BIIAB Level 2 Certificate in Retail Knowledge

Level 2 Certificate – 601/6578/9

About Us

BIIAB Qualification Limited is part of Skills and Education Group, a charitable organisation that champions education and skills-oriented organisations, providers and learners, making real change locally, nationally and internationally.

BIIAB Qualifications Limited has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

Sources of Additional Information

The BIIAB Qualifications Limited website www.biiab.co.uk provides access to a wide variety of information.

Copyright

Version	Date	Details of Change
2.0	January 2017	RoC - Change to assessment methodology for units R8, R10 and R13
3.0	January 2018	Updated throughout to remove reference to "QCF" RoC updated with TQT figures
3.1	December 2023	Reformatted Qualification Guide into new branding

Qualification Guidance

Contents

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Qualification Guidance

Qualification Summary

BIIAB Level 2 Certificate in Retail Knowledge – 601/6578/9								
Qualification Purpose	To prepare for further learning by developing knowledge in Retail.							
Age Range	**Pre 16**	✓	**16-18**	✓	**18+**		**19+**	✓
Regulation	The above qualification is regulated by Ofqual							
Assessment	• Portfolio of Evidence							
Type of Funding Available	See FaLa (Find a Learning Aim)							
Qualification/Unit Fee	See BIIAB Qualifications Limited web site for current fees and charges							
Grading	Pass/Fail To achieve a Pass grade, learners **must** achieve all the Learning Outcomes and Assessment Criteria in all the units completed							
Operational Start Date	01/08/2015							
Review Date	31/07/2025							
Operational End Date								
Certification End Date								
Guided Learning (GL)	93 hours							
Total Qualification Time (TQT)	140 hours							
Credit Value	14							
BIIAB Qualifications Limited Sector	Retail and Warehousing							
Ofqual SSA Sector	7.1 Retailing and wholesaling							
Support from Trade Associations								
Administering Office	See BIIAB Qualifications Limited website							

About the BIIAB Level 2 Certificate in Retail Knowledge

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual in England. The 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)
BIIAB Level 2 Certificate in Retail Knowledge	601/6578/9

Objective and Purpose of this Qualification

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 2.

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 Intermediate Apprenticeship in Retail. Apprentices will also need to achieve the Level 2 Certificate in Retail Skills and Functional Skills in English and Maths at Level 1 (Essential Skills in Wales).

Due to constant regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or is funded for use with individual learners before making registrations. If you are unsure about the qualification's status please contact BIIAB head office.

About this Guidance

This guidance has been developed to provide guidance for learners, assessors and quality assurers undertaking, delivering, or quality assuring this qualification.

Qualification Guidance

The purpose of the guidance is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this guidance is updated, centres will be notified by BIIAB Qualifications Limited.

BIIAB Qualifications Limited Customer Service

BIIAB Qualifications Limited is committed to giving the highest possible levels of customer service. Our Service Level Agreement is available via www.biiab.co.uk

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 Support Contact Details: 0115 854 1620

Email: CustomerSupport@biiab.co.uk

Our Customer Support 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

What are Rules of Combination (ROC)?

Under the Regulatory Qualifications Framework (RQF), 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 groups 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 Qualifications Limited 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.

BIIAB Level 2 Certificate in Retail Knowledge Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 2 Certificate in Retail Knowledge learners **must** gain a total of **14 credits**. This **must** consist of:

- **Minimum total** credit: **14**
- Mandatory Group A credit: **10**
- Optional Unit Group B **minimum** credit: **4**
- A **minimum of 14** credits **must** be achieved through the completion of units at Level 2 and above
- Guided Learning hours (GLH): **93** hours
- Total Qualification Time (TQT): **140** hours

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	Level	Credit	GLH	Assessment Method
URSP	A/502/5806	Understanding the retail selling process	2	2	15	Assessment Knowledge Module (AKM)
R2	A/502/5823	Understanding how a retail business maintains health and safety on its premises	2	2	15	Assessment Knowledge Module (AKM)
R3	J/502/5789	Understanding how individuals and teams contribute to the effectiveness of a retail business	2	3	22	Assessment Knowledge Module (AKM)

Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
R4	M/502/5821	Understanding customer service in the retail sector	2	3	22	Assessment Knowledge Module (AKM)

Optional Unit Group B

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
R5	A/600/0656	Understanding visual merchandising for retail business	2	4	39	Assessment Knowledge Module (AKM)
R6	D/502/5801	Understanding retail consumer law	2	2	11	Assessment Knowledge Module (AKM)
R7	F/502/5810	Understanding the control, receipt and storage of stock in a retail business	2	2	17	Assessment Knowledge Module (AKM)
R8	H/502/5797	Understanding the handling of customer payments in a retail business	2	2	8	Assessment Knowledge Module (AKM)
R9	K/502/5817	Understanding security and loss prevention in a retail business	2	2	15	Assessment Knowledge Module (AKM)
R10	M/502/5799	Understanding how the smooth operation of a payment point is maintained	3	3	26	Assessment Knowledge Module (AKM)
R11	M/502/5818	Understanding security and loss prevention in a retail business	3	3	15	Assessment Knowledge Module (AKM)

Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
R12	L/502/5826	Understanding the management of stock in a retail business	3	3	16	Assessment Knowledge Module (AKM)
R13	K/505/9384	Understanding the use of in-store web-based facilities in promoting retail sales	2	2	15	Assessment Knowledge Module (AKM)

Barred Units

This unit	Is barred against this or these units
R8 - H/502/5797 - Understanding the handling of customer payments in a retail business	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	R9 - K/502/5817 - Understanding security and loss prevention in a retail business
R7 - F/502/5810 - Understanding the control, receipt and storage of stock in a retail business	R12 - L/502/5826 - Understanding the management of stock in a retail business

Age Restriction

This qualification is appropriate for use in the following age ranges:

- Pre 16
- 16-18
- 19+

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.

![BIIAB logo]

Qualification Guidance

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

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

Assessment

Overview of assessment strategy

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

Assessments provided by BIIAB Qualifications Limited will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

Centres must obtain approval for any Centre Devised Assessments before their use. Please contact BIIAB Qualifications Limited for details of the Centre Devised Assessment process and procedure.

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 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, external and internal verifiers

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 'occupationally competent'. 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 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 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.

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 IQA's.

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 'occupationally competent'. 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 'occupationally competent'. 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 competence to deliver these functions. BIIAB recognises 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

When assessing the knowledge and understanding based unit, it is important that the chosen assessment methodology is appropriate to this and is accurately recorded.

Assessment methodologies that are appropriate for the knowledge and understanding units include:

- Professional discussion
- Learner reflective accounts
- Question and answer
- Assignments and projects.

Qualification Guidance

These **must** be planned, assessed and verified by centres, using approved and robust systems and procedures.

Assessors and IQAs **must** ensure that they are able to demonstrate their own CPD and competence across the units being delivered and assessed, because of the nature of the theoretical content that has to be covered.

Particular attention must be paid to units which permit learners to use their places of study or research of organisations in order to achieve the unit, and those which can only be achieved if the learner is in current employment, or there is recognition of prior learning from extensive experience in that particular occupational sector.

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

For full details of the BIIAB Qualifications Limited's appeals procedure please refer to https://biiab.co.uk/policies-and-procedures/

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 Qualifications Limited 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.

Resources

BIIAB Qualifications Limited provides the following additional resources for this qualification:

- Assessment Knowledge Modules (AKMs) for assessing specific units
- Assessor Guidance for assessing specific units
- Learner Summative Reflection
- Access to the units

All of these resources are available on request.

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. BIIAB Qualifications Limited includes the mandatory units within this guidance document.

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

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 forms part of the delivery.

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

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.

Qualification Guidance

The qualification will be assigned Total Qualification Time (TQT), which, as well as GL, will include the estimated number of hours spent 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.

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

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 guidance document 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 Qualifications Limited also assign unique unit numbers which 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.

Qualification Guidance

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.

Total Qualification Time (TQT)

Total Qualification Time (TQT) is defined by Ofqual as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision
of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

TQT is always assigned to the qualification however a similar calculation may on occasions also be assigned to a unit.

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.

Initial Registration

Registration and Certification

Learners should be registered and certificated via BIIAB Qualifications Limited's Customer Management System.

Equal Opportunities and Diversity Policy

BIIAB Qualifications Limited has in place an equal opportunities policy, a copy can be found at https://www.biiab.co.uk/policies-and-procedures/

BIIAB Qualifications Limited 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 Qualifications Limited has a reasonable adjustment policy in place, a copy of which is provided to all approved centres and can be found at https://www.biiab.co.uk/policies-and-procedures/

Qualification Review and Feedback

BIIAB Qualifications Limited 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 Qualifications Limited 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.

Mandatory Units

The following unit is mandatory for this qualification.

Understanding the retail selling process

Unit Reference	A/502/5806
BIIAB Reference	URSP
Level	2
Credit Value	2
Guided Learning (GL)	15
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to understand the retail selling process.
Learning Outcomes (1 to 4) The learner will:	Assessment Criteria (1.1 to 4.2) The learner can:
1. Understand the five steps of the selling model	1.1 Outline the five steps of the selling model 1.2 Explain why an effective rapport needs to be created with customers 1.3 Explain the importance of effective questioning to the sales process 1.4 Explain how linking benefits to product features helps to promote sales 1.5 Explain why products must be matched to customers' needs 1.6 Explain the importance of closing the sale
2. Understand how questions are used to identify customers' needs	2.1 Define 'open' and 'closed' questions and state the purpose of each in the selling process 2.2 Define what is meant by 'probing' questions and state the purpose of these in the selling process 2.3 Identify questions which can be used to establish sales opportunities
3. Understand the benefits and uses of product knowledge	3.1 Explain how comprehensive and up-to-date product knowledge can be used to promote sales

	3.2 Describe how the features and benefits of products can be identified and matched to customers' needs
	3.3 Describe a range of methods for keeping product knowledge up-to-date
4 Understand how sales are closed	4.1 State what is meant by a 'buying signal' and describe the main buying signals the salesperson needs to look for
	4.2 Describe the main ways of closing sales

Understanding how a retail business maintains health and safety on its premises

Unit Reference	A/502/5823
BIIAB Reference	R2
Level	2
Credit Value	2
Guided Learning (GL)	15
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to understand how a retail business maintains health and safety on its premises.
Learning Outcomes (1 to 5) The learner will:	**Assessment Criteria (1.1 to 5.2)** The learner can:
1. Know the main provisions of health and safety legislation in relation to a retail business	1.1 Describe the main legal responsibilities of employees and employers in relation to the relevant health and safety legislation **Note:** this refers to Health and Safety at Work Act 1.2 Describe the main responsibilities of employees and employers in relation to the control of substances hazardous to health **Note:** this refers to Care of Substances Hazardous to Health (COSHH) Regulations
2. Know what actions to take in an emergency	2.1 State when and how to raise an emergency alarm 2.2 State the actions an employee should take in the event of: • fire • a bomb alert • acute illness or accident 2.3 State the main stages in an emergency evacuation procedure
3. Understand the employees' responsibilities in reporting hazards and accidents that	3.1 Describe the hazards and associated risks typically found on the premises of a retail business

typically occur on the premises of a retail business	3.2 Explain why it is important to notice and report hazards 3.3 State when and to whom a personal accident should be reported
4. Understand safe handling, storage and disposal	4.1 Describe safe methods for lifting and carrying 4.2 Describe methods for safely handling, removing and disposing of waste and rubbish 4.3 Describe where and how to store dangerous substances and items 4.4 State the importance and relevance in handling, storing and disposing of substances hazardous to health **Note:** this refers to Care of Substances Hazardous to Health (COSHH) Regulations
5. Understand safe working practices	5.1 Describe the routine practices which employees need to follow to minimise health and safety risks at work 5.2 Explain why equipment and materials should be used in line with the employer's and manufacturer's instructions

Understanding how individuals and teams contribute to the effectiveness of a retail business

Unit Reference	J/502/5789
BIIAB Reference	R3
Level	2
Credit Value	3
Guided Learning (GL)	22
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to understand how individuals and teams contribute to the effectiveness of a retail business.
Learning Outcomes (1 to 6) The learner will:	Assessment Criteria (1.1 to 6.3) The learner can:
1. Know the employment rights and responsibilities of an employee and the employer	1.1 State the key requirements in a contract of employment in retail business 1.2 State which organisations are able to help individuals in the cases of violation of employee rights 1.3 State the key areas covered by 'equality' legislation 1.4 State the purpose of laws that promote equality within the workplace 1.5 Define diversity in relation to promoting equality and diversity within the workplace
2. Understand the importance and characteristics of effective team work in retail business	2.1 Explain what is meant by 'team work' in retail business 2.2 Describe the benefits that team work can bring to team members and to retail business as a whole

	2.3 Describe the general qualities and abilities required to be an effective member of a team in retail business
3. Understand the impact of effective communication skills when working in a retail team	3.1 Describe the relevance and importance of communication skills in clarifying and resolving misunderstandings
	3.2 Describe effective methods of communication used within teams
	3.3 Describe how poor communication skills can affect a team's performance
4. Understand how the roles and responsibilities of retail teams relate to the structure and function of organisations	4.1 Describe broad functional teams in retail and identify the different job roles and career pathways within these
	4.2 Describe the relationships between different job roles within functional teams and identify the lines of accountability in retail business
5. Understand how to improve personal performance	5.1 Explain the benefit to individual employees and the retail business as a whole of a personal development plan
	5.2 Describe the range of methods available to identify own learning needs
	5.3 Explain the main learning styles and state which learning methods and activities suit each style
	5.4 Identify potential learning resources available for improving own performance
6. Understand how personal performance contributes to business success	6.1 Explain how work objectives are agreed and state the benefits they can bring to the individual and the retail business

	6.2 Explain how a team's goals impact on the roles and responsibilities of individual team members
	6.3 Describe the benefits to the retail business of identifying more effective ways of working

Understanding customer service in the retail sector

Unit Reference	M/502/5821
BIIAB Reference	R4
Level	2
Credit Value	3
Guided Learning (GL)	22
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to understand customer service in the retail sector.
Learning Outcomes (1 to 4) The learner will:	Assessment Criteria (1.1 to 4.3) The learner can:
1. Understand the effect of customer service on retail business	1.1 Describe the key features of excellent customer service 1.2 Describe how excellent customer service affects a retail business 1.3 Describe the key features of unsatisfactory customer service 1.4 Describe how unsatisfactory customer service affects a retail business 1.5 Describe the main methods used by retail businesses to maintain and increase customer loyalty
2. Understand how retail businesses find out about customers' needs and preferences	2.1 Describe methods of approaching customers on the sales floor and the questioning and listening techniques for finding out what customers are looking for 2.2 Describe how customer feedback is collected and used to improve customer service
3. Understand the importance to a retail business of customer	3.1 Explain the difference between customer service standards, customer service policies and customer service procedures

service standards, policies and procedures	3.2 Describe the benefits to the customer of customer service standards, policies and procedures 3.3 Describe the benefits to retail businesses of customer service standards, policies and procedures
4. Understand how customer complaints and problems are resolved in a retail business	4.1 Describe the main types of customer complaints and problems 4.2 Describe techniques for listening to customers expressing concerns about a product or service, and for reassuring customers that their concerns have been heard and understood 4.3 Describe the key stages in resolving complaints to the customers' satisfaction