

Qualification Handbook

BIIAB Level 3 Certificate in Retail Knowledge

601/6557/1
C00/0718/6

Version 3

Version and date	Change, alteration or addition	Section
Version 2, January 2017	Change to assessment methodology for units R10, R13 and R18	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 3 Certificate in Retail Knowledge	3
2.	Objective and Purpose of this Qualification	3
3.	About this Handbook	4
4.	BIIAB Customer Service	4
5.	What are Rules of Combination (ROC)?	5
6.	BIIAB Level 3 Certificate in Retail Knowledge Rules of Combination (ROC) and Structure	6
7.	Age Restriction	8
8.	Entry Requirements and Progression.....	8
9.	Assessment	9
10.	Initial Assessment and Induction	10
11.	Resources.....	15
12.	Design and Delivery.....	16
13.	Format of Units	17
14.	Initial Registration	18
15.	Qualification Review and Feedback	19
16.	Mandatory Units	19
17.	BIIAB Level 3 Certificate in Retail Knowledge Sign-off Sheet.....	20

1. About the BIIAB Level 3 Certificate in Retail Knowledge

BIIAB is regulated to deliver this qualification by Ofqual, Qualifications Wales and CCEA Regulations in England, Wales and Northern Ireland respectively. This 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 3 Certificate in Retail Knowledge	601/6557/1	C00/0718/6

2. Objective and Purpose of these Qualifications

This qualification has been designed to allow learners to obtain and then demonstrate the knowledge required to work effectively and flexibly within Retail at Level 3.

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

This qualification comprises the knowledge component of the Advanced Apprenticeship in Retail. Apprentices will also need to achieve the Level 3 Certificate in Retail Skills and Functional Skills in English and Maths at Level 2 (Essential Skills in Wales).

Due to constant regulatory, policy and funding changes, users are advised to check that this qualification has been placed in the relevant framework and is funded for use with individual learners before making registrations. If you are unsure about the qualification's 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 this qualification.

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 this qualification, 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.

6. BIIAB Level 3 Certificate in Retail Knowledge Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 3 Certificate in Retail Knowledge learners **must** gain a **total of 16** credits. This **must** consist of:

- **Minimum total credit: 16**
- Mandatory Group A credit: **10**
- Optional Unit Group B **minimum** credit: **6**
- A **minimum of 14** credits **must** be achieved through the completion of units at **Level 3** and above.
- GLH: **106**
- TQT: **160**

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
R14	A/502/5787	Understanding the development of personal and team effectiveness in a retail business	4	3	26	Assessment Knowledge Module
R15	F/502/5807	Understanding the retail selling process	2	3	17	Assessment Knowledge Module
R16	K/502/5803	Understanding customer service in the retail sector	2	3	17	Assessment Knowledge Module
R17	F/502/5824	Understanding the management of risks to health and safety on the premises of a retail business	2	3	15	Assessment Knowledge Module

Optional Unit Group B

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
R12	L/502/5826	Understanding the management of stock in a retail business	3	3	16	Assessment Knowledge Module
R18	H/502/5802	Understanding how the effectiveness of store operations can be improved	3	3	23	Assessment Knowledge Module
R10	M/502/5799	Understanding how the smooth operation of a payment point is maintained	3	3	26	Assessment Knowledge Module
R11	M/502/5818	Understanding security and loss prevention in a retail business	3	3	15	Assessment Knowledge Module
R13	K/505/9384	Understanding the use of in-store web-based facilities in promoting retail sales	2	2	15	Assessment Knowledge Module

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.

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:

601/6583/2 (C00/1091/2) BIIAB Level 3 Certificate in Retail Skills (Management)
601/6584/4 (C00/1091/3) BIIAB Level 3 Certificate in Retail Skills (Sales Professional)
601/6585/6 (C00/1091/4) BIIAB Level 3 Certificate in Retail Skills (Visual Merchandising)
601/6560/1 (C00/0719/3) BIIAB Level 3 Diploma in Retail Skills (Management)
601/6573/X (C00/0719/1) BIIAB Level 3 Diploma in Retail Skills (Sales Professional)
601/6561/3 (C00/0718/9) BIIAB Level 3 Diploma in Retail Skills (Visual Merchandising)

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 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.

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

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. Mandatory Units

The mandatory units for this qualification follow overleaf in numerical order. The optional units are available in the unit pack which can be downloaded from centrezone.bii.org.

Unit Title	Understanding the development of personal and team effectiveness in a retail business	
BIIAB Reference	R14	
Level	3	
Credit Value	4	
GLH	26	
Unit Reference No.	A/502/5787	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the recruitment process	1.1 1.2 1.3	Describe the key stages in the recruitment process Describe the sources of information typically used to support recruitment decisions and explain their relevance to the recruitment process State the legal requirements relating to the recruitment process
2 Understand how individuals and teams are developed within a retail business	2.1 2.2 2.3	Explain how to evaluate the performance of individuals and teams in retail business Explain how to identify the development needs of individuals and teams Describe a range of development activities and approaches and explain how they suit differing learning needs, personal aspirations and business goals
3 Understand effective communication within retail teams in retail business	3.1 3.2	Evaluate the suitability of a variety of communication methods and styles for a range of situations typically faced by retail teams Describe how to use communications skills to: <ul style="list-style-type: none"> • build relationships within a retail team • give and receive constructive criticism and feedback • listen to and show understanding of the feelings and views of other team members
4 Understand how conflict is resolved within teams in retail business	4.1 4.2	Describe the types of situation which typically give rise to conflict within retail teams Describe techniques for resolving conflict within retail teams and explain why these work
5 Understand the link between improved personal performance and improved business performance	5.1 5.2	Explain methods for identifying own training and development needs and the resources available for addressing those needs Evaluate how personal development plans can improve the performance of the individual and the retail business
6 Understand how to review the personal performance of retail team members	6.1 6.2 6.3	Describe how to set objectives for individuals and teams Explain methods for measuring and evaluating the performance of individuals and teams against objectives Explain how to give feedback to individuals and teams on their performance against objectives

Unit Title	Understanding the development of personal and team effectiveness in a retail business	
BIIAB Reference	R14	
Level	3	
Credit Value	4	
GLH	26	
Unit Reference No.	A/502/5787	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
7 Understand the general principles of employment law	7.1	Describe who is responsible for determining employment legislation
	7.2	Explain how employment legislation benefits the retail industry as a whole, individual retail businesses and individual employees
	7.3	State the main provisions of current employment statutes in relation to both employers and employees
	7.4	Describe how businesses may be penalised for not complying with employment laws
	7.5	Describe the main internal and external sources of information which can be used to help decide whether employment law has been breached
	7.6	Explain how individuals can be protected and prosecuted under equality and diversity legislation and anti-discrimination practice

Unit Title	Understanding the retail selling process	
BIIAB Reference	R15	
Level	3	
Credit Value	2	
GLH	17	
Unit Reference No.	F/502/5807	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand how communication techniques can be used to help the customer choose products	1.1	Explain how communication techniques can be used to match product features and benefits to complex customer needs
	1.2	Explain how communication techniques can be used to narrow the choice of products to those best suited to the customer's needs
2 Understand the benefits and maintenance of product knowledge	2.1	Explain the benefits of maintaining comprehensive and accurate product information
	2.2	Explain the salesperson's legal responsibilities for giving product information and describe the legal consequences of failing to comply with the law
	2.3	Describe how to ensure that staff have the training and information they need to develop and maintain their product knowledge
3 Understand legislation relating to selling in the retail environment	3.1	Describe the purpose of the main legislation relating to retail sales
	3.2	Explain the impact of legislation relating to sales on retail business
	3.3	Explain the rights and protection the key legislation relating to sales gives customers
4 Understand techniques for maximising sales	4.1	Explain the ways in which staff can maximise sales opportunities
	4.2	Explain how effective leadership methods can be used to maximise sales
	4.3	Evaluate the effectiveness of techniques used by specific retail businesses to maximise sales
	4.4	Explain how effective target setting helps to maximise sales

Unit Title	Understanding customer service in the retail sector	
BIIAB Reference	R16	
Level	3	
Credit Value	2	
GLH	17	
Unit Reference No.	K/502/5803	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the effect of customer service on retail business	1.1	Explain the importance of customer loyalty to a retail business
	1.2	Explain the relationship between standards of customer service and customer loyalty
2 Understand how retail businesses ensure customer service standards are met	2.1	Explain how a team's work needs to be organised so as to ensure that customer service standards can be consistently met
	2.2	Describe common contingencies which can affect a team's ability to meet customer service standards, and explain how the effects of these contingencies can be minimised
3 Understand how customer complaints are resolved in a retail business	3.1	Describe the procedures used by retail businesses for resolving a variety of complaints, including how the customer is kept informed of progress
	3.2	Describe techniques for negotiating with customers to reach a solution acceptable to both parties
	3.3	Explain how resolving complaints can turn the customer's dissatisfaction into delight
4 Understand how customer service is monitored in a retail business	4.1	Explain why it is important to monitor the delivery and effectiveness of customer service in a retail business
	4.2	Describe the main methods which are used to monitor customer service in retail businesses
	4.3	Explain the techniques used by line managers to monitor the customer service delivered by themselves and their teams

Unit Title	Understanding the management of risks to health and safety on the premises of a retail business	
BIIAB Reference	R17	
Level	3	
Credit Value	2	
GLH	15	
Unit Reference No.	F/502/5824	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the health and safety responsibilities of employees and employers	1.1	Explain the role and responsibilities of nominated health and safety representatives in risk prevention and management under relevant health and safety legislation Note: this refers to Health and Safety at Work Act
	1.2	Explain the role and responsibilities of nominated health and safety representatives in relation to substances hazardous to health Note: this refers to Care of Substances Hazardous to Health (COSHH) Regulations
	1.3	Explain the employer's responsibilities for providing clearly defined health and safety procedures
2 Understand the management of potential risks to health and safety on the premises of a retail business	2.1	Describe the main methods of monitoring and preventing the risks to health and safety in the workplace
	2.2	Explain the purpose of risk assessment and describe the key stages in the risk assessment process
	2.3	Explain the importance of briefing and training staff on health and safety issues
	2.4	Explain the main methods of briefing and training staff on health and safety issues
3 Understand the management of emergency procedures on the premises of a retail business	3.1	Explain why it is essential to have effective policies and procedures for managing emergencies such as bomb threats and fire
	3.2	Describe methods for training staff to respond to emergency situations
4 Understand the management of accidents in the retail environment	4.1	Describe the types of accidents which typically occur on the premises of a retail business to people such as visitors, customers or staff
	4.2	Describe the arrangements which should be in place for dealing with accidents in the workplace
	4.3	State the legal requirements for recording accidents including the essential contents of an accident report

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: _____

BIIAB Level 3 Certificate in Retail Knowledge Handbook



Mandatory Group A

Unit No.	URN	Unit Title	Learner Signature	Date	Assessor Signature	Date	Internal Quality Assurer signature (if sampled)	Date
R14	A/502/5787	Understanding the development of personal and team effectiveness in a retail business						
R15	F/502/5807	Understanding the retail selling process						
R16	K/502/5803	Understanding customer service in the retail sector						
R17	F/502/5824	Understanding the management of risks to health and safety on the premises of a retail business						

Optional Group B

Unit No.	URN	Unit Title	Learner Signature	Date	Assessor Signature	Date	Internal Quality Assurer signature (if sampled)	Date
R12	L/502/5826	Understanding the management of stock in a retail business						
R18	H/502/5802	Understanding how the effectiveness of store operations can be improved						
R10	M/502/5799	Understanding how the smooth operation of a payment point is maintained						
R11	M/502/5818	Understanding security and loss prevention in a retail business						
R13	K/505/9384	Understanding the use of in-store web-based facilities in promoting retail sales						

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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