



Level 2 Certificate in
TRADE BUSINESS SERVICES

Qualification Specification

Qualification recognition number: 601/3001/5

Qualification Reference: L2CTBS

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Contents

Centre Requirements	1
1.1 Introduction	1
1.2 Data Protection	2
1.3 Complaints	2
1.4 Enquiries.....	2
Qualification Information	3
2.1 Qualification Outline	3
2.2 Additional Information	3
2.3 Progression	4
2.4 Assessment Principles.....	4
2.5 Qualification Structure.....	4
2.6 Barred Components and Exemptions	5
Assessment Principles and Component Specifications	7
3.1 Assessment Principles	7
3.2 Component Specifications	19
Centre Information	24
4.1 Centre Operations Manual	24
4.2 Initial Assessment and Centre Learner Support	24
4.3 Identification Requirements and Learner Authenticity	25
4.4 Legal Considerations	26

Section One

Centre Requirements

1.1 Introduction

Introduction to FutureQuals

FutureQuals is forward thinking, learner and customer-focused, and committed to delivering inspiring learning and skills.

Our Values

“We are a Visionary, Supportive, Innovative and Professional Awarding Organisation that is committed to excellence.”

Our Vision

“We envisage a place in which every learner realises their full potential.”

Our Mission

“To provide respected and valued qualifications and assessment to enable quality assured learning.”

FutureQuals is recognised to deliver regulated qualifications by Ofqual in England, CCEA Regulation in Northern Ireland, the Scottish Qualifications Authority (SQA Accreditation) and Qualifications Wales to offer a comprehensive and diverse range of qualifications across a wide range of vocational areas many of which are transferable across industries and sectors.

A full list of FutureQuals current qualifications can be accessed at <http://www.futurequalsquals.com>

We have developed a genuine understanding and insight into all types of educational organisations, which ensures that we are highly responsive to their needs. We offer a wide range of benefits and support for our learners, our approved centres, and their assessment and quality assurance teams.

FutureQuals offers a wide range of benefits and support for all of our educational products and services including:

- Vocational qualifications accredited by the UK regulators and recognised by employers, universities and professional bodies
- 24/7 online management systems for the registration of learners, ensuring highly efficient services and access to assessment and results
- A diverse range of qualifications
- A flexible approach to assessment
- A network of professionals who examine and quality assure our regulated qualifications and assessments
- Regular updates on new developments in education and training
- Unrivalled customer service support and extensive guidance materials

Introduction to Qualification Specification

Welcome to the FutureQuals Specification for the Level 2 Certificate in Trade Business Services. The aim of this specification is to provide our centres with guidance to assist in the administration, delivery and assessment of this qualification. It is recommended that you study this specification in detail and become fully conversant with the procedures and accompanying documents.

This specification is a live document and, as such, will be updated when required. Centres will be notified when changes are made. It is the responsibility of the approved centre to ensure the most up to date version of the Approved Specification is in use.

This document is copyright but may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

1.2 Data Protection

FutureQuals is registered with the Data Protection Act and handles all data in accordance with the required procedures of the Act.

1.3 Complaints

FutureQuals aims to constantly monitor the levels of service provided and report on performance indicators on a regular basis. We will endeavour to be open about the levels of service we aim to offer all our customers.

However, if we fall short of expectations or our own standards, we want to give the opportunity for those affected to provide feedback so we can put things right.

Our Complaints Policy, which includes information on how to make a complaint, can be found on the FutureQuals website.

1.4 Enquiries

Any enquires relating to this qualification should be addressed to:

Future (Awards and Qualifications) Ltd
EMP House
Telford Way
Coalville
Leicestershire
LE67 3HE

Tel: 01530 836662

Fax: 01530 836668

E-mail: qualifications@futurequals.com

Website: www.futurequals.com

Section Two

Qualification Information

2.1 Qualification Outline

Purpose and Aims

The Level 2 Certificate in Trade Business Services is for learners who work in, or want to work in workplace where the products and services offered are directed towards other businesses, i.e. in a business to business context. Learners will typically be part of a team working with staff responsible for a variety of activities including stock control, ongoing sales, sales generation, account management or design services.

The Total Qualification Time (TQT) for this qualification is: 270

Guided Learning (GL) for this qualification is: 161 hours

Minimum credits required to achieve the qualification: 27

Suitable for age ranges: Pre 16, 16-18, 18+ 19+

Method of assessment: Portfolio of Evidence. This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

If the method of assessment includes formative assessments such as practical tasks, written questions, multiple choice/short answer and knowledge assessment tasks where supervision of a learner assessment is required, assessment must be undertaken in line with the requirements set on in the FutureQuals Instructions for Conducting Controlled Assessments Policy. This document is published on the Policies and Procedures section of the FutureQuals website.

Grading: There is no specific grading criteria for this qualification.

Entry guidance: There are no formal qualification entry requirements that a learner must have completed before taking this qualification and no requirement for learners to have prior skills, knowledge or understanding.

Exit Requirements: None

2.2 Additional Information

This qualification is regulated by the Office of the Qualifications and Examinations Regulator (Ofqual) in England <https://register.ofqual.gov.uk/Qualifications> and CCEA Regulation in Northern Ireland <http://ceea.org.uk/regulation>.

It may be eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000, Qualification Wales and Department of Education in Northern Ireland.

For information regarding potential sources of funding please visit the following websites:

<https://hub.fasst.org.uk/Pages/default.aspx>

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

<http://www.delni.gov.uk>

or, contact your local funding office.

You should use the Qualification Accreditation Number (QAN) when you wish to seek public funding for your learners. Each component within a qualification will also have a unique reference number (Component Reference Number), which is listed in this specification. The qualification title and component reference numbers will appear on the learner's final certification document. Learners need to be made aware of this detail when they are recruited by the centre and registered with FutureQuals.

2.3 Progression

The Level 2 Certificate in Trade Business Services has been designed to support progression on to the Level 2 Certificate and Diploma in Retail Knowledge, Level 2 Certificate or Diploma in Retail Skills, Level 3 Certificate or Diploma in Retail Knowledge or the Level 3 in Retail Skills (Visual Merchandising), (Sales Professional) or (Management).

2.4 Assessment Principles

The FAQ Level 2 Certificate in Trade Business Services must be assessed according to the Sector Skills council Assessment Principles.

2.5 Qualification Structure

Learners must achieve a minimum of 27 credits. They must complete 2 mandatory components in Group M (5 credits) and achieve 3 credits from optional components in Group O1 and a minimum of 19 credits from the optional components in Group O2.

Group M - Mandatory				
Component Number	URN	Component Name	Credit Value	Level
1	L/505/4503	Communicate With Customers in a Trade Business Workplace	3	2
2	R/505/4504	Reduce the Risks to health and Safety in a Trade Business Workplace	2	2

Group O1 – Optional Components			
URN	Component Name	Credit Value	Level
Y/505/4505	Deliver Reliable Customer Service in the Trade Business Workplace	3	2
D/505/4506	Contribute to the Provision of Customer Service in the Trade Business Workplace	3	2

Group O2 – Optional Components			
URN	Component Name	Credit Value	Level
H/505/4507	Use Email for Business to Business Communications	3	2
K/505/4508	Use Electronic Message Systems for Business to Business Communications	1	2
M/505/4509	Support Business to Business Customer Service Improvements	5	2

URN	Component Name	Credit Value	Level
H/505/4510	Promote Products and Services to Business Customers	6	2
K/505/4511	Planning and Delivering the Features and Benefits of Products and Services to Business Customers	3	2
M/505/4512	Make Telephone Calls to Customers in a Business to Business Workplace	3	2
T/505/4513	Deal With Incoming Telephone Calls From Customers in a Business to Business Workplace	3	2
A/505/4514	Communicate With Business Customers in Writing	3	3
F/505/4515	Sell Face to Face in a Business to Business Workplace	4	2
J/505/4516	Develop Working Relationships With Colleagues in a Business to Business Workplace	1	2
L/505/4517	Manage Personal Workskills Development in a Business to Business Workplace	2	2
R/505/4518	Keep Stock at Required Levels in Trade Business Operations	3	2
Y/505/4519	Check stock levels and stock records in trade business operations	3	2
R/505/4521	Process business customer payments	2	2

Y/505/4522	Process applications for business customer credit agreements	2	2
D/505/4523	Process business customer sales orders	4	2
H/505/4524	Process business expense payments	1	2
K/505/4525	How to Follow a Design Process in a Trade Business Workplace	3	2
T/505/4527	Application of techniques for the design of trade business products	3	2
F/505/4529	Research and Apply Techniques for Trade Business Customer Design Plans	2	2
T/505/4530	Determine Trade Business Customer Design Brief Requirements	2	2
A/505/4531	Use Database Software in a Business to Business Organisation	4	2
F/505/4532	Use Imaging Software in a Business to Business Organisation	4	2
J/505/4533	Use Spreadsheet Software in a Business to Business Organisation	4	2

2.6 Barred Components and Exemptions

Components with the same title at different levels, or components with the same content, cannot be combined in the same qualification.

Section Three

Assessment Principles and Component Specifications

3.1 Assessment Principles

FutureQuals qualifications will always include Assessment Principles whether they have been developed by a Sector Skills Council (SSC) or FutureQuals own.

Key principles

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

Principle 1: Assessment should contribute to developing a skilled workforce	Assessment practice in the retail sector should contribute to the development of a skilled workforce. The choice and application of assessment methods must be consistent with this principle.
Principle 2: Systems for capturing evidence of competence should be integrated	Skills formation in the retail sector, as delivered through staff induction and ongoing training and development programmes, reflects the unique character and culture of the organisation. To this end, the assessment systems for both competence-based and the knowledge-based qualifications should, where possible, be integrated with organisations' training and HR models for developing and recognising the knowledge and competence of their workforce.
Principle 3: Assessment methods should be appropriate for the level and nature of the qualification components to be assessed	Methods of assessing achievement against learning outcomes and assessment criteria must be appropriate for the level being assessed and sector expectations of candidates at that level.
Principle 4: Evidence of competence should come from workplace activity	The sector's competence-based qualifications recognise competence in the workplace. Evidence of competence should therefore come from workplace activity and aim to reflect attainment within an organisational context. Observation should be the principle method to assess individuals at Level 2, but other methods such as professional discussion and assignments may be appropriate to assess achievement at Levels 3 and above.

Knowledge-based qualifications (Retail Knowledge)

Assessment methodologies for the retail sector's knowledge-based qualifications are developed by the Awarding Organisations that offer them. Assessment methodologies should be consistent with Principles 1, 2 and 3 as set out in section 1 of this document.

Applied qualifications

Qualifications have been developed by Awarding Organisations and Skillsmart Retail that use applied learning techniques and are delivered through full and part-time education. Qualifications for the fashion retail sector are included in this category.

Applied qualifications typically combine theory and its practical application. They are based on shared components and are open to be offered by all retail awarding partners. The assessment methodology for these qualifications is developed by Awarding Organisations and the evidence of success gathered must include evidence of the practical application of knowledge and, where required, work placements.

Competence-based qualifications (Retail Skills)

The use and application of simulation

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

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

Skillsmart Retail requires that Awarding Organisations:

- a Discourage the inappropriate use of competence-based qualifications by organisations that do not assess candidates in a working environment. Competence-based qualifications are suitable only for learners who are in some form of employment in the sector, or, in a limited set of contexts, are being prepared for work and will be assessed in a realistic working environment (see section 4.1.2 below for definition).
- b Establish criteria to ensure that simulation is not used as the sole form of evidence for any component of a competence-based qualification, except where allowed for specific components that meet the criteria set out in Section 4.1.1 of these Assessment Principles. This should be expressed in guidance for qualifications operating in the sector.
- c Provide clear guidance to centres to indicate that evidence towards a competence-based qualification should come from the workplace except where simulation is expressly allowed in the evidence requirements for a particular component. Workplace evidence may be gathered in the context of full, part-time, casual or voluntary employment. Assessment may be undertaken in a 'work placement' (i.e. fulltime students placed into a working environment for a day per week) although supporting evidence from a supervisor or manager, associated with some form of work activity, must supplement the assessment process.

Use of simulation as an assessment method

Assessment for competence-based components must always be carried out in a retail environment except where a Realistic Working Environment (as defined in 4.1.2) is permitted for simulation. Simulation is allowed only where:

- the assessment criteria require the learner to respond to an emergency;
- a component covers a limited selection of basic functions which need not involve interacting with customers;
- a component originates from another SSC or SSB and the originator expressly allows simulation to be used for that component.

A list of those components for which simulation is allowed is appended to this document.

Evidence generated from simulated activities will not be acceptable for any other component.

Definition of a Realistic Working Environment (RWE)

Where simulation is used the sector requires that:

- a Simulation must be undertaken in a Realistic Working Environment
- b Awarding Organisations provide guidance for centres that requires that Realistic Working Environments:

"provide an environment that replicates the key characteristics of the workplace in which the skill to be assessed is normally employed".

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

The role and competence of assessors, expert witnesses and verifiers

A wide variety of factors affect the participation of organisations and take-up by individuals of competence-based qualifications. These issues relate to other matters as well as the quality of an assessment process but are central to the way assessment is managed.

To this end, Skillsmart Retail requires that the following conditions be fulfilled.

The role of supervisors and managers in the assessment process

Wherever possible, assessment should be conducted by supervisors and/or managers in a workplace environment. Where the skill or capability of these individuals is inadequate to deliver the requirements of the organisation or the quality infrastructure, services external to the work component or organisation may be introduced (peripatetic assessors). If the candidate is employed in the retail sector, in no circumstances may a competence-based qualification for the retail sector be delivered without the involvement of the candidate's line manager or the owner/manager to confirm the candidate's competence.

Where in-store line managers carry out the assessment or internal verification roles, retail stores with the agreement of their Awarding Organisation may choose between:

- a achieving the appropriate regulatory authority approved qualifications for assessment and internal verification

OR

- b demonstrating that training and development activity undertaken by the employer to prepare, validate and review these assessment/verification roles, maps 100% to the National Occupational Standards on which these qualifications are based. The mapping process **must be agreed** by the Awarding Organisation as providing the equivalent level of rigour and robustness as the achievement of the qualification.

The alternative option described in (b) above, which waives the need for the regulatory approved components in the retail sector, must be applied on an 'organisation by organisation' and 'qualification by qualification' basis. **Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the NOS in association with the prospective Awarding Organisation who will be offering the qualification.**

The role of peripatetic assessors and internal verifiers in the [assessment process](#)

Peripatetic assessors and internal verifiers must hold or be working towards the appropriate regulatory authority approved qualifications for assessment and internal verification.

The services offered by the peripatetic assessor must complement the activity of a line manager or owner/manager and the competence of a candidate employed in the retail sector may not be confirmed without the participation of a line manager or owner/manager in the process. It is also requested that specific reference be made to auditing this provision, within external verification processes.

The role of expert witnesses in the assessment process

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

An expert witness is an experienced peer of the candidate, or the candidate's line manager. The expert witness is not consulted as a professional assessor, but as someone who is expert in the occupation to be assessed. The assessor will make the final judgement.

A list is appended of those components for which expert witness testimony is required, should the assessor lack the necessary occupational competence.

Occupational competence of expert witnesses

Expert witnesses can be drawn from a wide range of people who can attest to performance in the workplace, including line managers and experienced colleagues from inside the candidate's organisation. Skillsmart Retail requires that expert witnesses have proven practical experience and knowledge relating to the content of the component being assessed.

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

Occupational competence of assessors

Assessors in the retail sector should have an in-depth knowledge of, and be competent in performing, the occupational requirements of the generic competence-based components as well as any specialist components for which they do not use expert witness testimony.

This competence will have been acquired either in direct employment in the occupational role to which the component relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role.

It is unlikely that occupational competence will have been achieved in less than twelve months of employment as a retail assistant, or less than six months in a managerial position, but individuals with less experience could be considered as assessors if sufficiently occupationally competent.

Occupational competence of verifiers

Internal Verifiers (or equivalent quality assurance experts) in the retail sector must have a current understanding of the structure, content and occupational requirements of the components that they are internally verifying. This understanding will have been acquired while working directly within the relevant occupational area in either an operational or a support function.

The level of understanding should be sufficient to allow the Internal Verifier to judge whether the assessor has fully assessed learners against all the assessment criteria in the component.

It is unlikely that a person could have gained this level of understanding in less than six months of being employed in the retail sector, but individuals with less experience could be considered as Internal Verifiers if they have the required level of understanding.

External Verifiers (or equivalent quality assurance experts) in the retail sector must have a current understanding of the occupational requirements of the components they are verifying. This understanding will have been acquired while working within the relevant occupational area in either an operational or a support function.

The External Verifier must understand the requirements of the components sufficiently well to be able to determine whether sufficient evidence of the learner's competence has been collected.

It is unlikely that a person could have gained this level of understanding in less than six months of being employed in the retail sector, but individuals with less experience could be considered as External Verifiers if they have the required level of understanding.

Continuing professional development of assessors and verifiers

All assessors and verifiers, if not currently employed within a retail organisation, will need to prove they have a current working knowledge of the sector they are assessing or verifying. This can be demonstrated by maintaining records of evidence from occupational updating activities such as:

- Internal or external work experience
- Internal or external work shadowing opportunities
- Other relevant CPD activities with the prior approval of the Awarding Organisations

Note: Retailers who have chosen not to use the regulatory authority approved qualifications for assessment and internal verification should be encouraged to offer the qualifications as CPD where the willingness by the employer to support this additional activity becomes known to the Awarding Organisation.

External quality control of assessment

The application and implementation of external quality control (i.e. independent assessment, external moderation, tests and projects) has been thoroughly researched and employers felt it was neither feasible nor practical. The rationale supported by employers was that a robust quality system is based upon processes associated with risk assessment and management.

The Awarding Organisation's risk rating system must be auditable by the regulatory authority.

Risk identification

In order to achieve the required level of external quality control, the Awarding Organisation must undertake a risk assessment of **each** prospective centre at the point of **application for approval to offer any Skillsmart Retail qualification**. The Awarding Organisation must obtain information on a number of specified 'risk factors' for each prospective centre at the point of approval. Skillsmart Retail would recommend the following, but Awarding Organisations should feel free to recommend alternative risk factors if more appropriate:

- Prospective centres' experience of operating competence-based qualifications;
- The appropriateness of existing systems, or systems developed to meet the requirements of other quality assurance regimes, for the delivery of competence-based qualifications;
- Whether the prospective centre has had a previous application for centre approval refused or their approval status withdrawn;
- The proposed ratio of candidates to assessors and Internal Verifiers, taking account of whether the assessors and Internal Verifiers are full-time or part-time in their roles;
- Whether candidates are going to be in employment (paid or voluntary), on work placements or learning in a Realistic Working Environment (see section 4.1.2 for definition).

The Awarding Organisation must have a **method of rating** the prospective centre against each of the risk factors noted above, including an overall rating that identifies the level of risk associated with the prospective centre. The rating should then be used by the Awarding Organisation in determining the degree of support during the first year of approval.

Risk management

In order to identify and manage risk during ongoing centre operation, the Awarding Organisation must undertake a **yearly risk assessment of each active centre for the retail sector competence-based qualifications**. The Awarding Organisation must obtain information on a number of specified 'risk factors' for each centre. Skillsmart Retail would recommend the following, but Awarding Organisations should feel free to recommend alternative risk factors, which would be more appropriate.

- The turnover of assessors and internal verifiers.
- The throughput of candidates.
- The ratio of candidates to assessors and internal verifiers, taking account of whether the assessors and internal verifiers are full-time or part-time in their roles.
- Whether public funding is being accessed for the training of candidates towards/assessment of candidates for the competence-based qualifications.
- Whether candidates are in employment (paid or voluntary), on work placements or learning in a realistic working environment (see section 4.1.2 for definition).

The Awarding Organisation must have a **method of rating** each centre against each of the risk factors noted above and, also, producing an overall rating which identifies the level of risk associated with the centre. The rating should then be used by the Awarding Organisation to assist in determining the level of ongoing support for the centre, including the level of external verification activity.

Appendix 1: Qualifications covered by these Assessment Principles

Competence-based

Level 1 Award in Retail Skills
Level 1 Certificate in Retail Skills
Level 1 Diploma in Retail Skills

Level 2 Award in Retail Skills
Level 2 Certificate in Retail Skills
Level 2 Diploma in Retail Skills

Level 3 Certificate in Retail Skills (Sales Professional)
Level 3 Certificate in Retail Skills (Visual Merchandising)
Level 3 Certificate in Retail Skills (Management)

Level 3 Diploma in Retail Skills (Sales Professional)
Level 3 Diploma in Retail Skills (Visual Merchandising)
Level 3 Diploma in Retail Skills (Management)

Knowledge-based

Level 1 Award in Retail Knowledge
Level 1 Award in Retail Knowledge (Construction and Electrical Merchandising)

Level 2 Award in Retail Knowledge
Level 2 Certificate in Retail Knowledge
Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchandising – Building)
Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchandising – Domestic Heating and Plumbing)
Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchandising - Commercial Heating)
Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchandising – Timber)
Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchandising – Electrical)
Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchandising – Climate Management)
Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchandising –Building Interiors)
Level 2 Certificate in Retail Knowledge (Construction and Electrical Merchandising –General)
Level 2 Diploma in Retail Knowledge
Level 2 Diploma in Retail Knowledge (Construction and Electrical Merchandising)

Level 3 Award in Retail Knowledge
Level 3 Certificate in Retail Knowledge
Level 3 Diploma in Retail Knowledge
Level 3 Diploma in Retail Knowledge (Garden Retail)

Appendix 2: Retail Skills components for which simulated activities are allowed

This list includes only Skillsmart Retail's components. For guidance on assessing imported components, please refer to the relevant sector's own assessment principles.

SR ref.	Component title	URN on RITS
B.01	Move goods and materials manually in a retail environment	F/503/5656
B.02	Keep stock at required levels in a retail environment	J/503/5657
B.17	Organise own work to meet a dough production schedule in a retail environment	A/503/5672
C.01	Wrap and pack goods for customers in a retail environment	K/503/5683
E.01	Recognise and report security risks in a retail environment	F/503/5723
E.02	Comply with workplace health and safety requirements in a retail environment	J/503/5724
E.03	Work effectively in a retail team	L/503/5725
E.04	Keep the non-food retail environment clean and tidy	R/503/5726
E.06	Protect own and others' health and safety when working in a retail environment	Y/503/5727
E.07	Reduce security risks in a retail environment	D/503/5728
E.11	Manage the prevention of wastage and loss in a retail environment	H/503/5732
E.18	Monitor and maintain health and safety in a retail environment	M/503/5734

Appendix 3: Retail Skills components for which expert witness testimony is allowed if the assessor is not expert in the specialism covered by the component

This list includes only Skillsmart Retail's components. For guidance on assessing imported components, please refer to the relevant sector's own assessment principles.

SR ref.	Component title	URN on RITS
B.11	Hand-process fish in a retail environment	K/503/5666
B.12	Process greengrocery products for sale in a retail environment	M/503/5667
B.13	Finish meat products by hand in a retail environment	T/503/5668
B.17	Organise own work to meet a dough production schedule in a retail environment	A/503/5672
B.20	Maintain food safety while working with food in a retail environment	F/503/5673
B.21	Maintain food safety while working with food in a retail environment	J/503/5674
B.22	Monitor and help improve food safety in a retail environment	L/503/5675

B.35	Finish bake-off food products in a retail environment	H/503/5679
B.36	Glaze, coat or decorate bake-off products for sale in a retail environment	Y/503/5680
C.09	Process applications for credit agreements offered in a retail environment	F/503/5690
C.12	Promote loyalty schemes to customers in a retail environment	J/503/5691
C.17	Provide a bra fitting service in a retail environment	Y/503/5694
C.18	Follow guidelines for planning and preparing visual merchandising displays	D/503/5695
C.19	Dress visual merchandising displays to attract customers	H/503/5696
C.20	Order and position signage and graphics for visual merchandising displays	K/503/5697
C.21	Dismantle and store props and graphics from visual merchandising displays	M/503/5698
C.22	Make props and decorate fixtures and panels for visual merchandising displays	T/503/5699
C.23	Assemble visual merchandising displays	D/503/5700
C.24	Choose merchandise to feature in visual merchandising displays	H/503/5701
C.25	Manage the use of signage and graphics in visual merchandising displays	K/503/5702
C.26	Evaluate the effectiveness of visual merchandising displays	M/503/5703
C.27	Manage budgets for visual merchandising projects	T/503/5704
C.28	Contribute to improving a retail organisation's visual merchandising policy	A/503/5705
C.29	Design visual merchandising display layouts	F/503/5706
C.37	Provide National Lottery products to customers	L/503/5708
SR ref.	Component title	URN on RITS
C.42	Advise customers on the fixing and care of tiles	R/503/5709
C.45	Help customers to choose alcoholic beverages in a retail environment	J/503/5710
C.47	Promote a retail store's credit card to customers in a retail environment	R/503/5712
C.52	Help customers to apply for a retail store's credit card and associated insurance products	M/503/5717
C.54	Help customers to choose delicatessen products in a retail environment	T/503/5718
C.55	Portion delicatessen products to meet customer requirements in a retail environment	A/503/5719
C.59	Demonstrate make-up and skincare products to customers at a beauty counter in a retail environment	T/503/5721

C.60	Operate a customer record card system on a beauty counter in a retail environment	A/503/5722
E.12	Produce staffing schedules to help a retail team to achieve its targets	K/503/5733



3.2 Component Specifications

Component 1: Communicate With Customers in a Trade Business Workplace

Component Reference Number: L/505/4503

Level: 2

Credit:3

GL: 25

Component Summary

Communication skills are an important part of delivering good customer service in a business to business sales workplace. In this component the learner will demonstrate their understanding and application of speaking, listening and non-verbal communication skills in a trade business workplace, following the requirements of their organisation.

Assessment Guidance

In line with awarding organisation assessment guidance.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand how to communicate with customers in trade business workplaces	1.1 Describe the difference between hearing and listening when using verbal communication
	1.2 Explain how to listen actively
	1.3 Explain how to respond to positive and negative body language
	1.4 Explain how to use body language when communicating with customers
	1.5 Explain the use of questioning techniques to check understanding of customer requirements
	1.6 Explain how to summarise information for customers
	1.7 Explain why it is important to speak clearly
	1.8 Explain why it is important to use organisational customer service language
	1.9 Describe how to communicate with customers to meet diverse needs
	1.10 Explain how communication impacts on the customer experience
	1.11 Identify the information to record for further use
	1.12 Describe how to determine the messages contained in written communications
2 Be able to communicate with customers in the trade business workplace	2.1 Listen actively to what customers are saying
	2.2 Identify the key requirements of the customer's communication
	2.3 Check understanding of customer requirements
	2.4 Summarise information for customers
	2.5 Explain clearly and politely when unable to help a customer

	2.6 Use body language to support communication with customers
	2.7 Respond to customers' body language during face to face communication
	2.8 Respond to customers in a respectful, helpful and professional way
	2.9 Use communications techniques to check that customers' needs and expectations have been met

Component 2: Reduce the Risks to health and Safety in a Trade Business Workplace

Component Reference Number: R/505/4504

Level: 2
Credit: 2
GL: 20

Component Summary

Health and safety at work is required by legislation and both the learner and employer have obligations to meet legal requirements. In this component the learner will show an understanding of their role and responsibilities to reduce health and safety risks in their workplace. They will also demonstrate that they are able to assess risks, take action on risks and maintain health and safety in their workplace.

Assessment Guidance

In line with awarding organisation assessment guidance.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand personal role and responsibilities in the reduction of health and safety hazards and risks in the trade business workplace	1.1 Define “hazards” and “risks”
	1.2 Explain personal responsibilities and legal duties in respect of health and safety in the workplace
	1.3 Identify workplace health and safety instructions relevant to the job role
	1.4 Explain the importance of remaining alert to the presence of hazards in the workplace
	1.5 Explain how to report health and safety hazards
	1.6 Describe where and when to get additional health and safety assistance
	1.7 Explain why it is important to deal with workplace hazards promptly
2 Be able to assess the risks to health and safety in the trade business workplace	2.1 Identify those aspects of the workplace and working practices which could harm people
	2.2 Identify safe working practices which must be followed
	2.3 Assess, using organisational procedures, which working practices and aspects of the workplace present the highest risks to people
3 Be able to take appropriate action when risks to health and safety in the trade business workplace have been identified	3.1 Identify the responsible people that health and safety matters should be reported to
	3.2 Identify personal scope and responsibility for controlling risks
	3.3 Identify workplace instructions for managing risks which cannot be dealt with
	3.4 Respond to hazards in accordance with workplace instructions and legal requirements

	3.5 Suggest options for reducing risks to health and safety to the responsible people in line with organisational procedure
4 Be able to maintain health and safety in the trade business workplace	4.1 Carry out work in accordance with safe working practices, workplace instructions, suppliers or manufacturers' instructions and legal requirements

Section Four

Centre Information

4.1 Centre Operations Manual

Information regarding centre support, learner registration, certification, reasonable adjustments and special consideration, complaints and appeals can be found in the [Centre Operations Manual](#).

4.2 Initial Assessment and Centre Learner Support

It is important that centres carry out an initial assessment to identify what knowledge and degree of skills the learner already has, and to identify if any support or reasonable adjustments will be required to enable them to be assessed fairly. This should include an assessment of minimum core personal skills in English, Mathematics and ICT.

This should be recorded so that centres can identify any associated needs and record this in appropriate plans. This will help in planning the learning programme. It is important at the initial assessment stage to ensure that learners commence a programme at the appropriate level.

Centres should assess each learner's potential and make a professional judgement about his/her ability to successfully complete the programme of study and achieve the qualification.

This assessment will need to take account of:

- the support available to the learner within the centre during his/her programme of study
- any specific support that might be necessary to allow the learner to access the assessment for the qualification
- diagnoses of the requirements of the learner, making use of specialist advice from external sources, as appropriate

Centres should identify any learner requirements and how they may affect successful completion of the particular programme. Programme teams should refer closely to the qualification specifications when discussing possible options for learners. They should advise learners on the appropriateness of the qualification to the learner and identify more suitable qualifications if necessary.

It is our intention that there should be no discrimination on the grounds of a protected characteristic. FutureQuals and approved centres have a responsibility to ensure that the process of assessment is robust and fair and allows a learner to show what they know and can do without compromising the assessment criteria.

Details on how to make adjustments for learners to ensure fair access to assessment is set out in the FutureQuals Reasonable Adjustment and Special Considerations Policy.

4.3 Identification Requirements and Learner Authenticity

Identification Requirements

It is a centre's responsibility to confirm the identity of a learner as part of its registration process. A centre may do this by requesting sufficient personal data and a unique learner number (ULN) to ensure the learner can be clearly and uniquely identified.

The use of a ULN is now a mandatory requirement for publicly funded education and when submitting Individualised Learner Record (ILR) returns.

Centres must have systems in place to ensure that an individual completing an assessment is the person he/she is claiming to be.

Therefore, centres are required to ensure that each learner's identification is checked and that the type of identification provided by each learner is recorded before assessments are undertaken. FutureQuals External Quality Assurers will check this record during quality assurance monitoring activities.

The following would be permitted proof of a learner's Identity:

- a valid passport (any nationality)
- a signed UK photo card driving licence
- valid warrant card issued by HM Forces or the Police
- other photographic ID card, e.g. employee ID card (must be current employer), student ID card, travel card
- UK biometric residence permit

If an assessment is taking place in a learner's place of work and a learner is unable to supply any of the above, authentication of a learner's identity by a third-party representative, for example his/her line manager or a member of his/her workplace Human Resources Team can be accepted.

Learner Authenticity

It is a regulatory requirement that every assessment submission is authenticated as the work of the named learner whether submitted to a centre or to FutureQuals. Therefore, the FutureQuals Evidence Logbook requires that a declaration of authenticity is signed by a learner for each assessment submitted.

By signing the declaration, a learner is acknowledging that if the statement is untrue, an assessment breach has been committed.

If a centre uses electronic systems or e-portfolios, an alternate form of formal declaration of authenticity must be completed with each assessment that is submitted.

If a centre uses its own version of the FutureQuals Evidence Logbook it must ensure that the version used captures the same information i.e. the assessment method, evidence reference, the assessor's decision (including the signature and date to evidence completion assessment) and the learner's declaration of authenticity.

Any submission that does not carry a formal declaration of authenticity will not be externally quality assured. If an alternate formal declaration of authenticity is completed by a learner it must, as a minimum, include the statement:

Statement of confirmation of authenticity

I declare that the work presented for this component is entirely my own work.

The learner must sign and date the declaration.

4.4 Legal Considerations

Learners and centres should be aware of regulations affecting those who deal with children, young people and vulnerable adults in the country the qualification is delivered in.

The Prevent Duty Guidance available from the Home Office, makes clear the important role of further education leaders in stopping extremists seeking to radicalise learners on campuses and in supporting learners at risk of extremist influences.

Ofsted has responsibility for monitoring the Prevent Duty in publicly funded further education and skills providers.

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INSPIRING LEARNING AND SKILLS

Future (Awards and Qualifications) Ltd
EMP House, Telford Way, Coalville,
Leicestershire, LE67 3HE

Telephone: 01530 836662

Fax: 01530 836668

Email: info@futurequals.com

www.futurequals.com

www.futurequals.com