



**L-Università  
ta' Malta**

**MATSEC  
Examinations Board**



# **SEAC 01 Syllabus**

**Retail**

**2023**

Updated on 19<sup>th</sup> September, 2022

**SEAC01 Retail**  
**Syllabus Addendum**

*Mitigating factors for 2023 MATSEC Examinations Session*

Changes in Subject Content	<p>Content of Unit 1 <b>K6, C3, A4</b> and <b>A5</b> may not be covered.</p> <p>Content of Unit 3 <b>K5, C2</b> and <b>A3</b> may not be covered.</p>
Changes in Coursework	<p>All criteria in Unit 1 (including those highlighted for the Controlled assessment), except for <b>K6, C3, A4</b> and <b>A5</b>, will be assessed in Assignment 1 and Assignment 2.</p> <p>All criteria in Unit 3 (including those highlighted for the Controlled assessment), except for <b>K5, C2</b> and <b>A3</b>, will be assessed in Assignment 1 and Assignment 2.</p>
Changes in Exam Paper(s)	<p>The Unit 1 Controlled assessment (Assignment 3) will not be carried out. Although <b>K6, C3, A4</b> and <b>A5</b> will not be assessed, these criteria will be the only ones included on this Assignment's front sheet. Marks for these knowledge and/or comprehension criteria, will be prorated at the end of the unit based on the combined performance in knowledge and comprehension criteria within the same unit. The application criteria not being assessed shall be awarded full marks.</p> <p>The Unit 3 Controlled assessment (Assignment 3) will not be carried out. <b>K5, C2</b> and <b>A3</b> will not be assessed and these will be prorated at the end of the unit based on the combined performance in knowledge and comprehension criteria, and application criteria respectively, 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:

<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 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 <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 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 learning environments;</li> <li>3. Uses own initiative with established responsibility and autonomy, but is supervised in quality-controlled learning environments, normally in a retail 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 through three assignments. 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.

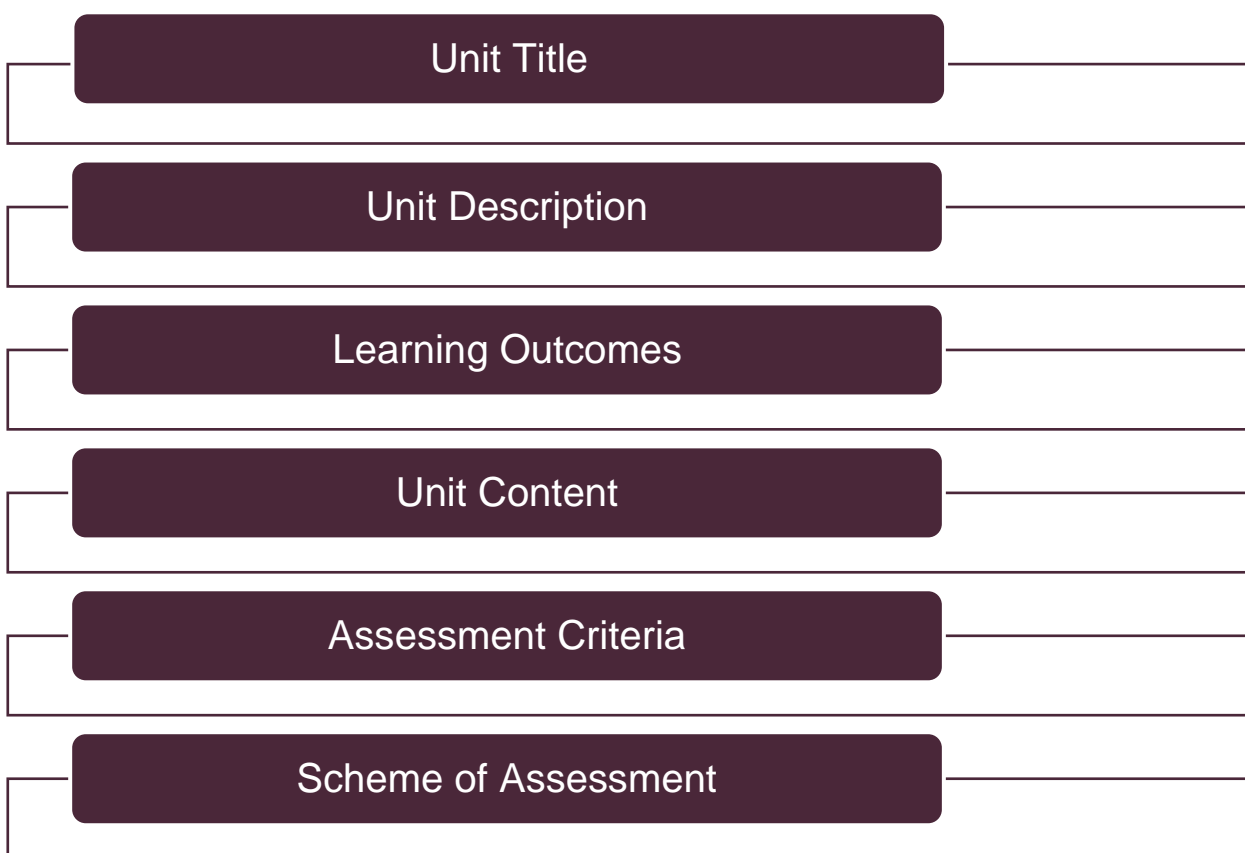
Internal Verification of Assessment Briefs	All assessment briefs are to be internally verified before being issued to the candidates. Within this process, important checks relating to learning outcomes, criteria to be assessed, validity and reliability are to be performed.
Internal Verification of Assessment 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 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 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: Applied Retail Support

Unit 1	Applied Retail Support
<p><b>Unit Description</b></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"> <li>• Warehouse or storage area: receiving goods; storage;</li> <li>• Goods display area: promotion; merchandising;</li> <li>• Customer relations area: sales transactions; customer information;</li> <li>• Support service area: after-sales service; contract management.</li> </ul> <p>Roles and Duties:</p> <ul style="list-style-type: none"> <li>• Roles: e.g. retail outlet manager, shop assistant, cashier, stacker/merchandiser, delivery person, customer care representative, store keeper, product promoter.</li> <li>• Duties: managing the store <b>and/or</b> sales data analysis <b>and/or</b> greeting customers <b>and/or</b> assisting customers <b>and/or</b> explaining product features <b>and/or</b> preparing and maintaining shelves <b>and/or</b> housekeeping <b>and/or</b> receiving and organising goods <b>and/or</b> promoting and selling products <b>and/or</b> processing payments <b>and/or</b> setting up visual merchandising exhibits <b>and/or</b> preparing incoming goods documentation <b>and/or</b> organise workflow to meet customer timeframes <b>and/or</b> maintaining customer database and accounts.</li> </ul> <p><b>N.B.</b> For assessment purposes the duties are to be considered according to the roles encountered within a specific context. <b>TWO</b> duties for each role should be described.</p>
K-2.	<p>Materials, tools and equipment*:</p> <ul style="list-style-type: none"> <li>• Materials: disinfectant solutions and sanitizers; glass cleaning liquid; bleach; degreaser; surface cleaner;</li> <li>• 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.</li> </ul> <p><b>*N.B.</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"> <li>• Protective equipment: protective gloves; goggles; overalls; safety shoes;</li> <li>• Tools: vacuum cleaner; mop and bucket; microfiber cleaning cloth; squeegee; waste disposal container and bags;</li> <li>• Material: disinfectant solutions and sanitizers; glass cleaning liquid; bleach; degreaser; surface cleaner.</li> </ul>
	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.

<b>Subject Focus</b>	<b>Receiving goods for retail</b>
<b>LO 2.</b>	Follow procedures to ensure that the correct quantity and quality of goods are received.
<b>K-4.</b>	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.
<b>A-2.</b>	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.

<b>Subject Focus</b>	<b>Storing goods for retail</b>
<b>LO 3.</b>	Handle goods appropriately in different retail settings.
<b>K-5.</b>	Locations and receptacles for goods storage: <ul style="list-style-type: none"> <li>• Locations: fridge; freezer; rooms with controlled environments; shelves; storage bays;</li> <li>• Receptacles: crates; cardboard boxes; plastic storage boxes of various dimensions; boxes with divider strips; stacking plastic bin.</li> </ul>
	Repercussions: breakages and damages; spillages; increase in scrap; health hazards; unnecessary costs for the organisation.
<b>C-2.</b>	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: e.g. slips, trips, falls, fatigue, cuts, serious injuries.



<b>A-3.</b>	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.

<b>Subject Focus</b>	<b>Applying tags to goods for retail</b>
<b>LO 4.</b>	Apply tags to retail goods.
<b>K-6.</b>	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.
<b>A-4.</b>	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"> <li>• Tools for tagging products: pricing gun; garment tagging gun;</li> <li>• 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.</li> </ul>
	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><b>N.B.</b> For assessment purposes food/perishable items <b>or</b> 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"> <li>• Quantity: availability; seasonal fluctuations; minimum order quantities; discounts for quantities; frequency of delivery;</li> <li>• Quality: perishability; obsolete goods.</li> </ul> <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

<b>Subject Focus:</b>	<b>The retail work areas and housekeeping practices</b>
<b>Learning Outcome 1:</b>	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.						

<b>Subject Focus:</b>	<b>Receiving goods for retail</b>
<b>Learning Outcome 2:</b>	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)
K-4. Name the different documentation used in the receipt of goods.	K-4. Identify the different documentation used in the receipt of goods.	K-4. Describe the key tasks for the receipt and processing of goods.				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.

<b>Subject Focus:</b>	<b>Storing goods for retail</b>
<b>Learning Outcome 3:</b>	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)
K-5. List the different locations and receptacles where goods can be stored.	K-5. Match goods to their appropriate storage locations and receptacles.	K-5. State the repercussions of bad handling and storage practices.	C-2. Describe why it is important to work in a team when storing goods.	C-2. Explain why the safe handling of goods is important.	C-2. Discuss how unsafe techniques for lifting and handling can affect oneself and others.	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.

<b>Subject Focus:</b>	<b>Applying tags to goods for retail</b>
<b>Learning Outcome 4:</b>	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.

<b>Subject Focus:</b>	<b>Monitoring goods for retail</b>
<b>Learning Outcome 5:</b>	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)
<b>K-7. Name the different stock rotation methods.</b>	<b>K-7. Outline different stock rotation methods used in different retail situations.</b>	<b>K-7. Describe the importance of stock rotation in storage.</b>	<b>C-3. Explain why the quantity and quality of stock needs to be checked regularly.</b>	<b>C-3. Describe the importance of prompt replenishment of stock in storage and on shelves.</b>	<b>C-3. Explain the benefits of stock control.</b>	<b>A-5. Prepare stock taking tools.</b>	<b>A-5. Organise stock in preparation for a stock take.</b>	<b>A-5. Conduct a stock take exercise for a given retail scenario.</b>
<b>K-8. Outline the importance of a stock take exercise.</b>	<b>K-8. List the steps in order to undertake a stock take exercise.</b>	<b>K-8. State the information that is included in the stock take sheet.</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

Every assignment should include at least **ONE** knowledge criterion and **ONE** application criterion.

Assignment Number	Assignment Type	Percentage distribution
1	Coursework	24 – 42%
2	Coursework	24 – 42%
3	Controlled	24 – 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: Practical Merchandising

Unit 2	Practical Merchandising
<p><b>Unit Description</b></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 <b>or</b> supermarkets <b>or</b> speciality stores <b>or</b> shopping centres <b>or</b> street vendors <b>or</b> flea markets.</p> <p>Goods and services: clothing <b>and/or</b> tools <b>and/or</b> food <b>and/or</b> appliances <b>and/or</b> drinks <b>and/or</b> toiletries <b>and/or</b> medical products <b>and/or</b> cosmetics <b>and/or</b> automotive <b>and/or</b> furniture <b>and/or</b> jewellery <b>and/or</b> toys <b>and/or</b> appliances <b>and/or</b> bags <b>and/or</b> packaged food items <b>and/or</b> computer equipment <b>and/or</b> electrical &amp; electronics equipment <b>and/or</b> beauty services <b>and/or</b> hairdressing service <b>and/or</b> goods repair services <b>and/or</b> laundry &amp; 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"> <li>• Layout: straight plan <b>or</b> pathway plan <b>or</b> diagonal plan <b>or</b> curved plan <b>or</b> varied plan <b>or</b> geometric plan;</li> <li>• Compliance factors: accessibility; emergency exit; rest rooms.</li> </ul> <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>



<b>Subject Focus</b>	<b>The product line display</b>
<b>LO 2.</b>	Organise a product line display.
<b>K-3.</b>	<p>Display equipment: shop shelving; shop counters; shop panels; hooks &amp; 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>
<b>C-1.</b>	<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>
<b>A-2.</b>	<p>Procedure to display product line: find a target audience; have a product display plan; present products in an attractive manner (cleanliness &amp; 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 &amp; 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 shelf; 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. <b>N.B.</b> For assessment purposes the theme can be seasonal <b>or</b> festive <b>or</b> special occasions.
	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.	<p>Protective materials for products: e.g. polypropylene, bubble wraps, carton, wood, plastic, plastic wrap (including cling film), shredded paper.</p>
	<p>Basic compliance requirements for labelling:</p> <ul style="list-style-type: none"> <li>• 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) <b>or</b></li> <li>• Toys: CE marking; manufacturer's name, registered trade name/mark; specific warnings (including not suitable for children under 36 months); batch number/serial number <b>or</b></li> <li>• Textiles: name; description; details of textile fibre content (including the percentage composition of the product); care label, <b>or</b></li> <li>• 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, <b>or</b></li> <li>• Footwear: information on the three components of a footwear (upper, lining and sock, and outer sole); manufacturing origins.</li> </ul>
	<p>Factors when selling own items: raw material availability; time constraints; costs; traditional factors; retail channel.</p>
C-3.	<p>Reasons why products have to be clean: attractiveness; protection from deterioration; hygiene; customer experience.</p>
	<p>Aspects that make a product package attractive: colour; glossy; type of material; graphics and design.</p>
	<p>Product promoted: shelving levels; space allocation (grouping of products and agreement with wholesalers); positioning of product within a retail outlet; labels.</p>
A-5.	<p>Items and packaging: selecting complementary items; selecting appropriate container and material; selecting appropriate wrap.</p>
	<p>Labels: compliancy information; appropriate label size; attractive and legible.</p>
	<p>Assembly: assemble product; creativity; attractiveness; preparing mark-up price.</p>

## Learning Outcomes and Assessment Criteria

<b>Subject Focus:</b>	<b>The retail outlet layout and design</b>
<b>Learning Outcome 1:</b>	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.
K-2. Identify different signage and graphics for a retail outlet.	K-2. Match signage to the different parts of the retail outlet.	K-2. Describe why signage is important in a retail outlet.						

<b>Subject Focus:</b>	<b>The product line display</b>
<b>Learning Outcome 2:</b>	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.

<b>Subject Focus:</b>	<b>The product promotional display</b>
<b>Learning Outcome 3:</b>	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.

<b>Subject Focus:</b>	<b>Enhancing customer's retail experience</b>
<b>Learning Outcome 4:</b>	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.
K-6. Identify the different types of customers for retail contexts.	K-6. Outline the reasons for customers to visit a store.	K-6. Describe different buying methods.						

<b>Subject Focus:</b>	<b>Product packaging for display settings</b>
<b>Learning Outcome 5:</b>	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)
<b>K-7. List factors to consider when packaging items.</b>	<b>K-7. List the various materials and containers used for product packaging.</b>	<b>K-7. Describe reasons why different types of packing are used for different retail products.</b>	<b>C-3. Outline reasons why products may need cleaning and polishing before being displayed.</b>	<b>C-3. Identify aspects that make a product package attractive in a given case scenario.</b>	<b>C-3. Discuss how products can be promoted.</b>	<b>A-5. Select items and packaging to create an attractive product.</b>	<b>A-5. Prepare appropriate labels for the newly compiled product.</b>	<b>A-5. Assemble items and packaging to sell a product.</b>
<b>K-8. Identify the materials that are used to protect different types of products.</b>	<b>K-8. Identify the basic compliance requirements for labelling a product.</b>	<b>K-8. Outline factors to consider when selling own products.</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

Every assignment should include at least **ONE** knowledge criterion and **ONE** application criterion.

Assignment Number	Assignment Type	Percentage distribution
1	Coursework	24 – 42%
2	Coursework	24 – 42%
3	Controlled	24 – 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: Retail Front Line

Unit 3	Retail Front Line
<p><b>Unit Description</b></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
<b>LO 1.</b>	Handle cash, payment and transactions according to established standards.
<b>K-1.</b>	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.
<b>K-2.</b>	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.
<b>K-3.</b>	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.
<b>C-1.</b>	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.

<b>A-1.</b>	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.
<b>A-2.</b>	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"> <li>• Verbal: language; greeting; open ended questions; checking for understanding; ending a conversation on a positive note;</li> <li>• Non-verbal: e.g. facial expressions, posture, proximity, hand gestures, eye contact, tone, pitch, pace.</li> </ul>
	Building a professional impression: product knowledge; integrity; language; grooming; attire.
	Reasons for a professional approach: brand image; corporate image; personal integrity; reputation.
K-5.	<p>Customers:</p> <ul style="list-style-type: none"> <li>• Internal customers: managers; supervisors; colleagues; subordinates; technical people;</li> <li>• 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.</li> </ul>
	Customer needs and expectations: basic product; pre-sale, during, and post-sales support; brand image; prestige.
	<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><b>N.B.</b> <i>It is highly recommended that reference is made to organisational structure, communication channels, internal processes and procedures.</i></p>
C-2.	Types of customer service: Information and advice; sales; delivery; after sales service.
	<p>The appropriate use of communication skills:</p> <ul style="list-style-type: none"> <li>• Different personnel: e.g. managers, colleagues, technical people, suppliers, delivery persons, customers;</li> <li>• Communication skills: e.g. verbal, non-verbal, written.</li> </ul> <p><b>N.B.</b> <i>For assessment purposes situations could include urgent/non-urgent <b>or</b> difficult <b>or</b> routine <b>or</b> face-to-face <b>or</b> on the telephone <b>or</b> e-mail/ letters/ notes.</i></p>
	<p>Benefits of effective customer relationship:</p> <ul style="list-style-type: none"> <li>• Customer: product satisfaction; assurance (confident about purchase); pleasant experience; able to rely on services;</li> <li>• 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.</li> </ul>

A-3.	Personal hygiene and attire: clean, non-faded, ironed uniform/attire; grooming (hair, make-up, jewellery); body odour.
	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).
	Interpersonal skills: attitude/behaviour; first impressions/greeting customers; courtesy; confidence; concern/thoughtfulness/interest; respect of customers; efficiency; responding to different customer behaviour.

<b>Subject Focus</b>	<b>Approaching customers appropriately</b>
<b>LO 3.</b>	Approach customers appropriately in different scenarios.
K-6.	Consumer rights and authorities: <ul style="list-style-type: none"> <li>• 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;</li> <li>• Authorities: e.g. MCCA, MFSA, MCA.</li> </ul>
	Legislation: Consumer Affairs Act <b>or</b> Price Indication Regulations <b>or</b> Product Safety Act <b>or</b> Trade Descriptions Act.
	Product knowledge: contents/features; functions; guarantee; providing accurate information. <b>N.B.</b> For assessment purposes the product knowledge needs to be described in relation to the legal obligations.
K-7.	Issues within challenging retail situations: dis-satisfied customers; disgruntled customers or employees; unavailable stock; aggressive customers.
	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.
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.

<b>A-4.</b>	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.
	<p>Dissatisfied customers &amp; product returns:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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.</li> </ul>

<b>Subject Focus</b>	<b>Organising deliveries</b>
<b>LO 4.</b>	Demonstrate knowledge of the delivery processes.
<b>K-8.</b>	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.
<b>A-5.</b>	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

<b>Subject Focus:</b>	<b>Payment Process</b>
<b>Learning Outcome 1:</b>	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.



<b>Subject Focus:</b>	<b>Dealing with different customers</b>
<b>Learning Outcome 2:</b>	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.						

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

<b>Subject Focus:</b>	<b>Organising deliveries</b>
<b>Learning Outcome 4:</b>	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)
<b>K-8. Name the elements of online and telephone orders.</b>	<b>K-8. Outline the benefits of online and telephone orders.</b>	<b>K-8. Outline the factors to balance loads for deliveries in line with the type of goods.</b>				<b>A-5. Prepare deliveries for phone or online customers' orders.</b>	<b>A-5. Load deliveries according to schedule and route.</b>	<b>A-5. Demonstrate how to track online deliveries when dealing with customers' queries.</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

Every assignment should include at least **ONE** knowledge criterion and **ONE** application criterion.

Assignment Number	Assignment Type	Percentage distribution
1	Coursework	24 – 42%
2	Coursework	24 – 42%
3	Controlled	24 – 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