

Abu Dhabi Centre for Technical and Vocational Education and Training  
Retail Services  
Qualification title: Level 2 Composite Award in retail products  
Qualification code: CALD70020214

**Qualification Structure**

Qualification type: Composite Award	Discipline: L	Sector: D70	Level: 2	No in series: 02	Year of approval: 14
Credit value: 7 Credit hours		Certification requirement: 4 Core Units			
<b>Qualification aims</b>					
<p>The aim of the qualification is to prepare early school leavers that have not completed the minimum schooling to undertake practical workplace experience and perform very basic duties within a variety of retail environments. This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring basic retail operational knowledge and limited practical skills in a defined context. Work would be undertaken in various retail store settings, such as specialty stores, supermarkets, department stores and retail outlets. Individuals may work with some autonomy or in a team but usually under close supervision.</p>					
<b>Qualification units</b>					
<b>Core units</b>					
Unit code:	Unit no:	Unit title:	Level:	Credit value:	
LD700200314	1	<a href="#">Perform stock control procedures</a>	2	4	
LD700200414	2	<a href="#">Merchandise products</a>	2	1	
LD700200714	3	<a href="#">Advise on products</a>	2	1	
LD700200914	4	<a href="#">Work effectively in a retail environment</a>	2	1	
<b>Specialist units</b>					
Unit code:	Unit no:	Unit title:	Level:	Credit value:	
<b>Optional units</b>					
Unit code:	Unit no:	Unit title:	Level:	Credit value:	
<b>Prerequisites</b>					
<b>Entry Requirements</b>			<b>Required skills and knowledge</b>		
No entry requirements of skills and knowledge ability			<ul style="list-style-type: none"> <li>• Basic numeracy.</li> <li>• IELTS equivalent of 2.5 is preferred.</li> </ul>		
<b>Qualification Pathways</b>					
<b>This qualification</b>			<b>Pathways</b>		
Level 2 Composite Award in retail products			Certificate 2 in Retail Operations Level 2 Composite Award in safe stock control and merchandising Level 2 Component Award in stock control and		

	merchandising Level 2 Component Award in communication and retail Level 2 Component Award in career planning for retail	
Level 2 Composite Award in retail services is open to candidates of either gender and there are no entry barriers on grounds of race, creed or previous academic attainment or learning. There should be equality of access for candidates and candidates must be enabled and supported to undertake this qualification. All institute staff involved in the assessment or delivery of these qualifications should understand learner's requirements and, through initial assessment, match them to the needs and capabilities before entering learners as candidates for this qualification.		
<b>Copyright and Ownership</b>	<b>Modification history</b>	
Copyright of units, Intellectual Property Rights and ownership of the qualification will be owned by ACTVET.	Release No: 1	Previous Code:
	Comment:	New Code:
<b>National Occupational Standards</b>	UK and Australia	

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**Qualification Overview**

This qualification is suitable for	This qualification is suitable for early school leavers that have not completed minimum schooling to enter the workplace and perform very basic duties in an office environment.	
Target market	The target market for this qualification is for young and early school leavers with low skill or knowledge and no experience of work.	
Job related activities/tasks	The core components contain knowledge and skills in: Perform stock control procedures, merchandise products, advice on products, and work effectively in a retail environment.	
Work context/conditions	This qualification is for any individual who is, or wishes to be, involved in the basic job functions in any retail organisation in any sector, or field.	
Example employers	Government organisations. Private sector employers.	
Example jobs	Related Occupations	
Retail Service Assistant Retail Supervisor Sales Representative Warehouse attendant	Hotel Customer Service Supervisor Hotel Customer Service Manager Retail Buyer Retail Merchandiser Display Designer	
Employability	This qualification includes employability skills.	
Professional Association	International professional association such as Chartered Institute of Management.	

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Delivery and Assessment

**Mode of delivery**

Mode of delivery will be classroom or any other mode of delivery that meets the needs of the learner, ensuring learner has access to appropriate resources.  
It is strongly advised that learning and development of subject content and associated skills be referenced to real vocational situations in an office environment.

**Arrangements for learners with special assessment requirements**

Arrangements for learners with special assessment requirements may need to be adapted to meet;

- language requirements
- cultural or religious requirements
- physical disabilities
- particular learning needs.

**Trainer qualifications**

Training of learners will be by qualified Licensed Vocational Trainers who meet the requirements for employment in an ACTVET licensed institute and hold the required qualifications of Licensed Vocational Trainer (proposed). Licensed Vocational Trainers should be qualified and have recent experience of work in office environments.  
The trainer will comply with all licensing and accreditation requirements for an ACTVET Licensed Trainer.

**Training methods**

Licensed Vocational Trainers must use appropriate methods of training for classroom environment that reflects the vocational requirements of a workplace setting. Learning must be paced to meet the learner’s needs, preferred style of learning and is taught at a level where all learners comprehend the concepts trained.

**Assessment**

Assessment will be in classroom environment conducted by Assessors who meet the requirements for employment in an ACTVET licensed institute and hold the required qualifications of Licensed Vocational Assessor.  
Assessment methodology will be selected to utilise the most appropriate methods of assessment for the knowledge or skill involved and will be tailored to meet the requirements of the Unit Standards.  
Assessors must take into consideration any special assessment arrangements for learners to ensure learners are not disadvantaged in the assessment process.

Assessors must have:

- licensed Vocational Assessor qualifications or similar
- applied industrial experience
- assessment practices that meet QFEmirates National Standards of assessment
- regular professional development practices.

<b>Assessment methods</b>	
<p>All assessment methods must use the appropriate assessment methods to assess knowledge and skill. There must be fair, valid, reliable, authentic and sufficient evidence for all assessment criteria.</p> <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this qualification:</p> <ul style="list-style-type: none"> <li>• assessment of written reports summarising results of candidate skills assessment and selection outcomes</li> <li>• observation of techniques</li> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• oral or written questioning</li> <li>• review of authenticated documents from the workplace or training environment</li> <li>• review of testimony from team members, colleagues, supervisors, managers, clients or candidates.</li> </ul>	
Assessor decisions will make assessments that will be coded according to the following schedule:	Code to be inserted on record sheet
Observation of the candidate by the assessor (Role play scenarios included) <i>Examination of the evidence by the assessor:</i> Examination of a product Examination of the witness/expert testimony Examination of a case history Examination of a personal statement Examination of written answers to questions <i>Questioning of the candidate or witness by the assessor:</i> Questioning of the candidate Questioning of the witness Professional Discussion Realistic working environment Simulation	O  EP EWT ECH EPS EWQ  QC QW PD RWE S
<b>Verifier</b>	<b>Vocational verifiers must have</b>
The Verifier will observe Assessors carrying out assessments, review assessment decisions from the evidence provided and hold meetings with the assessment team to ensure consistency in the use of paperwork and interpretation of the qualification's requirements. Verifiers will ensure that learner tracking of registration for qualifications, assessment decisions and achievement, are recorded and maintained accurately and timely and are open to scrutiny.	<ul style="list-style-type: none"> <li>• verifier qualifications or similar</li> <li>• applied industrial experience</li> <li>• verification practices that meet NQEmirates National Standards of verification</li> <li>• regular professional development practices</li> <li>• ability to manage the learner's work environment for the verification process</li> <li>• ability to evidence standardisation processes.</li> </ul>

<b>Verification method</b>	
Assessment and verification process will conform to the following:	
<ul style="list-style-type: none"> <li>• Institute systems for learner, assessment and verification are unified.</li> <li>• Qualified Assessors must be used for all assessment.</li> <li>• Learner’s achievement is evidenced and recorded.</li> <li>• Learner is included in the assessment decision making process.</li> <li>• Assessment of learner’s achievement is evidenced by best practice.</li> <li>• Assessment takes into account diversity and language differences.</li> <li>• Assessment of learner’s achievement is tracked and recorded.</li> <li>• Learner will be able to compile their portfolio using their preferred technology.</li> <li>• Assessment uses valid, fair, authentic and reliable practice and reduces barriers to assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence collection makes efficient use of assessment opportunities and work production.</li> <li>• Licensed Vocational Verifiers must be used for all verifications.</li> <li>• Verification of learner’s achievement is evidenced by best practice.</li> <li>• Verification of learner’s achievement is tracked and recorded.</li> <li>• Standardisation of assessment and verification processes are evidenced</li> <li>• Evidence of sharing of learner, assessor and verifier best practice.</li> <li>• Evidence that complaints are addressed, recorded and solved effectively.</li> <li>• National Industry Sector Classification Code (SIC) to classify units and qualifications as per the guidance in the QFEmirates handbook.</li> </ul>
<b>Assessing and grading</b>	
<p>This qualification is a knowledge, skills and application qualification. Assessment should, where possible, take a holistic approach. Assessment in one unit can be used as the assessment for another, if the assessed piece of work covers the criteria in the units. Assessment must be accessible for learners and the process of assessment as simple as possible. Learners must demonstrate competence by producing a portfolio of evidence.</p> <p>This qualification is examined in two ways: assessment of performance and underpinning knowledge. All performance is assessed by an assessor against the performance criteria and recorded in the Cumulative Assessment Record. Competence recognises all qualification requirements have been achieved. Not yet competent means all requirements have been attempted but yet to be achieved, insufficient evidence means all requirements have not been attempted. Underpinning knowledge is examined that more than 80% of the predetermined marking criteria should be met.</p> <p>This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended will require prior approval from the External Verifier.</p>	
<b>Learner evidence</b>	
Learners must demonstrate knowledge and skill achievement in a presented portfolio.	

**Risk in assessment**

The learner's work environment needs proper management and risk management analyses. The following risks will be observed in the training, assessment and verification phases:

- health and safety
- stressing the learner
- inauthentic evidence/collation/unjustifiable support to the learner
- over-assessment
- potential of unfairness to the learner
- failing to meet assessment strategy of a qualification.

**Appeals procedure**

In the event that a learner judges that he is being unfairly considered in the assessment or verification process he has the right to appeal using the recognised appeals procedure and documentation (not included in this submission).

In the event that an assessor judges that he is being unfairly considered in the assessment or verification process he has the right to appeal using the recognised appeals procedure and documentation.

Abu Dhabi Centre for Technical and Vocational Education and Training  
Retail Services  
Qualification title: Level 2 Composite Award in retail products  
Qualification code: CALD70020214

Unit: 1  
Unit title: Perform stock control procedures  
Unit code: LD700200314  
Retail Operations

Level: 2	Credit value: 4	Notional learning hours: 60 hours
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**Unit information**

**Unit description of content**

This unit describes the performance outcomes, skills and knowledge required to handle stock in a retail environment. It involves receiving and processing of incoming goods, rotating stock and dispatching goods. It also addresses health and safety procedures in handling stock.

**Information for learning and achievement**

This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.

**Assessment strategy**

Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.

This qualification is examined in two ways: assessment of underpinning knowledge and performance. Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met. Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. ‘Competent’ recognises all unit criteria have been achieved. ‘Not yet competent’ means all criteria have been attempted but yet to be achieved, ‘insufficient evidence’ means not all criteria have been attempted.

This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.

Assessment can include role play, scenario setting, use of drama, presentations, written material, notes, checklists, lists, statements, comparative charts, and diagrammes.

**Recording and storing of learner achievement**

Keep evidence of learners’ work in the Centre for up to one year.  
Encourage learners to maintain learning logs and evidence of professional development.  
Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.



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**Assessment criteria: Knowledge, skills and application (KSA)**

**Learning outcomes**

Learning outcome 1: Be able to handle stock using health and safety procedures

Performance criteria:

- 1.1. Cleanliness and orderliness are maintained in the stock receiving area according to store policy and procedures.
- 1.2. Packing materials are removed and promptly disposed of in accordance with store policy and environmental legislative requirements.
- 1.3. Correct handling techniques and equipment are used in accordance with store policy to unpack goods.
- 1.4. Safe lifting, shifting and carrying techniques are maintained in accordance with store Workplace Health and Safety (WHS) policies and legislative requirements.

Learning outcome 2: Be able to receive and process incoming goods

Performance criteria:

- 2.1. Incoming stock is checked and validated against purchase orders and delivery documentation in accordance with store policy.
- 2.2. Items received are inspected for damage, quality, use by dates, breakages or discrepancies and recorded in accordance with store policy.

Learning outcome 3: Be able to record and prepare stock

Performance criteria:

- 3.1. Stock levels are recorded on store stock systems in accordance with store policy.
- 3.2. Stock prices and code labels are applied when required in accordance with store policy.
- 3.3. Stock is dispatched to appropriate areas and departments.

Learning outcome 4: Be able to rotate stock

Performance criteria:

- 4.1. Stock rotations procedures are carried out in accordance with store routine and policy.
- 4.2. Store code checking and reporting procedures including recording of waste and markdowns are performed.
- 4.3. Excess stock is placed in storage or disposed of in accordance with store policy.

**Evidence guideline**

- Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations.
- Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements.
- Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier.

- Learners should demonstrate no less than 80% of the requirements for the summative assessment.
- Re submissions are permissible.

### **Evidence requirements**

1. Learners handle stock using health and safety procedures and evidence with a guideline on health and safety procedures to employees.
2. Learners receive and process incoming goods and evidence with a report on incoming goods against purchase orders, accompanied by an inspection report.
3. Learners record and prepare stock and evidence with a report on stock levels, prices, code labels and dispatching.
4. Learners rotate stock and evidence with a report on stock rotations, waste, markdowns, and excess stock.
5. Learners review own work and identify performance improvement strategies.

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Retail Services

Qualification title: Level 2 Composite Award in retail products

Qualification code: CALD70020214

Unit: 1

Unit title: Perform stock control procedures

Unit code: LD700200314

Retail Operations

**Mapping of CoreLife Skills**

Elements	Performance Criteria	Collecting, analysing, organising and applying information in a given context	Communicating information, concepts and ideas	Initiating and organising self and activities, including motivation, exploration and creativity	Working with others in teams including leadership	Solving problems including using mathematical ideas and techniques	Applying information and communication technology	Participating in social and civic life including ethical practice
1	1.1			X	X	X		
	1.2	X		X				
	1.3	X		X				
	1.4	X	X	X			X	
2	2.1	X		X				
	2.2	X	X	X		X	X	
3	3.1	X		X			X	
	3.2	X		X			X	
	3.3	X	X	X				
4	4.1	X		X				
	4.2	X		X		X		
	4.3	X	X	X				

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Retail Services  
Qualification title: Level 2 Composite Award in retail products  
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Unit: 2  
Unit title: Merchandise products  
Unit code: LD70020041  
Retail Operations

Level: 2	Credit value: 1	Notional learning hours: 15 hours
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**Unit information**

**Unit description of content**

This unit describes the performance outcomes, skills and knowledge required to merchandise products within a retail store. It involves the consistent application of store policies and procedures in regard to displaying, merchandising, ticketing, labeling, pricing and storing stock. It also includes the application of correct manual handling, storage and display techniques according to stock characteristics, industry codes of practice and relevant legislation.

**Information for learning and achievement**

This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.

**Assessment strategy**

Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.

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Assessment can include role play, scenario setting, use of drama, presentations, written material, notes, checklists, lists, statements, comparative charts, and diagrammes.

**Recording and storing of learner achievement**

Keep evidence of learners’ work in the Centre for up to one year.  
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Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.

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Unit: 2  
Unit title: Merchandise products  
Unit code: LD70020041  
Retail Operations

Level: 2	Credit value: 1	Notional learning hours: 15 hours
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**Assessment criteria: Knowledge, skills and application (KSA)**

**Learning outcomes**

Learning outcome 1: Prepare and apply labels and tickets

Performance criteria:

- 1.1. Tickets are prepared using electronic equipment or neatly by hand according to design specifications and store procedures.
- 1.2. Labels and tickets for window, wall or floor displays are prepared according to store policy.
- 1.3. Soiled, damaged, illegible or incorrect labels and tickets are identified and action to correct same is taken in accordance with store procedures.
- 1.4. Electronic ticketing and labeling equipment is used, maintained and stored according to manufacturer's instructions and store procedures.
- 1.5. Labels and tickets are placed visibly and correctly on merchandise.
- 1.6. Own merchandising practice is reflected on and improvements made.

Learning outcome 2: Maintain merchandising displays

Performance criteria:

- 2.1. Unsuitable or out-of-date displays and special promotions are reset or dismantled as directed.
- 2.2. Merchandise is arranged and faced-up as directed and in accordance with layout specifications and load-bearing capacity of fixtures.
- 2.3. Correct pricing and information are maintained on merchandise in accordance with store procedures, brand specifications and industry codes of practice and legislative requirements.
- 2.4. Optimum display stock levels are identified and replenished in accordance with store policy.

**Evidence guideline**

- Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations.
- Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements.
- Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier.
- Learners should demonstrate not less than 80% of the requirements for the summative assessment.
- Re submissions are permissible.

**Evidence requirements**

1. Learners prepare and apply labels and tickets and evidence with a report on prepared, displayed, and rejected or replaced labels.
2. Learners maintain merchandising displays and evidence with a report on suitable and unsuitable displays.
3. Learners review own work and identify performance improvement strategies.

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Unit: 2

Unit title: Merchandise products

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Retail Operations

**Mapping of CoreLife Skills**

Elements	Performance Criteria	Collecting, analysing, organising and applying information in a given context	Communicating information, concepts and ideas	Initiating and organising self and activities, including motivation, exploration and creativity	Working with others in teams including leadership	Solving problems including using mathematical ideas and techniques	Applying information and communication technology	Participating in social and civic life including ethical practice
1	1.1	X	X	X			X	
	1.2	X	X	X				
	1.3	X		X		X		
	1.4	X	X	X			X	
	1.5	X	X	X		X	X	
	1.6	X	X	X				
2	2.1			X	X	X		
	2.2	X	X	X	X			
	2.3	X	X	X	X	X	X	X
	2.4	X	X	X		X		

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Unit: 3  
Unit title: Advise on products  
Unit code: LD700200714  
Retail Operations

Level: 2	Credit value: 1	Notional learning hours: 15 hours
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**Unit information**

**Unit description of content**

This unit describes the performance outcomes, skills and knowledge required to apply a depth of specialist or general product knowledge and a need for experience and skill in offering advice to customers. It deals with developing and recommending specialised products and services.

**Information for learning and achievement**

This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.

**Assessment strategy**

Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.

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Assessment can include role play, scenario setting, use of drama, presentations, written material, notes, checklists, lists, statements, comparative charts, and diagrammes.

**Recording and storing of learner achievement**

Keep evidence of learners’ work in the Centre for up to one year.  
Encourage learners to maintain learning logs and evidence of professional development.  
Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.



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Unit: 3  
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**Assessment criteria: Knowledge, skills and application (KSA)**

**Learning outcomes**

Learning outcome 1: Be able to develop product and service knowledge.

Performance criteria:

- 1.1. Product knowledge is developed and maintained according to store policy and legislative requirements.
- 1.2. Product knowledge is conveyed to other staff as required.
- 1.3. Comparisons between competitors' products, services and pricing structures are researched and applied.

Learning outcome 2: Be able to recommend specialised products or services.

Performance criteria:

- 2.1. Merchandise is evaluated in accordance with customer requirements.
- 2.2. Features and benefits of products and services are demonstrated to customer to create a buying environment.
- 2.3. Detailed specialised knowledge of products is applied to provide accurate advice to customers.
- 2.4. Own practice is reviewed and required action to improve undertaken.

**Evidence guideline**

- Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations.
- Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements.
- Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier.
- Learners should demonstrate no less than 80% of the requirements for the summative assessment.
- Re submissions are permissible.

**Evidence requirements**

1. Learners develop product and service knowledge and evidence with a report on product and service knowledge in own workplace and comparison with competitors.
2. Learners recommend products or services and evidence with a report on customer requirements and advice provided.
3. Learners review own work and identify performance improvement strategies.

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Unit: 3  
Unit title: Advise on products  
Unit code: LD700200714  
Retail Operations

**Mapping of CoreLife Skills**

Learning outcomes	Performance Criteria	Collecting, analysing, organising and applying information in a given context	Communicating information, concepts and ideas	Initiating and organising self and activities, including motivation, exploration and creativity	Working with others in teams including leadership	Solving problems including using mathematical ideas and techniques	Applying information and communication technology	Participating in social and civic life including ethical practice
1	1.1	x					x	
	1.2	x	x	x	x		x	x
	1.3	x	x	x			x	
2	2.1	x	x	x	x	x	x	x
	2.2	x	x	x	x	x	x	x
	2.3	x	x	x	x	x	x	x
	2.4	x	x	x	x	x		x

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Unit: 4  
Unit title: Work effectively in a retail environment  
Unit code: LD700200914  
Retail Operations

Level: 2	Credit value: 1	Notional learning hours: 15 hours
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**Unit information**

**Unit description of content**

This unit deals with performance outcomes, skills and knowledge required to work effectively in a retail environment. It involves an understanding of workplace policies and procedures, including government legislation. It also covers the organizational structure and the structure of the sector. It addresses the roles and responsibilities of the employer and the employees, as well as relationships and communication in the retail environment.

**Information for learning and achievement**

This unit is a knowledge, skill and application unit (KSA) Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.

**Assessment strategy**

Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.

This qualification is examined in two ways: assessment of underpinning knowledge and performance. Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met. Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. ‘Competent’ recognises all unit criteria have been achieved. ‘Not yet competent’ means all criteria have been attempted but yet to be achieved, ‘insufficient evidence’ means not all criteria have been attempted.

This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.

Assessment can include role play, scenario setting, use of drama, presentations, written material, notes, checklists, lists, statements, comparative charts, and diagrammes.

**Recording and storing of learner achievement**

Keep evidence of learners’ work in the Centre for up to one year.  
Encourage learners to maintain learning logs and evidence of professional development.  
Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.

Abu Dhabi Centre for Technical and Vocational Education and Training  
Retail Services  
Qualification title: Level 2 Composite Award in retail products  
Qualification code: CALD70020214

Unit: 4  
Unit title: Work effectively in a retail environment  
Unit code: LD700200914  
Retail Operations

Level: 2	Credit value: 1	Notional learning hours: 15 hours
<b>Assessment criteria: Knowledge, skills and application (KSA)</b>		
<b>Learning outcomes</b>		
Learning outcome 1: Be able to act responsibly		
Performance criteria: 1.1. Shift availability or notification for non-attendance for shift is communicated according to set time frames and store policies and procedures. 1.2. Staff rosters are interpreted accurately. 1.3. Organisational culture is recognised and described.		
Learning outcome 2: Be able to act in a non-discriminatory manner		
Performance criteria: 2.1. Non-discriminatory attitudes are displayed when interacting with customers, staff or management. 2.2. Non-discriminatory language is used.		
Learning outcome 3: Be able to develop retail industry knowledge		
Performance criteria: 3.1. Sources of information on the retail industry are identified and accessed. 3.2. Information is obtained to assist with effective work performance and career planning within the retail industry. 3.3. Roles and responsibilities of employer and employee are identified and understood within the context of the organizational structure.		
Learning outcome 4: Be able to maintain personal presentation		
Performance criteria: 4.1. Personal dress is presented and maintained at all times in a neat and tidy manner according to store policies and procedures. 4.2. Personal hygiene procedures are maintained at all times according to store policies.		
Learning outcome 5: Be able to follow routine instructions		
Performance criteria: 5.1. Instructions are received and acted upon. 5.2. Effective questioning is used to elicit information. 5.3. Workplace information relevant to a particular task is assessed, comprehended, and acted upon. 5.4. Daily work routine is planned and organized within the scope of the job role. 5.5. Tasks are prioritised and completed according to required time frames.		

**Evidence guideline**

- Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations.
- Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements.
- Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier.
- Learners should demonstrate no less than 80% of the requirements for the summative assessment.
- Re submissions are permissible.

**Evidence requirements**

1. Learners act responsibly and evidence with a report on organizational culture, policies and procedures and a reflection on own behaviour.
2. Learners act in a non-discriminatory way and evidence with a report on non-discriminatory behaviour, attitude and language.
3. Learners develop retail industry knowledge and evidence with a report on sources of information on the retail industry.
4. Learners maintain personal presentation and evidence with a report on personal dress and hygiene procedures.
5. Learners follow routine instructions and evidence with a report on instructions received, questions asked, information sources accessed and tasks completed.
6. Learners review own work and identify performance improvement strategies.

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**Mapping of CoreLife Skills**

Elements	Performance Criteria	Collecting, analysing, organising and applying information in a given context	Communicating information, concepts and ideas	Initiating and organising self and activities, including motivation, exploration and creativity	Working with others in teams including leadership	Solving problems including using mathematical ideas and techniques	Applying information and communication technology	Participating in social and civic life including ethical practice
1	1.1	X		X	X			X
	1.2	X		X	X			X
	1.3	X		X	X			X
2	2.1	X		X	X			X
	2.2	X		X	X			X
3	3.1	X			X		X	X
	3.2	X			X		X	X
	3.3	X			X		X	X
4	4.1	X		X	X			X
	4.2	X		X	X			X
5	5.1	X	X	X	X			X
	5.2	X	X	X	X	X		X
	5.3	X	X	X	X			X
	5.4	X	X	X	X			X
	5.5	X	X	X	X			X