



## **Qualification Specification for:**

**OCN NI Level 2 Certificate in Retail Knowledge**

➤ **Qualification No: 603/4982/7**

**OCN NI Level 2 Diploma in Retail Knowledge**

➤ **Qualification No: 603/4983/9**

## Qualification Regulation Information

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OCN NI Level 2 Certificate in Retail Knowledge  
Qualification Number: 603/4982/7

OCN NI Level 2 Diploma in Retail Knowledge  
Qualification Number: 603/4983/9

Operational start date: 15 August 2019  
Operational end date: 31 July 2029  
Certification end date: 31 July 2031

Qualification operational start and end dates indicate the lifecycle of a regulated qualification. The operational end date is the last date by which learners can be registered on a qualification and the certification end date is the last date by which learners can claim their certificate.

All OCN NI regulated qualifications are published to the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>). This site shows the qualifications and awarding organisations regulated by CCEA Regulation and Ofqual.

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## Foreword

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This document explains OCN NI's requirements for the delivery and assessment of the following regulated qualifications:

- **OCN NI Level 2 Certificate in Retail Knowledge**
- **OCN NI Level 2 Diploma in Retail Knowledge**

This specification sets out:

- Qualification features
- Centre requirements for delivering and assessing the qualification
- The structure and content of the qualification
- Unit details
- Assessment requirements for the qualification
- OCN NI's quality assurance arrangements for the qualification
- Administration

OCN NI will notify centres in writing of any major changes to this specification. We will also publish changes on our website at [www.ocnni.org.uk](http://www.ocnni.org.uk)

This specification is provided online, so the version available on our website is the most up to date publication. It is important to note that copies of the specification that have been downloaded and printed may be different from this authoritative online version.

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## About Regulation

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### OCN NI

Open College Network Northern Ireland (OCN NI) is a regulated Awarding Organisation based in Northern Ireland. OCN NI is regulated by CCEA Regulation to develop and award professional and technical (vocational) qualifications from Entry Level up to and including Level 5 across all sector areas. In addition, OCN NI is regulated by Ofqual to award similar qualification types in England.

### The Regulated Qualifications Framework: an overview

The Regulated Qualifications Framework (RQF) was introduced on 1<sup>st</sup> October 2015: the RQF provides a single framework for all regulated qualifications.

#### Qualification Level

The level indicates the difficulty and complexity of the knowledge and skills associated with any qualification. There are eight levels (Levels 1-8) supported by three 'entry' levels (Entry 1-3).

#### Qualification Size

Size refers to the estimated total amount of time it could typically take to study and be assessed for a qualification. Size is expressed in terms of Total Qualification Time (TQT), and the part of that time typically spent being taught or supervised, rather than studying alone, is known as Guided Learning Hours (GLH).

## Qualification Features

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### Sector Subject Area

7.1 Retailing and wholesaling

### Qualifications' Aim

The OCN NI Level 2 Certificate and Diploma in Retail Knowledge qualifications are designed to develop the knowledge of those who are working or wish to work in the retail sector.

These qualifications are mapped to National Occupational Standards (NOS) in Retail Knowledge where appropriate:

[NOS - Retail Knowledge](#)

[NOS - Sales of Alcoholic Beverages in Retail](#)

[NOS - Fresh Produce in Retail](#)

[NOS - Beauty Products in Retail](#)

[NOS - Plants in Retail](#)

[NOS - Sales of Lottery Products](#)

### Qualifications' Objectives

These qualifications are designed to provide the learner with retail knowledge related to the following:

- working in a range of different types of retail outlets
- working in a productive and effective manner
- working effectively in teams
- understanding retail outlet specific knowledge
- improving of customer service
- working in a safe manner
- adhering to relevant legislation

### Grading

Grading for these qualifications is pass/fail.

### Qualification Target Group

These qualifications are targeted at individuals who wish to work in the retail sector, and/or those already employed in the retail sector and who would like to build on their existing knowledge.

## Progression Opportunities

The OCN NI Level 2 Certificate in Retail Knowledge will enable the learners to progress to the OCN NI Level 2 Diploma in Retail Knowledge. Both qualifications will enable progression to higher level qualifications and/or employment in retail related occupations.

## Entry Requirements

There are no formal restrictions on entry however learners should be at least 14 years old on completion of the qualification and receive appropriate advice and guidance on the suitability of the qualification. Furthermore, please review the summary table of units beginning on page 10, as some units within this qualification require the learner to be at least 18 years old due to the nature of the unit(s).

## NI Entitlement Framework

The Department of Education sets out the minimum number and range of courses a school should offer at Key Stage 4 and Post-16. The Entitlement Framework (EF) is the Post-14 curriculum which puts the needs of pupils first. It aims to provide access for pupils to a broad and balanced curriculum to enable them to reach their full potential no matter which school they attend or where they live.

The Entitlement Framework is designed to ensure equity and access to educational opportunities for all learners and enables schools to offer a broad and balanced, economically relevant curriculum to meet the needs and aspirations of all pupils. It will guarantee that all pupils have access to a minimum number of courses at Key Stage 4 and Post-16, of which at least one third must be general and one third applied.

The OCN NI Level 2 Certificate and the OCN NI Level 2 Diploma in Retail Knowledge have been approved by the Department of Education and added to the NIEFQAN file.

For further information visit: <https://www.education-ni.gov.uk/articles/qualifications>

## Qualification Support

A Qualification Support pack is available for OCN NI centres within the login area of the OCN NI website (<https://www.ocnni.org.uk/my-account/>), which includes additional support for teachers, eg planning and assessment templates, guides to best practice, etc.

### **Delivery Languages**

These qualifications are available in English only at this time. If you wish to offer these qualifications in Welsh or Irish (Gaeilge) then please contact OCN NI who will review demand and provide as appropriate.



## Centre Requirements for Delivering the Qualification

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### Centre Recognition and Qualification Approval

New and existing OCN NI recognised centres must apply for and be granted approval to deliver the qualification prior to the commencement of delivery.

### Centre Staffing

Centres are required to have the following roles in place as a minimum, although a member of staff may hold more than one role\*:

- Centre contact
- Programme Co-ordinator
- Tutor
- Assessor
- Internal Verifier

\*Note: A person cannot be an internal verifier for their own assessments.

### Tutors

Tutors delivering the qualifications should be occupationally competent, qualified to at least one level higher than the qualification and have a minimum of one year's relevant experience.

### Assessors

The qualifications are assessed within the centre and are subject to OCN NI's quality assurance processes. Units are achieved through internally set, internally assessed, and internally verified evidence.

#### **Assessors must:**

- be occupationally competent, qualified to at least one level higher than the qualifications and have a minimum of one year's relevant experience
- have a minimum of one year's experience in the area they are assessing
- have direct or related relevant experience in assessment
- assess all assessment tasks and activities

### **Internal Verification**

OCN NI qualifications must be scrutinised through the centre's internal quality assurance processes as part of the recognised centre agreement with OCN NI. The centre must appoint an experienced and trained centre internal verifier whose responsibility is to act as the internal quality monitor for the verification of the delivery and assessment of the qualifications.

The centre must agree a working model for internal verification with OCN NI prior to delivery of the qualifications.

#### ***Internal Verifiers must:***

- have at least one year's occupational experience in the areas they are internally verifying
- attend OCN NI's internal verifier training

Internal verifiers are required to:

- support tutors and assessors
- sample assessments according to the centre's sampling strategy
- ensure tasks are appropriate to the level being assessed
- maintain up-to-date records supporting the verification of assessment and learner achievement

## Structure and Content

### OCN NI level 2 Certificate in Retail Knowledge

In order to achieve the OCN NI Level 2 Certificate in Retail Knowledge learners must complete a total of 15 credits, all mandatory units (10 credits) plus 5 credits from any optional units.

Total Qualification Time (TQT) for this qualification: 150 hours  
 Guided Learning Hours (GLH) for this qualification: 120 hours

### OCN NI level 2 Diploma in Retail Knowledge

In order to achieve the OCN NI Level 2 Diploma in Retail Knowledge learners must complete a total of 37 credits, all mandatory units (10 credits) plus 27 credits from any optional units

Total Qualification Time (TQT) for this qualification: 370 hours  
 Guided Learning Hours (GLH) for this qualification: 296 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	TQT	Credit Value	Level	Minimum age
<b>MANDATORY UNITS</b>						
<a href="#">K/617/7395</a>	CBE565	Understanding How a Retail Business Maintains Health and Safety on its Premises	20	2	Two	14
<a href="#">M/617/7396</a>	CBE566	Understanding Customer Service in the Retail Sector	30	3	Two	14
<a href="#">T/617/7397</a>	CBE567	Understanding how Individuals and Teams Contribute to the Effectiveness of a Retail Business	30	3	Two	14
<a href="#">A/617/7398</a>	CBE568	Understanding the Retail Selling Process	20	2	Two	14

Unit Reference Number	OCN NI Unit Code	Unit Title	TQT	Credit Value	Level	Minimum age
<b>OPTIONAL UNITS</b>						
<a href="#">F/617/7399</a>	CBE569	Understanding Fashion Retail Personal Shopping and Styling	30	3	Two	14
<a href="#">K/617/7400</a>	CBE570	Understanding the Fashion Retail Market	30	3	Two	14
<a href="#">M/617/7401</a>	CBE571	Understanding Fashion Trends and Forecasting	30	3	Two	14
<a href="#">T/617/7402</a>	CBE572	The Principles of Food Safety in Retail	10	1	Two	14
<a href="#">A/617/7403</a>	CBE573	Understanding the Storage, Monitoring and Replenishment of Chilled Food Items in a Retail Outlet	20	2	Two	14
<a href="#">F/617/7404</a>	CBE574	Understanding the Storage, Monitoring and Replenishment of Fresh Produce in a Retail Outlet	20	2	Two	14
<a href="#">J/617/7405</a>	CBE575	Under-age Sales Prevention for Retail and Licensed Premises	10	1	Two	18
<a href="#">L/617/7406</a>	CBE576	Understanding the Features of Different Types of Alcoholic Beverages Sold in Retail Outlets	40	4	Two	18
<a href="#">R/617/7407</a>	CBE577	Understanding How Retailers Operate Home Delivery Services for Newspapers and Magazines	40	4	Two	18
<a href="#">Y/617/7408</a>	CBE578	Understanding Stock Control of Newspapers and Magazines in Retail Outlets	20	2	Two	18

Unit Reference Number	OCN NI Unit Code	Unit Title	TQT	Credit Value	Level	Minimum age
<b>OPTIONAL UNITS</b>						
<a href="#">D/617/7409</a>	CBE579	Understanding How Retailers Sell National Lottery Products and Services	20	2	Two	18
<a href="#">Y/617/7411</a>	CBE580	Understanding How the Growth and Development of Plants is Promoted and Monitored in a Retail Outlet	40	4	Two	14
<a href="#">H/617/7413</a>	CBE581	Understanding the Control of Pests and Diseases Which May Affect Plants in a Retail Outlet	30	3	Two	14
<a href="#">T/617/7416</a>	CBE582	Understanding Plant Nomenclature, Terminology and Identification	50	5	Two	14
<a href="#">J/617/7419</a>	CBE583	Understanding the Nature, Uses and Importance of Product Information in a Retail Outlet Selling Gardening Products	30	3	Two	14
<a href="#">J/617/7422</a>	CBE584	Understanding the Management of Delivery of Plants into a Retail Business	30	3	Two	14
<a href="#">L/617/7423</a>	CBE585	Understanding the Retail Sale of Perfumery Products	30	3	Two	14
<a href="#">R/617/7424</a>	CBE586	Understanding the Retail Sale of Skin Care Products	30	3	Two	18
<a href="#">Y/617/7425</a>	CBE587	Understanding the Retail Sale of Beauty Products	30	3	Two	18
<a href="#">D/617/7426</a>	CBE588	Understanding the Retail Sale of Cosmetics	30	3	Two	18

Unit Reference Number	OCN NI Unit Code	Unit Title	TQT	Credit Value	Level	Minimum age
<b>OPTIONAL UNITS</b>						
<a href="#">H/617/7427</a>	CBE589	Understanding the Retail Sale of Nail Care Products	30	3	Two	18
<a href="#">K/617/7428</a>	CBE590	Understanding the Evolution of Beauty Retailing	30	3	Two	14
<a href="#">M/617/7429</a>	CBE591	Understand How to Approach Work-based Projects within Retail Business	30	3	Two	14
<a href="#">H/617/7430</a>	CBE592	Understanding Retail Consumer Law	20	2	Two	14
<a href="#">K/617/7431</a>	CBE593	Understanding How the Effectiveness of Store Operations Can be Improved	30	3	Two	14
<a href="#">M/617/7432</a>	CBE594	Understanding Visual Merchandising for Retail	40	4	Two	14
<a href="#">T/617/7433</a>	CBE595	Understanding Security and Loss Prevention in a Retail Business	20	2	Two	14
<a href="#">A/617/7434</a>	CBE596	Understanding the Control, Receipt and Storage of Stock in a Retail Business	20	2	Two	14
<a href="#">F/617/7435</a>	CBE597	Understand the Handling of Customer Payments in a Retail Business	20	2	Two	14
<a href="#">H/617/7394</a>	CBE598	Understanding Environmental Sustainability in the Retail Sector	30	3	Two	14

## Unit Details

Title	Understanding How a Retail Business Maintains Health and Safety on its Premises
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBE565
Unit Reference No	K/617/7395
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the application of health and safety in a retail environment.	
Learning Outcomes	Assessment Criteria
1. Know the main features of health and safety legislation in relation to a retail business.	1.1. Describe the main legal responsibilities of employees and employers in relation to the relevant health and safety legislation. 1.2. Describe the main responsibilities of employees and employers in relation to the control of substances hazardous to health.
2. Know what actions to take in an emergency.	2.1. Summarise when and how to raise an emergency alarm. 2.2. Summarise the actions an employee should take in the event of: a) a fire b) a bomb alert c) acute illness or d) an accident 2.3. Summarise the main stages in an emergency evacuation procedure.
3. Understand the employees' responsibilities in reporting hazards and accidents that may occur in a retail business.	3.1. Describe why it is important to notice and report hazards. 3.2. Describe the hazards and associated risks typically found in a retail business. 3.3. State when and to whom a personal accident should be reported.
4. Understand safe handling, storage and disposal.	4.1. Describe safe methods for lifting and carrying. 4.2. Describe at least two methods for safely handling, removing and disposing of waste and rubbish. 4.3. Describe where and how to store dangerous substances and items. 4.4. Describe the importance of handling, storing and disposing of substances hazardous to health in a safe manner.
5. Understand safe working practices.	5.1. Describe the routine practices which employees need to follow to minimise health and safety risks at work. 5.2. Describe why equipment and materials should be used in line with the employer's and manufacturer's instructions.

### Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests



Title	Understanding Customer Service in the Retail Sector
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBE566
Unit Reference No	M/617/7396
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand customer service in a retail business including identifying customer needs and preferences, customer service standards, policies and procedures and dealing with complaints and problems.	
Learning Outcomes	Assessment Criteria
1. Understand customer service within retail business.	1.1. Describe the key features of excellent customer service. 1.2. Describe how excellent customer service impacts on a retail business. 1.3. Describe the key features of unsatisfactory customer service. 1.4. Describe how unsatisfactory customer service affects a retail business. 1.5. Describe the main methods used by retail businesses to maintain and increase customer loyalty.
2. Understand how retail businesses identify customers' needs and preferences and improve customer service.	2.1. Describe techniques for approaching customers on the sales floor. 2.2. Describe the main questioning and listening techniques for identifying what customers' needs. 2.3. Describe how customer feedback is collected and used to improve customer service.
3. Understand the importance of customer service standards, policies and procedures to a retail business.	3.1. Compare customer service standards, policies and procedures within at least two different retail businesses. 3.2. Describe the benefits of customer service standards, policies and procedures to the customer. 3.3. Describe the benefits of customer service standards, policies and procedures to retail businesses.
4. Understand how customer complaints and problems are resolved in a retail business.	4.1. Describe the main types of customer complaints and problems. 4.2. Describe techniques for listening to customers expressing concerns about a product or service. 4.3. Describe techniques for reassuring customers that their concerns have been heard and understood. 4.4. Describe the key stages in resolving complaints to the customers' satisfaction.

### Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Understanding how Individuals and Teams Contribute to the Effectiveness of a Retail Business
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBE567
Unit Reference No	T/617/7397
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the importance of how individuals and teams contribute to the effectiveness of retail businesses and how this may be achieved.	
Learning Outcomes	Assessment Criteria
1. Know the employment rights and responsibilities of an employee and the employer.	1.1. Summarise the key requirements in a contract of employment in retail business. 1.2. Identify at least three organisations which are able to support individuals in the cases of violation of employee rights. 1.3. Outline the key areas covered by equality legislation. 1.4. Outline the purpose of laws that promote equality within the workplace. 1.5. Define what is meant by diversity in relation to promoting equality and diversity within the workplace.
2. Understand the importance and characteristics of effective team work in a retail business.	2.1. Describe what is meant by team work in retail business. 2.2. Describe the benefits that team work may bring to team members and to retail business. 2.3. Describe the qualities and abilities required to be an effective member of a team in a retail business.
3. Understand the impact of effective communication skills when working in a retail team.	3.1. Describe the relevance and importance of communication skills in clarifying and resolving misunderstandings within a retail team. 3.2. Describe at least three effective methods of communication used within teams. 3.3. Describe how poor communication skills can affect a team's performance.
4. Understand the roles and responsibilities of different teams within retail businesses.	4.1. Describe the main teams in retail businesses and identify the different job roles and career pathways. 4.2. Describe the relationships between different job roles within teams and the associated lines of accountability in retail businesses.
5. Understand how to improve personal performance within a retail business.	5.1. Describe the benefit to individual employees and retail businesses of a personal development plan. 5.2. Describe at least two methods available to identify own learning needs. 5.3. Summarise the main learning styles individuals may exhibit within a retail environment. 5.4. Summarise teaching methods and types of teaching activities appropriate to each learning style identified in AC5.3.

	5.5. Identify potential learning resources available for improving own performance.	
6. Understand how personal performance contributes to business success.	<p>6.1. Describe how objectives are agreed and the benefits they may bring to the individual and the retail business.</p> <p>6.2. Describe how a team's goals impact on the roles and responsibilities of an individual team member.</p> <p>6.3. Describe the benefits to the retail business of identifying more effective ways of working.</p>	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	<p>A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes</p> <p>OR</p> <p>A collection of documents containing work that shows the learner's progression through the course</p>	<p>Learner notes/written work</p> <p>Learner log/diary</p> <p>Peer notes</p> <p>Record of observation</p> <p>Record of discussion</p>
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	<p>Record of observation</p> <p>Learner notes/written work</p> <p>Learner log</p>
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	<p>Record of observation</p> <p>Learner notes/written work</p> <p>Tutor notes/record</p> <p>Learner log/diary</p>
E-assessment	The use of information technology to assess learners' work	<p>Electronic portfolio</p> <p>E-tests</p>

Title	Understanding the Retail Selling Process	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBE568	
Unit Reference No	A/617/7398	
<i>Unit purpose and aim(s):</i> This unit will enable learner to understand the selling model, use of questions to determine customer needs, benefits and uses of product knowledge and how sales are closed.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand the five-step selling model and the sales process.	1.1. Summarise the five steps of the selling model. 1.2. Summarise why an effective rapport needs to be created with customers. 1.3. Describe the importance of effective questioning within the sales process. 1.4. Describe how linking benefits to product features helps to promote sales. 1.5. Describe why products must be matched to customers' needs. 1.6. Describe the importance of closing the sale.	
2. Understand how questions may be used to identify customers' needs.	2.1. Describe what is meant by open, closed and probing questions and their purpose in the selling process. 2.2. Identify at least three questions which can be used to establish sales opportunities.	
3. Understand the benefits and uses of product knowledge.	3.1. Describe how comprehensive and up-to-date product knowledge can be used to promote sales. 3.2. Describe how the features and benefits of products can be identified and matched to customers' needs. 3.3. Describe at least three methods for keeping product knowledge up to date.	
4. Understand how sales are closed.	4.1. Describe what is meant by a buying signal and buying signals a salesperson should look for. 4.2. Describe at least two ways of closing sales.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Understanding Fashion Retail Personal Shopping and Styling	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE569	
Unit Reference No	F/617/7399	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the role of personal shopping, how clothing and accessories are chosen, and the styling principles used within fashion retail.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand the role of personal shopping within fashion retail.	1.1. Describe the role of personal shopping within fashion retail. 1.2. Describe how personal shopping can contribute to sales targets. 1.3. Describe how a personal shopping department works with other departments within the same organisation.	
2. Understand how clothing and accessories are chosen to suit different body shapes.	2.1. Describe different body shapes. 2.2. State factors which influence the style of clothing or accessories when considering body shapes.	
3. Understand styling principles used to style different customers and their needs.	3.1. Describe how colour, fabric, prints and silhouettes are used in styling different customers. 3.2. Describe how the following influencing factors can affect customers' needs and preferences: a) lifestyle b) budget c) shopping habits d) wardrobe planning e) special occasions	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests



Title	Understanding the Fashion Retail Market	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE570	
Unit Reference No	K/617/7400	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the development of the fashion retail market including different store formats, the effect of current social and economic factors and multi-channel retailing.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand the development of fashion retailing.	1.1. Describe the main historical developments that have influenced fashion retailing. 1.2. Describe how the characteristics of present-day fashion retailing have been shaped by political, economic, social and technological factors.	
2. Understand different store formats offered by fashion retailers.	2.1. Describe with examples at least three different store formats used by fashion retailers and their respective customer profiles. 2.2. Describe at least three reasons why retailers choose different store formats.	
3. Understand how current social and economic factors affect fashion retailers and how they may respond.	3.1. Describe current social and economic factors which may affect fashion retailers. 3.2. Describe how fashion retailers respond to market challenges. 3.3. Describe future opportunities for areas of growth in the fashion retail market.	
4. Understand multi-channel retailing.	4.1. Describe what is meant by multi-channel retailing. 4.2. Describe with examples how at least three fashion retailers have used multi-channelling effectively.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Understanding Fashion Trends and Forecasting	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE571	
Unit Reference No	M/617/7401	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand fashion trends and how to forecast fashion trends.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Know the ways in which fashion trends are predicted and developed including the role and function of fashion related activities.	1.1. Describe the role and function of the following in regard to fashion trends: a) fashion forecasting agencies b) fashion shows c) trade fairs d) exhibitions 1.2. Describe how fashion trends are predicted and developed.	
2. Understand contemporary influences on fashion trends.	2.1. Describe the influence of film, sport and music on fashion trends. 2.2. Describe how celebrities' choice of dress influences fashion trends. 2.3. Describe how the choice of dress of social groups can influence fashion trends.	
3. Know how to present a forecast in fashion trends.	3.1. Identify at least three types of research data used for forecasting fashion trends and describe how this data is interpreted. 3.2. Describe the methods and materials used to present forecasts of fashion trends.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	The Principles of Food Safety in Retail
Level	Two
Credit Value	1
Guided Learning Hours (GLH)	8
OCN NI Unit Code	CBE572
Unit Reference No	T/617/7402
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the principles of food safety in retail including personal responsibility, and the importance of personal and working area hygiene as well as keeping products safe.	
Learning Outcomes	Assessment Criteria
1. Understand how individuals can take personal responsibility for food safety.	1.1. Describe the importance of food safety procedures, risk assessment, safe food handling and avoiding unsafe behaviour. 1.2. Describe how to report food safety hazards, infestations and food spoilage. 1.3. Describe the legal responsibilities of food handlers and food business operators.
2. Understand personal hygiene in relation to food safety.	2.1. Describe the importance of personal hygiene in food safety including its role in reducing the risk of food contamination. 2.2. Describe using examples at least three personal hygiene practices that should be used when working in a food retail environment.
3. Understand how to keep the working area clean and hygienic in a retail environment.	3.1. Describe the importance of keeping the working area clean and hygienic within a retail environment. 3.2. Describe how to keep the work area and equipment clean and tidy in a retail environment including: <ol style="list-style-type: none"> <li>cleaning methods</li> <li>safe use of chemicals</li> <li>storage of cleaning materials</li> <li>safe waste disposal</li> <li>pest control</li> </ol>
4. Understand how to keep food products safe.	4.1. State the risk to food safety from contamination and cross contamination by the following: <ol style="list-style-type: none"> <li>microbial</li> <li>chemical</li> <li>physical and allergenic hazards</li> <li>vehicles of contamination</li> </ol> 4.2. State how contamination of food can cause illness or injury. 4.3. Describe safe food handling practices and procedures. 4.4. Describe the importance of temperature controls in food safety. 4.5. Describe stock control procedures including deliveries, storage, date marking and stock rotation and how they may keep products safe. 4.6. Describe how to deal with food spoilage to include recognition, reporting and disposal.

### Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Understanding the Storage, Monitoring and Replenishment of Chilled Food Items in a Retail Outlet	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBE573	
Unit Reference No	A/617/7403	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the storage requirements of chilled food items and how the stock levels and quality are monitored and maintained.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand the storage requirements of chilled items.	1.1. Describe the regulatory requirements for storage of chilled food items. 1.2. Describe how chilled food items can be damaged while being placed in storage. 1.3. Describe how chilled food packaging and waste should be disposed of.	
2. Understand how stock levels of chilled food items are monitored and maintained.	2.1. Describe how a stock control system is used to check actual stock levels against required stock levels. 2.2. Describe the importance of maintaining correct stock levels of chilled food items. 2.3. Identify factors that influence demand for chilled food items. 2.4. Describe why food wastage should be recorded in stock level records.	
3. Understand the monitoring processes associated with maintaining the quality of chilled food items.	3.1. Identify the reasons for refusing chilled food items into storage. 3.2. Describe the common causes of deterioration in the quality of chilled food items. 3.3. Describe the stock rotation requirements for chilled food items. 3.4. Describe how the shelf life of chilled food items should be checked. 3.5. Describe how chilled food items with little or no remaining shelf life should be dealt with.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests



Title	Understanding the Storage, Monitoring and Replenishment of Fresh Produce in a Retail Outlet	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBE574	
Unit Reference No	F/617/7404	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the storage requirements of fresh produce and how the stock levels and quality are monitored and maintained.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand the storage requirements, avoidance of damage and the packaging and waste associated with fresh produce.	1.1. Describe the storage requirements for fresh produce. 1.2. Describe how fresh produce can be damaged while being placed in storage. 1.3. Describe how fresh produce packaging and waste should be disposed of.	
2. Understand how stock levels of fresh produce are monitored and maintained.	2.1. Describe how a stock control system is used to check actual stock levels of fresh produce against required stock levels. 2.2. Describe the importance of maintaining correct stock levels of fresh produce. 2.3. Identify factors that influence demand for fresh produce. 2.4. Describe why fresh produce wastage should be recorded in stock level records.	
3. Understand the monitoring processes associated with maintaining the quality of fresh produce.	3.1. Identify the reasons for refusing fresh produce into storage. 3.2. Describe the common causes of deterioration in the quality of fresh produce. 3.3. Describe the stock rotation requirements for fresh produce. 3.4. Describe the labelling requirements for fresh produce on sale in a retail outlet. 3.5. Describe how the condition of fresh produce is checked. 3.6. Describe how fresh produce is dealt with when it has deteriorated or is at risk of doing so.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Under-age Sales Prevention for Retail and Licensed Premises	
Level	Two	
Credit Value	1	
Guided Learning Hours (GLH)	8	
OCN NI Unit Code	CBE575	
Unit Reference No	J/617/7405	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to prevent under-age sales for retail and licensed premises in own region.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Be aware of current legislation relating to the sale and purchase of age-restricted products in own region.	1.1. Describe reasons why the law restricts the sale of certain products. 1.2. Identify which products are age-restricted by law in own region. 1.3. Summarise the legal age restrictions which apply to the sale of age restricted products in own region. 1.4. Summarise the legal penalties for employers, employees and customers which apply to the unlawful sale and purchase of age-restricted products in own region.	
2. Know how to prevent unlawful sales of age-restricted products.	2.1. Describe procedures for challenging proof of age documentation in own region. 2.2. Describe how to refuse the sale of age-restricted products to minimise the risk of conflict. 2.3. Describe how to manage conflict arising out of challenges and refusals to sell age-restricted products. 2.4. Describe the benefits of recording admission and sales refusals.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Understanding the Features of Different Types of Alcoholic Beverages Sold in Retail Outlets
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBE576
Unit Reference No	L/617/7406
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the features of various types of alcoholic beverages sold in retail outlets and understand the legislation around the sale of alcoholic beverages.	
Learning Outcomes	Assessment Criteria
1. Know the features of packaged alcohol products.	<ol style="list-style-type: none"> <li>1.1. Identify the main categories of packaged alcohol products.</li> <li>1.2. Compare the similarities and differences between the main categories of packaged alcohol products.</li> <li>1.3. Describe the features of at least three different types of packaged alcohol products including: <ol style="list-style-type: none"> <li>a) beer</li> <li>b) cider</li> </ol> </li> </ol>
2. Know the features of packaged wine products.	<ol style="list-style-type: none"> <li>2.1. Describe how wines are classified according to their geographical origin and method of production.</li> <li>2.2. Describe the key characteristics of wines which will affect the consumer's perception.</li> <li>2.3. Identify the key terms used to describe the characteristics of individual wines.</li> <li>2.4. Illustrate the type of information given on wine labels.</li> <li>2.5. Identify the different storage requirements for red, white, rosé, sparkling and fortified wines.</li> </ol>
3. Know the features of packaged spirits, vermouths and liqueurs.	<ol style="list-style-type: none"> <li>3.1. Describe the similarities and differences between spirits, vermouths and liqueurs.</li> <li>3.2. Identify the main categories of spirits, vermouths and liqueurs.</li> <li>3.3. Describe the features of different types of the following: <ol style="list-style-type: none"> <li>a) international spirits</li> <li>b) vermouths</li> <li>c) liqueurs</li> </ol> </li> </ol>
4. Be aware of legislation relating to the sale of alcoholic beverages.	<ol style="list-style-type: none"> <li>4.1. Identify the main licensing laws relating to the retail sale of alcoholic beverages in own region.</li> <li>4.2. Describe the key requirements of the main licensing laws relating to the retail sale of alcoholic beverages in own region.</li> <li>4.3. Identify the main pieces of consumer legislation relating to the retail sale of alcoholic beverages in own region.</li> <li>4.4. Describe the key requirements of the main pieces of consumer legislation relating to the retail sale of alcoholic beverages in own region.</li> </ol>

### Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Understanding How Retailers Operate Home Delivery Services for Newspapers and Magazines	
Level	Two	
Credit Value	4	
Guided Learning Hours (GLH)	32	
OCN NI Unit Code	CBE577	
Unit Reference No	R/617/7407	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the operation of newspaper and magazine delivery services.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand the legal and regulatory requirements relating to the home delivery of newspapers and magazines.	1.1. Describe the legal requirements that apply to the employment of young people within the newspaper and magazine retail sector. 1.2. Describe the legal requirements relating to the home delivery of restricted material. 1.3. Describe the classification system used by the British Board of Film Classifications (BBFC) and its impact on the home delivery of newspapers and magazines.	
2. Know how retailers manage home delivery accounts for newspapers and magazines.	2.1. Describe the processes involved in creating, managing and closing a home delivery account.	
3. Understand how retailers maintain customer service standards in relation to the home delivery of newspapers and magazines.	3.1. Describe the standard of service customers typically expect from a home delivery service provided by a retailer. 3.2. Describe common customer service problems associated with the home delivery of newspapers and magazines and their resolution.	
4. Understand invoicing processes in relation to the home delivery of newspapers and magazines.	4.1. Describe information needed to generate an invoice for a home news delivery account. 4.2. Describe at least two systems used to identify overdue accounts. 4.3. Describe the process for dealing with overdue payments.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests



Title	Understanding Stock Control of Newspapers and Magazines in Retail Outlets	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBE578	
Unit Reference No	Y/617/7408	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand factors to consider when ordering and receiving newspapers and magazines, the principles for displaying them as well as the stock control processes.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Know the factors to consider when ordering and receiving newspapers and magazines.	1.1. Describe the factors to be considered when ordering newspapers and magazines for sale in a retail outlet. 1.2. Describe how to check that deliveries match the order and are of saleable quality. 1.3. Identify the sources of advice and help for dealing with unsatisfactory deliveries.	
2. Understand the principles for displaying newspapers and magazines.	2.1. Describe the principles for displaying newspapers and magazines in order to maximise sales and profit. 2.2. Describe the legal restrictions which apply to the display of newspapers and magazines.	
3. Understand the stock control process for newspapers and magazines.	3.1. Describe the principles of stock control in relation to newspapers and magazines. 3.2. Describe how to process wholesalers' paperwork for newspapers and magazines. 3.3. Describe wholesalers' procedures for dealing with returns of newspapers and magazines. 3.4. Describe the main ways of minimising waste stock of newspapers and magazines.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Understanding How Retailers Sell National Lottery Products and Services	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBE579	
Unit Reference No	D/617/7409	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how retailers sell National Lottery products and services including the legal requirements affecting the sale of National Lottery products and the role of an operator.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Be aware of National Lottery products offered by retailers.	1.1. Describe the types and features of National Lottery products sold by retailers. 1.2. Describe the sources of information available for National Lottery products.	
2. Know how to use a National Lottery service terminal in a retail store.	2.1. Identify the functions of a National Lottery service terminal. 2.2. Describe how to maintain a National Lottery service terminal. 2.3. Describe how to record and report faults with a National Lottery service terminal.	
3. Understand the role of the National Lottery machine operator and the National Lottery Commission.	3.1. Describe the role of the National Lottery machine operator in promoting the National Lottery and processing National Lottery transactions. 3.2. Describe the role of the National Lottery Commission in monitoring National Lottery operators.	
4. Be aware of the legal requirements that affect the sale of National Lottery products.	4.1. Identify the main legislation that affects the sale of National Lottery products in own region. 4.2. Describe the age restrictions on the sale of National Lottery products in own region. 4.3. Identify the types of proof of age that are acceptable when selling National Lottery products within own region. 4.4. Explain the penalties for failing to follow legal requirements when selling National Lottery products within own region.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Understanding How the Growth and Development of Plants is Promoted and Monitored in a Retail Outlet
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBE580
Unit Reference No	Y/617/7411
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to grow plants for retail purposes.	
Learning Outcomes	Assessment Criteria
1. Understand factors which promote the growth and development of plants to meet commercial requirements.	1.1. Summarise tasks which may be undertaken to promote plant growth and development and corresponding optimum times to carry out these tasks. 1.2. Describe the nutrients and moisture requirements of at least five different types of growing plants and the importance of monitoring and adjusting nutrients and moisture. 1.3. Describe the relationship between the care of growing plants and levels of production.
2. Understand factors which promote the health of growing plants and common plant health problems.	2.1. Describe how to promote the health of growing plants. 2.2. Describe common health problems which may affect growing plants and how these may be addressed.
3. Understand the importance of routine tasks required to maintain the area where plants are grown.	3.1. Describe at least three reasons why it is important to maintain hygiene when working with growing plants and how this may be achieved. 3.2. Describe the main methods of handling plant material in order to protect personal health and the condition of plants. 3.3. Describe possible environmental damage that may occur when growing plants and how it may be minimised.
4. Understand how to maintain equipment.	4.1. Describe the importance of maintaining equipment for use. 4.2. Describe the methods of maintaining at least three types of equipment used when growing plants.
5. Understand record-keeping in relation to growing plants.	5.1. Describe management and legislative records in relation to growing plants and the importance of maintaining them.

### Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Understanding the Control of Pests and Diseases Which May Affect Plants in a Retail Outlet	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE581	
Unit Reference No	H/617/7413	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to monitor and control plant pests and diseases in a retail outlet.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand the importance of monitoring plant health in a retail outlet.	1.1. Describe the reasons why plant health needs to be monitored and possible consequences of not monitoring effectively.	
2. Know the different types of pests and diseases that may affect plants in a retail outlet.	2.1. Describe at least five common types of plant pests and diseases that may occur in retail outlets and the problems they may cause.	
3. Understand the control of pests and diseases affecting plants in a retail outlet.	3.1. Describe at least three methods for the control of plant pests and diseases used in a retail outlet including: a) biological methods b) chemical methods 3.2. Compare the use and effectiveness of at least three methods to control plant pests and diseases used in a retail outlet. 3.3. Describe what is meant by an integrated approach to plant protection.	
4. Understand the health and safety requirements relating to the control of pests and diseases affecting plants in a retail outlet.	4.1. Describe the key health and safety issues in relation to the control of pests and diseases. 4.2. Describe how to carry out a Control of Substances Hazardous to Health (COSHH) assessment when using plant protection products in a retail outlet. 4.3. Describe what is meant by the Code of Practice for using plant protection products.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests



Title	Understanding Plant Nomenclature, Terminology and Identification
Level	Two
Credit Value	5
Guided Learning Hours (GLH)	40
OCN NI Unit Code	CBE582
Unit Reference No	T/617/7416
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the terminology used in plant naming, how to identify plants as well as how to handle plants safely in order to minimise environmental damage.	
Learning Outcomes	Assessment Criteria
1. Understand the terminology used in naming plants.	1.1. Define the following terms: a) family b) genus c) species d) cultivar variety e) hybrid 1.2. Describe the binomial system of plant nomenclature. 1.3. Describe the purpose and importance of botanical names and why they may be reclassified. 1.4. Describe how descriptive botanical names can aid identification. 1.5. Define the following terms used to describe the key characteristics of plants: a) lifecycle b) seedlings c) leaf drop d) sensitivity to cold
2. Understand the sources of information which can help to identify plants.	2.1. Describe how examining a plant's characteristics and its parts assists with identification. 2.2. Describe how the internal structure of a plant may assist with plant identification. 2.3. Describe at least three reliable reference materials which can be used to identify plants. 2.4. Describe the correct format to be used when writing botanical names.
3. Be aware of legislation and codes of practice in relation to identifying plants.	3.1. Describe the key requirements of current legislation and codes of practice relevant to identifying plants.
4. Know how to handle plants safely and in ways which minimise environmental damage.	4.1. Describe how to handle plants safely. 4.2. Describe the main ways in which environmental damage may occur when identifying plants and how damage may be minimised.

### Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Understanding the Nature, Uses and Importance of Product Information in a Retail Outlet Selling Gardening Products	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE583	
Unit Reference No	J/617/7419	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how product knowledge is used to contribute to the sales and customer service in a retail outlet selling gardening products and how this may be communicated internally and to customers.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand product ranges typically offered by retail outlets selling gardening products.	1.1. Describe common gardening product ranges and associated target market. 1.2. Describe how the social, economic and environmental characteristics of a specific geographical area may affect how well different gardening product ranges sell. 1.3. Describe at least three sources of information which may be used to define and predict key current and future trends in gardening products.	
2. Understand the communication of product information to sales staff.	2.1. Describe the importance of ensuring that the product knowledge of the sales staff is kept up-to-date for a retail business. 2.2. Summarise at least three methods of effectively communicating the features and benefits of a product range to sales staff.	
3. Understand the communication of product information to customers.	3.1. Describe the types of information available to help customers choose and use gardening products. 3.2. Compare product information aimed at trade and non-trade customers. 3.3. Evaluate the effectiveness of different types of product information available to customers.	
4. Understand how a retail business benefits from the product knowledge of its staff.	4.1. Assess the importance of product knowledge to the delivery of customer service. 4.2. Describe how the product knowledge of sales staff contributes to sales growth.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Understanding the Management of Delivery of Plants into a Retail Business	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE584	
Unit Reference No	J/617/7422	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the transportation of plants and their delivery to customers.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand the preparation of plants for transportation.	1.1. Describe at least three methods of packaging used for different types of plants. 1.2. Describe how the choice of packaging helps to ensure that plants reach the customer in optimum condition.	
2. Understand how plant quality is managed during and immediately after delivery.	2.1. Summarise at least three factors affecting the quality of plants during transit. 2.2. Describe the processes and procedures for dealing with plants at risk of deterioration during transit. 2.3. Illustrate how to assess the condition of plants on arrival at the customer's premises and appropriate action to be taken if plants have deteriorated. 2.4. Summarise advice and help the customer may need to care for plants immediately after delivery.	
3. Understand the administrative procedures associated with the delivery of plants to customers and consequences of not adhering to these.	3.1. Describe the administrative systems and paperwork associated with deliveries of plants to customers. 3.2. Describe what is meant by the term plant passports and how they are used. 3.3. Assess the potential business impact of failing to follow correct administrative procedures in relation to delivery of plants to customers.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Understanding the Retail Sale of Perfumery Products	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE585	
Unit Reference No	L/617/7423	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the composition and historical development of perfumes, what types of perfumery products are available and how to help the customer choose appropriate products.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand the composition and historical development of perfumes.	1.1. Illustrate the key stages in the history and development of perfumes. 1.2. Describe the main fragrance families and indicate fragrances that have similar ingredients. 1.3. Describe how the main perfume ingredients are used to construct perfumes. 1.4. Describe at least three natural ingredients of perfumes including their origin, qualities and how they influence the fragrance.	
2. Understand what types of perfumery products are available.	2.1. Identify the main types of perfumery products available. 2.2. Compare the main types of perfumery products as identified in AC2.1.	
3. Understand how to assist customers in choosing perfumery products.	3.1. Describe how effective questioning techniques may be used to establish customers' requirements for perfumery products. 3.2. Describe the criteria for matching perfumery products to customers' needs and preferences. 3.3. Describe how opportunities for selling additional or assorted products may present themselves.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests



Title	Understanding the Retail Sale of Skin Care Products
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBE586
Unit Reference No	R/617/7424
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the composition and structure of the skin, what skin care products suit the customer's skin type, and how to assist the customer to select appropriate skin care products.	
Learning Outcomes	Assessment Criteria
1. Understand the basic composition and structure of the skin.	1.1. Illustrate the basic structure of the skin. 1.2. Describe how skin cells renew themselves. 1.3. Describe the principal skin types and their characteristics. 1.4. Describe common skin conditions which may restrict or prevent use of skin care products. 1.5. Identify situations where a beauty consultant may suggest that the customer seeks medical advice.
2. Understand skin care products and how to select suitable products for a customer's skin type.	2.1. Describe why it is important to provide the best possible advice and information when selling skin care products. 2.2. Describe the features and benefits of skin care products and their use with the main skin types. 2.3. Describe how undertaking a skin analysis can assist in selecting suitable products for the customer. 2.4. Describe factors that should be considered during a skin analysis and their significance.
3. Understand how to assist customers to choose appropriate skin care products.	3.1. Describe how effective questioning techniques may be used to establish customers' requirements for skin care products. 3.2. Describe the main techniques for assisting customers to understand the features and benefits of skin care products. 3.3. Describe how opportunities for selling additional or associated products may arise when assisting customers to choose appropriate skin care products.

### Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Understanding the Retail Sale of Beauty Products	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE587	
Unit Reference No	Y/617/7425	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the difference between the mass and luxury retail beauty markets, beauty product branding, and how promotional campaigns contribute to the sale of beauty products.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand the difference between the mass and luxury retail beauty markets.	1.1. Compare the difference between the mass and luxury retail beauty markets including: a) types of customers b) customer needs and expectations	
2. Understand branding in the retail beauty market.	2.1. Describe at least three different types of retail beauty brands and associated strategies. 2.2. Describe why product packaging is important in creating a brand image for beauty products. 2.3. Describe how beauty companies market their brands through advertising. 2.4. Identify the advertising media typically used by beauty companies to advertise three different brands.	
3. Understand how promotional campaigns contribute to the sale of beauty products and how they may be applied by beauty consultants.	3.1. Describe how promotional campaigns may increase sales. 3.2. Describe how a beauty consultant can use promotional campaigns to increase sales. 3.3. Describe how promotional campaigns are designed to appeal to different groups of customers.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Understanding the Retail Sale of Cosmetics	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE588	
Unit Reference No	D/617/7426	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand customers' requirements for cosmetics and the importance of the beauty consultant's knowledge and techniques used to demonstrate cosmetics, as well as how to decide whether to apply cosmetics to a customer.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand a customer's requirements for cosmetics for different purposes and occasions.	1.1. Describe different types of make-up products available to customers. 1.2. Describe consultation techniques used to identify customers' requirements for cosmetics. 1.3. Describe factors that should be taken into account when selecting cosmetic products for a customer.	
2. Understand factors to take into account when deciding whether to apply cosmetics to a customer.	2.1. Identify factors to be taken into account when deciding whether cosmetics can be applied to a customer, including legal considerations. 2.2. Identify at least three situations where a beauty consultant may need to suggest that the customer seeks medical advice.	
3. Understand the importance of product knowledge within a beauty consultant's role.	3.1. Describe why product knowledge is important in the retail sale of cosmetics. 3.2. Describe why it is important to understand the laws governing the application and sale of cosmetics.	
4. Be aware of techniques used to demonstrate cosmetics.	4.1. Describe how to prepare self, customer and area for demonstrating cosmetic application. 4.2. Identify the main tools used to apply cosmetics and their purpose. 4.3. Describe techniques used by beauty consultants when applying cosmetics to customers.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Understanding the Retail Sale of Nail Care Products
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBE589
Unit Reference No	H/617/7427
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the structure and disorders of nails, corrective products and treatments for nails, cuticles and the skin of hands, how to select the appropriate products for customers and how to conduct a nail care treatment.	
Learning Outcomes	Assessment Criteria
1. Understand the basic characteristics of nail structures and disorders.	1.1. Illustrate the basic structure of the nail. 1.2. Illustrate the features of different nail shapes. 1.3. Describe how nails grow and factors which may affect their growth. 1.4. Describe at least five common nail disorders. 1.5. Identify at least three nail disorders which are treatable.
2. Understand corrective products and treatments for nails, cuticles and the skin of the hands.	2.1. Describe the main characteristics and benefits of corrective treatments products used to treat common disorders of nails, cuticles and the skin of the hands.
3. Understand how to use product knowledge to select the right products.	3.1. Describe how nail and skin analysis assists in selecting the most effective products for the individual customer. 3.2. Describe the main characteristics and benefits of nail care products and how to match these to the needs of individual customers.
4. Understand the process of nail care treatments.	4.1. Describe how to set up a nail care treatment working area with the correct tools, materials and products. 4.2. Describe how to select and recommend nail treatments and products to suit the needs of the individual customer. 4.3. Describe how to carry out a nail care treatment to meet a given customer's requirements.
5. Understand how to promote a range of aftercare treatments and products to a customer.	5.1. Describe the types of follow-up treatments available to a given customer after an initial treatment. 5.2. Identify appropriate products available to meet the customer's future requirements and how these may be used. 5.3. Describe an aftercare plan for a given customer to use at home including their uses and effects. 5.4. Describe possible reactions which may occur if products are combined incorrectly.

### Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests



Title	Understanding the Evolution of Beauty Retailing	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE590	
Unit Reference No	K/617/7428	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how beauty retailing contributes to the overall retail sector and the significance of recent changes to beauty retailing.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand how beauty retailing contributes to the overall retail sector.	1.1. Describe how beauty retailing has developed into a separate area of retailing. 1.2. Describe the financial contribution made to the overall retail sector by the sale of beauty products. 1.3. Describe the sale of beauty products through at least three different types of retail outlet including: a) department stores b) stores which sell only beauty products c) other retail outlets 1.4. Describe the role and responsibilities of beauty sales consultants and their relationships with colleagues in at least three different types of retail outlet, including: a) department stores b) stores which sell only beauty products c) other retail outlets	
2. Understand the impact of changes in beauty retailing.	2.1. Describe how beauty retailing has responded to international influences. 2.2. Describe how changes in consumer protection law have affected beauty retailing. 2.3. Describe how technology has affected the sale and distribution of beauty products to consumers and retailers. 2.4. Describe the impact of competition and alternative selling methods on the retail beauty sector.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Understand How to Approach Work-based Projects within a Retail Business	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE591	
Unit Reference No	M/617/7429	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to undertake a project, solve problems and understand what constitutes a successful project within a retail environment.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Be able to undertake a retail related project.	1.1. Define a problem that needs to be solved by a retail related project. 1.2. Describe the activities and/or tasks of the project and associated objectives and targets. 1.3. Describe the potential problems or barriers which may affect the achievement of set objectives and targets. 1.4. Develop and carry out a project plan.	
2. Be able to assess a project.	2.1. Assess project plan developed in AC1.4 including: a) project plan b) working methods c) project outcomes d) possible areas for improvement	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Understanding Retail Consumer Law	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBE592	
Unit Reference No	H/617/7430	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to be aware of retail consumer law and how it protects the rights of customers including protection from unfair trading practices, consumer credit and data protection legislation.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Understand how retail consumer legislation protects the rights of customers.	1.1. Summarise the purpose of retail consumer legislation. 1.2. Describe the key principles of retail consumer legislation including the following: a) fitness for purpose b) misinterpretation c) merchantable quality	
2. Be aware of the legal responsibilities for the protection of consumers from unfair trading practices.	2.1. Describe the legal responsibilities for the protection of consumers from unfair trading practices including retail employees' responsibilities.	
3. Be aware of the legal responsibilities of consumer credit legislation in relation to retail.	3.1. Describe key legal responsibilities of a retail business and its employees when offering credit facilities to customers.	
4. Know the key responsibilities of retail data protection legislation.	4.1. Describe the key responsibilities and obligations of a retail business and its employees under current data protection legislation.	
5. Know the key responsibilities of the law relating to the sale of licensed and age-restricted products.	5.1. Identify the key responsibilities and obligations of a retail business and its employees in relation to the sale of licensed and age-restricted goods.	
6. Understand the consequences for businesses and employees of contravening retail law.	6.1. Describe the legal and possible commercial consequences and/or sanctions for businesses and employees of contravening retail law.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Understanding how the Effectiveness of Store Operations can be Improved
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBE593
Unit Reference No	K/617/7431
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand business improvement processes in relation to retail businesses.	
Learning Outcomes	Assessment Criteria
1. Understand the process of improving retail store operations.	1.1. Describe methods for monitoring operational performance of retail businesses. 1.2. Summarise opportunities for improvement to business areas likely to be identified from the monitoring of retail store operations. 1.3. Describe how to identify and select business areas for improvement. 1.4. Describe how to generate and evaluate ideas for improving store operations. 1.5. Summarise the main planning tools and models used for developing and reviewing implementation plans in store operations.
2. Understand how to communicate with and motivate staff in order to bring about change and improvement in store operations.	2.1. Identify appropriate staff to be involved in bringing about change and improvement in store operations. 2.2. Describe how staff may be encouraged and motivated to bring about improvement in store operations. 2.3. Describe why it is important for staff to be committed and motivated to bring about change in store operations.
3. Understand how the organisation and scheduling of staffing contributes to the effectiveness of store operations.	3.1. Describe the relationship between staffing plans, work objectives and goals in a retail business. 3.2. Describe constraints that may apply when planning to meet work objectives and goals in a retail business. 3.3. Describe how constraints may affect teams, individual staff members and customers in a retail business. 3.4. Describe how different types of staffing plans and schedules may assist retail businesses to respond to operational demands and constraints. 3.5. Describe how to assess the effectiveness of staffing plans.

### Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Understanding Visual Merchandising for Retail
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBE594
Unit Reference No	M/617/7432
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the importance of visual merchandising and product preparation for retail including how to plan and install window displays, how props are used to promote merchandise and how floor layouts and product placement maximise sales.	
Learning Outcomes	Assessment Criteria
1. Understand the importance of window displays in translating the retailer's identity to the customer.	1.1. Describe how to translate brand image to the customer using window displays. 1.2. Describe at least three types of visual messages that retailers can showcase using window displays.
2. Understand how events and props are used to promote merchandise in a retail environment.	2.1. Describe how different seasonal and calendar events are applied using window and/or in-store displays in order to support brand identity. 2.2. Describe how different props can be used in window and/or in-store displays to support brand identity.
3. Understand how to plan and install window and store displays.	3.1. Describe the basic principles of colour theory. 3.2. Describe basic design principles and elements used in retail displays. 3.3. Describe at least two methods used to produce and record simple design plans. 3.4. Describe how to make the best use of given allocated space for both a window and a store display. 3.5. Describe basic principles for preparing fixtures and fittings and installing props safely. 3.6. Identify the tools and equipment required to install a themed display.
4. Understand how floor layouts, product location and product adjacencies maximise sales.	4.1. Describe why it is important to change floor layout in order to maximise sales. 4.2. Describe what is meant by product adjacencies and their potential impact on sales. 4.3. Describe the benefits of displaying specific products in different locations.
5. Understand the importance of product preparation and handling.	5.1. Describe why products may need cleaning and polishing before being displayed. 5.2. Describe why it is important to handle products carefully.



### Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Understanding Security and Loss Prevention in a Retail Business	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBE595	
Unit Reference No	T/617/7433	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand what the security risks are in a retail business and the effect crime has on the business and its staff, including actions to prevent crime and how incidents may be dealt with.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Be aware of security risks faced by a retail business.	1.1. Describe at least three types of criminal activity which commonly occur in retail businesses. 1.2. Identify the types of merchandise at greatest risk of theft.	
2. Understand the effect of crime on a retail business and its staff.	2.1. Describe how crime may affect the profits of and people working within a retail business.	
3. Know what actions can be taken to prevent crime in a retail business.	3.1. Describe actions and precautions typically taken to secure the following from individuals internally and externally within retail businesses: a) stock b) premises c) cash d) people e) information	
4. Know how security incidents should be dealt with.	4.1. Describe what action should be taken in the event of an observed or suspected theft. 4.2. Describe the process employees should follow to safeguard their own personal security. 4.3. Identify when security incidents should be referred to senior staff.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Understanding the Control, Receipt and Storage of Stock in a Retail Business
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBE596
Unit Reference No	A/617/7434
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the importance of having correct stock levels in a retail business, how goods are received, and how they are stored to prevent damage or loss.	
Learning Outcomes	Assessment Criteria
1. Understand the impact of not maintaining appropriate stock levels or records.	1.1. Describe the purpose of stock control and the consequences of inaccurate stock records. 1.2. Describe how stock levels are maintained and the consequences to a business of not maintaining the right levels of stock.
2. Understand how goods are received on the premises of a retail business.	2.1. Describe why it is important to know what goods are expected and when they are due to arrive. 2.2. Describe how to prepare the goods delivery area. 2.3. Describe why it is important to check the quality and quantity of the goods received. 2.4. Describe procedures for reporting and recording: <ol style="list-style-type: none"> <li>a) variations in the quantities of goods received</li> <li>b) defects in quality, such as damage or breakages</li> </ol> 2.5. Identify what Personal Protective Equipment (PPE) should be used within the goods delivery area for at least three types of goods requiring PPE.
3. Understand how stock should be stored to prevent damage or loss.	3.1. Describe the methods of storing stock. 3.2. Describe stock handling techniques which prevent damage and loss. 3.3. Describe why the quality of stock should be checked regularly and possible reasons why stock may deteriorate in storage. 3.4. Describe why stock should be stored in order of receipt and how this may be achieved.

### Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Understand the Handling of Customer Payments in a Retail Business	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBE597	
Unit Reference No	F/617/7435	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand methods of payment accepted from retail customers and the risks involved in handling these, and cashier responsibilities in relation to processing age-restricted goods at the payment point.		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
1. Know the methods of payment accepted from retail customers.	1.1. Describe at least three methods of payment typically accepted by retail businesses and how they are processed.	
2. Understand the risks involved in handling payments.	2.1. Describe how errors can arise when accepting cash payments at the till and how these can result in losses. 2.2. Identify security risks that may arise when handling payments.	
3. Understand cashier responsibilities for providing service, common problems and additional services offered at the payment point.	3.1. Describe the cashier's key responsibilities for serving customers at the payment point. 3.2. Describe at least three common problems which can arise at the payment point and how the cashier can resolve or refer these. 3.3. Describe the following additional services which are often offered to customers at the payment point including: a) cash-back b) wrapping c) promoting additional sales	
4. Understand cashier responsibilities when processing age-restricted goods at the payment point.	4.1. Identify the types and age restrictions of products which can be sold only to customers, or by employees, who are over a minimum age specified by law. 4.2. Describe consequences for the cashier and the business if legal age restrictions are not complied with. 4.3. Describe the cashier's responsibilities for helping to ensure that legal age restrictions are complied with.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Understanding Environmental Sustainability in the Retail Sector
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBE598
Unit Reference No	H/617/7394
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the effects of and relevance of climate change on the environment. The learner will also understand the impact and management of waste, energy and water conservation as well as legislation that impacts on the retail sector.	
Learning Outcomes	Assessment Criteria
1. Understand the effects of climate change on the environment.	1.1. Describe what is meant by the term climate change. 1.2. Illustrate the possible causes of climate change. 1.3. Describe at least three key impacts of climate change. 1.4. Illustrate what is meant by the term Greenhouse Effect.
2. Understand the relevance of climate change issues to the retail sector.	2.1. Describe why a retail business should be concerned about climate change. 2.2. Describe how retailers may influence customer attitudes and behaviour towards the environment. 2.3. Describe how energy and material conservation may be improved within the retail sector.
3. Be aware of key environmental legislation which impacts on the retail sector.	3.1. Identify key environmental legislation relevant to the retail sector. 3.2. Identify key legal responsibilities of the retail sector in relation to at least three different types of waste. 3.3. Outline the possible legal and financial impacts of energy use by the retail sector.
4. Understand how waste is managed within the retail sector.	4.1. Describe what is meant by the term waste hierarchy. 4.2. Describe an environmentally responsible disposal route for at least three different waste streams created by the retail sector. 4.3. Compare how waste is managed at home and within a retail business.
5. Understand energy conservation and how to reduce carbon emissions within the retail sector.	5.1. Describe how energy consumption can be monitored to aid conservation within the retail sector. 5.2. Describe, using at least three examples, good practice in energy management within the retail sector. 5.3. Describe at least three ways in which energy consumption can be reduced within the retail sector.
6. Understand water conservation and the demand on water consumption.	6.1. Describe at least three methods for reducing water consumption in the retail sector. 6.2. Describe at least three reasons for an increased demand on water consumption by the retail sector.



### Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
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## Quality Assurance of Centre Performance

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### External Verification

All OCN NI recognised centres are subject to External Verification. External verification visits and monitoring activities will be conducted annually to confirm continued compliance with the conditions of recognition, review the centre's risk rating for the qualifications and to assure OCN NI of the maintenance of the integrity of the qualifications.

The External Verifier will review the delivery and assessment of the qualifications. This will include the review of a sample of assessment evidence and evidence of the internal verification of assessment and assessment decisions. This will form the basis of the EV report and will inform OCN NI's annual assessment of centre compliance and risk. The External Verifier is appointed by OCN NI.

### Standardisation

As a process, standardisation is designed to ensure consistency and promote good practice in understanding and application of standards. Standardisation events:

- make qualified statements about the level of consistency in assessment across centres delivering a qualification
- make statements on the standard of evidence that is required to meet the assessment criteria for units in a qualification
- make recommendations on assessment practice
- produce advice and guidance for the assessment of units
- identify good practice in assessment and internal verification

Centres offering units of an OCN NI qualification must attend and contribute assessment materials and learner evidence for standardisation events if requested.

OCN NI will notify centres of the nature of sample evidence required for standardisation events (this will include assessment materials, learner evidence and relevant assessor and internal verifier documentation). OCN NI will make standardisation summary reports available and correspond directly with centres regarding event outcomes.

## Administration

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### Registration

A centre must register learners within 90 working days of commencement of a qualification.

### Certification

Certificates will be issued to centres within 20 working days of receipt of correctly completed results marksheets. It is the responsibility of the centre to ensure that certificates received from OCN NI are held securely and distributed to learners promptly and securely.

### Charges

OCN NI publishes all up to date qualification fees in its Fees and Invoicing Policy document. Further information can be found on the centre login area of the OCN NI website.

### Equality, Fairness and Inclusion

OCN NI has considered the requirements of equalities legislation in developing the specification for these qualifications. For further information and guidance relating to access to fair assessment and the OCN NI Reasonable Adjustments and Special Considerations policies, centres should refer to the OCN NI website.

### Retention of Evidence

OCN NI has published guidance for centres on the retention of evidence. Details are provided in the OCN NI Centre Handbook and can be accessed via the OCN NI website.

**OCN NI Level 2 Certificate in Retail Knowledge**  
**Qualification Number: 603/4982/7**

**OCN NI Level 2 Diploma in Retail Knowledge**  
**Qualification Number: 603/4983/9**

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Operational start date: 15 August 2019  
Operational end date: 31 July 2029  
Certification end date: 31 July 2031

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