



**L-Università  
ta' Malta**

**MATSEC  
Examinations Board**



## **SEC 42 Syllabus**

**Retail**

**2022**

Updated on 15<sup>th</sup> October, 2021

**SEC42 Retail**  
**Syllabus Addendum**

*Mitigating factors for 2022 MATSEC Examinations Session*

Changes in Subject Content	<p>Content in Unit 1 has been reduced to what was covered in Assignment 1. Remaining content is not expected to be delivered.</p> <p>Content of Unit 2 <b>K9, C2, C4</b> and <b>A3</b> may not be covered.</p> <p>Content of Unit 3 <b>K5, K8, C3</b> and <b>C5</b> may not be covered.</p>
Changes in Coursework	<p>Unit 1 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 2 <b>A3</b> will not be assessed in the coursework but still included on the front sheet and awarded full marks.</p> <p>Unit 3: No changes.</p>
Changes in Exam Paper(s)	<p>The Unit 1 Controlled assessment will not be carried out. Marks for Unit 1 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 2 Controlled assessment will not include <b>K9, C2</b> and <b>C4</b>. 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> <p>The Unit 3 Controlled assessment will not include <b>K5, K8, C3</b> and <b>C5</b>. 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 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:

<b>List of Templates</b>
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 vocational programme in Retail is to provide candidates with the underpinning knowledge related to retail industry. By the end of the programme, candidates are expected to have gained sufficient skills and knowledge and be able to apply them.

### Programme Learning Outcomes

#### At the end of the programme, I can:

- Explain the retail sector and related occupations, skills and attributes.
- Demonstrate good customer service taking into account the rights of consumers.
- Follow established practices to receive, store and handle stock.
- Apply the appropriate methods to display merchandise in an attractive manner.
- Maintain a clean and safe work environment when working in retail.
- Receive and process customer payments using different methods.

### Unit Learning Outcomes

#### Unit 1: Introduction to Retail, Sales and Customer Care

##### At the end of the unit, I can:

**LO 1.** Demonstrate an understanding of the retail sector and the range of retail occupations.

**LO 2.** Outline the retail selling process.

**LO 3.** Recognise the importance of teamwork in retail.

**LO 4.** Demonstrate good customer service in a retail environment.

**LO 5.** Demonstrate an understanding of the key elements related to consumer rights in Malta.

#### Unit 2: Dealing with stock and visual merchandising

##### At the end of the unit, I can:

**LO 1.** Describe the basic elements related to the receipt of goods.

**LO 2.** Apply practices of goods storage and stock level maintenance.

**LO 3.** Demonstrate an understanding of the basics of consumer behaviour.

**LO 4.** Apply the concepts of visual merchandising.

**Unit 3:** Key aspects of retail operations

**At the end of the unit, I can:**

- LO 1.** Demonstrate housekeeping and safety practices when working in retail.
- LO 2.** Recognise threats to security in retail and related mitigation measures.
- LO 3.** Apply good practices in handling cash and processing customer payments.
- LO 4.** Demonstrate an understanding of the basic financial terms and processes used in the retail business.

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

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



## Definitions/Terminology

Term	Definition
Assessment Criteria	A description of what a candidate is expected to do in order to demonstrate that a learning outcome has been achieved.
Assessor	The person responsible to grade the candidate's work, issue a mark and determine the candidate's final grade.
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.
Controlled Assessment	An assessment set by MATSEC which may include written and/or practical tasks as specified in the syllabus. This may be a take-home assessment or carried out under controlled conditions.
Coursework	A number of assignments set by teachers and given to the candidate during the course as specified in the syllabus.
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.
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.
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.
Quality Assurance	A continuous process to assure the standards and quality of the learning assessment programme.
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.
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.
Synoptic Assessment	An assessment in the form of a written examination and conducted under controlled conditions covering all learning outcomes and the majority of Knowledge and Comprehension assessment criteria in a given unit.
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 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.

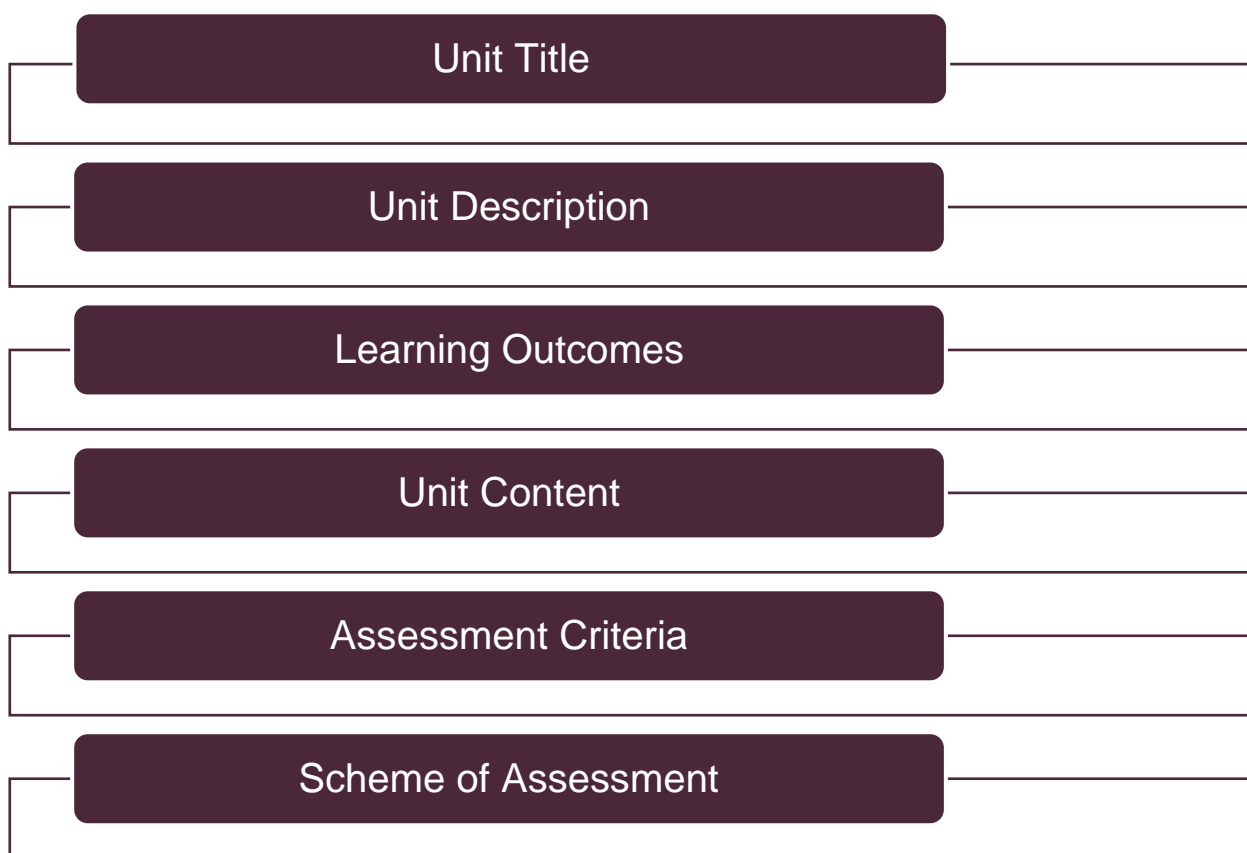
Internal Verification of Assessment Briefs	All assessment briefs are to be internally verified before being issued to the candidates. Within this process, important checks relating to learning outcomes, criteria to be assessed, validity and reliability are to be performed.
Internal Verification of Assessment 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.”<sup>1</sup>

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.

<sup>1</sup> [http://www.cedefop.europa.eu/files/4156\\_en.pdf](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 students 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 determines the type of answers expected by the student, such as list, identify, outline, describe, explain, etc... These verbs are defined in the glossary of verbs available on the MATSEC website. It is of vital importance that the command verbs specified in the grading criteria remain unchanged in the assignment brief.

## Unit 1: Introduction to Retail, Sales and Customer Care

Unit 1	Introduction to Retail, Sales and Customer Care
<p><b>Unit Description</b></p>	<p>Retailing is the interface with the ultimate customer within a supply chain, through the selling of goods and services to customers. Retailers break bulk stock to sell to individual customers, and continue to offer support after a sale. Their close position to the customer, provides an opportunity for a better understanding of market dynamics. This information may be relayed upstream within the supply chain, so as to develop products that better serve customer needs.</p> <p>In this unit, candidates will be provided with an introduction to the retail sector with specific reference to the Maltese context, including particular retail channels, roles and duties. They will also be provided with the opportunity to delve into the selling process and aspects of customer service, which are essential skills for personnel working in this sector.</p> <p>Candidates will also be exposed to good teamwork practices in retail. Lastly the unit will provide an outlook of the main entities, legislation and regulations governing retail operations and consumer rights in Malta.</p>

### Learning Outcomes

**At the end of the unit, I can:**

- LO 1.** Demonstrate an understanding of the retail sector and the range of retail occupations.
- LO 2.** Outline the retail selling process.
- LO 3.** Recognise the importance of teamwork in retail.
- LO 4.** Demonstrate good customer service in a retail environment.
- LO 5.** Demonstrate an understanding of the key elements related to consumer rights in Malta.

## Unit Content

Subject Focus	The retail sector and retail occupations
LO 1.	Demonstrate an understanding of the retail sector and the range of retail occupations.
K-1.	Elements of the retail supply chain: supplier; manufacturer; wholesaler; retailer; customer.
	The business process of retailing: incoming goods from wholesalers; breaking bulk; pre-sale service; service during the sale; after-sale service.
K-1.	<p>Products and services characteristics:</p> <ul style="list-style-type: none"> <li>• Products: e.g. tangible, can be owned, separate from producer, non-variable provision, non-perishable (not time-bound), no user participation;</li> <li>• Services: e.g. intangible, lack of ownership, inseparability, variability, perishability, user participation.</li> </ul>
	Retail channels: e.g. high-street shops, department stores, shopping complexes, supermarkets, mini-markets (including corner-shops), speciality stores, chain stores, discount stores, multiple stores, franchises, flea markets, vending trucks, mobile kiosks, takeaways, vending machines, door-to-door trading, catalogues, online selling, teleshopping.
K-2.	<p>Physical vs online channels benefits and drawbacks:</p> <ul style="list-style-type: none"> <li>• Physical: e.g. tangible product, real-time experience, direct face-to-face interaction, limited product/service provision (not necessarily 24/7), lack of convenience (accessibility), limited by space and location;</li> <li>• Online: e.g. 24/7 access, internet security issues, no personal interaction, delayed product delivery, increased convenience (from anywhere with internet access), is not limited by space and location.</li> </ul> <p><b>N.B.</b> <i>It is highly recommended that delivery should include both the product/service providers' and the customers' perspective.</i></p>
K-3.	Characteristics of the local retail environment: e.g. sole traders, SMEs, franchises, mono-brand stores, multi-brand stores, highly competitive and limited market size, online shopping, EU membership (legislation, standards, competition).
	<p>The importance of retail for the Maltese economy: retail trade as a high percentage of the locally-registered business units; retail as a major source of employment (linked to retail logistics – multiplier effect on stakeholders).</p> <p><b>N.B.</b> <i>For assessment purposes, reference should be made to National Statistics from Business demographics and other documents such as the Economic Survey document published with each Government Budget.</i></p>

<b>K-4.</b>	Retail occupations: e.g. store manager, supervisor (or team leader), stock controller, warehouse supervisor, sales assistant, cashier, stacker, customer service representative, delivery person.
	Skills required by retail occupations: e.g. customer relationship and service provision, sales, cash handling (including reconciliation), teamwork, merchandising, problem solving, communication, time management, literacy (various forms including digital) and numeracy.
	Attributes and behaviours of retail occupations: e.g. good personal appearance, flexibility and adaptability, ability to multi-task, proactivity, honesty and integrity, empathy and compassion, courteousness and politeness, positive attitude, confidence.

Subject Focus	Retail selling process
<b>LO 2.</b>	Outline the retail selling process.
<b>K-5.</b>	Factors influencing customer expectations: socio-demographic factors; economic factors; level of education and experience; competitor products.
	Outline of a factor influencing customer expectations: <ul style="list-style-type: none"> <li>• Socio-demographic factors: e.g. age, gender, nationality, social class, religion, race, reference groups, location, household composition <b>OR</b></li> <li>• Economic factors: economic stability; disposable income; occupation; consumer credit; savings and investments <b>OR</b></li> <li>• Education and experience: education level (primary/secondary/tertiary); research; product reviews; prior experience; consumer rights <b>OR</b></li> <li>• Competitor products: e.g. variety, substitute products, branding, company reputation, pricing, packaging, availability, innovative solutions.</li> </ul>
	Elements influencing customer expectations: e.g. social and cultural influences, brand perception and product endorsement, ageing population, purchasing power and disposable income, propensity to consume, lifestyle, consumer choice, level of competition, market accessibility.
<b>K-6.</b>	The stages of the selling process: opening (meet and greet); understand customer needs; explain product features and demonstration; handle objections, negotiation and summarise; close the sale.
	Key aspects that can influence the selling process: e.g. product and service knowledge, awareness of special offers, market awareness, interdepartmental relations, display areas, stock availability.

<p><b>K-7.</b></p>	<p>Factors indicating customers’ interest to purchase: e.g. spending time investigating the product, asking about price, requesting more product information or details, asking for payment details, experiencing the product, emotional messages and body language, social and personality factors.</p>
	<p>Reasons to identify customer’s interest to purchase: e.g. to avoid annoying the customer with unnecessary information (aggressive selling), to offer alternatives so as to satisfy needs, to identify opportunities to upsell, to close the sale at an appropriate time for customer satisfaction, to enhance customer’s product/service experience, to empower customers to take control of the retail interaction.</p>
<p><b>C-1.</b></p>	<p>Essential retail communication skills used during the sales process: e.g. greeting, effective questioning (through open-ended and closed-ended questions to identify customer needs), listening skills (to match products/services), reading body language and empathy, checking for understanding and summarising, obtaining feedback, matching (adapting to customers’ styles), persuasive.</p>
	<p>The importance of communicating effectively with customers: e.g. understanding customers’ needs and wants, minimising errors and potential for complaints, efficiency for service delivery, less waste of time and resources, speaking at a pace for better customer understanding, decrease unnecessary associated costs or inconvenience for the customer and organisation.</p>
<p><b>C-2.</b></p>	<p>Questions to compile a customer profile: e.g. who makes the buying decision? (if more than one person is included in the customer group), what is the buyer’s personal background?, what is the buyer’s expectations of the product and/or organisation?, what are the desired customer’s needs (such as delivery, credit, technical service)?, what could competitors offer in terms of similar products or services?, does the customer buy special offer promotions?, what is the purchase history of this customer? (past purchases of our products, brands chosen, payment practices, and attitude toward products and company).</p>
	<p>Handling customer objections: listen and do not interrupt; agree and counter; question the objection and look for hidden objections; mitigate possible objection effects (forestall an objection).</p>
	<p>Closing techniques: e.g. summarise and ask for the order, the alternative close <b>or</b> the concession close, the objection close (trial close).</p>
<p><b>A-1.</b></p>	<p>Preparation to sell a product or service: market knowledge; preparatory material; physical sales area.</p>
	<p>Questions to understand the customer: e.g. who makes the buying decision (if more than one person is included in the customer group), the buyer’s personal background, the buyer’s expectations of the product and/or organisation, the desired customer’s needs (such as delivery, credit, technical service), knowledge of alternative products/services on the market, the purchase history of this customer (past purchases of our products, past offers availed-of, brands chosen, payment practices, and attitude toward products and company).</p>
	<p>The stages of the selling process: opening (meet and greet); understand customer needs; explain product features; demonstrate the product or use of service; handle hesitations or objections; negotiate; summarise; close the sale.</p> <p><b>N.B.</b> For assessment purposes, it is highly recommended that an appropriately-prepared observation sheet be used to assess candidates based on evidence of the above selling stages.</p>



Subject Focus	Teamwork in retail
LO 3.	Recognise the importance of teamwork in retail.
K-8.	Positive aspects of teamwork in retail: listening to colleagues (valuing the strengths of others, valuing the attributes and opinions of other team members); working towards common goals (improve communication with other teams and other departments); accepting advice; providing support through training colleagues.
	Reasons for valuing other team members: reciprocal respect; team spirit; efficiency; job and customer satisfaction.  Effects of successful teams: higher staff morale; job satisfaction; improved customer satisfaction; more successful retail business (efficiency, income, market-share, customer loyalty and retention).
C-3.	Team productivity improvement through teamwork: e.g. working together to efficiently complete retail tasks, avoidance of task duplication, improved communication within the team to avoid wastage, less impact of stressful situations (remaining calm), working together to solve problems (customer complaints and confusion), team-members motivation.
	Teamwork's contribution towards a positive customer experience: e.g. creates a welcoming atmosphere, supports a positive company image, develops a positive customer relationship.  Teamwork's contribution towards business success: e.g. better coordination between colleagues and departments, process efficiency and effectiveness, stimulating innovative thought, working towards common goals, greater flexibility (offering different products/services resulting from variant employee skills), improved morale, embrace customer feedback and relay to the team to improve business activities.
A-2.	Effective communication within a team: active listening and empathy; clarity in communicating ideas; discussing issues professionally.
	Appropriate teamwork behaviour: e.g. respect, dedication, responsibility, encouragement and positivity.  Dealing with team conflict: e.g. acknowledge conflict and take immediate action, agree to cooperate and communicate, discuss facts, discuss the impact, avoid destructive behaviours, reach agreement or refer to superiors.  <b><i>N.B.</i></b> For assessment purposes, a specific scenario involving team conflict should be presented to the candidate.

Subject Focus	Customer service in a retail environment
LO 4.	Demonstrate good customer service in a retail environment.
K-9.	Benefits of good customer service (care): customer engagement; customer retention; positive image (reputation); increased sales (repeat purchase); feedback from the customer (building a long-lasting relationship).
	<p>Consequences of bad customer service in different instances:</p> <ul style="list-style-type: none"> <li>• Before purchase: e.g. loss of potential sales, lack of synergy between team members (low morale, higher staff turnover), negative influence on other customers (at point of sale);</li> <li>• After purchase: e.g. negative word of mouth (company image and repute), difficulty in attracting new customers, remedy costs in response to customer claims, loss of customers (reduced income), legal action by regulatory bodies, decrease in employee pride (turnover of best employees).</li> </ul>
C-4.	Dealing with a customer complaint: identify the nature of the complaint (product or service) and remain calm; question further the customer for better understanding; listen actively to the customer; apologise, show empathy and professionalism; refer the customer to the appropriate channels if complaint cannot be handled within one's remit.
	Ways of dealing with challenging situations: e.g. remain calm (don't take the situation personally), use professional language and approach (following company's ethics and procedures), empathise with customer, apologise, explain remedies to rectify the situation and come up with a solution, personalise the service (cater for customers with accessibility problems, customers with children), transfer to a colleague explaining the reason (better expertise, higher authority, existing knowledge of the situation, issue not within your remit).
A-3.	Dealing with dissatisfied customers: e.g. remain calm (don't take the situation personally), use respectful body language (smart posture, facial expressions and eye contact, gestures), use professional language and approach (following company's ethics and procedures), empathise with customer, apologise, explain remedies to rectify the situation and come up with a solution, personalise the service (cater for customers with accessibility problems, customers with children), transfer to a colleague explaining the reason (better expertise, higher authority, existing knowledge of the situation, issue not within your remit).
	<p>Dealing with product returns of a dissatisfied customer:</p> <ul style="list-style-type: none"> <li>• Checking the product: check whether the product is returnable; ask for and check receipt and guarantee; check packaging and product re-saleability;</li> <li>• Resolving the issue: e.g. repair or replace (Consumer Affairs Act – consumer's rights), check support from supplier, be in line with company policy</li> </ul>
	<p>Approaching challenging customers: e.g. remain calm (don't take the situation personally), use respectful body language (smart posture, facial expressions and eye contact, gestures), use professional language and approach (following company's ethics and procedures), empathise with customer, apologise, personalise the service (cater for customers with accessibility problems, customers with children).</p> <p><b>N.B.</b> For assessment purpose, the appropriate way of dealing with a challenging customer should be taken into consideration throughout when grading this criterion.</p>

Subject Focus	Consumer rights in Malta
LO 5.	Demonstrate an understanding on the key elements related to consumer rights in Malta.
K-10.	<p>Consumer rights: e.g. right to choose, right to safety, right to be informed, right to be heard, right to redress, right to environmental health, right to service, right to consumer education.</p> <p>Regulatory bodies dealing with consumer rights: the Malta Competition and Consumer Affairs Authority (MCCAA including Consumer Claims Tribunal) <b>or</b> the Malta Financial Services Authority (MFSA) <b>or</b> the Environment and Resources Authority (ERA) <b>or</b> the Malta Communications Authority (MCA).</p> <p><b>N.B.</b> For assessment purposes, candidates should be exposed to at least <b>FOUR</b> functions pertaining to each regulatory body.</p> <p>Main legislation and regulations that affect consumer rights:</p> <ul style="list-style-type: none"> <li>• Legislation: the Consumer Affairs Act <b>or</b> Product Safety Act <b>OR</b></li> <li>• Regulations: Price Indication Regulations <b>or</b> Consumer Credit Regulations <b>or</b> Package Travel <b>or</b> Package Holidays and Package Tour Regulations <b>or</b> Distance Selling Regulations.</li> </ul>
C-5.	<p>Information given to consumers prior to the sale of goods and services: the main characteristics of the goods or services; contact information (the name, address and telephone number of the trader and/or seller); the total price of the goods and services; arrangements for payment and delivery where applicable; contract conditions if applicable (duration, conditions for termination).</p> <p>Elements of consumer protection: e.g. the right to be covered by legal guarantee, rights related to the delivery of goods, rights of consumers during sales, rights related to return of unwanted goods, rights related to deposits, rights related to distance selling.</p>

## Learning Outcomes and Assessment Criteria

<b>Subject Focus:</b>	<b>The retail sector and retail occupations</b>
<b>Learning Outcome 1:</b>	Demonstrate an understanding of the retail sector and the range of retail occupations.

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)
<b><i>K-1. Name the main elements of the retail supply chain.</i></b>	<b><i>K-1. Outline the business process of retailing.</i></b>	<b><i>K-1. Describe the different characteristics of products and services.</i></b>						
K-2. List different types of retail channels within the Maltese context.	K-2. Outline different types of retail channels within the Maltese context.	K-2. Describe the benefits and drawbacks of physical and online retail channels.						
K-3. List characteristics of the local retail environment.	K-3. Outline characteristics of the local retail environment.	K-3. Describe the importance of retail for the Maltese economy.						
<b><i>K-4. Name different retail occupations.</i></b>	<b><i>K-4. Identify the skills required by different retail occupations.</i></b>	<b><i>K-4. Outline attributes and behaviours linked to a particular retail occupation.</i></b>						

<b>Subject Focus:</b>	<b>Retail selling process</b>
<b>Learning Outcome 2:</b>	Outline the retail selling process.

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. State factors influencing customer expectations.	K-5. Outline a factor influencing customer expectations.	K-5. Describe different elements influencing customer expectations in a particular scenario.	C-1. Identify essential retail communication skills used for an effective sales process within a given scenario.	C-1. Explain how retail communication skills are used during the sales process within a given scenario.	C-1. Discuss the importance of effective retail communication with customers during the sales process.			
<b>K-6. Recall the stages of the selling process.</b>	<b>K-6. State key aspects that can influence the selling process.</b>	<b>K-6. Describe how key aspects influence stages of the selling process.</b>				A-1. Prepare to sell a product or service within a particular retail scenario.	A-1. Use appropriate questions to understand the customer during the sales process.	A-1. Employ the selling stages within a particular retail scenario.
<b>K-7. List factors that indicate customers' interest to purchase.</b>	<b>K-7. Outline factors that indicate customers' interest to purchase.</b>	<b>K-7. Describe why it is important to identify a customer's interest to purchase.</b>	C-2. Identify questions to compile a customer profile.	C-2. Outline ways to handle customer objections.	C-2. Discuss closing techniques.			

<b>Subject Focus:</b>	<b>Teamwork in retail</b>
<b>Learning Outcome 3:</b>	Recognise the importance of teamwork in retail.

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)
<b>K-8. Recall the positive aspects of teamwork in a retail environment.</b>	<b>K-8. Outline reasons for valuing other team members.</b>	<b>K-8. Describe the effects of successful teams in retail.</b>	<b>C-3. Outline how team productivity can be improved through teamwork.</b>	<b>C-3. Describe how teamwork can contribute to a positive customer experience.</b>	<b>C-3. Discuss how teamwork contributes to business success.</b>	A-2. Demonstrate effective communication within a team in a given retail scenario.	A-2. Show appropriate teamwork behaviour in a given retail scenario.	A-2. Apply suitable ways in dealing with a team conflict situation.

<b>Subject Focus:</b>	<b>Customer service in a retail environment</b>
<b>Learning Outcome 4:</b>	Demonstrate good customer service in a retail environment.

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)
<b>K-9. List the benefits of good customer service.</b>	<b>K-9. Outline the benefits of good customer service.</b>	<b>K-9. Describe the consequences of bad customer service in different instances.</b>	C-4. Identify the steps that can be taken to deal with a customer complaint.	C-4. Describe the steps to deal with a customer complaint.	C-4. Explain how to deal with a challenging situation in a retail environment.	A-3. Demonstrate an appropriate way of dealing with a dissatisfied customer.	A-3. Demonstrate how to deal with product returns of a dissatisfied customer.	A-3. Demonstrate an appropriate way of approaching a challenging customer.

<b>Subject Focus:</b>	<b>Consumer rights in Malta</b>
<b>Learning Outcome 5:</b>	Demonstrate an understanding on the key elements related to consumer rights in Malta.

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)
<b>K-10. List consumer rights.</b>	<b>K-10. State the functions of a regulatory body affecting consumers in the retail industry.</b>	<b>K-10. Outline a legislation or regulation affecting consumers' rights within the local retail industry.</b>	<b>C-5. State the information that should be given to consumers prior to the sale of goods and services.</b>	<b>C-5. Describe information that should be given to consumers prior to the sale of goods or services.</b>	<b>C-5. Discuss elements of consumer protection when buying goods or services in a given scenario.</b>			

## 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

Assignment Number	Assignment Type	Percentage distribution
1	Coursework	26 - 34%
2	Coursework	26 - 34%
3	Controlled	38 - 42%

## 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 2: Dealing with stock and visual merchandising

Unit 2	Dealing with stock and visual merchandising
<p><b>Unit Description</b></p>	<p>Retailers need to maintain appropriate levels of stock to satisfy customer demand. Stock is to be displayed attractively so as to offer a lasting customer retail experience and entice customers to purchase. Retailers work on retaining customers and portraying a positive image so as to attain a return on their investment.</p> <p>This unit will introduce candidates to the knowledge and understanding of how to handle stock at the various retail process activities. Candidates are to become aware of how to maintain appropriate stock levels within a retail business. Candidates will be introduced to the basics of consumer behaviour and visual merchandising.</p>

### Learning Outcomes

**At the end of the unit, I can:**

- LO 1.** Describe the basic elements related to the receipt of goods.
- LO 2.** Apply practices of goods storage and stock level maintenance.
- LO 3.** Demonstrate an understanding of the basics of consumer behaviour.
- LO 4.** Apply the basic concepts of visual merchandising.

## Unit Content

Subject Focus	Receipt and handling of incoming goods
LO 1.	Describe the basic elements related to the receipt of goods.
K-1.	<p>'Stock' definition elements: e.g. equipment and materials, inventory (goods), customer needs.</p> <p><b>N.B.</b> For assessment purposes, <b>TWO</b> of these elements are to be included in the definition.</p>
	<p>Safety measures when receiving and handling stock: e.g. PPE (gloves, safety shoes, jackets, bibs), consideration of warning labels/signage, proper receipt and handling of goods (manual lifting and moving), use of goods handling equipment, placement of goods in the right location (weight, toxicity, ventilation), store housekeeping.</p>
	<p>Key tasks for the receipt and processing of goods: cleaning and maintaining the receiving area; checking goods; unpacking and inspecting goods; removing and appropriately disposing of any extra packing material.</p>
K-2.	<p>Preliminary information for the receipt and processing of goods: type of goods; weight; volume; supplier information; special requirements in handling.</p>
	<p>Documents used for the receipt and processing of goods: e.g. delivery and supplier notes (for incoming goods), purchase orders, invoices, receipts, credit notes, goods received note, goods returned notes, requisitions and issue notes (for outgoing goods).</p> <p><b>N.B.</b> It is highly suggested that samples of such documents should be provided to students during delivery.</p>
C-1.	<p>Important elements in the preparation for receiving stock: settle receiving goods documents; ensuring adequate space; staff skills and knowledge to handle stock; proper equipment to handle stock safely (reduce damages); time-scheduling for improved process efficiency and customer service.</p>
	<p>Verifying goods received: check quantity of goods against documentation (to identify undelivered or unnecessary stock); assess the quality of goods received (also affecting quantity).</p> <p>Handling stock prior to storing: e.g. check stock, mark stock, maintain stable temperature (if applicable), use appropriate equipment for transfer, assess effective methods for storing stock (to prevent stock damage), prioritise handling of goods in order of future storage/use.</p>

Subject Focus	Storing goods and maintaining appropriate stock levels
LO 2.	Apply practices of goods storage and stock level maintenance.
K-3.	<p>'Stock management' definition elements: e.g. goods for resale, equipment or material, stock mix, customer demand, purchase orders, external and internal factors.</p> <p><b>N.B.</b> For assessment purposes, <b>FOUR</b> of these elements are to be included in the definition.</p>
	<p>Reasons for retaining stock: e.g. to satisfy customer demand, to support fluctuations in supply or demand, as an investment, to support a product line, for display purposes, to take advantage of economies of scale.</p>
	<p>Maintaining stock appropriately: e.g. appropriate temperature and humidity levels, lighting levels, appropriate ventilation, sufficient stock space, regular housekeeping, regular stock-hold review.</p>
K-4.	<p>Methods to control stock levels: stock checks; stocktaking; audits; stock calculation.</p>
	<p>Methods of stock rotation: e.g. First In First Out (FIFO), Last In First Out (LIFO), First In Last Out (FILO).</p>
	<p>Benefits of effective stock control: e.g. theft control (both by customers and employees), customer service (maintaining appropriate stock levels to satisfy customer requirements), product tracking (tracking high and low selling items), financial management (knowing the status of your stock and financial impact), warehouse space requirements, identify current stock levels, prevent wastage, improve stock turnover.</p>
K-5.	<p>Properties of goods:</p> <ul style="list-style-type: none"> <li>• Slow-moving goods: low turnover; generally low and variable demand;</li> <li>• Fast-moving goods: high turnover; regularly high demand.</li> </ul> <p><b>N.B.</b> It is suggested that various sectors should be considered when discussing such properties during delivery.</p>
	<p>Challenges for retailers in controlling stock: e.g. stocking too much of same product, low product turnover, stock outs, losing track of actual inventory, incorrect stock locations, difficulty in identifying demand patterns.</p> <p>Methods for efficient inventory storage: e.g. maximise and optimise all available space, adopt lean inventory techniques, adopt enabling technology (WMS, ERP, RFID, Barcoding), organise workstations (5S model), regular stock checks (auditing), optimise labour efficiency, prioritise stock by value (ABC analysis).</p>

C-2.	Stock control techniques: e.g. establish annual stock policy and an optimised purchasing procedure, prepare inventory budgets and maintain an inventory system, calculate inventory turnover.
	Inventory control chart elements: minimum stock level; maximum stock level; safety stock level; re-order level; lead time.
	Best practices in stock optimisation: categorising inventory; automating replenishment (where feasible); adopting demand forecasting techniques; investing in inventory optimisation systems. <b>N.B.</b> <i>It is highly recommended that during delivery candidates should be made aware of adopting the 'kaizen' approach as a best practice within retail organisations.</i>
C-3.	Sets of information required for ABC analysis: e.g. product code, unit cost, number of items used, total cost of items, percentage cost per item of total cost, percentage total number of items used, rank.
	Classification of items in ABC categories: by value <b>or</b> by volume. <b>N.B.</b> <i>For assessment purposes, the company policy should outline the percentage for each category in that particular retail scenario.</i>
	Basis for ABC analysis results discussion: slow-moving; fast-moving; medium-moving stock; stock held.
A-1.	Creation of a purchase order template: purchase order number; supplier's and consignee's details; product code and product description; quantity ordered; terms of reference; signature for purchase authorisation.
	Economic Order Quantity (EOQ) calculation: purchase unit price; order quantity; quantity sold per year; fixed cost per order; holding cost per unit per year; optimal order quantity.
	Purchase order details: purchase order number; supplier's details; consignee's details; product code; product description; quantity ordered; terms of reference; signature for purchase authorisation.

Subject Focus	Basics of consumer behaviour
LO 3.	Demonstrate an understanding of the basics of consumer behaviour.
K-6.	<p>'Consumer behaviour' definition elements: psychology; actions; buying decisions; satisfaction.</p> <p><b>N.B.</b> For assessment purposes, words with similar meaning to the above elements are to be accepted.</p>
	Types of consumer behaviour in relation to involvement and brands: complex; variety-seeking; dissonance-reducing; habitual.
	Factors affecting consumer behaviour: e.g. marketing factors (product design, price, promotion, packaging, positioning, distribution), personal factors (age, gender, education, income level), social factors (social status, reference groups, family), psychological factors (buying motives, perception of the product and attitudes towards the product), situational factors (physical surroundings at the time of purchase, social surroundings and time factor), cultural factors (religion, social class).
K-7.	Buyer's decision-making process: problem recognition; information search; evaluation of alternatives; purchase; post-purchase evaluation and divestment.
	Cognitive and personal biases influencing the buyer's decision-making process: e.g. selective search for evidence, experiential limitations, repetition bias, optimism, source credibility bias, recent information, role fulfilment, faulty generalisations.
K-8.	Marketing activities influencing consumer behaviour: e.g. product or service design (product identity and use), price-setting (product quality, market positioning), promotion (promotional tools), product packaging (communicate the brand's message, convenience), product positioning (place of the product in the minds of consumers), distribution (place, location, flow/time), physical evidence (include tangible elements to enhance customer experience), processes (efficiency, set procedures), people (knowledge, relationship building).
	Marketing activities specific to service provision: e.g. physical evidence, processes, people.
C-4.	Stages in the perceptual process: sensory reception; attention; interpretation; response; perception.
	Influence on perception by sensory stimuli: sensation; meaning.
A-2.	<p>Customer database information form: customer's details (name, surname, age, occupation); contact information (mailing address, home phone, mobile number, email address); client purchase information (client's purchase preferences, preferred delivery, payment methods).</p> <p><b>N.B.</b> For assessment purposes, online trading with customers should be considered. Furthermore it is highly suggested that reference to GDPR is made.</p>
	<p>Data collection in relation to customers' buying preferences: complete the right amount of forms*; ensure that forms are complete with appropriate data; provide evidence of data authenticity.</p> <p><b>*N.B.</b> For assessment purposes, at least <b>TEN</b> forms are to be submitted by candidates.</p>
	Analysis of customer database: proper data collation and presentation; valid analysis of findings; inclusion of adequate graphical representation/s; appropriate verbal presentation skills.

Subject Focus	The essentials for visual merchandising
LO 4.	Apply the basic concepts of visual merchandising.
K-9.	Concept of visual merchandising: e.g. retail industry, floor plans, attract (to engage and motivate), customer purchases, target market, sales activity.
	Main elements of visual merchandising: colour (colour palette); landscaping (the elevations of the product); texture (touch and feel); communication (the story teller); décor (the finishing touches).
	Role and skills of a visual merchandiser: e.g. design skills, window and in-store display management, creativity, visual/special awareness, communication skills, team player.
K-10.	Factors to be considered when displaying products: e.g. brand image (culture), product and outlet aesthetics, period (local events, seasons), type of customer/s, display effectiveness (balance, lighting, focal point, rule of three), legal requirements (in line with labelling, presentation and advertising of foodstuffs, medical products, toys, and cosmetics regulations).
	Methods to enhance retail outlets for specific seasons or events: use of models; special decorations; backdrops; actors/animators.
	<b>N.B.</b> For assessment purposes, only <b>ONE</b> of the following seasons or events should be considered: the four seasons <b>or</b> Valentine's Day <b>or</b> Mother's Day <b>or</b> Father's Day <b>or</b> Easter <b>or</b> Back to School <b>or</b> Halloween <b>or</b> Christmas.
	Effects of seasonal trends on a retail business: supply availability (seasonality); inventory management (seasonal goods); cyclical demand (seasonal fluctuations); forecasting and sales performance.
C-5.	Displaying products to maximise sales: retail floor traffic flow (impact of store layout on customer behaviour); maximising product exposure; simplification of viewing and buying process; proper labelling (attract attention, size and shape of label, suggestions on product usage, cross-selling of other products, builds customer trust).
	Features of retail space optimisation planning: visualisation capability prior to planogram creation; combination of forecasting techniques; business user interface technology; centralisation for enterprise-wide implementation.
	Benefits of retail space optimisation planning: e.g. improvement in product profitability, decrease in inventory management costs, optimisation of decision sets for various options, decrease in implementation time, freeing up of merchandise resources (for promotion and pricing), improvement in customer flow.
A-3.	Creation of a layout plan: effective use of space to include essential elements (taking into consideration creative space utilisation); layout conforming to basic legislation; clear indication of customer flow.
	Placement of products in a retail outlet to maximise sales: e.g. product lines, impulse buying opportunities, shelf zones, difference between shelf levels (lower/medium/upper), grab-and-go items, general merchandise.
	Organisation of retail outlet for sales maximisation: customer flow; theme communication (story teller); décor (music, scents, lighting); facilitation of access to customer care and service staff.

## Learning Outcomes and Assessment Criteria

<b>Subject Focus:</b>	<b>Receipt and handling of incoming goods</b>
<b>Learning Outcome 1:</b>	Describe the basic elements related to the receipt of 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)
<b>K-1. Define the term 'stock' in retail.</b>	<b>K-1. Name safety measures to be adopted when receiving and handling stock.</b>	<b>K-1. Outline the key tasks for the receipt and processing of goods.</b>	<b>C-1. Outline important elements in the preparation for receiving stock.</b>	<b>C-1. Explain how to verify that goods received are as ordered.</b>	<b>C-1. Explain how stock should be handled prior to storing.</b>			
K-2. List the preliminary information for the receipt and processing of goods.	K-2. Identify documents used for the receipt and processing of goods.	K-2. Outline the details in a document used for the receipt and processing of goods.						

<b>Subject Focus:</b>	<b>Storing goods and maintaining appropriate stock levels</b>
<b>Learning Outcome 2:</b>	Apply practices of goods storage and stock level maintenance.

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. Define the term 'stock management'.	K-3. State reasons why a retail business retains stock.	K-3. Outline ways to maintain stock appropriately in a retail business.	<b>C-2. Describe stock control techniques.</b>	<b>C-2. Illustrate the elements of an inventory control chart.</b>	<b>C-2. Discuss best practices in stock optimisation.</b>			
<b>K-4. Name methods used by retailers to maintain stock levels.</b>	<b>K-4. Outline the different stock rotation methods.</b>	<b>K-4. Describe the benefits of effective stock control.</b>				A-1. Create a purchase order template.	A-1. Calculate the Economic Order Quantity (EOQ) for a given finished goods item.	A-1. Formulate a purchase order based on Economic Order Quantity (EOQ) results, for a given retail scenario.
K-5. Identify properties of slow-moving and fast-moving goods.	K-5. Outline challenges for retailers in controlling stock.	K-5. Describe methods for efficient inventory storage.	C-3. Identify the sets of information for a provided ABC analysis.	C-3. Classify items in ABC categories based on company policy.	C-3. Discuss the results of ABC analysis for a given scenario.			



<b>Subject Focus:</b>	<b>Basics of consumer behaviour</b>
<b>Learning Outcome 3:</b>	Demonstrate an understanding on the basics of consumer behaviour.

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)
<b>K-6. Define the term 'consumer behaviour'.</b>	<b>K-6. Outline types of consumer behaviour in relation to involvement and brands.</b>	<b>K-6. Describe factors affecting consumer behaviour.</b>						
K-7. Label the steps of the buyer's decision-making process.	K-7. Outline the steps of the buyer's decision-making process.	K-7. Identify cognitive and personal biases influencing the buyer's decision-making process in a given scenario.	<b>C-4. Illustrate the basic perceptual process in consumer behaviour.</b>	<b>C-4. Describe the stages in the perceptual process in consumer behaviour.</b>	<b>C-4. Explain how sensory stimuli influence perception.</b>	A-2. Prepare a form with the main elements of a customer database for a given retail scenario.	A-2. Collect data in relation to customers' buying preferences.	A-2. Present an analysis of a customer database for a given retail scenario.
<b>K-8. List marketing activities influencing consumer behaviour.</b>	<b>K-8. Outline marketing activities influencing consumer behaviour.</b>	<b>K-8. Describe how consumer behaviour is influenced through specific service-provision marketing activities.</b>						

<b>Subject Focus:</b>	<b>The essentials of visual merchandising</b>
<b>Learning Outcome 4:</b>	Apply the basic concepts of visual merchandising.

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)
<b>K-9. Define the concept of visual merchandising.</b>	<b>K-9. Outline the main elements of visual merchandising.</b>	<b>K-9. Describe the roles and skills of a visual merchandiser.</b>						
			C-5. Describe how products are displayed for sales maximisation.	C-5. Outline features of retail space optimisation planning.	C-5. Discuss benefits of retail space optimisation planning.	A-3. Create a layout plan for a retail store indicating customer flow.	A-3. Place products in a retail store so as to maximise sales.	A-3. Organise space in a retail store so as to maximise sales.
K-10. List factors to be considered when displaying products.	K-10. State methods used to enhance retail outlets for a specific season or event.	K-10. Outline how seasonal trends affect a retail business.						

## 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

Assignment Number	Assignment Type	Percentage distribution
1	Coursework	26 - 34%
2	Coursework	26 - 34%
3	Controlled	38 - 42%

## 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: Key aspects of retail operations

Unit 3	Key aspects of retail operations
<p><b>Unit Description</b></p>	<p>Retailers need to assure safe and secure working practices. They set company procedures for the handling of incoming sales and continual support to customers. Customer payments and the provision of payment terms form part of the service provision within a retail environment.</p> <p>This unit will introduce candidates to the awareness and knowledge of the importance of secure and safe working practices. Candidates will be exposed to the importance of following company procedures when handling sales, customer payments, and the continual support to customers. Candidates will be introduced to various payment terms being provided to customers that would facilitate sales income.</p>

### Learning Outcomes

**At the end of the unit, I can:**

- LO 1.** Demonstrate housekeeping and safety practices when working in retail.
- LO 2.** Recognise threats to security in retail and related mitigation measures.
- LO 3.** Apply good practices in handling cash and processing customer payments.
- LO 4.** Demonstrate an understanding of the basic financial terms and processes used in the retail business.

## Unit Content

Subject Focus	Housekeeping and safety practices in retail
LO 1.	Demonstrate housekeeping and safety practices when working in retail.
K-1.	Information sources for hazard identification: e.g. workplace inspections, safety audits, team consultations, accident investigations, incident injury and illness reports, employee complaints and observations, health and environmental monitoring.
	Hazards in a retail workplace: e.g. slips and trips hazards (spillages, cables, wiring, boxes), blocked pathway (including blocked exit routes), locked exit routes, unsafe storage (including unstable loads, use of unsafe ladders), broken pallet/s, lifting loads, poor ergonomics, use of dangerous equipment (box crushers, meat slicers), faulty PPE, blocked fire alarm access, fire hazard material, faulty electrical outlet, power outlet overload, unsafe tool storage (knives, scissors, pins), human waste (unclean toilets), loose hand rail or seating, violent customers, stress (working unsocial hours, unfavourable conditions, inadequate environment), moving vehicles in delivery areas.
	Risk assessment process: identify the hazards; determine who might be harmed and how; classify the risks; decide on control measures.
K-2.	Housekeeping tasks practiced in retail: e.g. damp dusting horizontal surfaces, cleaning vents and filters, trash removal, cleaning/scouring sinks, mopping, vacuuming carpets, washing windows, cleaning door frames and other vertical surfaces.
	Good housekeeping practices: e.g. incorporate housekeeping tasks in the job, ensure all spills are immediately cleaned up, mark wet areas appropriately, replace worn/ripped/damaged flooring, maintain clean light fixtures, keep aisles and stairways clear, clean all tools after use, regularly inspect for damages and repair all tools (do not use damaged tools).
	Precautions for safety: be aware and abide with Health and Safety regulations; provide proper accessibility to different areas of the retail outlet; train personnel in using tools and equipment (power tools, knives, cutters, forklifts, pallet jacks); limit noise emissions to legal limits.
C-1.	Emergency situations: e.g. fire, medical, robbery. <b>N.B.</b> For assessment purposes, candidates are expected to outline <b>TWO</b> causes for each emergency situation.
	Procedure: <ul style="list-style-type: none"> <li>• Fire: assess the situation; call civil protection; close doors and windows; evacuate the building; try to control fire; <b>OR</b></li> <li>• Medical: assess the situation; seeing to the casualty; calling for help; managing the environment; <b>OR</b></li> <li>• Robbery: remain calm; observe distinguishing features; comply with requests; call emergency number after robbery.</li> </ul>

<b>C-2.</b>	5S housekeeping model: sort; set in order; shine; standardise; sustain.
	Reasons for sustaining housekeeping practices: e.g. improved customer perceptions (the workplace becomes cleaner, safer, well-organised and more pleasant), higher employee motivation (morale and satisfaction), stock and equipment is maintained in good condition (errors are minimised leading to the provision of defect-free products), employee illness and disease transmission is avoided, floor space utilisation is maximised, smoother and more systematic workflow, improved organisation productivity (non-value added activities are reduced in searching for tools, materials and documents), less machine breakdowns, minimisation of consumables and material wastage.
<b>A-1.</b>	Recording hazards in a given retail environment: e.g. slips from spillages, trip hazards (cables, wiring, boxes), blocked pathway and locked exit routes, unsafe storage (including unstable loads, use of unsafe ladders) and broken pallet/s, poor ergonomics, dangerous equipment (box crushers, meat slicers), faulty PPE, blocked fire alarm access and fire hazard material, electricity hazard (faulty outlet, power outlet overload), unsafe tool storage (knives, scissors, pins).
	Minimising health risks when handling goods: identification of load limits; taking measures to protect oneself through appropriate PPE and adequate equipment; correct lifting and carrying of loads (manually or use of loading equipment); correct pushing and pulling.

<b>Subject Focus</b>	<b>Security within a retail environment</b>
<b>LO 2.</b>	Recognise threats to security in retail and related mitigation measures.
<b>K-3.</b>	Causes of retail shrinkage: e.g. internal theft (employee theft), external theft (shoplifting), vandalism, operational or administrative errors (wastage), vendor fraud (including merchandiser's theft), return fraud, inappropriate inventory control.
	Measures to prevent retail shrinkage: e.g. senior management commitment to loss prevention strategy, establish security policies and procedures (train staff accordingly), identify high risk areas to implement extra security, increase employee accountability (continuous monitoring of store areas by employees), review the retail store layout (limit access to storage spaces), use security systems and ensure their proper maintenance, invest in automated cash management technology (count currency, detect counterfeit), use special tags for products, refer to private security firms' advice.
	Impact of shrinkage on retail operations: e.g. revenue loss (leading to lost profitability), less cash for stock purchase, operating issues (no stock to cater for customers' orders, re-order costs).
<b>K-4.</b>	Retail crime: e.g. robbery, burglary, criminal damage, fraud (credit/debit card, dishonoured credit, refund, voucher/gift card), customer theft, employee theft, violence with or without injury, abusive or aggressive behaviour.
	Types of security systems: e.g. CCTV, alarm systems, RFID, observation mirrors, cash-van pick-ups, shop theft deterrent signage, ultra violet light.
	Impact of crime on retail operations: <ul style="list-style-type: none"> <li>• People (employees and customers): psychological impact (morale); physical impact;</li> <li>• Business: financial impact; reputation.</li> </ul>

C-3.	Levels of responsibility for shrinkage and security: e.g. strategic, organisational, operational.
	Shrinkage prevention road map procedure: set objective and plan to minimise or eliminate shrinkage; map key vulnerability processes and measure the problem; analyse associated risk and identify causes (cause-effect analysis); develop solutions and prioritise actions; implement solutions and evaluate regularly.
	Dealing with security-related incidents: follow store procedures; remain calm; report through proper channels; avoid confrontations; comply with local legislation.

<b>Subject Focus</b>	<b>Cash handling and customer payment procedures</b>
<b>LO 3.</b>	Apply good practices in handling cash and processing customer payments.
<b>K-5.</b>	The role of the cashier: collects and records payments; handles money and card transactions.
	The use of cash counting and verification equipment: cash and coin counters; counterfeit money detectors.
	Functions of customer support in resolving payment and billing issues: e.g. liaises between customers and company (being the face of the organisation), relays feedback to designated colleagues, resolves customer complaints, assists with orders or related errors, assists with billing and other queries, cancels or upgrades customer accounts.
<b>K-6.</b>	Security features in cash currency: e.g. raised print, portrait mark, portrait window, emerald number, portrait hologram, satellite hologram. <b>N.B.</b> For assessment purposes, the European Central Bank guidelines should be followed.
	Cash handling practices: e.g. count cash in a secure office, count cash in the presence of two people to increase accountability, cashier's accountability per drawer, vary times when cash is counted and transferred to bank, leave empty cash register drawer when retail outlet is closed, display a no cash is kept on premises sign, maintain a schedule, ask for help if technology fails.
	Need for suitable cash handling practices: e.g. prevention of cash mishandling (adopt a routine for handling cash), hold staff accountable, limit number of employees who handle cash, train staff to deal with customer complaints relating to incorrect change, adopt a simple process to identify and deal with cash overages and shortages, test for counterfeit cash.
<b>K-7.</b>	Main components of a Point of Sale (POS) structure: e.g. cash register (for smaller outlets), computer, cash drawer, receipt printer, customer display, barcode scanner.
	Back office functions of the POS system: e.g. inventory control, purchasing requests, transfer of products from one location to the other (for multiple store brands), store sales information, reporting, sales trends.
	Benefits of POS systems: e.g. reduces sales administration time, improves stock control, increases retail store profitability, records purchasing patterns, supports marketing plans, offers real-time access to both financial and operational data, provides reports for better decision-making.

K-8.	Payment options: e.g. cash, cheques, debit and credit cards, vouchers/loyalty points and credit notes, payment by instalments, payment on invoice (considering credit terms), bank transfers, online payments through retailer's website, bill payment facility through internet banking.
	Customer expectations of digital payments in retail: fast and secure payments; no risk; no charges; widely available.
	Benefits and drawbacks of digital payments: <ul style="list-style-type: none"> <li>• Benefits: e.g. less chance of fraud and robbery, no cash handling fees from bank, quicker transactions, all transactions are stored in the database payment system, better marketing opportunities, average spend increases;</li> <li>• Drawbacks: deters techno-phobic customers; necessitates internet access; risk of being hacked; bank charges.</li> </ul>
C-4.	Cash drawer preparation activities: verify and note cash float; organise cash drawer.
	Activities required to balance a cash drawer: take cash drawer in a secluded area; count the money and reconcile receipts; investigate overages and shortages; create the daily cash report; if applicable prepare a bank deposit.
	Factors leading to overages and shortages: incorrect change; items not recorded in POS system; POS system errors or equipment failures; cash theft.
C-5.	Service provision tasks at a POS: e.g. maintaining a secure environment, processing cash payments, checking for counterfeit money using appropriate tools, processing of card payments and requesting signature or pin number, dealing with card problems or issues with change, providing the correct information about return procedures or offers.
	Challenging situations to be dealt with at a POS: presentation of expired or faulty card <b>or</b> counterfeit cash notes <b>or</b> client not having enough cash <b>or</b> shoplifting attempts <b>or</b> bill item/price discrepancies.
	Support services after a sale: e.g. helping out customers in carrying goods sold, keeping customer contact, help desk service, technical support and maintenance service, real-time online support, automated customer service lines.
A-2.	Preparation of a cash drawer: verify cash float; note cash float; organise cash drawer.
	Customer transaction processing using an EPOS system: knowledge of EPOS functions; use of proper communication in following customer's requirements during sale; affect transaction and issue receipt for goods sold.
	Balancing a cash drawer: take cash drawer in a secluded area; count the money and reconcile receipts; investigate overages and shortages; create the daily cash report.



Subject Focus	Basic financial terms and processes used in retail
LO 4.	Demonstrate an understanding of the basic financial terms and processes used in the retail business.
K-9.	Retail accounting: inventory; retail price.
	Basic retail financial elements: e.g. assets, liabilities, capital, expenses (operating/occupancy), income, mark-up, markdown pricing, inventory turnover, cost of good sold.
	Retail accounting terms: e.g. accounts payable, accounts receivable, break-even, cash flow, depreciation, assets, liabilities, budget, profit.
K-10.	Basic elements when calculating a retail price: e.g. cost of goods, mark-up percentage, margin.
	Factors influencing the setting of a retail price: e.g. costs, price sensitivity, competition, legal constraints, state of the target market and bargaining power of customers, state of the economy, product positioning and other elements of the marketing mix, stock-related issues, seasonality.
	Activities in setting a retail price: e.g. selecting the price objective, determining demand, estimating costs, analysing competitors pricing mechanisms (costs, prices and offers), selecting a pricing method, selecting the final price.
A-3.	Basic retail price calculation: cost of good; addition of mark-up percentage; margin.
	Evidence for setting the price for a given product: <ul style="list-style-type: none"> <li>• Information about competitors: method/s used for acquisition; prices and/or offer details collected;</li> <li>• Reasoning behind price setting in line with price objective;</li> <li>• A realistic final price reflecting research.</li> </ul>
	Sales quotation: clear supplier's and buyer's details; clear and detailed costings and taxes; clear and accurately-itemised job components; clearly defined terms and conditions of the quote including validity date.  <b>N.B.</b> For assessment purposes, marks should only be awarded if the sales quotation reflects preparatory considerations in line with details provided in the scenario.

## Learning Outcomes and Assessment Criteria

<b>Subject Focus:</b>	<b>Housekeeping and safety practices in retail</b>
<b>Learning Outcome 1:</b>	Demonstrate housekeeping and safety practices when working in retail.

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 information sources for hazard identification.	K-1. Identify potential hazards in a retail workplace.	K-1. Outline the process of risk assessment.	C-1. Outline causes that lead to emergency situations.	C-1. Describe the necessary procedures to be followed when a particular incident occurs in a retail environment.	C-1. Justify the procedure adopted when there is an emergency situation.	A-1. Record the possible hazards in a given retail environment.	A-1. Employ best practices in minimising potential risks in a given retail environment.	A-1. Demonstrate how to minimise health risks when handling retail goods.
K-2. List housekeeping tasks practiced in retail.	K-2. Outline good housekeeping practices in retail.	K-2. Describe safety precautions to be adopted in a retail workplace.	<b>C-2. Outline the five steps of the 5S housekeeping model.</b>	<b>C-2. Describe how to implement the 5S housekeeping model for a given retail situation.</b>	<b>C-2. Discuss reasons for sustaining housekeeping practices in a retail outlet.</b>			

<b>Subject Focus:</b>	<b>Security within a retail environment</b>
<b>Learning Outcome 2:</b>	Recognise threats to security in retail and related mitigation measures.

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)
<b>K-3. List causes of retail shrinkage.</b>	<b>K-3. Outline measures to prevent retail shrinkage.</b>	<b>K-3. Describe the impact of shrinkage on retail operations.</b>	<b>C-3. Outline levels of responsibility for shrinkage and security.</b>	<b>C-3. Describe the procedure for developing a shrinkage prevention road map.</b>	<b>C-3. Explain how to deal with a specific security-related incident.</b>			
K-4. Identify types of retail crime.	K-4. Outline the types of security systems used in retail stores.	K-4. Describe the impact of crime on retail operations.						

<b>Subject Focus:</b>	<b>Cash handling and customer payment procedures</b>
<b>Learning Outcome 3:</b>	Apply good practices in handling cash and processing customer payments.

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)
<b>K-5. Define the role of the cashier.</b>	<b>K-5. Outline the use of cash counting and verification equipment.</b>	<b>K-5. Describe the functions of customer support in resolving payment and billing issues.</b>	C-4. Outline basic cash drawer preparation activities.	C-4. Explain activities required to balance a cash drawer.	C-4. Discuss the factors that might lead to overages and shortages in a cash drawer.	A-2. Prepare a cash drawer.	A-2. Process a customer transaction using an EPOS system.	A-2. Demonstrate how to balance a cash drawer.
K-6. Recognise security features in cash currency.	K-6. Outline good cash handling practices.	K-6. Describe the need for suitable cash handling practices in retail.						
<b>K-7. Name components of a POS structure.</b>	<b>K-7. List the back office functions of a POS system.</b>	<b>K-7. Outline benefits of a POS system.</b>	C-5. Outline service provision tasks at a POS.	C-5. Describe ways of dealing with a challenging situation at a POS.	C-5. Discuss support services after a sale for a given scenario.			
<b>K-8. List payment options in retail.</b>	<b>K-8. State customer expectations of digital payments in retail.</b>	<b>K-8. Outline benefits and drawbacks of digital payments.</b>						

<b>Subject Focus:</b>	<b>Basic financial terms and processes used in retail</b>
<b>Learning Outcome 4:</b>	Demonstrate an understanding of the basic financial terms and processes used in the retail business.

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)
<b><i>K-9. State the meaning of 'retail accounting'.</i></b>	<b><i>K-9. Outline basic retail financial elements.</i></b>	<b><i>K-9. Describe key retail accounting terms.</i></b>						
K-10. Name basic elements of retail price calculation.	K-10. List factors influencing the setting of a retail price.	K-10. Outline activities in setting a retail price.				A-3. Calculate the retail price of a given product by considering the basic elements provided.	A-3. Present evidence of competitors' research supporting the price setting of a given product in line with the price objective.	A-3. Produce a sales quotation for a given 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

Assignment Number	Assignment Type	Percentage distribution
1	Coursework	26 - 34%
2	Coursework	26 - 34%
3	Controlled	38 - 42%

## 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

## Appendix 1 – Minimum required resources

This list is not intended to be exhaustive. These resources should be available for at least 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