

Qualification Handbook

BIIAB Level 1 Award in Retail Knowledge

QN 601/6589/3
QW C00/0810/0

BIIAB Level 1 Certificate in Retail Knowledge

QN 601/6588/1
QW C00/0881/2

Version 3

Version and date	Change, alteration or addition	Section
Version 2, January 2017	Change to assessment methodology for unit R8	Rules of Combination and Structure
Version 3, January 2018	Updated throughout to remove reference to "QCF"	
	RoC updated with TQT figures	

Table of Contents

1. About the BIIAB Level 1 Award and Certificate in Retail Knowledge	3
2. Objective and Purpose of these Qualifications	3
3. About this Handbook	4
4. BIIAB Customer Service	4
5. What are Rules of Combination (ROC)?	5
6.a BIIAB Level 1 Award in Retail Knowledge Rules of Combination (ROC) and Structure	6
6.b BIIAB Level 1 Certificate in Retail Knowledge Rules of Combination (ROC) and Structure	8
7. Age Restriction	10
8. Entry Requirements and Progression	10
9. Assessment	11
10. Initial Assessment and Induction	12
11. Resources	17
12. Design and Delivery	18
13. Format of Units	19
14. Initial Registration	20
15. Qualification Review and Feedback	21
16. Units	21
17. BIIAB Level 1 Award in Retail Knowledge Sign-off Sheet	22
18. BIIAB Level 1 Certificate in Retail Knowledge Sign-off Sheet	22

1. About the BIIAB Level 1 Award and Certificate in Retail Knowledge

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

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

Qualification Title	Qualification Number (QN)	Qualifications Wales Approval/Designation Number
BIIAB Level 1 Award in Retail Knowledge	601/6589/3	C00/0810/0
BIIAB Level 1 Certificate in Retail Knowledge	601/6588/1	C00/0881/2

2. Objective and Purpose of these Qualifications

These qualifications have been designed to allow learners to obtain and then demonstrate the knowledge required to work effectively and flexibly within Retail at Level 1.

The primary purpose of both qualifications is to prepare for further learning by developing knowledge in Retail.

Neither qualification is in an apprenticeship framework.

Due to constant Regulatory, policy and funding changes users are advised to check these qualifications are funded for use with individual learners before making registrations. If you are unsure about the qualifications' status please contact BIIAB head office.

3. About this Handbook

This support pack has been developed to provide guidance for learners, assessors and quality assurers 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 these qualifications, in one place.

If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

4. 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.

5. 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.

6a. BIIAB Level 1 Award in Retail Knowledge Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 1 Award in Retail Knowledge learners **must** gain a **total of 7** credits. This **must** consist of:

- **Minimum total credit: 7**
- Unit Group A **minimum** credit: **7**
- A **maximum of 2** credits can be achieved through the completion of units at **Level 2**.
- **GLH: 40**
- **TQT: 70**

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

Listed below are the qualification units.

Unit Group A

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment method
R19	A/502/5756	Understanding the business of retail	1	1	8	Assessment Knowledge Module
R20	T/502/5819	Understanding customer service in the retail sector	2	1	17	Assessment Knowledge Module
R21	M/502/5804	Understanding how a retail business maintains health, safety and security on its premises	2	1	15	Assessment Knowledge Module
R22	T/502/5805	Understanding the retail selling process	2	1	13	Assessment Knowledge Module
R23	R/502/5780	Understanding how individuals and teams contribute to the effectiveness of a retail business	2	1	15	Assessment Knowledge Module
R24	J/502/5808	Understanding the control, handling and replenishment of stock in a retail business	2	1	11	Assessment Knowledge Module
R6	D/502/5801	Understanding retail consumer law	2	2	11	Assessment Knowledge Module
R8	H/502/5797	Understanding the handling of customer payments in a retail business	2	2	8	Assessment Knowledge Module

Barred units

This unit	Is barred against this unit
R8 Understanding the handling of customer payments in a retail business (H/502/5797)	R6 Understanding retail consumer law (D/502/5801)

6b. BIIAB Level 1 Certificate in Retail Knowledge Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 1 Certificate in Retail Knowledge learners **must** gain a **total of 13** credits. This **must** consist of:

- **Minimum total credit: 13**
- Mandatory Group A credit: **11**
- Optional Group B **minimum** credit: 2
- GLH: **87**
- TQT: **130**

The qualification has been developed based upon industry feedback as to the fundamental knowledge 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
R19	A/502/5756	Understanding the business of retail	1	1	8	Assessment Knowledge Module
R20	T/502/5819	Understanding customer service in the retail sector	2	1	17	Assessment Knowledge Module
R21	M/502/5804	Understanding how a retail business maintains health, safety and security on its premises	2	1	15	Assessment Knowledge Module
R22	T/502/5805	Understanding the retail selling process	2	1	13	Assessment Knowledge Module
R23	R/502/5780	Understanding how individuals and teams contribute to the effectiveness of a retail business	2	1	15	Assessment Knowledge Module
R24	J/502/5808	Understanding the control, handling and replenishment of stock in a retail business	2	1	11	Assessment Knowledge Module

Optional Group B

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment method
R6	D/502/5801	Understanding retail consumer law	2	2	11	Assessment Knowledge Module
R8	H/502/5797	Understanding the handling of customer payments in a retail business	2	2	8	Assessment Knowledge Module

7. Age Restriction

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

- Pre-16
- 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.

The qualification is designed to equip learners with the knowledge to work effectively within Retail at this level.

Achievement of the qualification offers opportunities for progression, including:

- 601/6578/9 (C00/0718/7) BIIAB Level 2 Certificate in Retail Knowledge
- 601/6590/X (C00/0842/3) BIIAB Level 1 Award in Retail Knowledge
- 601/6556/X (C00/0718/8) BIIAB Level 2 Certificate in Retail Skills

9. Assessment

Overview of assessment strategy

The qualification contains knowledge units. These units are assessed by Assessment Knowledge Modules (AKMs) externally set by the BIIAB. The AKMs are internally marked assessments, containing a series of questions, marked and internally quality assured by the centre and with external quality assurance by the BIIAB External Quality Assurer (EQA). 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 quality assure the assessment and internal quality assurance 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

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.

Expert Witnesses – Witnesses do not 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, experienced 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.

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.

Knowledge tests

Employers can use knowledge tests to assess an employee's knowledge and understanding of, for example, an organisational procedure.

Knowledge components set out in the standards can also be assessed by knowledge tests. In this case, assessors and internal verifiers must make sure that:

- the use of knowledge tests has been agreed with the external verifier in advance
- the knowledge being tested matches that specified in the NOS
- a robust assessment methodology comparable to awarding organisation practices is used

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. Resources

BIIAB provides the following additional resources for this qualification:

- Assessment Knowledge Modules (AKMs) for assessing specific units
- Assessor Guidance for assessing specific units
- a Summative Reflective account
- Access to the units.

All of these resources are available for download via The Hub on centrezon.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.

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 centrezon.bii.org

Learner Summative Reflection

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

12. Design and 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.

13. 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 / Unit Reference Number (URN)

The Unit 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 unique unit numbers which normally is consistent 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 required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Learning Outcomes and Assessment Criteria

Learning Outcomes are what the learner is expected to 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. There are usually multiple assessment criteria for each Learning Outcome.

14. Initial Registration

Registration and Certification

Learners should be registered and certificated 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 centrezon.bii.org.

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 centrezon.bii.org.

15. Qualification Review and Feedback

BIIAB is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be periodically reviewed and revised to ensure the content remains relevant, assessment approach remains appropriate and that it remains valid and fit for purpose.

16. Units

The mandatory and optional units for both qualifications follow overleaf in numerical order.

Unit Title	Understanding the business of retail	
BIIAB Reference	R19	
Level	1	
Credit Value	1	
GLH	8	
Unit Reference No.	A/502/5756	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand how retail outlets differ in size and type	1.1	List the different retail channels and state the main features of each one
	1.2	Identify the sizes and types of retail outlets typically found in a variety of retail locations such as high streets or retail business parks
2 Understand the range of retail occupations	2.1	State how retail occupations differ between small, medium and large retail businesses
	2.2	Identify the usual entry points and progression opportunities for a variety of retail occupations
	2.3	Outline the skills, personal attributes and behaviours required for a range of retail occupations
3 Understand the retail supply chain	3.1	List the sources from which retailers obtain products
	3.2	Outline the key stages of a product's journey through the supply chain
4 Understand the contribution which the retail sector makes to the economy of the United Kingdom	4.1	Outline the size of the retail sector using information such as: <ul style="list-style-type: none"> • the number of people employed • the number of retail businesses • the amount of money spent by customers every year
5 Understand how customers' concerns influence the products and services offered by retailers	5.1	Outline environmental issues of concern to retail customers
	5.2	Outline ethical issues of concern to retail customers
	5.3	List the main advantages to retailers of being responsive to customers' environmental and ethical concerns

Unit Title	Understanding customer service in the retail sector	
BIIAB Reference	R20	
Level	1	
Credit Value	2	
GLH	17	
Unit Reference No.	T/502/5819	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the importance of customer service to a retail business	1.1	State what is meant by customer service in a retail business
	1.2	Outline how customer service contributes to the success of a retail business
2 Understand what gives customers a positive initial impression of a retail business and its staff	2.1	Outline the factors which contribute to a customer's initial impression of a retail business
	2.2	Outline how the staff of a retail business can help to give customers a positive initial impression
3 Understand how customer service is adapted to meet the needs of individual customers	3.1	List the types of service which customers may need, including help with gaining access to products, facilities and information
	3.2	List the main ways of meeting customers' needs for service, including ways of giving customers access to products, facilities and information
4 Understand the importance of communication to the delivery of customer service	4.1	Outline how written communication can contribute to the effectiveness of customer service
	4.2	Outline how spoken communication and body language can contribute to the effectiveness of customer service
	4.3	State how different types of questions can be used to find out what customers need
	4.4	State why it is important to listen to customers
5 Understand a variety of customer complaints and problems	5.1	List the main types of customer complaints and problems
	5.2	Identify solutions to typical customer complaints and problems
	5.3	Outline the ways in which the law protects the rights of consumers

Unit Title	Understanding how a retail business maintains health, safety and security on its premises	
BIIAB Reference	R21	
Level	1	
Credit Value	2	
GLH	15	
Unit Reference No.	M/502/5804	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Know the main provisions of health and safety legislation in relation to a retail business	1.1	State the role of employees and employers in relation to relevant health and safety legislation Note: this refers to Health and Safety at Work Act
	1.2	State when and why the control of substances hazardous to health is important Note: this refers to Care of Substances Hazardous to Health (COSHH) Regulations
	1.3	State where to find information on company health and safety policies
2 Know how health and safety are maintained on the premises of a retail business	2.1	List the risks and hazards which commonly occur on the premises of a retail business
	2.2	Outline precautions to reduce the risk of accidents
	2.3	Outline precautions to reduce the risk of fire
	2.4	List the main types of fire extinguisher and the materials each should be used on
	2.5	Outline procedures for the safe manual lifting and moving of stock
	2.6	State why high standards of cleanliness and hygiene should apply to the staff and premises of a retail business
3 Know how cash and stock are kept secure on the premises of a retail business	3.1	List the main causes of stock loss
	3.2	List the different types of shop theft and where and when each type typically occurs
	3.3	List the methods of payment typically accepted in retail outlets
	3.4	Outline the main ways of preventing loss when handling payments
	3.5	Outline the main checks for maintaining the security of cash and non-cash payments

Unit Title	Understanding the retail selling process	
BIIAB Reference	R22	
Level	1	
Credit Value	2	
GLH	13	
Unit Reference No.	T/502/5805	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the selling process	1.1	Identify the key steps of the selling process
	1.2	Outline the key skills and qualities required of successful sales staff
2 Understand how to find out what the customer wants	2.1	State when and how to acknowledge, greet and approach customers
	2.2	State how to find out what customers want
3 Understand how product information can be used to promote sales	3.1	List common concerns a customer may have when buying a product
	3.2	State how providing information about the product can increase its attractiveness to the customer
	3.3	Describe the difference between the features and benefits of products
	3.4	Identify basic rules for demonstrating products to customers
	3.5	State where to obtain different types of product information

Unit Title	Understanding how individuals and teams contribute to the effectiveness of a retail business	
BIIAB Reference	R23	
Level	1	
Credit Value	2	
GLH	15	
Unit Reference No.	R/502/5780	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Know the key employment rights and responsibilities of employees and the employer	1.1	State the purpose of a contract of employment
	1.2	List the main content typically included in a contract of employment
	1.3	Outline the actions which can be taken by the individual and the employer if either party fails to keep to the terms of the contract of employment
	1.4	Identify the legislation which protects individuals from harassment and discrimination
2 Know the characteristics of effective team working in retail business	2.1	State the benefits to individual employees and to the retail business as a whole of working in teams
	2.2	Identify different roles and levels of responsibility within retail teams
	2.3	List the typical characteristics of effective and ineffective teams
	2.4	List different techniques for communicating effectively within a team
3 Understand a range of activities for improving own skills and performance	3.1	State the benefits to the retail business of improving employees' skills and performance
	3.2	State why it is important for employees to identify own strengths and development needs
	3.3	List the different methods for reviewing and improving the performance and skills of individual employees

Unit Title	Understanding the control, handling and replenishment of stock in a retail business	
BIIAB Reference	R24	
Level	1	
Credit Value	2	
GLH	11	
Unit Reference No.	J/502/5808	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the principles of stock control	1.1	State the main purposes of stock control systems
	1.2	Describe the key features of a stock control system
	1.3	Identify the technology that can be used in stock control
	1.4	List the benefits of effective stock control
2 Understand how to move, handle and store stock	2.1	Identify the different techniques and methods for moving stock including how it is kept secure
	2.2	Identify the different techniques and methods for handling stock including how it is kept secure
	2.3	Identify the different techniques and methods for storing stock including how it is kept secure
	2.4	State where and in what conditions different types of stock should be stored
	2.5	Identify procedures for dealing with the removal of waste
	2.6	State why it is important to follow procedures for dealing with the removal of waste
3 Understand procedures for replenishing stock	3.1	Outline the procedures for replenishing stock on display
	3.2	State why accurate pricing and ticketing of stock is important

Learner Summative Reflection



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: _____

17. BIIAB Level 1 Award in Retail Knowledge Sign-off Sheet

To achieve the BIIAB Level 1 Award in Retail Knowledge learners **must** gain a **total of 7** credits. This **must** consist of:

- **Minimum total credit: 7**
- Unit Group A **minimum** credit: **7**
- A **maximum of 2** credits can be achieved through the completion of units at **Level 2**.
- **GLH: 40**
- **TQT: 70**

Learners and centres should complete the following table to confirm when a unit is considered as complete. Only units that are a requirement of the RoC and Optional units that are selected to meet the RoC requirements need to be completed.

BIIAB Level 1 Award and Certificate in Retail Knowledge Handbook



Unit Group A

Unit No.	URN	Unit Title	Learner Signature	Date	Assessor Signature	Date	Internal Quality Assurer signature (if sampled)	Date
R19	A/502/5756	Understanding the business of retail						
R20	T/502/5819	Understanding customer service in the retail sector						
R21	M/502/5804	Understanding how a retail business maintains health, safety and security on its premises						
R22	T/502/5805	Understanding the retail selling process						
R23	R/502/5780	Understanding how individuals and teams contribute to the effectiveness of a retail business						
R24	J/502/5808	Understanding the control, handling and replenishment of stock in a retail business						
R6	D/502/5801	Understanding retail consumer law						
R8	H/502/5797	Understanding the handling of customer payments in a retail business						

18. BIIAB Level 1 Certificate in Retail Knowledge Sign-off Sheet

To achieve the BIIAB Level 1 Certificate in Retail Knowledge learners **must** gain a **total of 13** credits.

This **must** consist of:

- **Minimum total** credit: **13**
- Mandatory Group A credit: **11**
- Optional Group B **minimum** credit: 2
- GLH: **87**
- TQT: **130**

Learners and centres should complete the following table to confirm when a unit is considered as complete. Only units that are a requirement of the RoC and Optional units that are selected to meet the RoC requirements need to be completed.

Mandatory Group A

Unit No.	URN	Unit Title	Learner Signature	Date	Assessor Signature	Date	Internal Quality Assurer signature (if sampled)	Date
R19	A/502/5756	Understanding the business of retail						
R20	T/502/5819	Understanding customer service in the retail sector						
R21	M/502/5804	Understanding how a retail business maintains health, safety and security on its premises						
R22	T/502/5805	Understanding the retail selling process						
R23	R/502/5780	Understanding how individuals and teams contribute to the effectiveness of a retail business						
R24	J/502/5808	Understanding the control, handling and replenishment of stock in a retail business						

Optional Group B

Unit No.	URN	Unit Title	Learner Signature	Date	Assessor Signature	Date	Internal Quality Assurer signature (if sampled)	Date
R6	D/502/5801	Understanding retail consumer law						
R8	H/502/5797	Understanding the handling of customer payments in a retail business						

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.

© BIIAB January 2018

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, whether electronic, mechanical, photocopying, scanning, recording or otherwise, without written permission of the publisher except in accordance with the provisions of the Copyright, Designs and Patents Act 1988. Applications for written permission to reproduce any part of the publication should be addressed in writing to the publisher. Any unauthorised or restricted act in relation to this publication may result in civil proceedings and/or criminal prosecution.

Infor House
1 Lakeside Road
Farnborough
Hampshire
GU14 6XP