

Abu Dhabi Centre for Technical and Vocational Education and Training

Retail Services

Qualification title: Level 2 Component Award in retail services

Qualification code: SALD70020114

Qualification Structure

| | | | | | |
|--|------------------|----------------|-------------|---------------------|-------------------------|
| Qualification type: Component Award | Discipline: L | Sector: D70 | Level: 2 | No in series: 01 | Year of approval: 14 |
|--|------------------|----------------|-------------|---------------------|-------------------------|

| | |
|---------------------------------|--|
| Credit value: 5 Credit hours | Certification requirement: 2 Core Units |
|---------------------------------|--|

Qualification aims

The aim of the qualification is to prepare early school leavers that have not completed the minimum schooling to undertake practical workplace experience and perform very basic duties within a variety of retail environments. This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring basic retail operational knowledge and limited practical skills in a defined context. Work would be undertaken in various retail store settings, such as specialty stores, supermarkets, department stores and retail outlets. Individuals may work with some autonomy or in a team but usually under close supervision.

Qualification units

Core units

| Unit code: | Unit no: | Unit title: | Level: | Credit value: |
|-------------|----------|---|--------|---------------|
| LD700200114 | 1 | Apply safe work practices in a retail environment | 2 | 2 |
| LD700200214 | 2 | Interact with customers | 2 | 3 |

Specialist units

| Unit code: | Unit no: | Unit title: | Level: | Credit value: |
|------------|----------|-------------|--------|---------------|
| | | | | |

Optional units

| Unit code: | Unit no: | Unit title: | Level: | Credit value: |
|------------|----------|-------------|--------|---------------|
| | | | | |

Prerequisites

| Entry Requirements | Required skills and knowledge |
|---|--|
| No entry requirements of skills and knowledge ability | <ul style="list-style-type: none"> Basic numeracy. IELTS equivalent of 2.5 is preferred. |

Qualification Pathways

| This qualification | Pathways |
|--|--|
| Level 2 Component Award in retail services | Certificate 2 in Retail Operations Level 2 Composite Award in safe stock control and merchandising Level 2 Composite Award in retail products Level 2 Component Award in stock control and merchandising Level 2 Component Award in communication and retail Level 2 Component Award in career planning |

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

Abu Dhabi Centre for Technical and Vocational Education and Training

Retail Services

Qualification title: Level 2 Component Award in retail services

Qualification code: SALD70020114

Qualification Overview

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

Abu Dhabi Centre for Technical and Vocational Education and Training
Retail Services
Qualification title: Level 2 Component Award in retail services
Qualification code: SALD70020114

Delivery and Assessment

| | |
|---|--|
| Mode of delivery | |
| <p>Mode of delivery will be classroom or any other mode of delivery that meets the needs of the learner, ensuring learner has access to appropriate resources. It is strongly advised that learning and development of subject content and associated skills be referenced to real vocational situations in an office environment.</p> | |
| Arrangements for learners with special assessment requirements | |
| <p>Arrangements for learners with special assessment requirements may need to be adapted to meet;</p> <ul style="list-style-type: none"> • language requirements • cultural or religious requirements • physical disabilities • particular learning needs. | |
| Trainer qualifications | |
| <p>Training of learners will be by qualified Licensed Vocational Trainers who meet the requirements for employment in an ACTVET licensed institute and hold the required qualifications of Licensed Vocational Trainer (proposed). Licensed Vocational Trainers should be qualified and have recent experience of work in office environments. The trainer will comply with all licensing and accreditation requirements for an ACTVET Licensed Trainer.</p> | |
| Training methods | |
| <p>Licensed Vocational Trainers must use appropriate methods of training for classroom environment that reflects the vocational requirements of a workplace setting. Learning must be paced to meet the learner’s needs, preferred style of learning and is taught at a level where all learners comprehend the concepts trained.</p> | |
| Assessment | |
| <p>Assessment will be in classroom environment conducted by Assessors who meet the requirements for employment in an ACTVET licensed institute and hold the required qualifications of Licensed Vocational Assessor. Assessment methodology will be selected to utilise the most appropriate methods of assessment for the knowledge or skill involved and will be tailored to meet the requirements of the Unit Standards. Assessors must take into consideration any special assessment arrangements for learners to ensure learners are not disadvantaged in the assessment process.</p> | <p>Assessors must have:</p> <ul style="list-style-type: none"> • licensed Vocational Assessor qualifications or similar • applied industrial experience • assessment practices that meet QFEmirates National Standards of assessment • regular professional development practices. |

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

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

Risk in assessment

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

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

Appeals procedure

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

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

Abu Dhabi Centre for Technical and Vocational Education and Training
Retail Services
Qualification title: Level 2 Component Award in retail services
Qualification code: SALD70020114

Unit: 1
Unit title: Apply safe work practices in a retail environment
Unit code: LD700200113
Retail Operations

| | | |
|---|-----------------|-----------------------------------|
| Level: 2 | Credit value: 2 | Notional learning hours: 30 hours |
| Unit information | | |
| Unit description of content | | |
| <p>This unit describes the performance outcomes, skills and knowledge required to apply safe work practices, including identifying and reporting faults and problems, according to work health and safety (WHS) legislation and store policies. It also covers procedures for emergency situations, evacuation, accident and illness. It encompasses the National Occupational Health and Safety guidelines for WHS.</p> | | |
| Information for learning and achievement | | |
| <p>This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.</p> | | |
| Assessment strategy | | |
| <p>Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.</p> <p>This qualification is examined in two ways: assessment of underpinning knowledge and performance. Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met. Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. ‘Competent’ recognises all unit criteria have been achieved. ‘Not yet competent’ means all criteria have been attempted but yet to be achieved, ‘insufficient evidence’ means not all criteria have been attempted.</p> <p>This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.</p> <p>Assessment can include role play, scenario setting, use of drama, presentations, written material, notes, checklists, lists, statements, comparative charts, and diagrammes.</p> | | |
| Recording and storing of learner achievement | | |
| <p>Keep evidence of learners’ work in the centre for up to one year. Encourage learners to maintain learning logs and evidence of professional development. Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.</p> | | |

Abu Dhabi Centre for Technical and Vocational Education and Training

Retail Services

Qualification title: Level 2 Component Award in retail services

Qualification code: SALD70020114

Unit: 1

Unit title: Apply safe work practices in a retail environment

Unit code: LD700200113

Retail Operations

| | | |
|----------|-----------------|-----------------------------------|
| Level: 2 | Credit value: 2 | Notional learning hours: 30 hours |
|----------|-----------------|-----------------------------------|

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

Learning outcomes

Learning outcome 1: Know how to identify safety procedures for a given situation in a retail environment

Performance criteria:

- 1.1. Safe work procedures and practices are explained.
- 1.2. Hazards are identified in a retail environment.
- 1.3. First aid requirements and injuries are explained and reported for a given situation.
- 1.4. Evacuation requirements are explained for a given situation.

Learning outcome 2: Be able to report an incident

Performance criteria:

- 2.1. Emergency response team is identified for an incident in a given situation.
- 2.2. Emergency services contact process is described.
- 2.3. Actions are outlined in an emergency for a given situation.

Evidence guideline

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

Evidence requirements

1. Learners identify safety procedures for a given situation in a retail environment and evidence with an instruction to employees on safe work practices, hazards in the workplace, and first aid and evacuation procedures.
2. Learners report an accident and evidence with an instruction on reporting accidents to employees.
3. Learners review own work and identify performance improvement strategies.

Abu Dhabi Centre for Technical Vocational Education and Training
Retail Services

Qualification title: Level 2 Component Award in retail services

Qualification code: SALD70020114

Unit: 1

Unit title: Apply safe work practices in a retail environment

Unit code: LD700200113

Retail Operations

Mapping of CoreLife Skills

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

Abu Dhabi Centre for Technical and Vocational Education and Training
Retail Services
Qualification title: Level 2 Component Award in retail services
Qualification code: SALD70020114

Unit: 2
Unit title: Interact with customers
Unit code: LD700200213
Retail Operations

| | | |
|---|-----------------|-----------------------------------|
| Level: 2 | Credit value: 3 | Notional learning hours: 45 hours |
| Unit Information | | |
| Unit description of content | | |
| <p>This unit describes the performance outcomes, skills, knowledge and application required to deliver service to customers. It entails being able to communicate effectively with customers, personal presentation standards, respond to customer complaints, receive and process sales demands and identify and address special customer requirements</p> | | |
| Information for learning and achievement | | |
| <p>This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.</p> | | |
| Assessment strategy | | |
| <p>Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.</p> <p>This qualification is examined in two ways: assessment of underpinning knowledge and performance. Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met. Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. ‘Competent’ recognises all unit criteria have been achieved. ‘Not yet competent’ means all criteria have been attempted but yet to be achieved, ‘insufficient evidence’ means not all criteria have been attempted.</p> <p>This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.</p> <p>Assessment can include role play, scenario setting, use of drama, presentations, written material, notes, checklists, lists, statements, comparative charts, and diagrammes.</p> | | |
| Recording and storing of learner achievement | | |
| <p>Keep evidence of learners’ work in the Centre for up to one year. Encourage learners to maintain learning logs and evidence of professional development. Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.</p> | | |

Abu Dhabi Centre for Technical and Vocational Education and Training

Retail Services

Qualification title: Level 2 Component Award in retail services

Qualification code: SALD70020114

Unit: 2

Unit title: Interact with customers

Unit code: LD700200213

Retail Operations

Level: 2

Credit value: 3

Notional learning hours: 45 hours

Assessment criteria: Knowledge, skills and application (KSA)

Learning outcomes

Learning outcome 1: Be able to deliver service to customers

Performance criteria:

- 1.1 Communication with customers and colleagues is conducted in a polite, professional and friendly manner and in accordance with store policy.
- 1.2 Customer needs and reasonable requests are met or referred to supervisor in accordance with store policy.
- 1.3 Customer details and information are recorded where necessary.
- 1.4 Possible problems are anticipated and identified and appropriate action is taken to minimise the effects on customer satisfaction.
- 1.5 Opportunities to deliver additional levels of service beyond the customer's immediate request are identified and acted upon.
- 1.6 Customer contact is maintained until sale is completed in accordance with store policy
- 1.7 Customer is appropriately and courteously welcomed and fare-welled in accordance with store policy.
- 1.8 Verbal and non-verbal communication is used to develop rapport with customers during service delivery.
- 1.9 Repeat customer patronage is encouraged by offering special store services or products in accordance with store policy.
- 1.10 Customer returns or refunds are processed in a courteous manner and in accordance with store policy.

Learning outcome 2: Be able to respond to customer complaints

Performance criteria:

- 2.1 A courteous, positive and helpful attitude is exhibited towards customers that is in line with store policy when handling customer complaints.
- 2.2 Complaints are handled sensitively and with discretion.
- 2.3 Nature of a customer's complaint is identified and confirmed by using active listening and questioning.
- 2.4 Action to resolve a complaint to the customer's satisfaction is taken wherever possible.
- 2.5 Unresolved customer complaints or dissatisfaction are promptly referred to the supervisor.
- 2.6 Opportunity to turn incidents of customer dissatisfaction into a demonstration of high-quality service to customers is taken.
- 2.7 Documentation regarding customer dissatisfaction or complaints is completed accurately and legibly.
- 2.8 Follow-up action is taken as necessary to ensure customer satisfaction.

Learning outcome 3: Be able to receive and process sales

Performance criteria:

- 3.1 Customer's details and information are accurately recorded.
- 3.2 Customers are promptly referred to the appropriate area to receive and process sales.

| |
|---|
| 3.3 Customers are provided with information in a clear and concise manner. |
| 3.4 Sales orders are processed, recorded and acted upon in accordance with store policy. |
| Learning outcome 4: Be able to identify special customer requirements |
| Performance criteria: 4.1 Customers with special needs or requirements are promptly identified by observation and questioning. 4.2 Willingness to assist is conveyed verbally and non-verbally. 4.3 Customer's service needs are promptly redirected as required. |
| Evidence guideline |
| <ul style="list-style-type: none"> ▪ Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations. ▪ Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements. ▪ Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier. ▪ Learners should demonstrate not less than 80% of the requirements for the summative assessment. ▪ Re submissions are permissible. |
| Evidence requirements |
| <ol style="list-style-type: none"> 1. Learners deliver customer service and evidence with a report on customer interactions and service delivery. 2. Learners respond to customer complaints and evidence with a report on complaints filed and actions taken. 3. Learners receive and process sales and evidence with a report on sales orders and follow up. 4. Learners identify special customer requirements and evidence with a report on special customer requirements. 5. Learners review own work and identify performance improvement strategies. |

Abu Dhabi Centre for Technical Vocational Education and Training
Retail Services
Qualification title: Level 2 Component Award in retail services
Qualification code: SALD70020114

Unit: 2
Unit title: Interact with customers
Unit code: LD700200213
Retail Operations

Mapping of CoreLife Skills

| Learning outcomes | Performance Criteria | Collecting, analysing, organising and applying information in a given context | Communicating information, concepts and ideas | Initiating and organising self and activities, including motivation, exploration and creativity | Working with others in teams including leadership | Solving problems including using mathematical ideas and techniques | Applying information and communication technology | Participating in social and civic life including ethical practice |
|-------------------|----------------------|---|---|---|---|--|---|---|
| 1 | 1.1 | X | X | X | | | | |
| | 1.2 | X | X | X | X | X | X | |
| | 1.3 | X | X | X | X | | | |
| | 1.4 | X | X | X | X | X | | |
| | 1.5 | X | X | X | X | X | | |
| | 1.6 | X | X | X | X | | | |
| | 1.7 | X | X | X | X | | | |
| | 1.8 | X | X | X | X | | | |
| | 1.9 | X | X | X | | X | | |
| | 1.10 | X | X | X | X | X | X | |
| 2 | 2.1 | X | X | X | X | X | | |
| | 2.2 | X | X | X | X | X | | |
| | 2.3 | X | X | X | X | X | | |
| | 2.4 | | X | X | X | X | | |
| | 2.5 | X | X | X | X | X | | |
| | 2.6 | | X | X | X | X | | |
| | 2.7 | X | X | X | X | | | |
| | 2.8 | X | X | X | X | X | | |
| 3 | 3.1 | X | X | X | X | | | |
| | 3.2 | X | X | X | X | | | |
| | 3.3 | X | X | X | X | | | |
| | 3.4 | X | X | X | | | | |
| 4 | 4.1 | X | X | X | X | X | | X |
| | 4.2 | | X | X | | | | |
| | 4.3 | X | X | X | X | | | |