food safety for retail (K/502/0178) (cont'd)**

The learner will:

- 4 Understand the importance of keeping products safe

The learner can:

- 4.1 State the risk to food safety from contamination and cross-contamination to include microbial, chemical, physical and allergenic hazards, vehicles of contamination
  - 4.2 State how contamination of food can cause illness or injury
  - 4.3 Describe safe food handling practices and procedures
  - 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 12 The principles of food safety for retail (K/502/0178) (cont'd)****Assessment guidance**

**Type of evidence:** professional discussion

**Assessment criteria:** all

**Additional information:** Assessors could undertake a series of planned, structured, in-depth discussions with learners covering how individuals can take personal responsibility for food safety, the importance of keeping themselves clean and hygienic, how to keep the working area clean and the importance of keeping products safe. These should be recorded manually or electronically and referenced to the criteria.

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

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

**Assessment criteria:** all

**Additional information:** learners could produce a report outlining principles of food safety for retail and how this relates to the business.

---

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

**Assessment criteria:** all

**Additional information:** learners could be given written or oral questions relating to the principles of food safety for retail. Where oral questioning is used, questions, learner responses and Assessor feedback should be included in the Assessor (or observer) witness testimony.

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

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**Types of evidence:** posters/leaflets

**Assessment criteria:** 1.1, 2.1, 2.2, 3.1–3.3, 4.3

**Additional information:** learners could make posters or information leaflets to meet the assessment criteria.

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**Unit 13 Understanding environmental sustainability in the retail sector (A/602/2317)**

The learner will:

- 1 Understand the effect of climate change on the environment

The learner can:

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

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

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

The learner will:

- 4 Understand how waste is managed within the retail sector

The learner can:

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



**Unit 13 Understanding environmental sustainability in the retail sector (A/602/2317) (cont'd)**

The learner will:

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

The learner can:

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

The learner will:

- 6 Understand water conservation and the demand on water consumption

The learner can:

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

**Unit 13 Understanding environmental sustainability in the retail sector (A/602/2317) (cont'd)****Assessment guidance**

**Type of evidence:** professional discussion

**Assessment criteria:** all

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

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

---

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

**Assessment criteria:** all

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

---

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

**Assessment criteria:** 2.1–2.3, 3.1–3.2, 5.2, 6.2

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

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

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**Types of evidence:** leaflet/poster

**Assessment criteria:** 1.1–1.4, 4.2

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

---

**Unit 13 Understanding environmental sustainability in the retail sector (A/602/2317) (cont'd)**

**Type of evidence:** case study

**Assessment criteria:** 2.1, 2.2, 4.2, 5.1–5.3

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

---

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**Unit 14 Understanding the fashion retail market (M/600/0637)**

The learner will:

- 1 Understand the development of fashion retailing

The learner can:

- 1.1 Describe the main historical developments that have influenced present-day fashion retailing
  - 1.2 Describe how the characteristics of present-day fashion retailing have been shaped by political, economic, social and technological factors
- 

The learner will:

- 2 Understand the different store formats offered by fashion retailers

The learner can:

- 2.1 Identify the different store formats that are used by fashion retailers and describe their respective customer profiles
  - 2.2 Explain the reasons why retailers choose different store formats
- 

The learner will:

- 3 Understand how current social and economic factors affect fashion retailers

The learner can:

- 3.1 Describe current social and economic factors which may affect fashion retailers
  - 3.2 Describe how fashion retailers respond to market challenges
  - 3.3 Describe future opportunities for areas of growth in the fashion retail market
- 

The learner will:

- 4 Understand multi-channel retailing

The learner can:

- 4.1 Explain what multi-channel retailing is
  - 4.2 Describe how fashion retailers have used multi-channelling effectively
-

**Unit 14 Understanding the fashion retail market (M/600/0637) (cont'd)****Assessment guidance**

**Type of evidence:** professional discussion

**Assessment criteria:** all

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

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

---

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

**Assessment criteria:** all

**Additional information:** learners could produce a report outlining the understanding of the fashion retail market and how this can affect an organisation.

---

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

**Assessment criteria:** all

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

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

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**Types of evidence:** Annotated photographs or images

**Assessment criteria:** 2.1–2.2

**Additional information:** Learners could annotate photographs or images of store formats, explaining the reasons why they are chosen.

---

**Type of evidence:** Case study

**Assessment criteria:** 4.1–4.2

**Additional information:** Learners could research and discuss or present case studies from the retail sector to show an understanding of multi-channel retailing and how it can be used effectively.

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**Unit 14 Understanding the fashion retail market (M/600/0637) (cont'd)**

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**Unit 15 Understanding how to manage stock for customer orders in business to business services (D/505/3436)**

The learner will:

- 1 Know how to order stock for business to business customers

The learner can:

- 1.1 Describe the procedure for ordering stock for trade business services customers
- 

The learner will:

- 2 Know the allocation and transfer of stock in a business to business environment

The learner can:

- 2.1 Describe how stock is allocated once it has arrived
  - 2.2 Explain the impact of allocation on stock holding
  - 2.3 Explain how to book and receive stock transfers to and from company storage facilities
  - 2.4 Explain the line check process
- 

The learner will:

- 3 Understand the maintenance of stock records in a business to business environment

The learner can:

- 3.1 Describe how to update stock records
  - 3.2 Explain the importance of maintaining up-to-date stock records
-

**Unit 15 Understanding how to manage stock for customer orders in business to business services (D/505/3436) (cont'd)****Assessment guidance**

**Type of evidence:** professional discussion

**Assessment criteria:** all

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

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

---

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

**Assessment criteria:** all

**Additional information:** learners could produce a report outlining the management of stock for customer orders in business and business support.

---

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

**Assessment criteria:** all

**Additional information:** learners could be given written or oral questions relating to the management of stock for customer orders within the business and the business services. Where oral questioning is used, questions, learner responses and Assessor feedback should be included in the Assessor (or observer) witness testimony.

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

---

**Type of evidence:** annotated documentation

**Assessment criteria:** 1.1, 2.3, 3.1, 3.2

**Additional information:** in addition to the evidence above, learners could fill in and annotate documentation to show they are able to order stock, book and receive stock transfers and update stock records.

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**Unit 15 Understanding how to manage stock for customer orders in business to business services (D/505/3436) (cont'd)**

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

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**Unit 16 Understanding the storage, monitoring and replenishment of fresh produce in a retail outlet (K/600/0653)**

The learner will:

- 1 Understand the storage requirements of fresh produce

The learner can:

- 1.1 Describe the storage requirements for fresh produce
  - 1.2 Describe how fresh produce can be damaged while being placed in storage
  - 1.3 Describe how packaging and waste should be disposed of
- 

The learner will:

- 2 Understand how stock levels of fresh produce are monitored and maintained

The learner can:

- 2.1 Describe how a stock control system is used to check actual stock levels against required stock levels
  - 2.2 Explain the importance of maintaining correct stock levels of fresh produce
  - 2.3 Identify the factors that influence demand for fresh produce
  - 2.4 Explain why wastage should be recorded in stock level records
- 

The learner will:

- 3 Understand how the quality of fresh produce is monitored

The learner can:

- 3.1 Identify the reasons for refusing fresh produce into storage
  - 3.2 Describe the common causes of deterioration in the quality of fresh produce
  - 3.3 Describe the stock rotation requirements for fresh produce
  - 3.4 Describe the labelling requirements for fresh produce on sale in a retail outlet
  - 3.5 Describe how the condition of fresh produce is checked
  - 3.6 Describe how fresh produce is dealt with when it has deteriorated or is at risk of doing so
-

**Unit 16 Understanding the storage, monitoring and replenishment of fresh produce in a retail outlet (K/600/0653) (cont'd)****Assessment guidance**

**Type of evidence:** professional discussion

**Assessment criteria:** all

**Additional information:** Assessors could undertake a series of planned, structured, in-depth discussions with learners to demonstrate understanding of the storage, monitoring and replenishment of fresh produce. These should be recorded manually or electronically and referenced to the criteria.

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

---

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

**Assessment criteria:** all

**Additional information:** learners could produce a report outlining the storage, monitoring and replenishment of fresh produce in a retail outlet, and how this is managed.

---

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

**Assessment criteria:** all

**Additional information:** learners could be given written or oral questions relating to the storage, monitoring and replenishment of fresh produce in a retail environment. Where oral questioning is used, questions, learner responses and Assessor feedback should be included in the Assessor (or observer) witness testimony.

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

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**Types of evidence:** leaflet or poster

**Assessment criteria:** 1.1, 1.3, 2.1, 2.4, 3.3–3.6

**Additional information:** learners could produce an information leaflet or poster showing requirements of the storage, monitoring and replenishment of fresh produce in a retail outlet.

---

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**Unit 17 Underage sales prevention for retail and licensed premises (M/602/2234)**

The learner will:

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

The learner can:

- 1.1 Describe reasons why the law restricts the sale of certain products
  - 1.2 Identify which products are age-restricted by law
  - 1.3 Identify the legal age-restrictions which apply to the sale of certain products
  - 1.4 Identify the legal penalties for employers, employees and customers which apply to the unlawful sale and purchase of age-restricted products
- 

The learner will:

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

The learner can:

- 2.1 Describe procedures for challenging for proof of age documentation
  - 2.2 Describe how to refuse the sale of age-restricted products to minimise the risk of conflict
  - 2.3 Describe how to manage conflict arising out of challenges and refusals
  - 2.4 Describe the benefits of recording admission and sales refusals
-

**Unit 17 Underage sales prevention for retail and licensed premises (M/602/2234) (cont'd)****Assessment guidance**

**Type of evidence:** professional discussion

**Assessment criteria:** all

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

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

---

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

**Assessment criteria:** all

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

---

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

**Assessment criteria:** 1.1–1.4

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

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

---

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

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**Unit 18 Understanding how stocks of newspapers and magazines are controlled in retail outlets (Y/600/0650)**

The learner will:

- 1 Know the factors to consider when ordering and receiving newspapers and magazines

The learner can:

- 1.1 Describe the factors to be considered when ordering newspapers and magazines for sale in a retail outlet
  - 1.2 Describe how to check that deliveries match the order and are of saleable quality
  - 1.3 Identify the sources of advice and help for dealing with unsatisfactory deliveries
- 

The learner will:

- 2 Understand the principles for displaying newspapers and magazines

The learner can:

- 2.1 Describe the principles for displaying newspapers and magazines so as to maximise sales and profit
  - 2.2 Describe the legal restrictions which apply to the display of newspapers and magazines
- 

The learner will:

- 3 Understand the stock control process for newspapers and magazines

The learner can:

- 3.1 Describe the principles of stock control in relation to newspapers and magazines
  - 3.2 Describe how to process wholesalers' paperwork for newspapers and magazines
  - 3.3 Describe wholesalers' procedures for dealing with returns of newspapers and magazines
  - 3.4 Describe the main ways of minimising waste stock of newspapers and magazines
-

**Unit 18 Understanding how stocks of newspapers and magazines are controlled in retail outlets (Y/600/0650) (cont'd)****Assessment guidance**

**Type of evidence:** professional discussion

**Assessment criteria:** all

**Additional information:** Assessors could undertake a series of planned, structured, in-depth discussions with learners to demonstrate an understanding of how stocks of newspapers and magazines are controlled in retail outlets. These should be recorded manually or electronically and referenced to the criteria.

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

---

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

**Assessment criteria:** all

**Additional information:** learners could produce a report outlining how stocks of newspapers and magazines are controlled in retail outlets and how this can affect the business.

---

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

**Assessment criteria:** all

**Additional information:** learners could be given written or oral questions relating to how the stock of newspapers and magazines are controlled in retail outlets. Where oral questioning is used, questions, learner responses and Assessor feedback should be included in the Assessor (or observer) witness testimony.

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

---

**Types of evidence:** annotated images/photographs/documents

**Assessment criteria:** 2.1, 2.2, 3.2

**Additional information:** In addition to the types of evidence given above, learners could also annotate photographs, images or documents showing how to display newspapers and magazines so as to maximise sales and profit.

---

**Unit 18 Understanding how stocks of newspapers and magazines are controlled in retail outlets (Y/600/0650) (cont'd)**

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**Unit 19 Equality and diversity in the workplace (K/506/2236)**

The learner will:

- 1 Understand the meaning of equality and diversity in the workplace

The learner can:

- 1.1 Describe what equality and diversity means to organisations in relation to:
    - recruitment
    - pay
    - conditions
    - promotion opportunities
  - 1.2 Describe the benefits to an organisation of having a diverse workforce
  - 1.3 Describe how organisations can promote and maintain equality and diversity in the workplace
  - 1.4 Describe the difficulties that can arise in trying to establish and maintain a diverse workplace
  - 1.5 Describe how equality and diversity can be promoted and maintained by employees
- 

The learner will:

- 2 Understand how equality and diversity is monitored in the workplace

The learner can:

- 2.1 Describe policies, codes of conduct and guidance relating to equality within the workplace that encourage and protect equality and diversity
  - 2.2 Describe how equality and diversity is monitored in the workplace
  - 2.3 Describe an organisation's sanctions on employees for breach of their policies, codes of conduct or guidelines where equality and diversity are concerned
  - 2.4 Describe the consequences for an organisation of not trying to create or maintain a diverse and equal environment, looking at:
    - legal consequences
    - economic/business consequences
    - social/moral consequences
  - 2.5 Outline any additional duties placed on public sector organisations under current equality legislation
-

**Unit 19 Equality and diversity in the workplace (K/506/2236) (cont'd)**

The learner will:

- 3 Understand how the rights of individuals are protected in the workplace

The learner can:

- 3.1 Describe the rights individuals have under current legislation
- 3.2 Describe the responsibilities for equality and diversity in the workplace of:
- employees
  - employers
- 3.3 Describe the difference between positive action and positive discrimination
- 3.4 Explain the importance of making sure equality and diversity procedures are followed in the workplace
- 3.5 Describe the types of organisations that provide support and information about the rights of individuals in relation to equality and diversity
- 3.6 Describe the services that these organisations can offer to individuals
-

**Unit 19 Equality and diversity in the workplace (K/506/2236) (cont'd)****Assessment guidance**

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

**Assessment criteria:** all

**Additional information:** learners could produce a report outlining the issues surrounding equality and diversity in the workplace, how it is monitored and how rights are protected.

---

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

**Assessment criteria:** all

**Additional information:** learners could be given written or oral questions relating to equality and diversity in the workplace. Where oral questioning is used, questions, learner responses and Assessor feedback should be included in the Assessor (or observer) witness testimony.

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

---

**Types of evidence:** annotated documents/case studies/articles

**Assessment criteria:** all

**Additional information:** learners could produce documents (eg policy documents or legislation), case studies or news articles and annotate them to show an understanding of equality and diversity in the workplace and how it is promoted and monitored by certain organisations.

---

**Type of evidence:** questionnaire

**Assessment criteria:** 1.1–1.5, 2.1–2.5

**Additional information:** learners could choose an organisation they are already in contact with or write to another organisation to ask them to complete a questionnaire, including questions about equality and diversity in the workplace. Learners should either present the results or produce a written document discussing the answers, and could make suggestions for improvement or highlight good practice using their findings.

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**Unit 20 Equality and diversity in society (D/506/2234)**

The learner will:

1 Understand what equality is

The learner can:

- 1.1 Describe what is meant by 'equality'
  - 1.2 Define the following terms:
    - stereotyping
    - prejudice
    - labelling
    - protected characteristics
    - equal opportunity
    - positive action
    - discrimination
    - discrimination by association
  - 1.3 Describe examples of equal opportunity within society
  - 1.4 Describe examples of inequality within society
- 

The learner will:

2 Understand what diversity is

The learner can:

- 2.1 Describe what is meant by 'diversity'
  - 2.2 Identify diversity that exists within society, looking at:
    - interests
    - beliefs
    - age
    - lifestyles
    - personal characteristics
    - cultural identities
  - 2.3 Describe the contribution these variations make to the overall diversity of society
  - 2.4 Describe how diversity enhances their own life
  - 2.5 Explain why it is important to respect the differences of individuals
  - 2.6 Describe how these differences should be respected
-

**Unit 20 Equality and diversity in society (D/506/2234) (cont'd)**

The learner will:

- 3 Understand the effects of stereotyping and labelling

The learner can:

- 3.1 Explain why some people stereotype others
  - 3.2 Describe the damaging effects stereotyping and labelling can have on individuals
  - 3.3 Describe ways stereotyping is encouraged in society
- 

The learner will:

- 4 Understand the effects of prejudice and discrimination

The learner will:

- 4.1 Describe how people may develop prejudices
  - 4.2 Describe the types of discrimination and prejudices that can exist in society
  - 4.3 Describe the difference between indirect and direct discrimination
  - 4.4 Give examples of indirect and direct discrimination
  - 4.5 Describe the effects that different types of discrimination can have on individuals
  - 4.6 Describe the effects that different types of prejudice can have on individuals
- 

**The learner will:**

- 5 Understand the ways in which people might choose to describe themselves

**The learner can:**

- 5.1 Describe factors and characteristics that make a person who they are, including:
    - physical characteristics
    - likes and dislikes
    - values and beliefs
    - personal interests
    - religious and cultural
    - geographical
  - 5.2 Describe what having 'multiple identities' means
  - 5.3 Describe their own multiple identities
  - 5.4 Describe the multiple identities of another person
  - 5.5 Illustrate how an individual can identify as belonging to a number of different groups
-

**Unit 20 Equality and diversity in society (D/506/2234) (cont'd)****Assessment guidance**

**Types of evidence:** learner report or presentation

**Assessment criteria:** all

**Additional information:** learners could produce a series of reports or presentations to meet the assessment criteria and explore equality and diversity in society. Where possible, examples should be taken from real life or from learners' own experiences. Learners should recognise that people are different in the way they look, dress, behave, their beliefs, where they work and live, their type of family, their sex, age and so on, and that this enriches society.

When considering stereotyping, learners should discuss the reasons people may stereotype including that it helps people deal with differences, form group identities, makes people feel safe and can allow people to try to justify actions or beliefs. Learners could also describe the effects stereotyping can have, for example: oppression, disempowerment, discrimination, exploitation or loss of rights.

'Multiple identities' should refer to the different aspects of an individual's personality, for example mother/wife/teacher/Catholic. The learner may wish to describe several people they know and consider their different identities.

---

**Type of evidence:** annotated case studies

**Assessment criteria:** 1.3, 1.4

**Additional information:** learners could look for case studies from the media for examples of equal opportunity and inequality. The learner could then produce a report or give a presentation outlining the examples.

---

**Types of evidence:** role play/sketch

**Assessment criteria:** 1.3–1.4, 2.4–2.5

**Additional information:** learners could produce a sketch or role play showing situations where equal opportunity and inequality occur. Learners could also produce a short sketch or role play showing examples of people respecting differences and why it is important.

---

**Unit 20 Equality and diversity in society (D/506/2234) (cont'd)**

**Types of evidence:** written or oral questioning

**Assessment criteria:** all

**Additional information:** learners could be given written or oral questions relating to equality, diversity, stereotyping, prejudice and discrimination. Where oral questioning is used, questions, learner responses and Assessor feedback should be included in the Assessor (or observer) witness testimony. Alternatively, oral questions and answers could be recorded by audio or video means with Assessor feedback included.

---

**Types of evidence:** assessor observation and learner notes

**Assessment criteria:** 5.1–5.5

**Additional information:** learners could undertake a group exercise where a number of different groups are presented and learners are asked to put themselves into the groups where they feel they belong. This could be followed up by learner notes to describe their own multiple identities and the multiple groups in society.

Learners could also undertake a group exercise discussing the individual factors that make up themselves and their peers. An Assessor observation could document their individual contribution to the exercise followed up by learner notes. The notes could demonstrate factors such as gender, sexuality, race, culture, religion, economic and social groups, physical attributes, political beliefs, regional differences, abilities and disabilities.

---

**Types of evidence:** annotated photographs/images

**Assessment criteria:** 5.1–5.5

**Additional information:** learners could produce annotated images or diagrams demonstrating an understanding of the different factors and characteristics which make someone who they are.

They could include a diagram outlining their own multiple identities and the multiple identities of another person.

---

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# Section 4

## Links to National Skills Standards



## Section 4

## Links to National Skills Standards

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

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

The mapping is only at the level of the unit.

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**English:**

All units

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**Mathematics:**

- Unit 07 Understanding security and loss prevention in a retail business
  - Unit 08 Understanding the handling of customer payments in a retail business
  - Unit 09 Understanding the control, receipt and storage of stock in a retail business
- 

**ICT:**

- Unit 08 Understanding the handling of customer payments in a retail business
  - Unit 09 Understanding the control, receipt and storage of stock in a retail business
- 

**PLTS Independent Enquirers:**

- Unit 13 Understanding environmental sustainability in the retail sector
  - Unit 14 Understanding the fashion retail market
  - Unit 20 Equality and diversity in society
- 

**PLTS Creative Thinkers:**

- Unit 10 Understanding visual merchandising for retail business
- 

**PLTS Reflective Learners:**

There are no specific opportunities to develop this skill

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**PLTS Team Workers:**

- Unit 03 Understanding how individuals and teams contribute to the effectiveness of a retail business
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**PLST Self-managers:**

There are no specific opportunities to develop this skill

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**PLTS Effective Participators:**

There are no specific opportunities to develop this skill

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

# Section 5

## Links to National Occupational Standards

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

### People 1st Level 2 Standards for Retail

NCFE unit number/title	NOS unit number
Unit 01 Understanding customer service in the retail sector	D. 202 K D. 203 K D. 302 K
Unit 02 Understanding the retail selling process	C. 205 K C. 208 K
Unit 03 Understanding how individuals and teams contribute to the effectiveness of a retail business	E. 105 K E. 106 K E. 208 K E. 209 K E. 335 K E. 336 K E. 338 K
Unit 04 Understanding how a retail business maintains health and safety on its premises	E. 102 K E. 206 K E. 207 K
Unit 05 Understanding retail consumer law	C. 252 K B. 209 K C. 215 K C. 216 K
Unit 06 Understand how to deal with customer queries and complaints in a retail environment	not mapped
Unit 07 Understanding security and loss prevention in a retail business	E. 101 K E. 205 K
Unit 08 Understanding the handling of customer payments in a retail business	C. 214 K C. 252 K E. 211 K
Unit 09 Understanding the control, receipt and storage of stock in a retail business	B. 201 K B. 203 K B. 204 K B. 205 K

Unit 10 Understanding visual merchandising for business	C. 201 K C. 202 K C. 203 K C. 231 K C. 232 K C. 233 K C. 237 K
Unit 11 Understanding how the effectiveness of store operations can be improved	not mapped
Unit 12 The principles of food safety for retail	B. 235 K
Unit 13 Understanding environmental sustainability in the retail sector	not mapped
Unit 14 Understanding the fashion retail market	not mapped
Unit 15 Understanding how to manage stock for customer orders in business to business services	not mapped
Unit 16 Understanding the storage, monitoring and replenishment of fresh produce in a retail outlet	B. 201 K B. 204 K B. 205 K B. 102 K B. 103 K B. 202 K B. 206 K B. 235 K B. 104 K C. 206 K
Unit 17 Underage sales prevention for retail and licensed premises	C. 252 K
Unit 18 Understanding how stocks of newspapers and magazines are controlled in retail outlets	E. 210 K
Unit 19 Equality and diversity in the workplace	not mapped
Unit 20 Equality and diversity in society	not mapped

# Section 6

## Explanation of terms

# Explanation of terms

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

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

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



# Section 7

## General information

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### Equal opportunities

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

### Diversity, access and inclusion

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

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

For more information on the Reasonable Adjustments and Special Considerations policy, please see our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).

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