Qualification handbook

for

BIIAB Level 3 Certificate In Retail Skills (Management)

QN 601/6583/2
QW C00/1091/2
and

BIIAB Level 3 Diploma In Retail Skills (Management)

QN 601/6560/1
QW C00/0719/3

Version 2

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1. About the BIIAB Level 3 Certificate and Diploma In Retail Skills (Management)

BIIAB is regulated to deliver these qualifications by Ofqual, Qualifications Wales and CCEA Regulations in England, Wales and Northern Ireland respectively. The qualifications have a unique Qualification Number (QN) which is shown below. Every unit within the qualifications will also have a Regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualifications.

Qualification title	Qualification Number (QN)
BIIAB Level 3 Certificate In Retail Skills (Management)	601/6583/2
	C00/1091/2
BIIAB Level 3 Diploma In Retail Skills (Management)	601/6560/1
	C00/0719/3

These qualifications have been designed to allow learners to obtain and then demonstrate the knowledge and skills to work effectively in Management in Retail at level 3.

2. About this pack

This support pack has been developed to provide guidance for learners, assessors and verifiers undertaking, delivering, or quality assuring these qualifications.

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualifications, in one place. If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

3. BIIAB Customer Service

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via www.biiab.org.

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: customersupport@bii.org

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:
- registration and certification enquiries
- re-certification issues
- Centres available in the local area
- appeals
- whistleblowing.

4. What are Rules of Combination (ROC)?

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (e.g. Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

5.BIIAB Level 3 Certificate in Retail Skills (Management) Rules of Combination (ROC) and structure

To achieve the BIIAB Level 3 Certificate in Retail Skills (Management) learners **must** gain a **total of 31** credits. This **must** consist of:

- **Minimum total** credit: **31**

- Mandatory group A **minimum** credit: **10**

- Optional groups B and C **minimum** credit: **21.** This **must** consist of:

    o Optional unit group B **minimum** credit: **11**

    o Optional group C **maximum** credit: **10**

- A **minimum of 31** credits **must** be achieved through the completion of units at **Level 3** and above.

- GLH: **142**

- TQT: **310**

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed below are the qualification units.

Mandatory Group A

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
R116	H/503/5729	Work effectively and support others in a retail organisation	10	3	50	Portfolio

Optional Unit Group B

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
R95	A/503/5669	Audit stock levels and stock inventories in a retail environment	6	3	28	Portfolio
R108	T/503/5671	Source required goods and services in a retail environment	10	3	52	Portfolio
R109	L/503/5675	Monitor and help improve food safety in a retail environment	11	3	50	Portfolio
R96	D/503/5681	Manage staff to receive goods in a retail environment	5	3	24	Portfolio
R97	H/503/5682	Organise and monitor the storage of stock in a retail environment	6	3	27	Portfolio
R98	L/503/5692	Maintain the availability of goods on display in a retail environment to promote sales	6	3	30	Portfolio
R99	R/503/5693	Manage the payment transaction process in a retail environment	9	3	43	Portfolio
R113	D/503/5731	Contribute to the continuous improvement of retail operations within own area of responsibility	10	3	47	Portfolio
R114	H/503/5732	Manage the prevention of wastage and loss in a retail environment	11	3	50	Portfolio
R106	K/503/5733	Produce staffing schedules to help a retail team to achieve its targets	5	3	22	Portfolio
R115	M/503/5734	Monitor and maintain health and safety in a retail environment	13	3	60	Portfolio
R91	F/503/5737	Monitor and support secure payment point use during trading hours	3	3	13	Portfolio

Optional Group C

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
CFAQ72	Y/601/1230	Organise the delivery of reliable customer service	6	3	40	Portfolio
ICR	H/601/1232	Improve the customer relationship	7	3	47	Portfolio
R117	D/601/1553	Work with others to improve customer service	8	3	53	Portfolio
MSCSP	J/601/1515	Monitor and solve customer service problems	6	3	40	Portfolio
R118	H/601/1554	Promote continuous improvement	7	3	47	Portfolio
CFAQ79	M/600/9600	Set objectives and provide support for team members	5	3	35	Portfolio
CFAQ82	Y/600/9669	Plan, allocate and monitor work of a team	5	3	25	Portfolio
R119	F/600/9715	Make effective decisions	3	3	10	Portfolio
CFAQ85	R/600/9685	Manage conflict in a team	3	3	20	Portfolio
CFAQ84	M/600/9628	Manage or support equality of opportunity, diversity and inclusion in own area of responsibility	4	3	20	Portfolio

6.BIIAB Level 3 Diploma in Retail Skills (Management) Rules of Combination (ROC) and structure

To achieve the BIIAB Level 3 Diploma in Retail Skills (Management) learners **must** gain a **total of 43** credits. This **must** consist of:

- **Minimum total** credit: **43**

- Mandatory group A **minimum** credit: **10**

- Optional unit groups B, C and D **minimum** credit: **33.** This **must** consist of:

    o Optional unit group B **minimum** credit: **18**

    o Optional group C **maximum** credit: **15**

    o Optional group D **maximum** credit of: **8**

- A **minimum of 36** credits **must** be achieved through the completion of units at **Level 3** and above.

- GLH: **199**

- TQT: **430**

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed below are the qualification units.

Mandatory Group

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
R116	H/503/5729	Work effectively and support others in a retail organisation	10	3	50	Portfolio

Optional Unit Group B

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
R95	A/503/5669	Audit stock levels and stock inventories in a retail environment	6	3	28	Portfolio
R108	T/503/5671	Source required goods and services in a retail environment	10	3	52	Portfolio
R109	L/503/5675	Monitor and help improve food safety in a retail environment	11	3	50	Portfolio
R96	D/503/5681	Manage staff to receive goods in a retail environment	5	3	24	Portfolio
R97	H/503/5682	Organise and monitor the storage of stock in a retail environment	6	3	27	Portfolio
R98	L/503/5692	Maintain the availability of goods on display in a retail environment to promote sales	6	3	30	Portfolio
R99	R/503/5693	Manage the payment transaction process in a retail environment	9	3	43	Portfolio
R113	D/503/5731	Contribute to the continuous improvement of retail operations within own area of responsibility	10	3	47	Portfolio
R114	H/503/5732	Manage the prevention of wastage and loss in a retail environment	11	3	50	Portfolio
R106	K/503/5733	Produce staffing schedules to help a retail team to achieve its targets	5	3	22	Portfolio
R115	M/503/5734	Monitor and maintain health and safety in a retail environment	13	3	60	Portfolio
R91	F/503/5737	Monitor and support secure payment point use during trading hours	3	3	13	Portfolio
R107	Y/505/9381	Motivating colleagues to promote web-based retail facilities to customers	4	3	30	Portfolio
R92	D/505/9379	Using web-based facilities in-store to achieve retail sales	2	2	20	Portfolio
R94	D/505/9382	Maintaining data confidentiality and security when using web-based retail facilities in-store	2	2	11	Portfolio
R93	R/505/9380	Advising and supporting customers on the use of in-store web-based retail facilities	3	2	24	Portfolio

Optional Group C

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
CFAQ79	M/600/9600	Set objectives and provide support for team members	5	3	35	Portfolio
CFAQ82	Y/600/9669	Plan, allocate and monitor work of a team	5	3	25	Portfolio
R119	F/600/9715	Make effective decisions	3	3	10	Portfolio
CFAQ85	R/600/9685	Manage conflict in a team	3	3	20	Portfolio
CFAQ84	M/600/9628	Manage or support equality of opportunity, diversity and inclusion in own area of responsibility	4	3	20	Portfolio

Optional Group D

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
CFAQ72	Y/601/1230	Organise the delivery of reliable customer service	6	3	40	Portfolio
ICR	H/601/1232	Improve the customer relationship	7	3	47	Portfolio
R117	D/601/1553	Work with others to improve customer service	8	3	53	Portfolio
MSCSP	J/601/1515	Monitor and solve customer service problems	6	3	40	Portfolio
R118	H/601/1554	Promote continuous improvement	7	3	47	Portfolio

7. Age Restriction

The qualification in this handbook is appropriate for use in the following age ranges:

- 16-18

- 19+.

8. Entry Requirements and Progression

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

Learners will maximise their chance of achievement if they first undertake the 601/6578/9 BIIAB Level 3 Certificate In Retail Knowledge, which provides and assesses learners on the knowledge required to act in this area at this level.

The qualification is designed to equip learners with the knowledge and skills to work effectively within Management within Retail. It also will allow for a number of progression routes to employment and into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:
- BIIAB Level 4 NVQ Diploma in Management
- Career progression.

9. Assessment

The qualification contains competence units. Competence units are assessed following NVQ principles.

Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:
- Meet the assessment criteria
- Achieve the learning outcomes.

Assessment process

Assessment is the process used to judge the competence, of a learner, against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will see review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will verify the assessment and internal verification decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

Assessment Strategy

Key principles

Assessment methodologies and guidance for qualifications in the retail sector are developed and interpreted in accordance with the following key principles:

Principle 1: Assessment should contribute to developing a skilled workforce Assessment practice in the retail sector should contribute to the development of a skilled workforce. The choice and application of assessment methods must be consistent with this principle.

Principle 2: Systems for capturing evidence of competence should be integrated Skills formation in the retail sector, as delivered through staff induction and ongoing training and development programmes, reflects the unique character and culture of the organisation. To this end, the assessment systems for both competence-based and the knowledge-based qualifications should, where possible, be integrated with organisations' training and HR models for developing and recognising the knowledge and competence of their workforce.

Principle 3: Assessment methods should be appropriate for the level and nature of the qualification units to be assessed. Methods of assessing achievement against learning outcomes and assessment criteria **must** be appropriate for the level being assessed and sector expectations of candidates at that level.

Principle 4: Evidence of competence should come from workplace activity. The sector's competence-based qualifications recognise competence in the workplace. Evidence of competence should therefore come from workplace activity and aim to reflect attainment within an organisational context. Observation should be the principle method to assess individuals at Level 2, but other methods such as professional discussion and assignments may be appropriate to assess achievement at Levels 3 and above.

Requirements of Assessors, Expert Witnesses, Internal and External Quality Assurers

Candidates may be assessed, moderated or verified at work either by one or several appointed individuals.

Assessors - The primary responsibility of an assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates. To be able to assess candidates, assessors **must:**

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding older qualifications **must** be able to demonstrate that they are assessing to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. Any assessors working towards an appropriate qualification **must** ensure their decisions are countersigned by a suitably-qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.

- be competent to a high level. Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed, or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.

- have a full and current understanding of the National Occupational Standards, units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process. It is the responsibility of approved centres to select and appoint assessors.

Wherever possible, and where qualified to do so, assessment should be conducted by supervisors and/or managers in a workplace environment. In **no circumstances** may a competence-based qualification for the retail sector be delivered without the involvement of the candidate's line manager or the owner/manager to confirm the candidate's competence.

If assessment services are offered by the peripatetic assessor they **must** complement the activity of a line manager or owner/manager and the competence of a candidate employed in the retail sector may **not** be confirmed without the participation of a line manager or owner/manager in the process.

A form is provided at the end of this handbook for the recording of this confirmation.

Expert Witnesses – Witnesses don't have to be "expert". They can be drawn from a wide range of people who can attest to the candidate's performance in the workplace, such as line managers, experiences workplace colleagues, customers or clients. They need to:

- provide a written statement about the quality and authenticity of the candidate's work
- have first-hand experience of the candidate's performance and understanding.

As the assessment decision lies with the Assessor, it is their responsibility to verify this and, where challenged, to justify their acceptance of third party 'witness testimony' to the Internal Quality Assurer.

There are a number of specialist sub-sectors in retail. Consequently the sector has competence-based units relating to specialisms such as bakery, beauty consultancy and visual merchandising. In many cases assessors will **not** have the requisite experience of these specialist areas. In these instances the assessor must use an expert witness to provide evidence in confirming to the candidate's competence.

It is detailed in the unit if expert witness testimony is required, should the assessor lack the necessary occupational competence. It is **required** that expert witnesses have proven practical experience and knowledge relating to the content of the unit being assessed.

It is unlikely that someone could become an expert in their entire job role in less than six to twelve months of being employed in the retail sector. They could, however, very quickly become an expert in the content of a single unit if this was the focus of their job role. The assessor should make a judgement as to the level of expertise held by a potential expert witness and, where necessary, confirm this with a member of the store management team.

Internal Quality Assurer (IQA) - A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IQAs.

IQAs **must:**

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence-based assessments and candidates. IQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, his/her decisions **must** be countersigned by a suitably qualified IQA and should be supported by a qualified IQA throughout the training period.

- be competent to a high level. IQAs **must** demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in business.

- demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

External Quality Assurer (EQA) - The primary responsibility of EQAs is to assure quality of internal verification and assessments across the centres for which they are responsible. EQAs **must** have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

EQAs **must:**
- hold an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to verify competence-based assessments. EQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards;

OR
- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EQAs are working towards an appropriate qualification, their decisions **must** be countersigned by a suitably qualified EQA and should be supported by a qualified EQA throughout their training period.

- be competent to a high level. EQAs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in business.

- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process. It is the responsibility of the awarding organisation to select and appoint EQAs.

Awarding Organisations require all assessors, moderators and verifiers to maintain current subject competence to deliver these functions and recognise this can be achieved in many ways. However, such information **must** be formally recorded in individual CPD records that are maintained in assessment centres.

Evidence from Workplace Performance

- Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.

- These conditions would be those typical to the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors **must** ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works.

Simulation

The retail sector holds the view that simulation is a practical and effective tool for establishing skill and understanding, where naturally occurring evidence of competence is unavailable or infrequent. However the sector feels that there is very little that can be assessed by simulation with the exception of:

- some aspects of Health & Safety and Security, and
- some basic functions that do not involve interaction with customers.

Awarding Organisations are required to:

- Discourage the inappropriate use of competence-based qualifications by organisations that do **not** assess candidates in a working environment. Competence-based qualifications are suitable **only** for learners who are in some form of employment in the sector, or, in a limited set of contexts, are being prepared for work and will be assessed in a realistic working environment (see RWE section below for definition).

- Ensure that simulation is **not** used as the sole form of evidence for any unit of a competence-based qualification, **except** where allowed for in specific units that meet the criteria set out in the Assessment Principles.

- Provide clear guidance to centres to indicate that evidence towards a competence-based qualification should come from the workplace except where simulation is expressly allowed in the evidence requirements for a particular unit. Where simulation is permitted it is detailed in the individual unit.

- Workplace evidence may be gathered in the context of full, part-time, casual or voluntary employment. Assessment may be undertaken in a 'work placement' (i.e. fulltime students placed into a working environment for a day per week) although supporting evidence from a supervisor or manager, associated with some form of work activity, must supplement the assessment process.

Use of simulation as an assessment method

Assessment for competence-based units **must** always be carried out in a retail environment except where a Realistic Working Environment is permitted for simulation. Simulation is allowed only where specified in the unit. This will be in the following circumstances:

- the assessment criteria require the learner to respond to an emergency;

- a unit covers a limited selection of basic functions which need **not** involve interacting with customers;

- a unit originates from another sector and the originator expressly allows simulation to be used for that unit.

Evidence generated from simulated activities will **not** be acceptable for any other units other than those detailed.

Definition of a Realistic Working Environment (RWE)

Where simulation is permitted for units the sector requires that:

- Simulation **must** be undertaken in a Realistic Working Environment

- A RWE **must** provide an environment that replicates the key characteristics of the workplace in which the skill to be assessed is normally employed.

A Realistic Working Environment (for the purpose of simulated work activities) is regarded as one that replicates a real working environment. For example, a college shop that operates on a commercial basis (i.e. it has a profit and loss account) is acceptable for retail environments but a shop laid out in a classroom environment is **not**. However, in order to prevent any barriers to achievement, simulated activity may be used for assessment purposes within a real working environment for permitted units.

Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence.

BIIAB expects most appeals from candidates to be resolved within the centre. BIIAB will only consider a candidate's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB's appeals procedure please refer to www.biiab.org.

10. Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

11. Delivery

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GLH, will include the estimated number of hours spend in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

Centres must refer to the Assessment Principles and Additional Requirements detailed in this handbook when planning the delivery and assessment of these qualifications.

12. Resources

BIIAB provides the following additional resources for this qualification:

- Evidence matrixes for the competence / 'Skills' units, including a Summative Reflective account template
- Access to the units.

All of these resources are available for download via The Hub on centrezone.bii.org.

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

Evidence matrixes

BIIAB provide a matrix that supports each competence unit. These are also identified within each of the unit information sections identified below. It is not essential that these resources are used to support the delivery of the content of the qualification; however they have been mapped against the learning outcomes and assessment criteria.

The evidence matrix is designed to help the learner and assessor with evidence collection. It is a mapping activity to ensure that all the 'Assessment Criteria' contained in the learning outcomes and covered, and is intended to help to keep the volume of evidence to a minimum. One matrix (or appropriate equivalent recording device) **must** be completed for each unit.

It is expected that a selection of various types of evidence is used as appropriate; columns in the matrix enable the assessor to enter the evidence type, e.g. Report, Log, Written Statement, and also the assessment method, e.g. Obs (= Observation), as shown in the assessment method key. By inserting portfolio reference numbers in the box provided, it will enable the assessor, IQA and EQA quickly to locate the evidence which is being submitted to demonstrate competence.

Examples of types of evidence learners could provide to prove competence:

- Record of observation of performance in the workplace

- Professional discussion

- Reflective account

- Product evidence (eg implementation plans, correspondence, work records)

- Testimony from senior colleagues/clients

- Personal report of actions and circumstances

- Recognition of Prior Achievement (RPA)

- Records of questioning

- Other.

Access to the units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. The majority of these units are written by the Sector Skills Council, although some are written by other organisations. BIIAB includes the mandatory units within this pack, and makes all units available via centrezone.bii.org

Summative Reflective Account

In order to claim the unit(s) for the qualification, the learner will need to complete a summative reflective account, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

13. Design and delivery

Each unit within this qualification has been allocated a number of guided learning hours (GLH). GLH are defined as the times when a tutor, trainer, mentor or line manager is giving specific advice relating to a learning outcome of the unit. This can include activities such as training sessions, tutorials, supervised study or 'on-the-job' learning. It could also include time spent by managers or mentors assessing learner's achievements. When planning how to deliver the qualification it is important to refer to this definition.

BIIAB will not prescribe how the qualification is delivered, but centres must ensure the delivery chosen meets their learner's needs.

14. Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

Unit Title
This will be shown as it appears on the Register of Regulated Qualifications (http://register.ofqual.gov.uk).

Unit Number / Unique Reference Number (URN)

The Unique Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign their own unique unit numbers which will in most instances be the same number when the unit is used in multiple BIIAB qualifications.

Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

Credit

When a whole unit is completed the learner will achieve credits specified by the number of hours learning time it will take an average learner to complete the unit including the assessment.

Guided Learning Hours (GLH)

The time required by the unit for specific guidance to be provided by a tutor, mentor or expert in the subject area, for example in a training session or a one-to-one.

Learning Outcomes and Assessment Criteria

Learning Outcomes are what is expected that the learner will know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

15. Initial Registration

Registration and certification

Learners should be registered and certified via BIIAB's On-line Registration and Certification Service (ORCS) www.orcs.biiab.org. Please refer to BIIAB's Centre Guidance for using ORCS.

Equal Opportunities and Diversity Policy

BIIAB has in place an equal opportunities policy, a copy can be found at http://centrezone.bii.org/thehub/apprenticeships/qadocuments.

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at http://centrezone.bii.org/thehub/apprenticeships/qadocuments.

16. Mandatory Units

The following units are mandatory for these qualifications. For access to all optional units please visit centrezone.bii.org.

Unit Title	Work effectively and support others in a retail organisation
BIIAB Reference	R116
Level	3
Credit Value	10
GLH	50
Unit Reference No.	H/503/5729

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand how own team contributes to the success of the wider organisation	1.1	Explain own team's purpose, aims and targets in the context of the wider organisation
	1.2	Explain the roles and responsibilities of colleagues in own team
	1.3	Explain the importance of good working relations within own team
2 Understand own role within a team in a retail environment	2.1	Explain own responsibility for contributing to own team's success, including helping colleagues to learn
	2.2	Explain the importance of being a reliable team member
	2.3	Explain the factors to take account of when making commitments, including: •existing workload •the degree to which interruptions and changes of plan are within own control
	2.4	Explain the importance of implementing the organisation's policies and procedures for health and safety, including the importance of setting a good example to colleagues
3 Understand what motivates self and colleagues in a retail environment	3.1	Explain the factors that can affect own and colleagues' motivation to carry out work in a retail environment, including skills and existing workload
	3.2	Explain potential circumstances that could affect morale in a retail environment
4 Be able to support effective working within a retail team	4.1	Allocate work in ways that take account of own and colleagues' preferences, skills and available time
	4.2	Make and keep commitments to colleagues within: •own team •the wider organisation
	4.3	Agree alternative actions when it is not possible to keep commitments made to colleagues
	4.4	Interact with colleagues within own team and wider organisation in ways that attempt to maintain morale
	4.5	Explain to team members why it is important to treat each other fairly, politely and with respect
	4.6	Implement own organisation's health and safety procedures while working

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Level	3
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Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
5 Be able to improve own work performance in own retail team	5.1	Identify knowledge and skills needed to improve own work performance
	5.2	Reach agreement with own line manager concerning: •learning and development goals •action points and deadlines for own learning and development
	5.3	Take measures to improve own performance
	5.4	Review own progress against an agreed learning and development plan, including seeking feedback from those in a position to give it
6 Be able to help others to learn in a retail environment	6.1	Communicate to colleagues own willingness and availability to provide work-related information and advice
	6.2	Provide information and advice on request to colleagues where this is within own responsibility
	6.3	Provide advice and support to colleagues to help them meet the organisation's standards
	6.4	Communicate procedures to colleagues in a logical sequence to help them meet the organisation's standards
	6.5	Provide colleagues with opportunities to practise new skills
	6.6	Provide constructive feedback to colleagues on their progress in developing new skills
	6.7	Ensure that health, safety and security are not compromised when helping others to learn
	6.8	Refer colleagues to specialist advice as needed to support their learning

The purpose of this summative reflection is to enable you, the learner, to reflect on your qualification, what you have learnt and how you have been able to apply this within your work role.

You will need to complete your statement in the space provided below and sign and date the document. Alternatively you and your assessor may wish to record your reflection on a voice recorder.

Learner Name: _____

Qualification Unit Summary

Unit No.	Completion Date	Assessor Signature	Unit No.	Completion Date	Assessor Signature

Learner Reflection

Learner Signature: _____   Date: _____

Assessor Signature: _____   Date: _____

Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

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