

SEAC SYLLABUS

RETAIL

2021



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ta' Malta**

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SEAC01 Retail
Syllabus Addendum

Mitigating factors for 2021 MATSEC Examinations Session

Changes in Subject Content	<p>Content in Unit 2 has been reduced to what was covered in Assignment 1. Remaining content is not expected to be delivered.</p> <p>Content of Unit 3 K5, K7, A1 and A5 may not be covered.</p>
Changes in Coursework	<p>Unit 2 Assignment 2 will not be carried out. Marks for this component will be prorated at the end of the programme based on the performance in the other assessments of the qualification.</p> <p>Unit 3 A1 and A5 will not be assessed in the coursework but still included on the front sheet/s and awarded full marks.</p>
Changes in Exam Paper(s)	<p>The Unit 2 Controlled assessment will not be carried out. Marks for Unit 2 Controlled assessment will be prorated at the end of the programme based on the performance in the other assessments of the qualification.</p> <p>The Unit 3 Controlled assessment will not include K5 and K7. Marks for these criteria, which shall not be assessed, will be prorated at the end of the unit based on the combined performance in Knowledge and Comprehension criteria within the same unit.</p>

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Introduction

The aim of this learning and assessment programme is to assist secondary schools to manage applied vocational programmes, specifically in the planning and implementation of the programme delivery.

This learning and assessment programme is structured in two parts, namely:

Part A: General Policies

Part B: Unit Specifications

In Part A, the Learning Outcomes of the programme are explained. Important terms used in the Learning and Assessment Programme (LAP) are defined.

In Part B, the content to be covered in each unit is provided. The learning outcomes together with a brief description are also specified. The assessment criteria together with the scheme of assessment are presented in this part of the document.

In order to ensure effective implementation of the programme, adequate standards, quality assurance processes and procedures have to be adopted. Additionally, policies, guidelines and strategies related to assessment practices are documented in the SEC Vocational Subjects Policy Document. Standard templates will also be provided and will be structured as follows:

List of Templates
Teacher's Timeframe
Assignment Brief Front Sheet
Record of Internal Verification – Assignment Brief
Record of Internal Verification – Assessment Decision
External Verification Report Template
Unit Tracking Sheet Template

Part A: General Policies

Introduction

The aim of the applied vocational programme in Retail is to provide candidates with the underpinning knowledge related to retail. By the end of the programme, candidates are expected to have gained sufficient skills and should be able to apply knowledge and skills.

Programme Learning Outcomes

At the end of the programme, I can:

- Recognise the key aspects of the retail industry and related roles and duties.
- Maintain a clean and safe environment for oneself, colleagues and customers.
- Carry out basic tasks in stock handling in different retail environments.
- Demonstrate an understanding of basic visual merchandising to promote sales in retail.
- Represent the retail organisation in a professional manner when dealing with customers in front line duties.

Unit Learning Outcomes

Unit 1: Applied Retail Support

At the end of the unit, I can:

- LO 1.** Demonstrate an understanding of the various work areas and housekeeping activities.
- LO 2.** Follow procedures to ensure that the correct quantity and quality of goods are received.
- LO 3.** Handle goods appropriately in different retail settings.
- LO 4.** Apply tags to retail goods.
- LO 5.** Conduct a basic stock take exercise.

Unit 2: Practical Merchandising

At the end of the unit, I can:

- LO 1.** Prepare a compliant retail outlet layout.
- LO 2.** Organise a product line display.
- LO 3.** Assemble and dismantle a promotional display.
- LO 4.** Enhance a customer's retail experience through the use of themes.
- LO 5.** Demonstrate an understanding of the importance of product packaging for display settings.

Unit 3: Retail Front Line

At the end of the unit, I can:

- LO 1.** Handle cash, payment and transactions according to established standards.
- LO 2.** Demonstrate appropriate interpersonal skills when dealing with different customers.
- LO 3.** Approach customers appropriately in different scenarios.
- LO 4.** Demonstrate knowledge of the delivery processes.

Programme Descriptors

Programme descriptors are understood as outcome statements of what a candidate is expected to have achieved by the end of the programme. These are an adaptation of MQF level descriptors for the specific programme.

Overview

MQF Level 1	MQF Level 2	MQF Level 3
<p>Basic general knowledge</p> <ol style="list-style-type: none"> 1. Acquires basic general knowledge related to retail environments and expressed through a variety of simple tools and contexts as an entry point to lifelong learning; 2. Knows and understands the steps needed to complete simple tasks and activities in retail settings; 3. Is aware and understands basic tasks and instructions; 4. Understands basic retail textbooks. 	<p>Basic factual knowledge of retail.</p> <ol style="list-style-type: none"> 1. Possesses good knowledge of retail; 2. Is aware and interprets information and ideas; 3. Understands facts and procedures in the application of basic retail tasks and instructions; 4. Selects and uses relevant knowledge to accomplish specific actions for self and others. 	<p>Knowledge of facts, principles, processes and general concepts in retail.</p> <ol style="list-style-type: none"> 1. Understands the relevancy of theoretical knowledge and information related to retail; 2. Assesses, evaluates and interprets facts, establishing basic principles and concepts in retail; 3. Understands facts and procedures in the application of more complex retail tasks and instructions; 4. Selects and uses relevant retail knowledge acquired on one's own initiative to accomplish specific actions for self and others.

MQF Level 1	MQF Level 2	MQF Level 3
<p>Basic skills required to carry out simple tasks.</p> <ol style="list-style-type: none"> 1. Has the ability to apply basic knowledge and carry out a limited range of simple tasks related to retail; 2. Has basic repetitive communication skills to complete well defined routine tasks and identifies whether actions have been accomplished; 3. Follows instructions and is aware of consequences of basic actions for self and others. 	<p>Basic cognitive and practical skills required to use relevant information in order to carry out retail tasks and to solve routine problems using simple rules and tools.</p> <ol style="list-style-type: none"> 1. Has the ability to demonstrate a range of skills by carrying out a range of complex tasks in retail; 2. Communicates basic information; 3. Ensures tasks are carried out effectively. 	<p>A range of cognitive and practical skills required to accomplish retail tasks and solve problems by selecting and applying basic methods, tools, materials and information.</p> <ol style="list-style-type: none"> 1. Demonstrates a range of developed skills to carry out more than one complex task effectively and in unfamiliar and unpredictable contexts related to retail; 2. Communicates more complex information; 3. Solves basic problems by applying basic methods, tools, materials and information given in a restricted retail learning environment.
<p>Work out or study under direct supervision in a structured context.</p> <ol style="list-style-type: none"> 1. Applies basic retail knowledge and skills to do simple, repetitive and familiar tasks; 2. Participates in and takes basic responsibility for the action of simple retail tasks; 3. Activities are carried out under guidance and within simple defined timeframes; 4. Acquires and applies basic key competences related to retail at this level. 	<p>Work or study under supervision with some autonomy.</p> <ol style="list-style-type: none"> 1. Applies factual knowledge and practical skills to do some structured retail tasks; 2. Ensures s/he acts pro-actively; 3. Carries out retail activities under limited supervision and with limited responsibility in a quality controlled context; 4. Acquires and applies basic key retail competences at this level. 	<p>Take responsibility for completion of retail tasks in work or study and adapt own behaviour to circumstances in solving problems.</p> <ol style="list-style-type: none"> 1. Applies retail knowledge and skills to do some tasks systematically; 2. Adapts own behaviour to circumstances in solving problems by participating pro-actively in structured learning environments; 3. Uses own initiative with established responsibility and autonomy, but is supervised in quality-controlled learning environments, normally in a retail environment; 4. Acquires key retail competences at this level as a basis for lifelong learning.

Definitions/Terminology

Term	Definition
Assessor	The person responsible to grade the candidate's work, issue a mark and determine the candidate's final grade.
Assessment (Continuous)	A number of tasks given to the candidate during the course; these could be an individual task or a group work.
Controlled Assessment	An assessment in the form of an examination and conducted within a school environment.
Learning Outcome	Learning Outcomes are statements which describe what a qualification represents in terms of knowledge, skills and competences. The Malta Qualifications Framework (MQF) defines a learning outcome as what the candidate understands and is capable of doing at the end of the learning process.
Knowledge	Knowledge refers to the understanding of basic, factual and theoretical information, which is traditionally associated with formal learning but can also be acquired from informal and non-formal learning.
Skills	Skills imply the application of acquired knowledge and understanding in different contexts. A skill may be the result of formal learning or of repetitive work in an informal setting.
Competences	Each competence is defined as a combination of knowledge and skills and is associated with the level of autonomy and responsibility that the person is expected to have at that level.
Unit Content	The unit content is the content required to be communicated and given to the candidate per learning outcome. Each learning outcome must have content related to it, which content must be delivered to provide the candidate with the tools necessary to achieve that outcome.
Assessment Criteria	A description of what a candidate is expected to do in order to demonstrate that a learning outcome has been achieved.
Sample of Work	A sample of work is a percentage of the candidate's work gathered as a representative sample for the internal or external verifier.
Quality Assurance	To assure the standards and quality of the learning assessment programme.
Malta Qualification Framework	The Malta Qualifications Framework (MQF) provides an indication of the level of difficulty as a benchmark for a qualification, which needs to be assigned a level and mapped to the framework. The MQF has level descriptors from Level 1 to 8. The level descriptors are useful for education and training providers as they describe the Knowledge, Skills and Competences and a set of Learning Outcomes, which indicate to the candidate the end of a learning process.
Synoptic Assessment	A Synoptic Assessment can be defined as an assessment, which is designed to cover all the assessment grading criteria for a given unit.

Assessment Scope

Assessment is an important element in any learning process. This should inform candidates about their achievements and at the same time it should meet important conditions of reliability, validity and fairness. Thus, important rules and procedures must be adhered-to. In particular, the assessment regulations and procedures that are explained in this section will ensure that assessments are:

- Of the required standard, quality and level;
- Fair for all candidates;
- Valid and reliable.

Each unit will be assessed by means of three assignments, one of which must be an assessment conducted within a controlled school environment. The assessment mode/type, criteria to be assessed and the distribution of marks are explained in Part B of the programme as part of the unit specifications.

Quality Assurance

An important aspect of this programme is the quality assurance process that must be conducted throughout the implementation of the programme. Three main processes are to be conducted as stipulated in the table below.

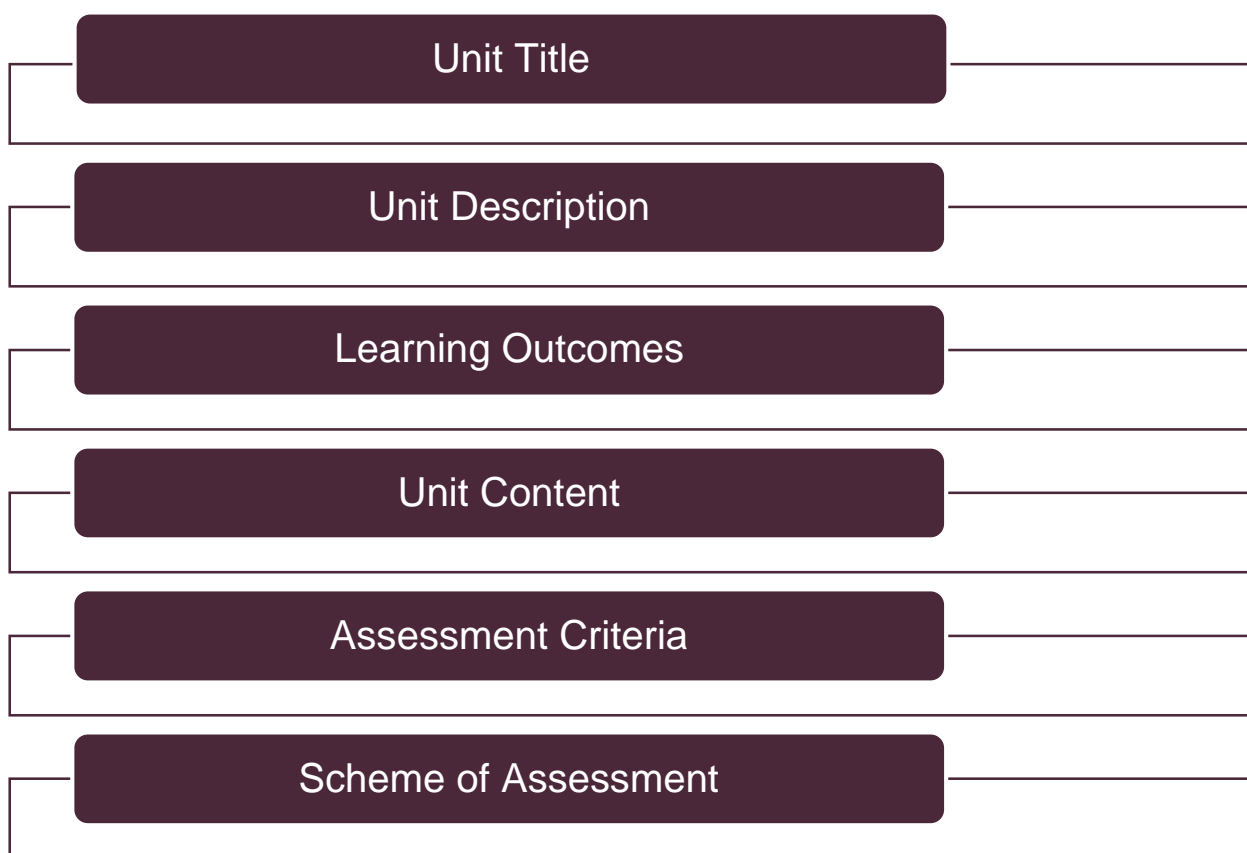
Internal Verification of Assessment Briefs	All assessment briefs are to be internally verified before being issued to the candidates. Within this process, important checks relating to learning outcomes, criteria to be assessed, validity and reliability are to be performed.
Internal Verification of Assessment Decisions	Once candidates complete their work, and their assessments have been corrected, a representative sample of candidates' work is to be internally verified.
External Verification	The process of external verification will ensure that programme quality and standards are met.

Part B: Unit Specifications

Introduction

This part of the programme guide provides detailed specification for each of the 3 units that are to be implemented for the successful completion of the programme. The curriculum design adopted for the development of the units of study is based on the learning outcomes approach. The latter can be defined as “written statements of what a candidate should be able to do/know/apply by the end of the learning process.”¹

The structure of the unit specifications is presented below:



Interpreting the Unit Specifications

The syllabus is written in a way whereby the knowledge criteria at MQF level 3 build upon the knowledge criteria at MQF level 2 and in the same manner the knowledge criteria at MQF level 2 build upon the knowledge criteria at MQF level 1. The same applies for the comprehension and application criteria. The comprehension criteria also build upon the knowledge criteria and the application criteria build upon the knowledge and the comprehension criteria.

¹ http://www.cedefop.europa.eu/files/4156_en.pdf

The document is an assessment syllabus; therefore any other examples or information apart from those written in the unit content should be taught so that candidates will enjoy the learning process and get a general overview of the subject. Under each grading criterion, only the **minimum** content that has to be covered is listed. The material covered in class must at least reflect **both** the unit content and grading criteria.

Examples (e.g.), commas, semi-colons, bullets, or, and N.B. are used in the Learning and Assessment Programme. When semi-colons are used the candidates should be assessed on all the content prescribed. However, when the list is headed with example (e.g.), all the content is to be covered but candidates are to be assessed on more than 50% of the content prescribed for that grading criterion. Where bullets are present, marks allocated for the criterion should be equally distributed. Where 'or' is present, only one of the listed items should be assessed. Where an 'N.B.' is present, important information regarding the assessment is given.

Where the plural is used in grading criteria (e.g. types, aspects, etc.), at least two answers are expected. Unless indicated otherwise in the unit content, when assignments are written, the criteria assessed should build on each other.

In each grading criterion there is a command verb which specifies the level of content expected by the student; examples of such verbs are list, identify, outline, describe, explain, etc... These verbs are defined by MATSEC in the glossary of verbs available on their website. It is of vital importance that the command verbs specified in the grading criteria remain unchanged in the assignment brief.

At the end of Unit 1, sample assessments with respective marking schemes are presented. The sample assignment and controlled assessment specimen are only available as guidance for teachers and internal verifiers. Teachers are expected to develop their own assignment briefs and marking schemes including typical expected answers.

Unit 1: Applied Retail Support

Unit 1	Applied Retail Support
<p>Unit Description</p>	<p>Retailing contributes significantly to local economic activity. Retailers sell a variety of goods ranging from daily needs to specialised one-off purchases. Retail stores are supported by various activities that ensure that the operation is efficient, effective and is able to satisfy customer needs. Furthermore, activities are carried out for the receipt of goods and the provision of services, for purchase and consumption by customers. The prospective employee in a retail setting has an important role, through the individual contribution and by working in a team to fulfil the required duties. Hence this unit will look at some of the key aspects that occur behind the scenes in retail environments. These activities may not be visible to customers, albeit learners are to clearly understand the importance of their supportive role and related tasks.</p> <p>Considering this mind set, candidates will initially be introduced to the retail environment so as to set a context for learning. This is followed by practical tasks and knowledge about the importance of maintaining a hygienic and organised work area. Candidates will then be introduced to the basic tasks related to the receipt, handling and preparation of goods for sale.</p>

Learning Outcomes

At the end of the unit, I can:

- LO 1.** Demonstrate an understanding of the various work areas and housekeeping activities.
- LO 2.** Follow procedures to ensure that the correct quantity and quality of goods are received.
- LO 3.** Handle goods appropriately in different retail settings.
- LO 4.** Apply tags to retail goods.
- LO 5.** Conduct a basic stock take exercise.

Unit Content

Subject Focus	The retail work areas and housekeeping practices
LO 1.	Demonstrate an understanding of the various work areas and housekeeping activities.
K-1.	<p>Different retail work areas: warehouse or storage area; goods display area; customer relations area; support service area.</p> <p>Functions of different retail work areas:</p> <ul style="list-style-type: none"> • Warehouse or storage area: receiving goods; storage; • Goods display area: promotion; merchandising; • Customer relations area: sales transactions; customer information; • Support service area: after-sales service; contract management. <p>Roles and Duties:</p> <ul style="list-style-type: none"> • Roles: e.g. retail outlet manager, shop assistant, cashier, stacker/merchandiser, delivery person, customer care representative, store keeper, product promoter. • Duties: managing the store and/or sales data analysis and/or greeting customers and/or assisting customers and/or explaining product features and/or preparing and maintaining shelves and/or housekeeping and/or receiving and organising goods and/or promoting and selling products and/or processing payments and/or setting up visual merchandising exhibits and/or preparing incoming goods documentation and/or organise workflow to meet customer timeframes and/or maintaining customer database and accounts. <p>N.B. For assessment purposes the duties are to be considered according to the roles encountered within a specific context. TWO duties for each role should be described.</p>
K-2.	<p>Materials, tools and equipment*:</p> <ul style="list-style-type: none"> • Materials: disinfectant solutions and sanitizers; glass cleaning liquid; bleach; degreaser; surface cleaner; • Tools and equipment: e.g. vacuum cleaner, mop and bucket, microfiber cleaning cloth, squeegee, waste disposal container and bags, protective gloves, protective eyewear, knee pads. <p>*N.B. For assessment purposes materials, tools and equipment should be appropriate to food and non-food retail contexts.</p> <p>Health and Safety measures: appropriate signage; wearing personal protective equipment; checking housekeeping equipment prior to use; cleaning of any spillages; storing cleaning tools and materials appropriately; dealing with hazardous substances; minimising and/or removing obstructions caused by cleaning activities; appropriate use of cleaning products according to food and non-food retail context.</p>

K-3.	Types of waste*: paper waste; organic waste; hazardous waste; liquid waste; solid waste. <i>*N.B. It is highly recommended that reference should be made to recyclable and non-recyclable waste.</i>
	Health and Safety measures when dealing with waste: protection from hazardous substances (ingestion, inhalation, absorption through skin); use of personal protective equipment (gloves, goggles, overalls); safe working practices; breaking down waste loads and asking colleagues for help.
	Ways of disposing waste sustainably*: reduce; reuse; recycle; repair; recover. <i>*N.B. It is highly recommended that reference should be made to local initiatives by various local entities.</i>
C-1.	Consequences of bad housekeeping: infestations; loss of customers; loss of products; legal implications.
	Reasons to maintain a clean environment: job satisfaction; improved product and/or service provision; customer retention; increased income.
	Impact on the organisation as a result of carelessness: increased fees; bad image; loss of market share due to bad reputation; unhealthy employees; lack of preservation of assets.
A-1.	Tools, material and protective equipment: <ul style="list-style-type: none"> • Protective equipment: protective gloves; goggles; overalls; safety shoes; • Tools: vacuum cleaner; mop and bucket; microfiber cleaning cloth; squeegee; waste disposal container and bags; • Material: disinfectant solutions and sanitizers; glass cleaning liquid; bleach; degreaser; surface cleaner.
	Organising work area: removing misplaced goods, damaged or spoilt items from area; place goods in order; standardise work areas. <i>N.B. It is highly recommended that candidates should be made aware of the 5 'S' methodology to organise work areas.</i>
	Sustain work areas: wear appropriate protective equipment; use the appropriate materials, tools and equipment; remove litter and clear bins; maintain walkways free of trolleys, boxes and cartons; clean work areas appropriately.

Subject Focus	Receiving goods for retail
LO 2.	Follow procedures to ensure that the correct quantity and quality of goods are received.
K-4.	Documentation: purchase order; delivery note; packing list; goods received note; goods returned note.
	Key tasks for receipt and processing of goods: cleaning and maintaining the receiving area; checking of goods against documentation; unpacking and inspection of goods; removal and appropriate disposal of any extra packing material; place goods in the appropriate receptacles or shelves.
A-2.	Necessary information and documentation: select the appropriate documentation; highlight the essential information for the receipt of goods; file documentation appropriately.
	Procedures: cleaning and maintaining the receiving area; checking of goods against documentation; unpacking and inspection of goods; removal and appropriate disposal of any extra packing material; note any required details (for example temperature) and discrepancies.
	Goods received and return notes: input the required and correct information in the goods received note template; input the required information in the goods return note template; check for any errors; print and sign required documentation.

Subject Focus	Storing goods for retail
LO 3.	Handle goods appropriately in different retail settings.
K-5.	Locations and receptacles for goods storage: <ul style="list-style-type: none"> • Locations: fridge; freezer; rooms with controlled environments; shelves; storage bays; • Receptacles: crates; cardboard boxes; plastic storage boxes of various dimensions; boxes with divider strips; stacking plastic bin.
	Repercussions: breakages and damages; spillages; increase in scrap; health hazards; unnecessary costs for the organisation.
C-2.	Importance of working in a team: minimising injuries; productivity; problem solving; synergy; wider sense of ownership.
	Importance of safe handling of goods: reduce injuries to self and others; abide to legal obligations; decrease damage to goods; benefit to organisation.
	Effect of unsafe techniques for lifting and handling: slips; trips; falls; fatigue; cuts; serious injuries.

A-3.	Preparation of storage area to receive goods: ensure that enough storage space is available; remove any hazards; check that handling equipment is available and working.
	Handling of goods in a safe way: wear appropriate protective equipment; use the appropriate handling equipment; push; pull; lift; carry goods manually or mechanically.
	Placements of goods and material: select appropriate location for the goods; place the goods in the appropriate shelves and receptacle safely; maximise use of space; consideration of human factors and ergonomics.

Subject Focus	Applying tags to goods for retail
LO 4.	Apply tags to retail goods.
K-6.	Types of tags: e.g. tie string tags, sticker labels, clothes tags, digital tags, printed shelf tags, security tags or labels, alteration tags, layaway or on hold tags.
	Information on tags: final price including tax; unit price for products sold by volume or weight; origin of an item; discounts or promotional information.
	Importance of tagging: e.g. legal requirements (price indication regulations), information for customer, identification of value for money, removing confusion for customers, security, seller identification.
A-4.	Retail information: selecting the appropriate tags for the particular products; completing the correct information manually; checking that information on tag is legible and complete.
	Tools and tags: <ul style="list-style-type: none"> • Tools for tagging products: pricing gun; garment tagging gun; • Tags: e.g. tie string tags, sticker labels, clothes tags, digital tags, printed shelf tags, security tags or labels, alteration tags, layaway or on hold tags.
	Application of tags: use tools correctly and safely; apply tags appropriately on shelves or product; apply tags for sample for display; check that information on tags corresponds to information on database.

Subject Focus	Monitoring goods for retail
LO 5.	Conduct a basic stock take exercise.
K-7.	<p>Stock rotation methods: FIFO (First In First Out); FEFO (First Expired First Out); LIFO (Last In First Out) or LCFS (Last Come First Served); FILO (First In Last Out).</p> <p>Importance of stock rotation: mitigating stock loss; marketing purposes; issues of sell by date for perishable goods; minimising waste; reducing costs from wasted goods.</p> <p>N.B. For assessment purposes food/perishable items or non-food items should be taken into consideration.</p>
K-8.	<p>Importance of stock taking exercise: inventory management; discover loss of stock; be aware of the condition of current stock; discover product performance or issues in pricing strategies.</p> <p>Steps to undertake a stock take exercise: choose appropriate stock take time so as not to effect sales; prepare tools and stock sheets; make sure room is tidy; liaise with colleagues to agree on tasks and work as a team; put aside sold items; count items accurately (do not guess quantities); mark stock sheet; validate (compare physical count to stock records); recheck discrepancies; update stock records (using software or manually/paper based system).</p> <p>Information on stock take sheet: date of stock taking; location (where applicable); item code or serial number; barcode (if inventory is barcoded); description/name of item; item group; count/value of stock found; stock taker's signature; discrepancies; remarks column for comments on condition of stock or any other special notes.</p>
C-3.	<p>Importance of checking:</p> <ul style="list-style-type: none"> • Quantity: availability; seasonal fluctuations; minimum order quantities; discounts for quantities; frequency of delivery; • Quality: perishability; obsolete goods. <p>Importance of prompt replenishment: e.g. impact on inventory, availability of products for customers, remain competitive.</p> <p>Benefits of stock control: e.g. protection from changes in demand, support continuing retail operations, minimising administrative work load, makes effective use of working capital, facilitates cost accounting activities, avoids duplication in ordering of stock, supports improved customer service.</p>
A-5.	<p>Stock taking tools: clipboards; stock sheets; pens; calculators; hand held scanners (for bar coded inventory).</p> <p>Organisation of stock: stock that has been sold or yet to be delivered to customers; available stock; categorise stock.</p> <p>Stock taking exercise: counting stock accurately; recording inventory levels; highlighting discrepancies; recording stock condition; conducting stock taking exercise within a set time.</p>

Learning Outcomes and Assessment Criteria

Subject Focus:	The retail work areas and housekeeping practices
Learning Outcome 1:	Demonstrate an understanding of the various work areas and housekeeping activities.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-1. Identify the different work areas present within a retail environment.	K-1. Outline the functions of the different retail work areas.	K-1. Describe the roles and duties of personnel working in different retail work areas.						
K-2. List the materials, tools and equipment required to carry out housekeeping tasks.	K-2. Select the different materials, tools and equipment to carry out housekeeping tasks for a particular scenario.	K-2. Outline the Health and Safety measures to be taken when carrying out housekeeping tasks in different parts of the retail store.	C-1. Identify the consequences of bad housekeeping practices.	C-1. Describe why a retail store should maintain a clean environment in all areas.	C-1. Explain the impact on the organisation as a result of carelessness.	A-1. Prepare the necessary tools, materials and protective equipment for proper housekeeping.	A-1. Organise work area to maintain tidiness in a specific retail scenario.	A-1. Use suitable tools, materials and protective clothing to sustain work surfaces and areas.
K-3. Mention the different types of waste.	K-3. Outline the Health and Safety measures to be taken when dealing with different types of waste.	K-3. Describe ways to dispose of different types of waste sustainably.						

Subject Focus:	Receiving goods for retail
Learning Outcome 2:	Follow procedures to ensure that the correct quantity and quality of goods are received.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<i>K-4. Name the different documentation used in the receipt of goods.</i>	<i>K-4. Identify the different documentation used in the receipt of goods.</i>	<i>K-4. Describe the key tasks for the receipt and processing of goods.</i>				A-2. Select the necessary information within the documentation for the goods receipt process.	A-2. Follow procedures to check that received goods are of the correct quantity and quality.	A-2. Produce the goods received and goods return notes for incoming goods.

Subject Focus:	Storing goods for retail
Learning Outcome 3:	Handle goods appropriately in different retail settings.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<i>K-5. List the different locations and receptacles where goods can be stored.</i>	<i>K-5. Match goods to their appropriate storage locations and receptacles.</i>	<i>K-5. State the repercussions of bad handling and storage practices.</i>	<i>C-2. Describe why it is important to work in a team when storing goods.</i>	<i>C-2. Explain why the safe handling of goods is important.</i>	<i>C-2. Discuss how unsafe techniques for lifting and handling can affect oneself and others.</i>	A-3. Prepare the storage area to receive goods.	A-3. Demonstrate how to handle goods safely.	A-3. Place goods and material safely and effectively in the designated storage facilities.

Subject Focus:	Applying tags to goods for retail
Learning Outcome 4:	Apply tags to retail goods.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-6. List the different types of tags available in a retail environment.	K-6. Indicate the information commonly displayed on tags.	K-6. Describe why it is important that all merchandise is properly tagged.				A-4. Complete retail information on appropriate tags for different products.	A-4. Prepare the tools and tags to be applied to different products.	A-4. Apply tags to merchandise in preparation for sale.

Subject Focus:	Monitoring goods for retail
Learning Outcome 5:	Conduct a basic stock take exercise.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-7. Name the different stock rotation methods.	K-7. Outline different stock rotation methods used in different retail situations.	K-7. Describe the importance of stock rotation in storage.						
K-8. Outline the importance of a stock take exercise.	K-8. List the steps in order to undertake a stock take exercise.	K-8. State the information that is included in the stock take sheet.	C-3. Explain why the quantity and quality of stock needs to be checked regularly.	C-3. Describe the importance of prompt replenishment of stock in storage and on shelves.	C-3. Explain the benefits of stock control.	A-5. Prepare stock taking tools.	A-5. Organise stock in preparation for a stock take.	A-5. Conduct a stock take exercise for a given retail scenario.

Assessment Criteria

Assessment criteria provide guidance on how the candidates will be assessed in order to ensure that the learning outcomes have been achieved.

To achieve each outcome a candidate must satisfy the assessment criteria listed in the previous table. The assessment criteria which will be assessed in the controlled assessment have been highlighted.

Scheme of Assessment

Ass. No.	Assessment Mode	Percentage distribution
1	Assignment 1	30 - 40%
2	Assignment 2	30 - 40%
3	Controlled	28 - 32%

Distribution of Marks

Criteria	MQF Level 1 Marks	MQF Level 2 Marks	MQF Level 3 Marks	Totals
Knowledge	1	1	2	4
Comprehension	2	2	2	6
Application	3	3	4	10

Specimen Assessments

The sample assignment and controlled assessment specimen are only available as guidance for teachers and internal verifiers. Teachers are expected to develop their own assignment briefs and marking schemes including typical expected answers.

Specimen Assignment 1

Assignment Title: Preparation of work areas and goods for retail

Vocational Scenario

A new retail outlet selling household goods will be opening in the coming days. You were recruited as a stores assistant, and have been asked to attend a number of training sessions. A training session covers the proper housekeeping of different work areas. Another training session would provide an introduction to the procedures for handling incoming goods, including the knowledge and preparation of related documentation for retail operators.

Deadline:

Task 1

Deadline:

The training will introduce you to housekeeping procedures, in line with Health and Safety measures. You will be trained on the appropriate use of housekeeping equipment, and the organisation and sustainability of work areas. Proper ways to dispose of waste will also be tackled. As part of the training, you are asked to produce an **information booklet** to be followed and referred-to when stores personnel are carrying out their daily tasks.

Question 1

K-1 (4 marks)

The first part of the booklet, which you will mark as *Part (i)*, shall provide an overview of work areas and personnel in a new outlet selling household goods. In your booklet:

- a. Figure 1 shows the floor plan of the new outlet selling household goods. Identify the **FOUR** different retail work areas present in the plan. (1)
- b. Outline **TWO** functions of the **FOUR** different retail work areas identified in Question 1(a). (1)
- c. Describe **FIVE** roles of personnel working in the outlet and for each role describe **TWO** duties. (2)



Figure 1 - Floor Plan

Question 2

K-2 (4 marks)

The second part of the booklet, which you will mark as *Part (ii)*, will be about the different types of materials, tools and equipment required to carry out proper housekeeping of the store. In your booklet:

- List **FIVE** materials and **FIVE** tools and equipment required to carry out housekeeping tasks. (1)
- Select **FIVE** specific materials and **FIVE** tools and equipment to be used when cleaning the kitchenette of the store. (1)
- In the last section of Part (ii) of the information booklet, outline **EIGHT** Health and Safety measures through a practical example of each, when carrying out housekeeping tasks in different parts of the retail store. (2)

Question 3**K-3 (4 marks)**

Training shall also comprise sessions dealing with the management of waste generated by the retail outlet. In *Part (iii)* of the information booklet:

- a. Mention the **FIVE** different types of waste. (1)
- b. Outline **FOUR** Health and Safety measures to be taken when dealing with **each** of the different types of waste. (1)
- c. Describe **FIVE** ways to dispose of different types of waste. You may support your descriptions with examples of local initiatives. (2)

Task 2**Deadline:**

The training sessions shall also include practical exercises through which you will be able to demonstrate proper preparation, organisation and use of tools to maintain a sustainable working area.

Question 1**A-1 (10 marks)**

Demonstrate proper preparation, organisation and use of tools to have a sustainable working area by:

- a. Preparing at least **FIVE** necessary tools and materials, and **FOUR** protective equipment for proper housekeeping. (3)
- b. Organising the work area to maintain tidiness in a household retail store. (3)
- c. Using suitable tools, materials and protective clothing to sustain work surfaces and areas in the household goods storage. At least **FIVE** components are required for the proper sustainability of the work area. (4)

Task 3**Deadline:**

After attending the set training for proper housekeeping of the retail store work areas, you are called for a session with your mentor to demonstrate your incoming-goods related skills. The different documentation used, information recorded, and key related tasks for the receipt and processing of incoming goods should be demonstrated.

Question 1**A-2 (10 marks)**

You are to demonstrate how you will carry out these processes related to incoming goods.

- a. Select the necessary information within the appropriate documentation for the goods receipt process, filing the document appropriately. (3)
- b. Follow procedures to check that received goods are of the correct quantity and quality. (3)
- c. Produce both the goods received and goods return notes for incoming goods. These documents are to be error-free and signed accordingly. (4)

Specimen Assignment 1 Marking Scheme

Criteria Reference	The student should be able to:	Task and Question Number	Maximum marks that can be achieved	Allocation of marks	What is being expected in the answer/s
K-1		Task 1	4		
	MQF 1: Identify the different work areas present within a retail environment.	1a	1	Award 0.25 marks for each area identified (0.25 x 4 = 1)	FOUR work areas should be listed.
	MQF 2: Outline the functions of the different retail work areas.	1b	1	Award 0.125 marks for each function correctly outlined. (0.125 x 8)	The outline of the TWO functions of the FOUR work areas identified in question 1(a) should be provided.
	MQF 3: Describe the roles and duties of personnel working in different retail work areas.	1c	2	Award 0.2 marks for each role description and 0.1 marks for each description of related duties.	The candidate should correctly describe: <ul style="list-style-type: none"> • FIVE roles; • TWO duties related to each role.

		Task 1	4		
K-2	MQF 1: List the materials, tools and equipment required to carry out housekeeping tasks.	2a	1	<p>Award 0.1 marks each for listing five materials (0.1 x 5 = 0.5);</p> <p>Award 0.1 marks each for listing five tools and equipment (0.1 x 5 = 0.5)</p>	<ul style="list-style-type: none"> • FIVE materials are to be listed. • FIVE tools and equipment are to be listed.
	MQF 2: Select different materials, tools and equipment to carry out housekeeping tasks for a particular scenario.	2b	1	<p>Award 0.1 marks each for listing five materials (0.1 x 5 = 0.5);</p> <p>Award 0.1 marks each for listing five tools and equipment (0.1 x 5 = 0.5)</p>	<ul style="list-style-type: none"> • FIVE materials are to be selected. • FIVE tools and equipment are to be selected. <p>Marks should only be awarded if the selection is directly linked to the scenario given.</p>
	MQF 3: Outline the Health and Safety measures to be taken when carrying out housekeeping tasks in different parts of the retail store.	2c	2	<p>Award 0.25 marks for each Health and Safety measure (0.25 x 8 = 2)</p>	<p>EIGHT Health and Safety measures should be outlined.</p> <p>For each outline, a practical example should be included for the answer to be considered valid.</p>

		Task 1	4		
K-3	MQF 1: Mention the different types of waste.	3a	1	Award 0.2 marks each for mentioning the five different types of waste (0.2 x 5 = 1)	FIVE types of waste are expected.
	MQF 2: Outline the Health and Safety measures to be taken when dealing with different types of waste.	3b	1	Award 0.25 marks for each Health and Safety measure (0.25 x 4 = 1)	FOUR Health and Safety measures are to be outlined. For each outline, the candidate is expected to give the general feature of the Health and Safety measure.
	MQF3: Describe ways to dispose of different types of waste.	3c	2	Award 0.4 marks for each description given (0.4 x 5 = 2)	In each description, a short paragraph on each of the FIVE ways of disposing waste is expected.
		Task 2	10		
A-1	MQF 1: Prepare the necessary tools, materials and protective equipment for proper housekeeping.	1a	3	Award 1 mark each for protective equipment, tools and material section (0.25 x 4 = 1), (0.2 x 5 = 1), (0.2 x 5 = 1)	<ul style="list-style-type: none"> • FOUR protective equipment are to be selected. • FIVE tools and FIVE materials are to be selected during the demonstration.
	MQF 2: Organise work area to maintain tidiness in a specific retail scenario.	1b	3	Award 1 mark for each step (1 x 3 = 3)	<p>Marks are to be awarded for each of the initial THREE steps of the 5S methodology in terms of:</p> <ul style="list-style-type: none"> • removing misplaced goods, damaged or spoilt items from area; • placing goods in order; • standardising work area.

	MQF 3: Use suitable tools, materials and protective clothing to sustain work surfaces and areas.	1c	4	Award 0.8 marks for each step (0.8 x 5 = 4)	FIVE components are required for the proper sustainability of the working area.
		Task 3	10		
A-2	MQF 1: Select the necessary information within the documentation for the goods receipt process.	1a	3	Award 1 mark for each step (1 x 3 = 3)	Marks are to be awarded if the selection of the appropriate documentation, highlighting of information and filing are demonstrated.
	MQF 2: Follow procedures to check that received goods are of the correct quantity and quality.	1b	3	Award 0.6 marks for each procedure (0.6 x 5 = 3)	Marks are to be awarded if: <ul style="list-style-type: none"> • the cleaning of the receiving area, • the checking of goods, unpacking and inspection, • the removal and disposal of excess packing, • the placing of goods in appropriate shelves, and • the noting of discrepancies or details are demonstrated.
	MQF 3: Produce the goods received and goods return notes for incoming goods.	1c	4	Award 1 mark for each step (1 x 4 = 4)	Marks are to be awarded if: <ul style="list-style-type: none"> • the inputting of correct information is in the goods received note, • the inputting of correct information is in the goods return note, • the checking of errors has been carried out, and • the printing and signing of documentation are demonstrated.

Specimen Controlled Assessment

Scenario

A school outing was organised, whereby your class was invited to visit a major retail outlet in Malta. The manager showed you around the retail complex and explained different interesting facts.

Question 1

C-1 (6 marks)

a. Housekeeping was given a lot of importance by the retail outlet manager due to various factors. Identify **FOUR** consequences of bad housekeeping practices.

- i. _____ (0.5)
- ii. _____ (0.5)
- iii. _____ (0.5)
- iv. _____ (0.5)

b. Tidiness is important for various reasons. This applies to all areas within a retail outlet. Describe **FOUR** reasons why a retail store should maintain a clean environment in all work areas.

- i. _____

_____ (0.5)
- ii. _____

_____ (0.5)
- iii. _____

_____ (0.5)
- iv. _____

_____ (0.5)

c. The manager mentioned that carelessness is to be avoided as this can have an impact on the organisation. Explain **FOUR** aspects that have an impact on the organisation as a result of carelessness.

i. _____

_____ (0.5)

ii. _____

_____ (0.5)

iii. _____

_____ (0.5)

iv. _____

_____ (0.5)

Question 2

K-4 (4 marks)

The manager mentioned that there is a process that needs to be done for the receipt and processing of goods before these are put on sale for customers.

a. Name **FIVE** key documents used in the receipt of goods.

i. _____ (0.2)

ii. _____ (0.2)

iii. _____ (0.2)

iv. _____ (0.2)

v. _____ (0.2)

- b. Identify the following **TWO** documents used in the receipt of goods, by writing the title to each document in the space provided.

Peachtree Warehouse 1365 Monroe Drive Atlanta, GA 30024		Order ID 23 Order Date 4/6/2005	
VENDOR Invacare 764 Hill Street Elyria, OH 44035 Phone (464) 728-2999 FAX (464) 999-8877		Reference Vendor Number 5467778 Vendor Account Number 908908A	
SHIP TO Peachtree Warehouse 1365 Monroe Drive Atlanta, GA 30024			
ITEMS ORDERED			
Qty	Item ID/Item Name	Unit Amount	Extended Amount
1	HB-GRDN-ICBED6 (HB-ICBED6) Semi Electric HB - Guardian	\$450.00	\$450.00
1	B5C 101 (AA-Commode) Bedside Commode	\$0.00	\$0.00
TOTAL EXTENDED AMOUNT			\$450.00
Freight			\$0.00
Notes			
Authorized Signature _____		Date _____	

- i. _____ (0.5)

Champion Sports		GRN No _____	
Goods Received Note	Copies	Accounts Dept _____	White
O/No _____		Purchasing Dept _____	Pink
Supplier Ref _____		Material control _____	Green
		Inspection _____	Blue
		With Goods _____	Yellow
Description	Part No	Quantity	Remarks
Received by (signature) _____		Date _____	
Carrier _____			

- ii. _____ (0.5)

c. Describe **FOUR** key tasks for the receipt and processing of goods.

(2)

Question 3

C-2 (6 marks)

As part of the visit to the work area where goods are handled and stored, the outlet manager emphasised a number of important points to ensure that work is done correctly and safely.

a. Describe **FOUR** reasons why it is important to work in a team when storing goods.

i. _____
_____ (0.5)

ii. _____
_____ (0.5)

iii. _____
_____ (0.5)

iv. _____
_____ (0.5)

b. Explain **FOUR** reasons why the safe handling of goods is important

i. _____

_____ (0.5)

ii. _____

_____ (0.5)

iii. _____

_____ (0.5)

iv. _____

_____ (0.5)

c. Discuss **TWO** consequences of how unsafe techniques for lifting and handling can affect you and others.

i. _____

_____ (1)

ii. _____

_____ (1)

Question 4

K-5 (4 marks)

a. List **TWO** locations and **TWO** receptacles where goods can be stored.

Locations

Receptacles

(1)

b. Match the following **TWO** goods to their appropriate **ONE** location and **ONE** receptacle.



Location: _____ (0.25)

Receptacle: _____ (0.25)

Source: <https://needitnowcourier.com/everything-you-need-to-know-about-mailing-perishable-food-items/>



Location: _____ (0.25)

Receptacle: _____ (0.25)

Source: <http://www.diverseproducts.co.uk/ironmongery/>

c. State **FOUR** repercussions of bad handling of goods and incorrect storage practices.

- i. _____ (0.5)
- ii. _____ (0.5)
- iii. _____ (0.5)
- iv. _____ (0.5)

Question 5

K-6 (4 marks)

It was mentioned that retail outlets use different tags to indicate the price and also to ensure the security of goods on sale.

a. List **FOUR** types of tags available in a retail environment.

- i. _____ (0.25)
- ii. _____ (0.25)
- iii. _____ (0.25)
- iv. _____ (0.25)

b. Indicate the type of information displayed in the indicated areas of the following tags:



(0.25)



(0.25)



(0.25)



(0.25)

Sources: <https://images-na.ssl-images-amazon.com/>; <https://www.accc.gov.au/>; <https://www.pinterest.com/>; <http://digitaledition.chicagotribune.com/>

c. Describe **FOUR** reasons why it is important to properly tag all merchandise.

i. _____
_____ (0.5)

ii. _____
_____ (0.5)

iii. _____
_____ (0.5)

iv. _____
_____ (0.5)

Question 6

K-7 (4 marks)

The outlet manager decided to check if you were paying attention during the visit. He asked the following questions related to stock rotation.

a. Name the **FOUR** stock rotation methods.

i. _____ (0.25)

ii. _____ (0.25)

iii. _____ (0.25)

iv. _____ (0.25)

b. Outline **TWO** stock rotation methods used in different retail situations.

i. _____
_____ (0.5)

ii. _____
_____ (0.5)

c. Describe **FOUR** reasons why it is important to rotate stock in storage.

i. _____
_____ (0.5)

ii. _____
_____ (0.5)

iii. _____
_____ (0.5)

iv. _____
_____ (0.5)

Specimen Controlled Assessment Marking Scheme

Criteria Reference	The student should be able to:	Task and Question Number	Maximum marks that can be achieved	Allocation of marks	What is being expected in the answer/s
C-1	MQF 1: Identify the consequences of bad housekeeping practices.	1a	2	Award 0.5 marks for each correct answer (0.5 x 4 = 2)	Identification of FOUR consequences of bad housekeeping practices.
	MQF 2: Describe why a retail store should maintain a clean environment in all areas.	1b	2	Award 0.5 marks for each correct answer (0.5 x 4 = 2)	A short description of FOUR reasons why a retail store should maintain a clean environment in all areas should be provided.
	MQF 3: Explain the impact on the organisation as a result of carelessness.	1c	2	Award 0.5 marks for each correct answer (0.5 x 4 = 2)	FOUR aspects that have an impact on the organisation as a result of carelessness should be provided.
K-4	MQF 1: Name the different documentation used in the receipt of goods.	2a	1	Award 0.2 marks for each document named (0.2 x 5 = 1)	FIVE documents are to be named.
	MQF 2: Identify the different documentation used in the receipt of goods.	2b	1	0.5 marks for each document identified (0.5 x 2 = 1)	Each document should be identified correctly based on the screenshot provided.
	MQF 3: Describe the key tasks for the receipt and processing of goods.	2c	2	0.5 marks for each task described (0.5 x 4 = 1)	FOUR key tasks in the process are to be described.

C-2	MQF 1: Describe why it is important to work in a team when storing goods.	3a	2	Award 0.5 marks for each correct answer (0.5 x 4 = 2)	FOUR reasons for working in a team are to be described.
	MQF 2: Explain why the safe handling of goods is important.	3b	2	Award 0.5 marks for each correct answer (0.5 x 4 = 2)	FOUR valid reasons explaining why safe handling of goods is important should be provided.
	MQF 3: Discuss how unsafe techniques for lifting and handling can affect oneself and others.	3c	2	Award 1 mark for each correct answer (1 x 2 = 2) Award 0.5 marks only for each answer if only the effect on oneself or others is discussed.	A paragraph is expected discussing each of the TWO effects of unsafe techniques of lifting and handling on oneself and others.
K-5	MQF 1: List the different locations and receptacles where goods can be stored.	4a	1	Award 0.25 marks for each correct answer (0.25 x 4 = 1)	A list of two locations and two receptacles is to be given.
	MQF 2: Match goods to their appropriate storage locations and receptacles.	4b	1	Award 0.25 marks for each correct answer (0.25 x 4 = 1)	The goods shown need to be matched to the appropriate location and receptacle.
	MQF 3: State the repercussions of bad handling and storage practices.	4c	2	Award 0.5 marks for each correct repercussion (0.5 x 4 = 2)	FOUR repercussions are to be stated.

K-6	MQF 1: List the different types of tags available in a retail environment.	5a	1	Award 0.25 marks for each correct tag mentioned (0.25 x 4 = 1)	A list of FOUR tags is expected.
	MQF 2: Indicate the information commonly displayed on tags.	5b	1	Award 0.25 marks for each correct answer (0.25 x 4 = 1)	The FOUR types of information requested within the tag images provided should be indicated.
	MQF 3: Describe why it is important that all merchandise is properly tagged.	5c	2	Award 0.5 marks for each correct answer (0.5 x 4 = 2)	Descriptions of the FOUR requested reasons should be provided.
K-7	MQF 1: Name the different stock rotation methods.	6a	1	Award 0.25 marks for each correct answer (0.5 x 2 = 1)	FOUR stock rotation methods should be named.
	MQF 2: Outline different stock rotation methods used in different retail situations.	6b	1	Award 0.5 marks for each correct method outlined (0.5 x 2 = 1)	TWO different stock rotation methods should be outlined.
	MQF 3: Describe the importance of stock rotation in storage.	6c	2	Award 0.5 marks for each correct reason described (0.5 x 4 = 2)	Valid descriptions of the FOUR reasons highlighting the importance of stock rotation in storage are expected.

Unit 2: Practical Merchandising

Unit 2	Practical Merchandising
<p>Unit Description</p>	<p>A retail outlet sets out the customer experience through its layout, ambience and merchandising of its products. Retailers devise a number of activities that would support the set up and preparation for product display, to attract customers to the store. The ambience created would provide a comfortable environment for customer purchases, and an experience that would be retained over time.</p> <p>In this unit, candidates would familiarise themselves with the particular characteristics of the various retail environments. They would have the opportunity to develop their skills in the use of colour, signage and product display techniques used within retail stores. They would understand the importance of the product as the focal point within a display. These informative product displays, that wisely use space within a retail outlet, would be telling a story that exposes customers to the maximum amount of merchandise. Customers would be intrigued to experience the products through these displays, which would lead them to a memorable retail experience.</p>

Learning Outcomes

At the end of the unit, I can:

- LO 1.** Prepare a compliant retail outlet layout.
- LO 2.** Organise a product line display.
- LO 3.** Assemble and dismantle a promotional display.
- LO 4.** Enhance a customer's retail experience through the use of themes.
- LO 5.** Demonstrate an understanding of the importance of product packaging for display settings.

Unit Content

Subject Focus	The retail outlet layout and design
LO 1.	Prepare a compliant retail outlet layout.
K-1.	<p>Retail outlets*: convenience stores or supermarkets or speciality stores or shopping centres or street vendors or flea markets.</p> <p>Goods and services: clothing and/or tools and/or food and/or appliances and/or drinks and/or toiletries and/or medical products and/or cosmetics and/or automotive and/or furniture and/or jewellery and/or toys and/or appliances and/or bags and/or packaged food items and/or computer equipment and/or electrical & electronics equipment and/or beauty services and/or hairdressing service and/or goods repair services and/or laundry & dry cleaning service.</p> <p>Characteristics: size; stand-alone or chain; location; accessibility (ramps, small steps, close to a bus stop, parking, etc...); convenience (opening times, small packages, etc...); shop display; pricing and promotional policy; customer care; payment methods; delivery service.</p> <p><i>*N.B. It is highly recommended that online stores, mobile kiosks, teleshopping, door-to-door trading and discount stores as part of the retail distribution channel should be mentioned in this part of the unit.</i></p> <p>Retail outlet layouts and design: e.g. straight plan, pathway plan, diagonal plan, curved plan, varied plan, geometric plan.</p> <p>Compliance requirements in relation to retail outlet: e.g. accessibility, emergency exit, safe shelving, lighting, ventilation, appropriate flooring, rest rooms.</p>
K-2.	<p>Signage and graphics: e.g. outdoor signage, informational signage, persuasive signage, compliant signage, floor signage, illuminated signage, pylon signage, banners.</p> <p>Areas within retail outlets: entrance; aisles; doors; shelves.</p> <p>Importance of retail outlet signage: gives information to customers; attracts customers to the store; gives outlet its unique identity; aids customer decision-making.</p>
A-1.	<p>Compliant retail outlet layout:</p> <ul style="list-style-type: none"> • Layout: straight plan or pathway plan or diagonal plan or curved plan or varied plan or geometric plan; • Compliance factors: accessibility; emergency exit; rest rooms. <p>Techniques and tools for retail outlet layout design: shelves; products; pricing and promotional displays; handling equipment and other tools.</p> <p>Preparation: space; teamwork; accuracy (in line with plan); safety measures.</p>

Subject Focus	The product line display
LO 2.	Organise a product line display.
K-3.	<p>Display equipment: shop shelving; shop counters; shop panels; hooks & accessories; display stands; gondola or wall bays; dump bins; stacking baskets; garment racks; garment rails.</p> <p>Product line characteristics: colour; size; quality; design; price.</p> <p>Areas for product display: e.g. in-store display, exterior window display, mannequins, point of purchase display, bundling, seasonal displays.</p>
C-1.	<p>Obstructions for product display: e.g. incorrectly placed signage, outside furniture, sharp edges, unlocked or open exit doors, aisle obstructions, unsecured cases or shelves.</p> <p>Optimal use of space allocation: dimensions; fixtures; rate of sale and aesthetics; corporate direction and brand criteria.</p> <p>Principles for preparing fixtures and fittings: store layout; product display dimensions; fixture type; aisle dimensions.</p>
A-2.	<p>Procedure to display product line: find a target audience; have a product display plan; present products in an attractive manner (cleanliness & neatness in display, no overcrowding or clutter, combine products that are used together, pay attention to details, include price information and other special features).</p> <p>Maintain product display: dust & clean display appropriately; reconfirm display set-up regularly; check display stability for longer life.</p> <p>Record shop floor stock levels: confirm amount to display on shelf; count amount of products on display; insert missing products on shelves; organise by expiry date order (earlier expiry in front).</p>

Subject Focus	The product promotional display
LO 3.	Assemble and dismantle a promotional display.
K-4.	Tools and equipment to install promotional display: screwdrivers; strings or nylon threads; scissors; glue and glue gun.
	Basic principles of colour: selecting the dominant colour; selecting the complimentary colour; use; attributes.
	Basic design principle for retail displays: a story based on a theme; create a focal point; use colours, shapes and props; adopt the KISS principle; create balance; use lighting intelligently; get people to identify with product display; group products at like with like; embrace the rule of three; use colour for brand recognition.
C-2.	Promotional activities: e.g. print or broadcast advertising, public relations, sales promotion, direct marketing, personal selling, point of sale displays, merchandising.
	Sales promotional schemes*: e.g. free samples or coupons, contests, giveaways, buy one and get one free, discounts, joint promotion, finance deals, new media, merchandising. <i>*N.B. It is highly recommended to inform learners that effective promotional schemes are only set for a limited period.</i>
	Limitations in communicating promotional mix to customers: organisational communication barriers; isolating the marketing function from sales.
A-3.	Assembly: read and follow instructions; use tools effectively and safely; check if assembly is safe.
	Disassemble display for re-use: take care when dismantling; use tools effectively and safely; store promotional material in appropriate packaging; report any damages or losses.

Subject Focus	Enhancing customer's retail experience
LO 4.	Enhance a customer's retail experience through the use of themes.
K-5.	Display elements that attract customers: product mix; story told; focal point; colour.
	Effect of sensory elements: scents; lighting; sound; touch; taste.
	Elements that enhance customer experience: value for money; simple buying process; location; accessibility; smart and courteous staff.
K-6.	Customer types: loyal customers; discount customers; impulse customers; need-based customers; wondering customers.
	Reasons for visiting a retail outlet: e.g. purchase, convenient location, product mix, product availability, friendly and helpful staff, brand, shopping experience.
	Buying methods: in-store; click and collect; delivery; online.
A-4.	Props and equipment: appropriate props for the event or occasion; appropriate equipment to install props. <i>N.B. For assessment purposes the theme can be seasonal or festive or special occasions.</i>
	Preparation: e.g. mannequins, freestanding units, glass shelves, hanging items, goods.
	Decoration: safety measures; teamwork; items appropriate to the location; decoration that enhances product display.

Subject Focus	Product packaging for display settings
LO 5.	Demonstrate an understanding of the importance of product packaging for display settings.
K-7.	Factors when packaging items: breakages; spills; safety; ethical considerations.
	Materials and containers: plastic; metal; cardboard; brick carton; glass.
	Reasons for different types of packaging: brand recognition; convenience; product promotion; product protection; maximization of space.

K-8.	Protective materials for products: e.g. polypropylene, bubble wraps, carton, wood, plastic, plastic wrap (including cling film), shredded paper.
	<p>Basic compliance requirements for labelling:</p> <ul style="list-style-type: none"> • Packaged Food: e.g. name of product, weight and quantity if two or more packaged items, recommended date of consumption (durability), ingredient list including those which trigger allergens, nutritional compass and health claims (including recommended portion), quality and organic symbols, processor or manufacturer or importer's address, origin of the product (understanding e-numbers) or • Toys: CE marking; manufacturer's name, registered trade name/mark; specific warnings (including not suitable for children under 36 months); batch number/serial number or • Textiles: name; description; details of textile fibre content (including the percentage composition of the product); care label, or • Cosmetics: e.g. name and address of manufacturer (or of the person responsible for marketing the product), the nominal contents at the time of packaging (by weight or by volume), the date of minimum durability (indicated for products with a minimum durability of less than 30 months), the period of time after opening for which the product can be used for products with a minimum durability of more than 30 months (indicated with the symbol representing an open pot of cream), the function of the product and particular precautions for use, the batch number, list of ingredients, or • Footwear: information on the three components of a footwear (upper, lining and sock, and outer sole); manufacturing origins.
	Factors when selling own items: raw material availability; time constraints; costs; traditional factors; retail channel.
C-3.	Reasons why products have to be clean: attractiveness; protection from deterioration; hygiene; customer experience.
	Aspects that make a product package attractive: colour; glossy; type of material; graphics and design.
	Product promoted: shelving levels; space allocation (grouping of products and agreement with wholesalers); positioning of product within a retail outlet; labels.
A-5.	Items and packaging: selecting complementary items; selecting appropriate container and material; selecting appropriate wrap.
	Labels: compliancy information; appropriate label size; attractive and legible.
	Assembly: assemble product; creativity; attractiveness; preparing mark-up price.

Learning Outcomes and Assessment Criteria

Subject Focus:	The retail outlet layout and design
Learning Outcome 1:	Prepare a compliant retail outlet layout.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-1. Present the characteristics of a selected retail outlet within a specific community offering various goods and services.	K-1. Illustrate different retail outlet layouts and design.	K-1. Identify basic compliance requirements in relation to a retail outlet.				A-1. Sketch a compliant retail outlet layout.	A-1. Select the necessary techniques and tools in preparing for a retail outlet layout.	A-1. Prepare a retail outlet layout according to plan.
<i>K-2. Identify different signage and graphics for a retail outlet.</i>	<i>K-2. Match signage to the different parts of the retail outlet.</i>	<i>K-2. Describe why signage is important in a retail outlet.</i>						

Subject Focus:	The product line display
Learning Outcome 2:	Organise a product line display.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-3. Name different display equipment found in a retail outlet.	K-3. Outline the characteristics of different product lines.	K-3. Illustrate specific areas and position of display for a product line.	C-1. Identify the possible obstructions that could develop through the position of various displays.	C-1. Describe how to make optimal use of space allocation for display to maximise sales.	C-1. Discuss basic principles for preparing fixtures and fittings and installing props safely.	A-2. Organise a product line display by following procedures.	A-2. Maintain product display areas for a product line.	A-2. Record shop floor stock levels to take the necessary actions.

Subject Focus:	The product promotional display
Learning Outcome 3:	Assemble and dismantle a promotional display.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-4. Identify the tools and equipment required to install a promotional display.	K-4. List the basic principles of colours.	K-4. State the basic design principles and elements used in retail displays.	C-2. Describe different promotional activities.	C-2. Justify a number of promotional schemes for different retail contexts.	C-2. Discuss any limitations in communicating the promotional activities to customers.	A-3. Prepare the materials, equipment and stock needed to set up a promotional display.	A-3. Assemble a promotional display for product lines.	A-3. Dismantle a promotional display safely for re-use.

Subject Focus:	Enhancing customer's retail experience
Learning Outcome 4:	Enhance a customer's retail experience through the use of themes.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-5. List the display elements that attract a customer to buy within a retail outlet.	K-5. Outline the effect of sensory elements on customers.	K-5. Outline the different elements that enhance the customer experience within a retail outlet.				A-4. Select the necessary props and equipment to decorate a retail outlet for a specific theme.	A-4. Prepare for a retail outlet display theme.	A-4. Decorate a retail outlet in line with a specific theme.
<i>K-6. Identify the different types of customers for retail contexts.</i>	<i>K-6. Outline the reasons for customers to visit a store.</i>	<i>K-6. Describe different buying methods.</i>						

Subject Focus:	Product packaging for display settings
Learning Outcome 5:	Demonstrate an understanding of the importance of product packaging for display settings.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-7. List factors to consider when packaging items.	K-7. List the various materials and containers used for product packaging.	K-7. Describe reasons why different types of packing are used for different retail products.						
			C-3. Outline reasons why products may need cleaning and polishing before being displayed.	C-3. Identify aspects that make a product package attractive in a given case scenario.	C-3. Discuss how products can be promoted.	A-5. Select items and packaging to create an attractive product.	A-5. Prepare appropriate labels for the newly compiled product.	A-5. Assemble items and packaging to sell a product.
K-8. Identify the materials that are used to protect different types of products.	K-8. Identify the basic compliance requirements for labelling a product.	K-8. Outline factors to consider when selling own products.						

Assessment Criteria

Assessment criteria provide guidance on how the candidates will be assessed in order to ensure that the learning outcomes have been achieved.

To achieve each outcome a candidate must satisfy the assessment criteria listed in the previous table. The assessment criteria which will be assessed in the controlled assessment have been highlighted.

Scheme of Assessment

Ass. No.	Assessment Mode	Percentage distribution
1	Assignment 1	30 - 40%
2	Assignment 2	30 - 40%
3	Controlled	28 - 32%

Distribution of Marks

Criteria	MQF Level 1 Marks	MQF Level 2 Marks	MQF Level 3 Marks	Totals
Knowledge	1	1	2	4
Comprehension	2	2	2	6
Application	3	3	4	10

Unit 3: Retail Front Line

Unit 3	Retail Front Line
<p>Unit Description</p>	<p>Customer experiences are a reflection of retail encounters that commence at the initial interactions with the company and its products. At a retail level, relations develop during the pre-sale process, sales transaction, payment process, product or service delivery, and post-sales interactions.</p> <p>In this unit, candidates will be provided with the opportunity to nurture the skills and competences required to maximise retail interactions. Dealing with different customers presents challenges to candidates, who are to develop the appropriate stance to build long-lasting customer relationships. They will also familiarise themselves with the use of payment equipment, preparing a cash drawer, related documentation to sales transaction, and the security issues that may arise at a retail outlet. The preparation, loading and tracking of deliveries methods equips candidates with the basic tools for any post-transaction elements.</p>

Learning Outcomes

At the end of the unit I can:

- LO 1.** Handle cash, payment and transactions according to established standards.
- LO 2.** Demonstrate appropriate interpersonal skills when dealing with different customers.
- LO 3.** Approach customers appropriately in different scenarios.
- LO 4.** Demonstrate knowledge of the delivery processes.

Unit Content

Subject Focus	Payment Process
LO 1.	Handle cash, payment and transactions according to established standards.
K-1.	Payment equipment: EFTPOS terminal; cash register; cash counting equipment; counterfeit detector.
	Coins and notes: Euro; GBP; US dollar; Canadian dollar; Australian dollar.
	Payment methods and credit facilities: e.g. cash, cheques, debit cards and credit cards, vouchers and credit notes, by instalments, payment on invoice, online payment and bank transfers.
K-2.	Security issues arising in a retail outlet: shoplifting; robbery; employee theft; aggressive customers.
	Security measures: e.g. surveillance cameras and alarms, security personnel, store organisation, employee integrity and development, regular stock checks, RFID tags, checking for counterfeit notes, reducing the amount of cash on premises, limiting access for both employees and customers.
	Dealing with different security situations: e.g. use appropriate verbal and non-verbal skills, follow company's procedures, report security issues to line managers, notice any identification features, report any important details, deal with any aftermath.
K-3.	Basic components of a receipt: business name and address; price; services or products; subtotal, taxes, total; transaction record.
	Documents that support sale order: e.g. product brochures, users' manual, guarantee, contract, invoice or receipt, deposit slip, sales order form.
C-1.	Issues during payment process: e.g. counterfeit cash, low card balance, expired card, issue with card account, price discrepancies, incorrect information inputted by cashier.
	Factors leading to cash shortages and overages: e.g. incorrect change, items not inputted in POS system, theft, misplacement of card payment chits/vouchers, error during the cash counting process, unaccounted discounts.
	Dealing with cash shortages and overages: check end of day cash report; recount cash, chits and vouchers; identify mistakes; follow company's procedure.

A-1.	Equipment for receiving sales orders: cash till; seating arrangement; queuing arrangement; shopping bags; count cash appropriately (manually or with the aid of equipment); check that POS is working appropriately.
	Balancing a cash drawer: taking the cash drawer to a secure place; counting the cash float; complete the cash report or cash drawer report; reconciliation and hand over.
	Errors within discrepancies within cash balance: check end of day cash report; recount cash, chits and vouchers; identify mistakes; follow company's procedure.
A-2.	Wrap and pack sold goods: remove security tags and price; gift wrapping; daily bagging and packing; use wrapping and packing tools safely; minimise waste; pay attention to detail.
	Write a gift voucher: check if the voucher is of the requested amount; write the required customer detail; include expiry date.
	Use POS system to process payment: input correct transaction details (manually or through bar code scanners); modify and verify details; inform customer of total amount; process payment through different methods.

Subject Focus	Dealing with different customers
LO 2.	Demonstrate appropriate interpersonal skills when dealing with different customers.
K-4.	<p>Communication skills:</p> <ul style="list-style-type: none"> • Verbal: language; greeting; open ended questions; checking for understanding; ending a conversation on a positive note; • Non-verbal: e.g. facial expressions, posture, proximity, hand gestures, eye contact, tone, pitch, pace.
	<p>Building a professional impression: product knowledge; integrity; language; grooming; attire.</p>
	<p>Reasons for a professional approach: brand image; corporate image; personal integrity; reputation.</p>
K-5.	<p>Customers:</p> <ul style="list-style-type: none"> • Internal customers: managers; supervisors; colleagues; subordinates; technical people; • External customers: e.g. existing customers and new customers, individual customers, groups, families, customers with different cultural backgrounds, customers of different ages and gender, special needs customers, business customers, key customers.
	<p>Customer needs and expectations: basic product; pre-sale, during, and post-sales support; brand image; prestige.</p>
	<p>Relations between internal and external customers: pleasant workplace; greater cooperation and team work; improved job satisfaction and customer satisfaction; improved chances of personal development; improved sales turn over.</p> <p>N.B. <i>It is highly recommended that reference is made to organisational structure, communication channels, internal processes and procedures.</i></p>
C-2.	<p>Types of customer service: Information and advice; sales; delivery; after sales service.</p>
	<p>The appropriate use of communication skills:</p> <ul style="list-style-type: none"> • Different personnel: e.g. managers, colleagues, technical people, suppliers, delivery persons, customers; • Communication skills: e.g. verbal, non-verbal, written. <p>N.B. <i>For assessment purposes situations could include urgent/non-urgent or difficult or routine or face-to-face or on the telephone or e-mail/ letters/ notes.</i></p>

	<p>Benefits of effective customer relationship:</p> <ul style="list-style-type: none"> • Customer: product satisfaction; assurance (confident about purchase); pleasant experience; able to rely on services; • Employee and organisation: e.g. pleasant working environment, satisfaction of pleasing customers, more secure employment, enhanced reputation, repeat business, attract more customers, secured and increased income.
A-3.	<p>Personal hygiene and attire: clean, non-faded, ironed uniform/attire; grooming (hair, make-up, jewellery); body odour.</p>
	<p>Respectful body language: facial expressions; appropriate eye contact; posture; proximity; gestures (handshake during greeting and closing, flowing and open hand gestures during conversation); tone of voice (including pitch and pace).</p>
	<p>Interpersonal skills: attitude/behaviour; first impressions/greeting customers; courtesy; confidence; concern/thoughtfulness/interest; respect of customers; efficiency; responding to different customer behaviour.</p>

Subject Focus	Approaching customers appropriately
LO 3.	Approach customers appropriately in different scenarios.
K-6.	<p>Consumer rights and authorities:</p> <ul style="list-style-type: none"> • Consumer rights: e.g. the right to safety, the right to be informed, the right to choose, the right to be heard, the right to satisfy basic needs, the right to redress, the right to consumer education, the right to healthy environment; • Authorities: e.g. MCCA, MFSA, MCA.
	<p>Legislation: Consumer Affairs Act or Price Indication Regulations or Product Safety Act or Trade Descriptions Act.</p>
	<p>Product knowledge: contents/features; functions; guarantee; providing accurate information.</p> <p>N.B. For assessment purposes the product knowledge needs to be described in relation to the legal obligations.</p>
K-7.	<p>Issues within challenging retail situations: dis-satisfied customers; disgruntled customers or employees; unavailable stock; aggressive customers.</p>
	<p>Stages to deal with a dissatisfied customer: be in control of your non-verbal (keep calm); do not take it personally; listen and respond (show empathy, apologise) appropriately to customers; provide information and advice by following company's procedures (find a compromise); refer to senior colleagues for support.</p>

C-3.	Seeking help & advice: MCCA; MFSA; MCA; Consumer Claims Tribunal.
	Effect of internal procedures and legal obligations: efficient sales process; satisfied customers; positive word of mouth; level of sales.
	Procedures for resolving problems: listen to the customer; analyse the situation to determine if the solution is within your authority and responsibility; provide necessary information; refer or inform superiors.
A-4.	How to approach a customer: greet customers; ask open ended questions; use appropriate non-verbal skills.
	Assist customers in choosing a product: use appropriate skills to understand customer's needs and expectations; demonstrate the products including special offers; define sales options to customers.
	Dissatisfied customers & product returns: <ul style="list-style-type: none"> • Dissatisfied customers: be in control of your non-verbal (keep calm); do not take it personally; listen and respond (show empathy, apologise) appropriately to customers; provide information and advice by following company's procedures (find a compromise); refer to senior colleagues for support; • Product returns: check if the product was sold from your company; check the condition of the returned product (resalable); report any faulty products to technical channels; settle product return in-line with company procedure and local legislation.

Subject Focus	Organising deliveries
LO 4.	Demonstrate knowledge of the delivery processes.
K-8.	Elements of online orders and telephone orders: unit code and description; quantity required; date; customer's details; payment method.
	Benefits of online and telephone orders: wider market access; wider range of products offered; real time efficient response system; 24/7 sales service.
	Balancing loads for deliveries: type of delivery van in line with type of goods; proper distribution of weight; elimination of contamination; FILO (First In Last Out); secure product bundles or place them in appropriate containers.
A-5.	Prepare deliveries: prepare products sold in line with customer order; place heavier items at the bottom of the grouped ordered items; separate contaminable items (detergents versus food) within the same customer order; place order in the appropriate loading area for the appropriate vehicle.
	Loading deliveries: route map; time scheduling; logical sequence; balance load according to truck load; secure product bundles or place them in appropriate containers.
	Track online deliveries: obtain tracking number or order number from customer; input number in tracking system; confirm status; inform customers and deal with any issues appropriately.

Learning Outcomes and Assessment Criteria

Subject Focus:	Payment Process
Learning Outcome 1:	Handle cash, payment and transactions according to established standards.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-1. List the equipment used for the payment process.	K-1. Identify the different coins and notes used within the different currencies.	K-1. Outline the different payment methods and credit facilities.				A-1. Prepare the necessary set up and equipment for receiving sales orders.	A-1. Demonstrate how to balance a cash drawer.	A-1. Find errors within discrepancies arising after balancing cash.
K-2. Identify security issues that arise when working in a retail outlet.	K-2. Identify the security measures within a retail outlet.	K-2. Describe how to deal with different security situations.	C-1. Identify the different problems encountered during the payment process.	C-1. Outline the factors that lead to shortages and overages.	C-1. Explain how to deal with shortages and overages.			
K-3. Identify the basic components of a basic receipt.	K-3. Label a receipt with the correct detail for a customer purchase.	K-3. Organise documentation that support the receipt of sale order.				A-2. Wrap and pack goods for customers in a given situation.	A-2. Prepare manual gift vouchers in a given retail setting.	A-2. Use a POS system to process payments using different methods and perform sales transactions.

Subject Focus:	Dealing with different customers
Learning Outcome 2:	Demonstrate appropriate interpersonal skills when dealing with different customers.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-4. Identify the different verbal and non-verbal communication skills when dealing with different customers.	K-4. List the different elements to build a professional impression.	K-4. Describe the reasons for a professional approach within a retail situation.	C-2. Indicate the types of customer service offered to customers in a retail situation.	C-2. Outline the appropriate use of different communication skills in a particular situation.	C-2. Describe the benefits of building effective customer relationships for the customer, the employee and the organisation.	A-3. Demonstrate suitable personal hygiene and attire in different retail situations.	A-3. Use respectful body language when dealing with customers.	A-3. Demonstrate appropriate interpersonal skills when dealing with different customers in retail situations.
K-5. Categorise the different customers into internal and external.	K-5. Outline the different customer needs and expectations.	K-5. Describe the relations between internal and external customers.						

Subject Focus:	Approaching customers appropriately
Learning Outcome 3:	Approach customers appropriately in different scenarios.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-6. Identify the different consumer rights and related authorities.	K-6. Outline a legislation that effects retail operations.	K-6. Describe the product knowledge required in line with legal obligations.	C-3. Outline where customers can seek help and advice when addressing complaints.	C-3. Describe the effect of internal procedures and legal obligations in different retail situations.	C-3. Discuss measures to be taken for resolving problems in different retail situations.	A-4. Demonstrate an appropriate way of how to approach a customer.	A-4. Demonstrate ways to assist customers in choosing the correct product for their needs.	A-4. Demonstrate how to deal with dissatisfied customers and product returns in a specific scenario.
<i>K-7. Identify a range of possible issues within challenging retail situations.</i>	<i>K-7. Name the key stages in dealing with a dissatisfied customer.</i>	<i>K-7. Outline how customers' needs and expectations can be met in challenging situations.</i>						

Subject Focus:	Organising deliveries
Learning Outcome 4:	Demonstrate knowledge of the delivery processes.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<i>K-8. Name the elements of online and telephone orders.</i>	<i>K-8. Outline the benefits of online and telephone orders.</i>	<i>K-8. Outline the factors to balance loads for deliveries in line with the type of goods.</i>				A-5. Prepare deliveries for phone or online customers' orders.	A-5. Load deliveries according to schedule and route.	A-5. Demonstrate how to track online deliveries when dealing with customers' queries.

Assessment Criteria

Assessment criteria provide guidance on how the candidates will be assessed in order to ensure that the learning outcomes have been achieved.

To achieve each outcome a candidate must satisfy the assessment criteria listed in the previous table. The assessment criteria which will be assessed in the controlled assessment have been highlighted.

Scheme of Assessment

Ass. No.	Assessment Mode	Percentage distribution
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Distribution of Marks

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Knowledge	1	1	2	4
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Application	3	3	4	10

Appendix 1 – Minimum required resources

This list is not intended to be exhaustive. These resources should be available for at least sixteen (16) candidates.

- Access to computer labs in schools
- Availability of an internet connection
- Digital camera and voice recorder – for recording and verification purposes
- Point of Sale terminal, with printer, keyboard and customer display including pole attachment
- Point of Sale barcode readers
- Point of Sale cash box – 8 adjustable note compartments and 4 coin compartments
- Fiscal cash register
- Paper rolls – Thermal (to be stapled to each candidate's assessment)
- Labels – Thermal
- Electronic shelf labels and transmitter
- Barcode/Product labels – Thermal
- Coin counter and sorter – Euro coins
- Note checker and counter – Euro notes
- Inventory Management Software and handheld terminals
- Price checker
- Electronic scale for retail outlets
- L-shaped cash point belt type, with stainless steel work top and flip top drawer
- Cash point stool
- General wall standing unit (for retail display)
- Wall standing units for vegetables
- Vegetable crates
- Metal grid baskets
- Card rack
- Free Standing unit for supermarket/gondola
- Industrial heavy-duty storage systems and shelving
- Garment hangers
- Clothes stand for retail outlets
- Window mannequin – Male, Female, Child
- Bust with stand – Male, Female, Child
- Torso with stand – Male, Female
- Glass show case
- Counter show case
- Queuing display unit with ticket dispenser
- Price tagging equipment
- Garment tagging gun
- Mechanical lifting devices for retail outlets (including palletisers, trolleys, etc...)
- Suitable cleaning equipment and materials
- PPE for housekeeping tasks