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# Qualification Specification

## Highfield Level 2 Diploma in Retail (RQF)

Qualification Number: 603/4309/6

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## Highfield Level 2 Diploma in Retail (RQF)

### Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager.

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### Qualification regulation and support

The Highfield Level 2 Diploma in Retail (RQF) has been developed and is awarded by Highfield Qualifications, and sits on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual. It is also regulated by Qualification Wales.

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### Key facts

<b>Qualification number:</b>	603/4309/6
<b>Learning aim reference:</b>	60343096
<b>Credit value:</b>	37
<b>Assessment method:</b>	Portfolio of Evidence
<b>Guided learning hours (GLH):</b>	244
<b>Total qualification time (TQT):</b>	372

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### Qualification overview and objective

This qualification has been developed to support learners completing the Retailer Apprenticeship Standard and can be used to assess their readiness for end-point assessment. It covers the knowledge, skills and behaviour pass criteria of the standard, as described in the relevant Assessment Plan (ST0327/AP01). It does not cover any merit or distinction criteria that may be part of the Assessment Plan.

It is also designed as a stand-alone qualification for those learners wishing to gain a nationally recognised qualification in retail.

The objective of the qualification is to support a role in the workplace in retail, giving learners the opportunity to learn and evidence their knowledge and competency either as part of an apprenticeship or as a stand-alone qualification.

The qualification provides learners with the knowledge, understanding and skills in retail such as:

- influencing buying decisions and marketing
- maintaining stock
- supporting the financial performance of an organisation

## Entry requirements

To register on to this qualification, learners are required to meet the following entry requirements:

- be 16 years of age or above
- have a basic level of literacy and numeracy

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## Centre requirements

There are no specific requirements for the centre as long as each learner's workplace is suitably equipped for the chosen units to be delivered and assessed.

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## Guidance on delivery

The total qualification time for this qualification is 372 hours and of this 244 are recommended as guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

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## Guidance on assessment

The qualification is a combined knowledge and competence qualification. It is assessed through the completion of a portfolio of evidence, which must be internally assessed and quality assured by the centre. A portfolio of evidence gives centres flexibility in how individual assessment criteria are assessed. Additional guidance is included at the bottom of each unit suggesting how assessment criteria can be assessed.

Learners must achieve all of the pass criteria across all units, in order to be awarded a Pass. Examples of evidence for the portfolio could include:

Knowledge criteria:

- worksheets
- record of oral and written questioning
- assignments/projects/reports
- candidate and peer reports
- record of professional discussion

Skills and behaviour criteria:

- assessor observation - completed observational checklists
- witness testimony
- record of professional discussion
- candidate and peer reports

Assessors can use other methods of assessment as long as they are valid and reliable.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

### Guidance on quality assurance

Highfield Qualifications requires centres to have in place a robust mechanism for internal quality assurance. Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

Highfield Qualifications will support centres by conducting ongoing engagements to ensure and verify the effective and efficient delivery of the qualification.

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### Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing a learner for assessment. For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) Policy in the members' area of Highfield Qualifications' website. This policy should be read in conjunction with this specification and all other relevant Highfield documentation.

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### Assessor requirements

Highfield Qualifications strongly recommends nominated assessors for this qualification to meet the following:

- have current, relevant occupational expertise and knowledge that has been gained through 'hands-on' experience in the industry and could include qualifications such as:
  - Highfield Level 2 Certificate in Retail Skills
  - Highfield Level 2 Diploma in Retail Skills
  - Level 3 Diploma in Retail Knowledge
  - Highfield Level 3 Diploma in Retail Skills (Sales Professional)
  - Highfield Level 3 Diploma in Retail Skills (Management)
- hold or be working towards a recognised assessing qualification, which could include any of the following:
  - Level 3 Award in Assessing Competence in the Work Environment
  - Level 3 Certificate in Assessing Vocational Achievement
  - A1 Assess Learner Performance Using a Range of Methods
  - D32 Assess Learner Performance and D33 Assess Learner Using Different Sources of Evidence
- maintain appropriate continued professional development for the subject area

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### Internal quality assurance (IQA) requirements

Highfield Qualifications strongly recommends internal quality assurers for this qualification to meet the following:

- have current, relevant occupational expertise and knowledge that has been gained through 'hands-on' experience in the industry and could include qualifications such as:
  - Highfield Level 2 Certificate in Retail Skills
  - Highfield Level 2 Diploma in Retail Skills
  - Level 3 Diploma in Retail Knowledge
  - Highfield Level 3 Diploma in Retail Skills (Sales Professional)

- Highfield Level 3 Diploma in Retail Skills (Management)
- hold or be working towards a recognised internal quality assurance qualification, which could include any of the following:
  - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
  - D34 or V1 verifier awards
- maintain appropriate continued professional development for the subject area

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### Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

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### ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card or travel card

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

**For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.**

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### Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

- Highfield Level 2 End-Point Assessment for Retailer apprenticeship standard
- Highfield Level 3 End-Point Assessment for Retail Team Leader apprenticeship standard
- Highfield Level 2 Award for Personal Licence Holders
- Highfield Level 3 Certificate in Retail Knowledge
- Highfield Level 3 Diploma in Retail Skills (Sales Professional)
- Highfield Level 3 Diploma in Retail Skills (Management)

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### Useful websites

- <https://www.gov.uk/government/collections/apprenticeship-standards>
- [www.people1st.co.uk/](http://www.people1st.co.uk/)

### Additional support/training

The National Counter Terrorism Security Office (NaCTSO) is a police unit that works alongside the Home Office to support the 'protect and prepare' areas of the government's counterterrorism strategy. One of their aims is to encourage the public to recognise and report suspicious activity and behaviour. You can find information, advice and guidance on recognising, acting on and reporting suspicious behaviour on the following website: <https://www.gov.uk/government/organisations/national-counter-terrorism-security-office>

As an apprentice you can access the free NaCTSO Action Counters Terrorism (ACT) Awareness e-learning course. This award-winning and invaluable training tool will help you to understand your role in recognising and reporting suspected terrorism and what to do in the event of a terrorist attack.

To access the course:

- follow the link: <http://ct.highfieldelearning.com/org/TheHighfieldGroup>
  - answer the questions
  - click start
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## Appendix 1: Qualification structure

To complete the Highfield **Level 2 Diploma in Retail (RQF)**, learners must complete **all units** contained within the mandatory group

### Mandatory group

Learners must achieve **all units** in this group

Unit reference	Unit title	Level	GLH	Credit
L/617/5252	Customer	2	24	4
H/617/5256	Communications	2	14	2
T/617/5259	Business	2	16	3
K/617/5260	Brand Reputation	2	12	2
M/617/5261	Sales and Promotion	2	10	1
T/617/5262	Financial	2	18	3
F/617/5264	Marketing	2	18	3
Y/617/5268	Legal and Governance	2	16	2
D/617/5269	Product and Service	2	18	3
R/617/5270	Merchandising	2	12	2
Y/617/5271	Team	2	30	4
D/617/5272	Technical	2	8	1
H/617/5273	Diversity	2	14	2
K/617/5274	Environment	2	12	2
M/617/5275	Stock	2	12	2
T/617/5276	Performance	2	10	1

## Appendix 2: Qualification content

<b>Unit 1: Customer</b>	
Unit number: L/617/5252	Credit: 4
GLH: 24	Level: 2
Learning Outcomes	Assessment criteria
<p><b>Knowledge:</b> Know the customer profile of the business, appropriate methods for communicating with customers e.g. face to face and remotely, what customers’ purchasing habits are, how to support and increase sales, encourage customer loyalty and achieve repeat business.</p>	<p>CS1 List the key features and benefits of excellent customer service as defined by the business and explain in contrast to other businesses in the industry</p> <p>CS2 Explain the importance of excellent customer service to <b>business success</b> and the implications of poor customer service</p> <p>CS3 Explain the importance of repeat business and describe ways to encourage customer loyalty in the retail industry</p> <p>CS4 Explain what is meant by a ‘customer experience’</p> <p>CS5 Explain where to find information on customers within the business</p> <p>CS6 Identify <b>typical customer profile(s)</b></p> <p>CS7 List different types of customer, their motivation to purchase products/service and describe their different needs</p> <p>CS8 Identify the <b>unique needs</b> of certain customers and explain how to help them in line with business procedures and environment</p> <p>CS9 Describe how to recognise and adapt approach to <b>different customer behaviours</b>, emotions and emotive needs</p> <p>CS10 Describe <b>different methods</b> customers want to use to purchase products</p> <p>CS11 Explain how customers’ purchasing habits are influenced through <b>social trends</b> and the media</p> <p>CS12 Describe how the <b>culture</b> of different businesses impacts on the style of interaction with customers</p>

**Skills:** Positively interact with customers, using business relevant methods for example face to face or on-line, to support and increase sales by providing useful information and service.

**Behaviour:** Adopt an approachable and friendly manner, interacting with customers in line with the style of the business, showing a genuine interest in meeting their needs and actively seeking feedback to improve own quality of service provision.

- CS13 Make every interaction with a customer an opportunity to increase, gain, maintain or re-establish their loyalty
- CS14 Clearly communicate accurate, relevant and helpful information to customers, checking their understanding
- CS15 Ask **appropriate questions** in order to help customers
- CS16 Shows a genuine interest in customer service which clearly demonstrates understanding of how own behaviour will influence customers' opinion of the business, their purchasing decision, and ultimately overall profitability
- CS17 Deliver excellent customer service in line with the business' **culture** and values in all activities
- CS18 Present the **culture** of the organisation through own personal presentation and interaction with customer
- CS19 Listen to and deal with customers' questions, queries and complaints effectively in line with business requirements
- CS20 Use methods of communication and **rapport building** that are in line with the business and adapt accordingly to different customers
- CS21 Use the **business offer** to support efforts to enhance customer loyalty
- CS22 Utilise understanding of customer profiles by quickly identifying what the customer needs and offering options that will meet or exceed their expectations
- CS23 Take a positive approach to receiving feedback and learn from the experience to improve own customer service offer

### Amplification and Guidance

- **Features and benefits**
  - features - reliability, having good product knowledge, know the appropriate communication methods, e.g. face-to-face or remotely
  - benefits - customer satisfaction, employee motivation
- **Business success**
  - how to support and increase sales
  - appropriate communication styles and behaviours to encourage repeat business
- **Typical customer profile(s)**
  - i.e. who the target customers of the business are and the products/services that they typically purchase
- **Unique needs**
  - e.g. helping a mother with a buggy in a small shop, or a person with a disability
- **Different customer behaviours**
  - i.e. the needs of customers purchasing a funeral care service will be very different from purchasing a new family car, or a customer having to work on a tight budget
- **Different methods**
  - e.g. in-store, orders, online and how to make it a positive experience
- **Social trends**
  - e.g. influence of media and celebrities on purchasing habits, in particular, technology-based social media
- **Culture**
  - e.g. face-to-face sales or online sales
  - e.g. product or service
- **Business offer**
  - e.g. from a friendly, helpful attitude to formalised reward schemes
- **Appropriate questions**
  - e.g. “do you require batteries for this clock?”
- **Rapport building**
  - e.g. engaging in conversation with a customer

<b>Unit 2: Communications</b>	
Unit number: H/617/5256	Credit: 2
GLH: 14	Level: 2
Learning Outcomes	Assessment criteria
<p><b>Knowledge:</b> Know how to identify and determine individuals' situation and needs and how to respond in the most appropriate way in line with the business culture (for example the difference in how a branded goods retailer would communicate to their customers would be very different from an individual that retails a funeral service, or someone that needs to convey highly technical product information).</p>	<p>CO1 Explain why excellent communication is so important to businesses</p> <p>CO2 Describe the impact on businesses of poor or inappropriate communication</p> <p>CO3 Explain the impact of <b>body language</b> in communication</p> <p>CO4 Explain the importance of <b>non-judgemental</b> listening in the communication process</p> <p>CO5 List a variety of <b>communication methods</b> to deal with <b>different situations</b> Identify the typical style and methods of communication used by the business</p> <p>CO9 Identify the typical style and methods of communication used by the business</p>
<p><b>Skills:</b> Use effective methods of communication that achieve the desired result, according to the purchasing process e.g. face to face, via the telephone or on-line.</p> <p><b>Behaviour:</b> Take a positive interest in customers, actively listening or taking due care to understand written or online communications and respond appropriately.</p>	<p>CO6 Communicate with an awareness of the situation, adapting as necessary, and responding appropriately</p> <p>CO7 Support customer interactions by adapting <b>body language</b> and tone to the person/people being served</p> <p>CO8 Use a range of communication styles according to the person being communicated to</p> <p>CO10 Has an awareness of own <b>communication style</b> and how to manage it depending on the circumstances</p> <p>CO11 Demonstrate <b>empathy</b> for the person being communicated with</p>

### Amplification and Guidance

- **Body language**
  - e.g. facial expression, body posture, gestures etc.
- **Non-judgemental**
  - to hear and understand what is being said without passing judgement
- **Communication methods**
  - e.g. verbal or non-verbal
- **Different situations**
  - determine customer's situation and needs and know how to select the most appropriate method and style of response
  - ensure compliance with organisational standards and business culture
  - e.g. the difference in how a branded goods retailer would communicate to their customers would be very different from an individual that retails a funeral service, or someone that needs to convey highly technical product information
- **Empathy**
  - e.g. being compassionate if the customer is distressed
- **Communication style**
  - being aware of how something is said, not just what is being said

<b>Unit 3: Business</b>	
Unit number: T/617/5259	Credit: 3
GLH: 16	Level: 2
Learning Outcomes	Assessment criteria
<p><b>Knowledge:</b> Know the vision, objectives and brand standards of the business and how to contribute towards their success.</p>	<p>BU1 Describe where to identify the vision, objectives and brand standard/style of the business</p> <p>BU2 Explain the purpose of a <b>vision statement</b>, the benefits to the business as a whole and how it impacts on own role</p> <p>BU3 Explain the purpose of setting objectives and why they are important for businesses to be successful</p> <p>BU4 Describe how objectives relate to own role in the business</p> <p>BU5 Describe the importance of the business <b>brand standards</b>, in relation to the product and/or services it offers</p>
<p><b>Skills:</b> Establish a good rapport with customers, serve them in line with brand standards and promote the values of the business in all work activities.</p> <p><b>Behaviour:</b> Demonstrate personal drive and a positive regard for the reputation and aim of the business.</p>	<p>BU6 Positively presents the business brand standards in all communications with customers</p> <p>BU7 Has a conscientious attitude to deliver <b>brand standards</b> and protecting the reputation of the business, for example always following service expectations or procedures</p> <p>BU8 Operates in an <b>accountable manner</b> taking ownership for own actions and their implications on the business</p> <p>BU9 Interact with customers and build a rapport in a way that demonstrates an understanding of the business vision, objectives and <b>brand standards</b></p> <p>BU10 Use service techniques and procedures that deliver the <b>brand standards</b></p> <p>BU11 Carry out all activities in a manner that promotes the value of the business brand standards to customers, team members and other stakeholders (e.g. suppliers)</p>

### Amplification and Guidance

- **Vision statement**
  - long term objectives as a company
- **Brand standards**
  - behavioural, e.g. excellent customer service, service with a smile, etc.
  - physical, e.g. uniform, logo, graphics and colours etc.
- **Stakeholders**
  - e.g. suppliers, shareholders
- **Accountable manner**
  - e.g. taking ownership for own actions and their implications on the business

## Unit 4: Brand Reputation

Unit number: K/617/5260

Credit: 2

GLH: 12

Level: 2

Learning Outcomes	Assessment criteria
<p><b>Knowledge:</b> Know and understand the importance of brand and business reputation and what can affect it.</p>	<p>BR1 Explain the link between brand reputation and business success</p> <p>BR2 Describe how conduct both during and out of working hours can impact on brand and business reputation (including use of social media)</p> <p>BR3 List how own actions impact on brand reputation both positively and negatively</p>
<p><b>Skills:</b> Respond to situations that threaten brand and business reputation in line with company policy and alert the relevant person if a threat is identified.</p> <p><b>Behaviour:</b> Uphold and personally demonstrate a positive brand.</p>	<p>BR4 Uphold and personally demonstrate a positive brand and business reputation at all times</p> <p>BR9 Deal with relevant situations that may affect brand reputation in line with company policy</p>

<b>Unit 5: Sales and Promotion</b>	
Unit number: M/617/5261	Credit: 1
GLH: 10	Level: 2
Learning Outcomes	Assessment criteria
<p><b>Knowledge:</b> Understand the sales opportunities that exist across the year within the business and industry and the need to know customers’ buying habits during these periods, seasonal product/service knowledge, and stock requirements at different times of the year.</p>	<p>SP1 Describe how sales targets differ according to the retail calendar</p> <p>SP2 Explain own contribution to meeting sales targets</p> <p>SP3 Describe different <b>selling techniques</b> and how and when to use them</p>
<p><b>Skills:</b> Use a variety of sales techniques when providing customers with information that are appropriate to the business and actively sell the benefits of seasonal offers for example, through in-store or on-line promotions.</p> <p><b>Behaviour:</b> Pro-actively seek ways of enhancing sales whilst being sensitive to the needs of the customer and encourage team members to do the same.</p>	<p>SP4 Selects and uses a range of <b>selling techniques</b> appropriate to situation, product and/or service being sold</p> <p>SP5 Talk to customers to identify sales opportunities</p> <p>SP6 <b>Take opportunities</b> to increase the size of the sale (e.g. basket size, promoting offers and biproducts)</p> <p>SP7 Actively sell without intimidating or pressurising the customer</p>

### Amplification and Guidance

- **Retail calendar**
  - e.g. busier times of year depending on type of business
  - different sales opportunities will exist at different times of the year for different businesses
  - stock requirements at different points during the year
- **Selling techniques**
  - e.g. how the product is promoted before a sale
  - buying habits of customers for different products and during different periods of the year
  - seasonal product/service knowledge
- **Takes opportunities**
  - e.g. basket size, promoting offers and bi-product

<b>Unit 6: Financial</b>	
Unit number: T/617/5262	Credit: 3
GLH: 18	Level: 2
Learning Outcomes	Assessment criteria
<p><b>Knowledge:</b> Understand the principles of operating commercially and supporting the overall financial performance of the business for example by aiming to exceed targeted sales and reduce wastage and returns.</p>	<p>FN1 Outline the general principles of operating commercially in the retail environment</p> <p>FN2 Identify what <b>costs</b> are</p> <p>FN3 identify how a different approach to just one process that does not affect great customer service can save the business money (e.g. the use of packaging material)</p> <p>FN4 Describe the <b>key performance indicators</b> that support the profitability of the business</p> <p>FN5 Describe the sales targets for the business and how businesses aim to reduce waste</p> <p>FN6 Identify where and when <b>wastage</b> can occur and describe how to minimise it</p> <p>FN7 Describe techniques and opportunities for <b>increasing sales in the business at the lowest cost</b></p>
<p><b>Skills:</b> Deliver a sales service that meets customers’ needs and balances the financial performance of the business for example working towards sales targets, following procedures relating to packing of goods and dealing with returned products.</p> <p><b>Behaviour:</b> Act credibly and with integrity on all matters that affect financial performance.</p>	<p>FN8 Use methods that will enhance sales and reduce costs for the business whilst delivering great customer service</p> <p>FN9 Use <b>methods of financial control</b> that are appropriate to the style of the business</p> <p>FN10 Use methods of work that will meet or exceed financial targets</p> <p>FN11 Deal with <b>matters of financial loss</b> (e.g. wastage, returned goods) in a manner that minimises further loss, but in accordance to the requirements of the business</p> <p>FN12 Handles matters appropriately to minimise the <b>risk of financial loss</b> (e.g. bad customer service can lead to additional costs and handling stock inappropriately can lead to damage and wastage)</p> <p>FN13 Acts responsibly and sensibly to <b>reduce waste</b> (e.g. looks for opportunities to reduce waste but doesn’t take inappropriate risks that will compromise customer service)</p>

### Amplification and Guidance

- **Costs**
  - The cost of all resources including for example: stock, packaging items, stationary, time etc.
- **Key performance indicators**
  - e.g. individual sales targets
- **Wastage**
  - e.g. reducing the rate of returned goods
- **Increasing sales in the business at the lowest cost**
  - e.g. time invested into achieving the sale
- **Methods of financial control**
  - protection of stock through damage/theft
- **Matters of financial loss**
  - e.g. wastage, returned goods
- **Risk of financial loss**
  - e.g. poor customer service can lead to additional costs and handling stock inappropriately can lead to damage and waste
- **Reduce waste**
  - e.g. looks for opportunities to reduce waste but do not take inappropriate risks that will compromise customer service

<b>Unit 7: Marketing</b>	
Unit number: F/617/5264	Credit: 3
GLH: 18	Level: 2
Learning Outcomes	Assessment criteria
<p><b>Knowledge:</b> Know how the business positions itself in order to increase its market share and compete against its main competitors for example its unique selling points, its straplines, promotions and advertising campaigns.</p>	<p>MA1 Explain what ‘business positioning’ is and how it relates to market share and competitors</p> <p>MA2 Explain what a unique selling point is and explain how businesses benefit from them</p> <p>MA3 Explain what a promotions and advertising campaign is and why businesses use them</p> <p>MA4 Explain how <b>methods used for promotion</b> impact on the customer’s purchasing decision</p> <p>MA5 Explain the importance of being aware of local competitors and their offers</p> <p>MA6 Explain what a strapline is and how it is used</p> <p>MA7 Summarise what the unique selling point of the business is and how it compares to other organisations</p> <p>MA8 Describe how businesses are positioned in the wider market alongside competitors</p> <p>MA9 Explain how to promote products and services to achieve business objectives</p> <p>MA10 Identify where in the business to find the latest guidance and information on promotions and advertising campaigns</p> <p>MA11 Describe how the business compares with its competitors in terms of product offer, pricing and service</p>
<p><b>Skills:</b> Influence customers’ purchasing decisions by providing accurate guidance on product and price comparisons and sharing knowledge on local offers and variances.</p> <p><b>Behaviour:</b> Take an interest in the position of the business within the wider industry.</p>	<p>MA12 Use accurate information to explain product and service offers (e.g. the period the offer/promotion is available for), and price comparisons to customers</p> <p>MA13 Openly share knowledge with colleagues and customers</p> <p>MA14 Select the best method of promoting a product or service to support business objectives</p> <p>MA15 Take every opportunity to promote the unique selling point of the business and or its products/services</p>

### Amplification and Guidance

- **Methods used for promotion**
  - e.g. advertising campaigns, posters, sales, unique selling points, straplines, promotions etc.
- **Business objectives**
  - e.g. the amount of sales or footfall
- **Product offer**
  - what the business sells
- **Service offers**
  - e.g. the period the offer/promotion is available for

## Unit 8: Legal and Governance

Unit number: Y/617/5268

Credit: 2

GLH: 16

Level: 2

Learning Outcomes	Assessment criteria
<p><b>Knowledge:</b> Recognise and understand legislative responsibilities relating to the business and the products and/or services being sold (for example the importance of food safety for food retailers), the importance of protecting peoples’ health, safety and security, and the consequences of not following legal guidelines.</p>	<p>LG1 Explain how consumer legislation protects the rights of customers</p> <p>LG2 Explain how consumers are protected from unfair trading practices</p> <p>LG3 Explain the main requirements of consumer credit, data protection, weights and measures, licensing and age-related legislation, how they protect consumers and how they impact the business</p> <p>LG4 Explain the main requirements of legislation in relation to health, safety, security and confidentiality</p> <p>LG5 Explain how to identify and assess risks to health, safety and security</p> <p>LG6 Describe how to work safely and how to deal with risks, accidents and emergencies</p> <p>LG7 Explain the legal and commercial implications to the business of contravening legislation</p> <p>LG8 Describe own role and responsibilities in relation to complying with legal requirements</p>
<p><b>Skills:</b> Comply with legal requirements to minimise risk and inspire customer confidence; minimising disruption to the business and maintaining the safety and security of people at all times.</p> <p><b>Behaviour:</b> Work with integrity in an honest and trustworthy manner putting personal safety and that of others first.</p>	<p>LG9 Maintain the confidentiality and security of customer data when recording, retaining and sharing information</p> <p>LG10 Follow business procedures to comply with <b>consumer protection law</b></p> <p>LG11 Follow business health and safety procedures when carrying out work activities</p> <p>LG12 Identify health, safety and security risks and minimise, deal with or report to the appropriate person in line with own limits of authority</p> <p>LG13 Deal with accidents and emergencies calmly and in line with business procedures</p> <p>LG14 Promote a safe and secure working environment through setting an example to others</p>

### Amplification and Guidance

- **Consumer protection law**
  - o the basic rules which govern how consumers buy and businesses sell to them in the UK

## Unit 9: Product and Service

Unit number: D/617/5269

Credit: 3

GLH: 18

Level: 2

Learning Outcomes	Assessment criteria
<p><b>Knowledge:</b> Know information on the brands, products and services as required by the business (for example, in large retailers a general knowledge of a range of products and services may be needed, but in specialist outlets a detailed knowledge on the technical specification of a product and the aftercare service may be necessary).</p>	<p>PS1 Explain the importance of having up to date product/service knowledge</p> <p>PS2 Explain where to identify product/service knowledge</p> <p>PS3 Give examples how to <b>keep up-to-date</b> on business brands, products and services e.g. notice boards; internal newsletters; intranet; team briefings</p> <p>PS4 List key facts of product/service knowledge needed to support and complete sales</p> <p>PS5 Outline if and how the product fits into a wider range of products and the differences/links between them</p> <p>PS6 Explain the importance of identifying <b>customer needs</b> in order to sell products and services that will meet and/or exceed their expectations</p> <p>PS7 Outline how to link product features and benefits to customer needs and profile</p>
<p><b>Skills:</b> Help match products and services to customers' needs and increase the amount they spend for example through the sale of associated products and services.</p> <p><b>Behaviour:</b> Confidently demonstrate a belief in the products and services the business offers.</p>	<p>PS8 Ask customers questions about the products/services they are looking for and the features and benefits that will meet or exceed their needs</p> <p>PS9 Identify products/services which match <b>customer requirements</b></p> <p>PS10 Discuss relevant options, giving customers opportunities to ask questions and clarify information</p> <p>PS11 Close the sale with the customer, confirming what they want to buy and provide <b>relevant information</b> e.g. any relevant customer rights</p> <p>PS12 Decide if it is appropriate to sell additional bi products/services to the customer and highlight them accordingly</p> <p>PS13 Displays energy and motivation</p>

### Amplification and Guidance

- **Customer needs**
  - e.g. is there a specific need/reason for the purchase
- **Keep up-to-date**
  - e.g. notice boards; internal newsletters; intranet; team briefings
- **Customer requirements**
  - e.g. is there a specific need/reason for the purchase
- **Relevant information**
  - e.g. any relevant customer rights

## Unit 10 Merchandising

Unit number: R/617/5270

Credit: 2

GLH: 12

Level: 2

Learning Outcomes	Assessment criteria
<p><b>Knowledge:</b> Understand how to increase sales through product placement by utilising ‘hot spots’ and recognising the relationship between sales and space.</p>	<p>ME1 Explain the importance of window and store displays in translating brand or business identity to customers</p> <p>ME2 Describe the implications of misrepresentation of or damage to the product through excessive alteration in merchandising</p> <p>ME3 Describe how <b>merchandising</b> can support the sales process</p>
<p><b>Skills:</b> Actively use techniques to optimise sales through effective product placement, ensuring product displays remain attractive, appealing and safe to customers.</p> <p><b>Behaviour:</b> Make recommendations for merchandising as necessary to enhance sales and customer satisfaction.</p>	<p>ME4 Identify key areas to achieve <b>maximum visual impact</b> and create a display area that optimises the merchandise; props and materials and is <b>aesthetically pleasing</b></p> <p>ME5 Collect and style required stock for display for maximum effect to <b>enhance the theme</b>, support the merchandise and communicate effectively with the target market(s)</p> <p>ME6 Select and place all merchandising material, in an <b>effective composition</b> to support the branding of the merchandise and communicate effectively with the target market(s)</p> <p>ME7 Follow business guidelines for displaying stock</p> <p>ME8 Conduct checks to ensure the display result is safe, neat and tidy, clean, finished on time and in line with business expectations</p> <p><b>ME9</b> Maintain the display area so that at all time its presentation is in line with <b>business expectations</b></p> <p>ME10 Evaluate the effectiveness of the window display in supporting the intended merchandise and brand</p> <p>ME11 Analyse feedback and respond appropriately making suggestions for improvements</p> <p>ME12 Listen, reflect and respond positively and constructively to feedback</p>

### Amplification and Guidance

- **Merchandising**
  - promoting the sale of goods, e.g. through product placement, use of ‘hot spots’
  - recognise the relationship between sales and space available
- **Maximum visual impact**
  - putting something where it can be seen by the relevant audience
- **Aesthetically pleasing**
  - e.g. looks good/is nice to look at
- **Enhance the theme**
  - e.g. colours, collections and product relations
- **Effective composition**
  - the way it is positioned together
- **Business expectations**
  - e.g. through briefs, plans etc.

<b>Unit 11: Team</b>	
Unit number: Y/617/5271	Credit: 4
GLH: 30	Level: 2
Learning Outcomes	Assessment criteria
<p><b>Knowledge:</b> Know how to support and influence the team positively, recognising how all colleagues and teams are dependent on each other to meet business objectives.</p>	<p>TE1 Explain what makes an effective team and what is meant by team dynamics</p> <p>TE2 Explain ways in which team members/teams work together, interact and provide supports to each other to meet business objectives</p> <p>TE3 Describe the implications when team members do not work together</p> <p>TE4 Explain different methods, including the use of effective negotiation, to positively influence a team</p> <p>TE5 Describe the importance of positive listening, valuing difference of opinion and challenges in order to reach suitable agreements/actions</p> <p>TE6 List the roles and responsibilities of team members</p> <p>TE7 State the information and resources that colleagues may need and where to obtain it if not known</p> <p>TE8 Explain the importance of fulfilling agreements made with team members or keeping them informed if there is a problem</p>
<p><b>Skills:</b> Support team members to ensure that the services provided are of a high quality, delivered on time and as required.</p> <p><b>Behaviour:</b> Demonstrate pride in own role through a consistently positive and professional approach and be aware of the impact of personal behaviour within the team.</p>	<p>TE9 Build <b>effective working relationships</b> with all team members</p> <p>TE10 Set an example to others through a professional and positive approach to all work activities</p> <p>TE11 Strengthen <b>team dynamics</b> agreements, taking a fair approach</p> <p>TE12 Demonstrate an interest in other team members' roles and how they relate to own</p> <p>TE13 Take a positive approach to helping team members to support the business, offering help to busy team members where possible</p> <p>TE14 Co-operate with team members at all levels</p> <p>TE15 Actively support other team members' learning</p> <p>TE16 Balance own priorities/work objectives at the same time as supporting team members as agreed</p> <p>TE17 Keep team members informed on the progress towards joint tasks</p>

TE18	Determine when and how to communicate matters that have implications on the business e.g. relating to service, safety and quality
TE19	Share knowledge and information with team members, selecting <b>the appropriate communication</b> method and time of day
TE20	Adapt communication according to the team member(s) being communicated to (e.g. distinguishing between new members of staff, colleagues at the same level and senior level staff)
TE21	Effectively participate in briefings/meetings, <b>actively listening</b> and asking questions to confirm understanding

### Amplification and Guidance

- **Effective working relationships**
  - e.g. include colleagues and enhance their skills
- **Team dynamics**
  - demonstrating a personal commitment to excellent work ethics e.g. time keeping, fulfilling
- **Appropriate communication**
  - e.g. face to face brief with team before store opens
- **Actively listening**
  - e.g. focusing, not being distracted and acknowledging what has been said

<b>Unit 12: Technical</b>	
Unit number: D/617/5272	Credit: 1
GLH: 8	Level: 2
Learning Outcomes	Assessment criteria
<p><b>Knowledge:</b> Know how to operate technology such as customer payments and understand how changing technology, for example social media, digital and multichannel tools, support the sale of products and facilitates an effective and efficient service to customers.</p>	<p>TC2 Describe <b>types of technology</b> and their <b>uses in different types of business operation</b></p> <p>TC3 Describe technology and its uses within the business</p> <p>TC4 Explain how to use relevant technology correctly</p> <p>TC9 Explain how technology supports the effective and efficient sale of products and services to customers</p>
<p><b>Skills:</b> Use technology appropriately and efficiently in line with company policy, to support sales and service ensuring that maintenance issues are dealt with promptly.</p> <p><b>Behaviour:</b> Embrace the use of technology, use it responsibly and take an interest in new developments, for example in social media, that could support the business.</p>	<p>TC1 Takes action quickly and decisively when issues occur</p> <p>TC5 Strictly follow instructions and procedures, including safety, when using technology</p> <p>TC6 Use technology safely and appropriately</p> <p>TC7 Identify the technology in the work environment and use it efficiently and effectively</p> <p>TC8 Know what to do when technology fails</p>

### Amplification and Guidance

- **Types of technology**
  - e.g. for customer payments – cash register, card payment devices, contactless, etc.
  - changing technology and trends, e.g. social media, digital and multichannel tools
- **Uses in different types of business operation**
  - to support the sale of products
  - to provide effective and efficient customer service

<b>Unit 13: Diversity</b>	
Unit number: H/617/5273	Credit: 2
GLH: 14	Level: 2
Learning Outcomes	Assessment criteria
<p><b>Knowledge:</b> Understand how to work with people from a wide range of backgrounds and cultures and recognise how local demographics can impact on the product range of the business.</p>	<p>DI1 Describe the impact of different diverse cultures and backgrounds dependent on local demographics of the business</p> <p>DI2 Explain the implications of relevant diversity and equality legislation</p> <p>DI3 Explain the importance of and how to follow policy in relation to equality and diversity</p> <p>DI4 Explain what local demographics mean in relation to the business products and services</p> <p>DI5 Explain the importance of understanding customers and local demographics to business success</p> <p>DI6 Describe how to listen in a non-judgemental manner</p> <p>DI7 Explain how own use of language, body language, gestures and tone of voice may appear to customers and colleagues; and how theirs may affect your perceptions of them</p> <p>DI8 Explain how to contextualise conversations</p>
<p><b>Skills:</b> Put people at ease in all matters helping them to feel welcome and supported and provide them with information that is relevant to their needs.</p> <p><b>Behaviour:</b> Operate in an empathic, fair and professional manner.</p>	<p>DI9 Use a range of communication styles to suit the person you are talking to</p> <p>DI10 Adapt communication in different contexts</p> <p>DI11 Make enough time and effort and respond flexibly and positively so that own working practice engages all customers</p> <p>DI12 Seek clarification and manage situations</p> <p>DI13 Use techniques to minimise misunderstanding and improve communication</p> <p>DI14 Demonstrate fairness and integrity in all work activities</p> <p>DI15 Display empathy towards others</p>

### Amplification and Guidance

- **Empathy**
  - e.g. being compassionate if the customer is distressed

## Unit 14: Environment

Unit number: K/617/5274

Credit: 2

GLH: 12

Level: 2

Learning Outcomes	Assessment criteria
<p><b>Knowledge:</b> Know how to take responsible decisions to minimise negative effects on the environment in all work activities.</p>	<p>EN1 Describe the main environmental matters that have implications for businesses and if there are any that have particular relevance for the local business community</p> <p>EN2 State how <b>work activities impact on the environment</b></p> <p>EN6 Describe the purpose and process of waste control and stock taking requirements of the business</p> <p>EN7 Explain the re-using and re-cycling expectations within the business and why these are important</p> <p>EN8 Describe the principles or policies of the business relating to the environment and why it's important to follow them</p>
<p><b>Skills:</b> Minimise the effect of work activities on the environment through managing wastage and loss according to business procedures.</p> <p><b>Behaviour:</b> Demonstrate personal commitment to minimising the effect of work activities on the environment and make recommendations for improvement if identified.</p>	<p>EN3 Actively promotes environmental initiatives/projects in the business</p> <p>EN4 Set an example to others by working responsibly and efficiently to avoid waste, encouraging team members to do the same</p> <p>EN5 Take opportunities to use more <b>environmentally aware methods</b> in all work activities</p> <p>EN9 Carry out all work activities <b>following the principles and/or procedures of the business</b> e.g. when stock should be disposed of and in what manner; method of carrying out service activities to minimise waste</p> <p>EN10 Monitor stock/resources (and where relevant equipment that stock is contained within) as required by the business to ensure it maintains its quality</p> <p>EN11 Deliver service in a manner that minimises overall waste but is always in the best interest of the customer</p> <p>EN12 Take measures to prevent wastage</p> <p>EN13 Follow <b>business requirements</b> to identify and record the causes of wastage</p>

### Amplification and Guidance

- **Work activities impact on the environment**
  - e.g. taking responsible decisions to minimise negative impacts on the environment
- **Environmentally aware methods**
  - e.g. consider recycling cardboard rather than throwing it in the bin
- **Following the principles and/or procedures of the business**
  - e.g. when stock should be disposed of and in what manner; method of carrying out service activities to minimise waste
- **Business requirements**
  - depending on the type of business

<b>Unit 15: Stock</b>	
Unit number: M/617/5275	Credit: 2
GLH: 12	Level: 2
Learning Outcomes	Assessment criteria
<p><b>Knowledge:</b> Know how to maintain appropriate levels of the right stock to meet customer demand, taking into account planned marketing activities and expected seasonal variations and the conditions they must be stored in.</p>	ST1 Explain how to recognise the importance of ensuring the right level of stock in the business, <b>stock control</b> and describe the implications of poor stock control in the business
	ST2 Describe how to keep accurate stock records and why this is important to ensuring the right levels of stock are maintained
	ST3 Explain why security is important when storing stock
<p><b>Skills:</b> Maintain appropriate levels of the right stock to meet customer demand, ensure it is kept in the correct condition (for example correct temperature, environment, packaging), and minimise stock loss through accurate administration, minimising wastage and theft.</p> <p><b>Behaviour:</b> Take ownership and responsibility to identify stock issues and take action to address them.</p>	ST4 Check storage areas are clean, tidy and have sufficient space for stock being delivered and deal with in line with business procedures if not
	ST5 Check delivery or holding areas are clean and tidy and necessary unloading equipment is available and in working order
	ST6 Check stock on delivery to make sure it is of the correct type, quantity and quality ordered
	ST7 Deal with incorrect type or quantities, faulty or substandard stock in line with business procedures
	ST8 Manage stock and carry out <b>correct rotation procedures</b> to maintain quality and prevent loss, damage or deterioration
	ST9 Complete all paperwork and records accurately and clearly in line with <b>business requirements</b>
	ST10 Follow the <b>business requirements</b> for the security of the storage of stock
	ST11 Has the confidence to return incorrect, faulty or substandard goods
	ST12 Take a calm and considered approach when issues occur, minimises the risk or disruption caused

### Amplification and Guidance

- **Stock control**
  - the process of ensuring appropriate levels of products/stock are maintained to meet customer demand, taking into consideration factors such as seasonal demand/variations, planned marketing activities, order lead time, conditions and space required for storage, etc.
- **Correct rotation procedures**
  - e.g. ensuring that date specific stock is ordered appropriately
- **Business requirements**
  - depending on the type of business

<b>Unit 16: Performance</b>	
Unit number: T/617/5276	Credit: 1
GLH: 10	Level: 2
Learning Outcomes	Assessment criteria
<p><b>Knowledge:</b> Understand how personal performance contributes to the success of the business, for example the sale of products and services, increasing sales and achieving customer loyalty.</p>	<p>PE1 Explain how work objectives are agreed and describe the benefits they can bring to the individual and the business</p> <p>PE2 Explain how own roles and responsibilities impact on team goals</p> <p>PE3 Describe the benefits to the business of more effective ways of working</p> <p>PE4 Describe the benefits of <b>performance improvement to the individual and business</b></p> <p>PE5 Describe the benefits of a personal development plan</p> <p>PE6 Explain how to identify own learning needs and describe how to improve own performance and identify</p>
<p><b>Skills:</b> Challenge personal methods of working and actively implement improvements.</p> <p><b>Behaviour:</b> Take responsibility for own performance, learning and development, striving to accomplish the best results and take a flexible and adaptable approach to work.</p>	<p>PE7 Demonstrate drive and commitment</p> <p>PE8 Take ownership for own performance and personal development</p>

### Amplification and Guidance

- **Performance improvement to the individual and business**
  - benefits include increased sales of products and services, improved customer loyalty, greater progression opportunities, etc.

### Appendix 3: Sample Assessment Material

The following pages include sample paperwork which can be used for setting and recording actions and tracking progress and can be found in the qualification assessment pack

We listen and respond


**Assessment/Action Plan Sheet**

Learner Name		Assessor Name			
Target set Learning Outcome/ Assessment criteria	Agreed activity/evidence	Target date	Assessment Method	Target Achieved	Completed (assessor signature)
Learner Signature		Date		Planned next visit:	
Assessor Signature		Date			

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**Assessment Record Sheet**



Learner		Assessor	
Date		Location	
Assessment Method			
EV Ref	Details of the type of evidence and assessment criteria covered		
Assessor Signature: <input type="text"/>			
Learner/Witness Signature: <input type="text"/>			

Assessment method key:			
Obs	Observation	Sim	Simulation/assignment
Pe	Product evidence	Wt	Witness testimony
Q	Questioning	R	RPL

**Evidence Tracking Sheet**

**Mandatory Units**



Learner Name	<input type="text"/>			
Centre Name	<input type="text"/>			
<b>Mandatory Unit 1: Understanding and communicating with customers in a retail environment (H/615/6223)</b>				
<b>Assessment Criteria</b>				
Learning Outcome	Assessment Criteria	Evidence Type	Evidence Reference	Date
1. Understand different types of customer and their purchasing habits	1.1 Identify different types of customers to the business	<input type="text"/>	<input type="text"/>	<input type="text"/>
	1.2 Describe what a customer purchasing habit is	<input type="text"/>	<input type="text"/>	<input type="text"/>
	1.3 Explain how knowing your customer purchasing habits can help to increase sales	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Understand how to use different methods of communication and increase sales	2.1 Describe different methods of communicating with customers	<input type="text"/>	<input type="text"/>	<input type="text"/>
	2.2 Describe how to determine an individual's situation and needs	<input type="text"/>	<input type="text"/>	<input type="text"/>
	2.3 Describe how to support and increase sales	<input type="text"/>	<input type="text"/>	<input type="text"/>
	2.4 Explain how to encourage customer loyalty and how this increases sales	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Understand the importance of feedback	3.1 Identify how customer feedback can be obtained	<input type="text"/>	<input type="text"/>	<input type="text"/>