

Institute of Accountants and Bookkeepers

IAB LCCI Level 2 Certificate in Retail Skills

IAB Qualification Specification

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1. About IAB

Whilst the Institute of Accountants and Bookkeepers (IAB) was established in 1973, its history can be traced back to 1916.

The IAB was formed in 1973 by the Council of the Institute of Administrative Accountants to retain its links with its history by having an organization with Bookkeepers in its title, having been set up in 1916 as the Institute of Bookkeepers – being a professional body for bookkeepers, the present-day equivalent to the ‘in house’ Accountant working in industry and commerce.

The objective of the IAB was to offer basic qualifications in Bookkeeping at three levels, Preliminary, Intermediate and Final, with the final level being the equivalent to GCE A Level, a far cry from the breadth of qualifications now offered by the IAB, however this principle is firmly at the heart of the organisation.

In September 2022 the International Association of Bookkeepers (IAB) changed its name to the Institute of Accountants and Bookkeepers (IAB). This change was made to reflect the diversity of our membership and breadth of our qualification offering.

In 2023 the IAB celebrates its 50th year, the name change, specifically the word ‘institute’ endorses the heritage of the organisation and acknowledges the pioneering work that continues in education, Anti Money Laundering and the lobbying of legislation in government on behalf of the industry.

The IAB is recognised by HM Treasury to regulate our members for the purposes of the Money Laundering Regulations 2017 and 2019.

We represent our members at the following forums:

- * HMRC Agent Support
- * HMRC Compliance Reform
- * HMRC Powers & Safeguarding
- * HMRC Guidance Strategy Forum
- * Anti-Money Laundering Supervisors Forum and Accountancy
- * AML Supervisors' Group
- * National Cross Sector SAR Forum and Advisory Reform
- * Accountancy Intelligence Expert Working Group (ISEWG)
- * Companies House Accountancy Stakeholder
- * Anti-Money Laundering Supervisors Forum (by AMLSF)
- * Accountancy AML Supervisors Group (AASG)

IAB LCCI offers a wide range of qualifications; they are available at Levels 1 to 4 across the following subject areas:

- Business Management and Development
- Finance and Accounting
- Sales and Marketing
- Personal and Professional Development
- Vocational and Work-Related Skills
- Data Analysis and Management
- Creative Arts and Design
- Sustainability and Corporate Responsibility

Recognition

The IAB team includes established academics from UK universities and industry experts who are responsible in overseeing our entire qualification development and assessment processes to meet our high standards.

IAB Level 4, 5, 6 & 7 qualifications are designated higher education qualifications.

- We are regulated and approved by Ofqual (Office of the Qualifications and Examinations Regulation).
- We are a recognised Awarding Body by (QiW) Qualifications Wales & CCEA (Northern Ireland).
- We are a full member of Federation of Awarding Bodies (FAB).
- IAB is an AML supervisory body, and we are regulated by OPBAS, a subsidiary of the Financial Conduct Authority.

All our qualifications represent the latest in professional standards and provide opportunities for students to develop professional expertise. IAB has an outstanding history and an excellent global reputation. Our qualifications are designed to give you the best chance of achieving your full potential in your chosen career.

The professionally-designed qualifications give you the knowledge and skills you need to excel as a professional manager. Our Ofqual qualifications are recognised by colleges, universities, employers and governments around the world.

IAB is a not-for-profit organisation and we offer cost-effective high-quality qualification, with flexible and fast-track routes to degrees/master's degrees are a less expensive route to gaining a qualification.

The qualifications have been designed to provide an ordered sequence of study that enables a student to progress from Level 1 to UKHE-recognised Level 4 (First Year undergraduate) to Level 6 (Final Year degree graduate) and to Level 7 (i.e. Postgraduate Masters taught modules).

IAB LCCI qualifications

LCCI qualifications are awarded by the IAB, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked.

LCCI qualifications are widely regarded by employers as preparing students to carry out the key functions of modern international business. The qualifications are recognised worldwide by employers, universities and professional bodies such as the Association of Chartered Certified Accountants (ACCA).

This new and engaging range of qualifications has been developed in collaboration with professional bodies, employers and customers. We have conducted in-depth, independent consultation to ensure that the qualifications develop the breadth and depth of knowledge, skills and understanding that students need to be effective employees, and that the qualifications support progression pathways.

Why study with IAB

IAB has a 50 year history and an excellent global reputation. Our qualifications are designed to give you the best chance of achieving your full potential in your chosen career. Our suite of Qualifications provides a realistic and broad opportunity for learners seeking career and professional development.

To develop our qualifications in Business, we collaborated with a wide range of students, employers, higher education providers, colleges and subject experts to ensure that the new qualifications meet their needs and expectations. Our qualifications are designed to adapt and develop in line with the needs and demands of employers now and in the future.

Our suite of qualifications provides a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of organisations, appreciating their diversity and the influences and impact of external forces on them. The fast changing and complex business environment and different organisation's ability to stay resilient and respond positively to change and opportunities will be explored.

- We are approved and regulated by Ofqual (Office of the Qualifications and Examinations Regulation);
- Our graduates are accepted into corresponding degree and master's top-up programmes with advanced standing;
- An affordable pathway to a UK degree and masters (top-up) programme than the universities;
- Flexible study option through approved delivery centres globally & online;
- The curriculum has a combination of academic and professional elements;
- Learners will gain the professional skills expected by global employers;
- Option to become a professional member upon completion of certain level of our qualifications; and
- Increased potential for international career opportunities.

You will receive International Recognition by application of designated letters, increased employability and earnings potential, and become part of a worldwide community of professionals, leading the way in sustainability with no barriers to entry for qualifications.

About the qualification

This professional certificate has been designed to provide participants with a holistic overview on management accounting practice. It will provide a comprehensive understanding of the key principles techniques of management accounting.

This practical and interactive certification program has been specifically designed for professionals in the financial sector with positions, such as professional accounts from different levels, management accounts, finance professionals or managers'

Pathways

The Level 2 Certificate has been carefully designed to generate interest for students in a variety of subjects at higher levels. Higher Level Certificates, therefore, offer two key pathways for study, i.e., a Business Pathway (with a focus on Management, Marketing and HR) or a Finance Pathway (with focus on Accounting and Financial (Risk) Management).

In either Certificate pathway, a student may also opt to refine their study further with optional themes of study, which enable individual students to build a portfolio of case studies through their pathway and option choices that will both suit their business needs and ambitions and enable differentiation from other graduates.

Progression

IAB's framework of business management qualifications runs from Level 1, right through to Level 7. You can enter at any level and progress all the way to Level 7, enabling you to accumulate the credits needed for a university top-up.

IAB has progression arrangements with several UK universities that acknowledge the ability of learners after studying Level 4 -7 qualifications to be considered for advanced entry into corresponding degree year/top up and Master's/top-up programmes. Completion of this Level 1 Certificate will enable choice of a range of qualifications at Level 2 and beyond.

2. Qualification summary

Purpose of the specification

This specification sets out:

- the objectives of the qualification
- any other qualification(s) that a student must have completed before taking the qualification
- any prior knowledge and skills that the student is required to have before taking the qualification
- any other requirements that a student must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, understanding and skills that will be assessed as part of the qualification
- the method of assessment and any associated requirements relating to it
- the criteria against which a student's level of attainment will be measured (such as assessment criteria).

Qualification title

IAB LCCI Level 2 Certificate in Retail Skills

This qualification is approved by Ofqual and meets the Ofqual General Conditions for inclusion on the Register of Regulated Qualifications. The Qualification Number (QN) is: xxx/xxxx/x.

For all regulated qualifications, we specify the total number of hours that learners are expected to undertake to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

TQT and guided learning hours are assigned after consultation with users of the qualifications. This qualification has a recommended TQT value of 200 hours and a GLH of a minimum of 110 hours.

The learning hours for this qualification are as follows:

Guided Learning Hours (GLH)	Total Qualification Time (TQT)
110 hours	200 hours

Qualification objectives

Rationale

The IAB LCCI Level 2 Certificate in Retail Skills (VRQ) meets the following purpose.

The purpose of this qualification is to give students a thorough foundation in bookkeeping and basic accounting practices, including double-entry bookkeeping.

This qualification considers the main characteristics and functions of creative arts and digital technologies. It includes content relating to these main aspects:

- Key legislation relating to the workplace
- Development and processes of effective teams
- Performance management
- Identification and management of security risks for retail organisations
- Loyalty schemes as key components for gaining customer commitment
- Principles of food safety and hygiene
- Management and control of retail stock

It is particularly directed at those who need to:

- work effectively in a retail team
- keep stock at required levels in a retail environment
- keep a retail unit secure
- maintain health and safety in a retail environment

This qualification is appropriate for students who are already in a role, and for those aspiring to a retail management role where they are required to use appropriate knowledge and skills relating to the retail industry, ensuring that they understand the relevant legal requirements and principles of customer service and support

The qualification has been designed to offer a wide range of options mirroring the careers and occupations available within the retail sector, as well as other related sectors.

The IAB LCCI Level 2 Certificate in Retail Skills (VRQ) will allow progression to other IAB qualifications and relevant professional body qualifications, as well as supporting progression to the job market, for example to the marketing section of an organisation. The IAB LCCI Level 2 Certificate in Retail Skills (VRQ) will support students who run their own retail business and who would like to enhance their existing skills.

Eligibility criteria

There are no formal entry requirements for this qualification.

Students may be studying in a local language, but the assessment will be in English. IAB recommends students have B1 level of English on the Common European Framework of Reference (CEFR). This will support access to the assessment materials and be able to communicate responses effectively.

There are no entry requirements for these qualifications but it is expected that learners will own or have access to at least one digital device. Centres must undertake initial assessment activities with learners to ensure that the chosen qualification is appropriate and they are capable of achieving the level they will be studying before enrolling them onto a programme of learning. These qualifications are available to learners aged 14 years or over.

Knowledge, skills and understanding requirements

Progression

LCCI qualifications are designed to allow students to pursue different routes as outlined below.

Enter a chosen field of work, pursue a promotion, or change their field of work

The IAB LCCI Level 2 Certificate in Retail Skills supports progression into employment, for example to a bookkeeping and accounting role in a large company's finance department. The qualification also supports students who run their own businesses and who need to carry out their own bookkeeping, and those who are already working in accounting and would like to enhance their skills.

Using appropriate internal processes, centres must ensure they choose the most appropriate qualification level for their students' needs.

Progress to further study, such as the next LCCI level or externally with a professional body or education provider

This qualification allows progression to other IAB business and management qualifications, as well as qualifications in finance and accounting

The Ofqual Level 2 descriptors indicated in the table below show what level of knowledge and understanding, application and action and autonomy and accountability learners should be able to demonstrate relevant to the level of qualification they are studying.

Knowledge descriptors	Skills descriptors
The learner ... Has knowledge and understanding of facts, procedures, and ideas in an area	The learner... Can select and use relevant cognitive and practical skills to complete well-defined,

of study or field of work to complete well-defined tasks and address straightforward problems. • Can interpret relevant information and ideas. • Is aware of a range of information that is relevant to the area of study or work.	generally routine tasks and address straightforward problems. • Identify, gather, and use relevant information to inform actions. • Identify how effective actions have been.
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Learners will be expected to demonstrate ability to:

- Complete well-defined, generally routine tasks and address straightforward problems.
- Select and use relevant skills and procedures.
- Identify, gather and use relevant information to inform actions.
- Identify how effective actions have been.
- Take responsibility for completing tasks and procedures.
- Exercise autonomy and judgment subject to overall direction or guidance.

Staffing and physical resource requirements for Centres

The IAB in line with regulatory requirements has a Centre Agreement in place which covers the two-way obligations between the IAB as the Awarding Body and each Centre. A key section of this agreement is to ensure a professional approach to the delivery of teaching, learning and assessment, leading to be best learner experience.

Each Centre engaged with the IAB is required to ensure viable levels of staffing, managerial and financial resources are in place to enable it effectively and efficiently deliver the Qualifications as required by the Awarding Organisation.

RPL and APL

Recognition of prior learning (RPL), accreditation of prior learning (APL), and exemptions Localisation Qualification structure QAA benchmarking Credits, Guided Learning Hours (GLH) and Total Qualification Time (TQT).

Applicants without a degree, but with work experience in business management and business finance, at a sufficiently senior level in business organisations, or with other relevant experience, will also be considered according to the usual procedures for accreditation of prior/experiential learning (APL and RPL).

Qualification Time and Guided Learning hours

The Certificate therefore amounts to a minimum of 110 Guided Learning Hours, with additional hours of directed and self-directed study.

Modes of study

The Certificate may be studied Full Time or Part Time, depending on the suitability of the timetable organised by each study centre. Or individual learners/self-study.

Overview of assessment

- Five online, externally set and marked examination, contributing to 100% of the overall grade of the qualification
- Each examination will be 45 minutes in length.
- Candidates will be graded Pass/Fail. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- Each examination contains 25 questions.
- Candidates must answer all questions.
- Calculators may be used in the examination.
- Bilingual dictionaries are permitted for use in the examination.

The Certificate assessment process is summarised in the table below.

Level	Module	Assessment	Weight
2	Work Effectively in a Retail Team	Examination (25 questions)	20%
2	Reduce Security Risks in a Retail Environment	Examination (25 questions)	20%
2	Promote Loyalty Schemes to Customers in a Retail Environment	Examination (25 questions)	20%
2	Maintain Food Safety while Working with Food in a Retail Environment	Examination (25 questions)	20%
2	Organise and Monitor the Storage of Stock in a retail Environment	Examination (25 questions)	20%

Assessment of this specification will be in English only. Assessment materials will be published in English only and all work submitted for examination must be in English only.

Marking and moderation

Marking of assessments is usually undertaken by the module tutor. On occasion another marker may conduct the marking process.

Moderation is undertaken by a separate independent tutor, and is a process separate from the marking of assessments and acts as a filter, which ensures that an assessment outcome (e.g., mark and / or grade) is fair, valid, and reliable, and that assessment criteria have been applied consistently, and that any differences in academic judgement between individual markers can be acknowledged and addressed. It ensures consistency in marking within cohorts and throughout the academic year.

Moderation is planned to take place before External Examiners review the operation of the marking and internal moderation process.

Exam Non-disclosure

The Certificate examinations are non-disclosed examination, which means that current exam questions and answers will not be published or divulged.

NOTE: Exam topics and/or format are subject to change as approved by The IAAP's Professional Certification Board

Reasonable adjustments and special considerations

The IAB, in line with regulatory requirements has a number of policies in place to ensure we support learners who may have specific needs, for example a form of disability.

As an awarding organisation, the IAB has a duty not to discriminate against individuals in relation to conferring qualifications in respect of the protected characteristics set out in the Equality Act 2010 (an Equality, Diversity and Inclusion Policy and Procedures are in place). The IAB will take steps when developing specifications, identifying the assessment criteria, and drafting assessment content to ensure that the impact on individuals with differing protected characteristics is minimised.

The duty for the IAB to make a reasonable adjustment will apply where assessment arrangements would put a learner who has a disability or learning need at a substantial disadvantage in comparison with a learner who does not have a disability or learning need. In such circumstances, the IAB is required to take steps to mitigate that disadvantage.

Appeals and enquiry of results

The IAB has an Enquiries and Appeals Policy in place which describes the process and procedures for enquiries about results and appeals against assessment decisions and Reasonable Adjustments and Special Considerations permissions.

Learners or centres may wish to submit an enquiry about results – for example, if results vary considerably from those expected. A clerical check of results may conclude the enquiry, or a learner/centre may decide to progress to appeal. An appeal against an assessment decision may be submitted without having already submitted an enquiry about results.

Where an associated investigation leads to the discovery of a failure in its assessment process, the IAB will take all reasonable steps to:

- identify any other learner who has been affected by the failure
- take corrective action or, where no corrective action can be taken, mitigate as far as possible the effect of the failure
- ensure that such a failure cannot reoccur.

Grade descriptors

Grade	Pass	Fail
	40% and above	39% and below

Results and certification

Results and certification will be provided within a 3-month timescale. This period is allocated to enable the marking and moderation to take place.

Continuing Professional Education (CPE)

Upon certification, CMAs are required to maintain their knowledge and skills and stay abreast of improvements and current developments by satisfying CPE requirements.

2. Qualification Specifications

1	Qualification Title	Certificate in Retail Skills
2	Qualification Code	tbc
3	Level	2 – Professional qualification
4	Pre-requisite Module/s	not applicable
5	Outline	This professional certificate program is designed to provide participants with a comprehensive overview of retail skills practices. It offers an in-depth understanding of the key principles and techniques essential of retail skills development.
6	Course structure	The course consists of the following six units: • Work Effectively in a Retail Team



- Reduce Security Risks in a Retail Environment
- Promote Loyalty Schemes to Customers in a Retail Environment
- Maintain Food Safety while Working with Food in a Retail Environment
- Organise and Monitor the Storage of Stock in a retail Environment



Module 1 - Work Effectively in a Retail Team

T/503/5735

GLH: 37 hours

Credits: 4

Learning Outcomes:

The purpose of this unit is to enable students to understand the key legal requirements within retail organisations, including ensuring employee welfare in terms of protection against discrimination. They will also examine the processes involved in establishing and maintaining effective teams and managing individual and team performance.

LO1
Understand how to recognise discrimination, bullying and harassment in the workplace

Assessment criteria:

- AC1.1 Describe legislation relating to discrimination, bullying and harassment
- AC1.2 Explain employer's procedures for dealing with discrimination, bullying and harassment

LO2
Be able to work effectively in a retail team

Assessment criteria:

- AC2.1 Describe how to seek help and information from colleagues and respond to colleagues' requests for help and information when own workload allows, within the limits of own responsibility and in ways that attempt to maintain working relationships
- AC2.2 Explain how to resolve difficulties with colleagues in a polite and constructive way
- AC2.3 Identify people who can offer advice relating to problems that cannot be resolved without additional help
- AC2.4 Demonstrate organisational procedures for ensuring health and safety standards at work.

LO3
Be able to improve own work performance in a retail team

Assessment criteria:

- AC3.1 Explain the importance of being an effective learner at work
- AC3.2 Identify own training programme targets, including action points and deadlines
- AC3.3 Describe the use of feedback on own work performance
- AC3.4 Evaluate your own performance against agreed objectives

Transferable Skills

1

Organisational skills

(if applicable)	2	Relationship building		
	3	Time management skills		
	4	Communication skills		
Indicative Assessment	The assessment strategy for this module is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the module.			
	A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.			
	No	Indicative Assessment Type/Title	Weighting	Type/Duration/Words
	1	Examination	20%	45 mins

Module 2 - Reduce Security Risks in a Retail Environment

D/503/5728

GLH: 25 hours

Credits: 3

Learning Outcomes:

The purpose of this unit is to enable students to recognise common security risks in retail organisations and demonstrate how these may be reduced.

LO1 Know about security risks that can arise in a retail environment	<i>Assessment criteria:</i> AC1.1 Identify potential security risks that can arise in a retail environment
LO2 Be able to reduce security risks in a retail environment	<i>Assessment criteria:</i> AC2.1 Describe how to deal with security risks, including relevant legal rights and duties AC2.2 Indicate security risks that are beyond your level of authority AC2.3 Use organisational procedures for protecting personal safety when security risks arise

Transferable Skills (if applicable)	1	Organisational skills		
	2	Analytical skills		
	3	Communication skills		
Indicative Assessment	The assessment strategy for this module is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the module.			
	A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.			
	No	Indicative Assessment Type/Title	Weighting	Type/Duration/Words
	1	Examination	20%	45 mins

Module 3 - Promote Loyalty Schemes to Customers in a Retail Environment J/503/5691

GLH: 11 hours

Credits: 2

Learning Outcomes:

The purpose of this unit is to ensure that students understand the use and benefits of customer loyalty schemes and to appreciate their significance as an element of customer service. Effective communication to customers is shown to be a key component of the process of gaining customer commitment.

LO1
Understand the benefits to the organisation of signing customers up to the organisation's loyalty scheme

Assessment criteria:

AC1.1 Discuss the benefits to the organisation of the use of loyalty schemes

LO2 Understand the importance of promoting the organisation's loyalty scheme to customers	<i>Assessment criteria:</i> AC2.1 Explain the importance of promoting goodwill and treating customers politely when promoting a loyalty scheme			
LO3 Be able to communicate to customers the features and benefits of the organisation's loyalty scheme	<i>Assessment criteria:</i> AC3.1 Determine customers' views of an organisation's loyalty scheme AC3.2 Describe the benefits to them of joining a loyalty scheme AC3.3 Explain the importance of responding to customer queries concerning the loyalty scheme AC3.4 Identify information that customers may need about a scheme to help them to decide whether to join it			
LO4 Be able to gain customers' commitment to the organisation's loyalty scheme	<i>Assessment criteria:</i> AC4.1 Provide information for customers who are showing signs of interest in the loyalty scheme AC4.2 Describe the process of loyalty scheme membership application AC4.3 Show customers how to complete their application for the loyalty scheme			
Transferable Skills (if applicable)	1	Relationship building		
	2	Interpersonal skills		
	3	Communication skills		
Indicative Assessment	The assessment strategy for this module is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the module. A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.			
	No	Indicative Assessment Type/Title	Weighting	Type/Duration/Words
	1	Examination	25%	45 mins

Module 4 - Maintain Food Safety while Working with Food in a Retail Environment
F/503/5673

GLH: 10 hours

Credits: 2

Learning Outcomes:

The purpose of this unit is to ensure that students understand the importance of effective management of food safety and hygiene and to identify the indicators of potential issues within a retail environment.

LO1 Know how personal hygiene and behaviour contribute to food safety in a retail environment	<i>Assessment criteria:</i> AC1.1 Explain how poor personal hygiene can put food safety at risk AC1.2 Discuss why any open wounds, skin infections and infectious illnesses must be reported AC1.3 Describe the importance of ensuring that any open wounds and skin infections are treated and covered with a suitable dressing
LO2 Know how to deal with indicators of potential food safety hazards in a retail environment	<i>Assessment criteria:</i> AC2.1 Describe the types of indicators of potential food safety hazards to remain alert for in own workplace AC2.2 Explain how to recognise indicators of potential food safety hazards in own workplace AC2.4 Describe the organisational procedures for reporting indicators of potential food safety hazards
LO3 Be able to keep self and clothes clean while working with food in a retail environment	<i>Assessment criteria:</i> AC3.1 Discuss required steps to ensure personal cleanliness within the workplace AC3.2 Indicate any protective clothing an organisation should provide in line with specific working requirements AC3.4 Discuss safe behaviour that prevents contamination to the food being worked with AC3.5 Identify the person to whom to report any incidents of contamination due to personal cleanliness
LO4	<i>Assessment criteria:</i>

Be able to deal with indicators of potential food safety hazards in a retail environment	AC4.1 Identify obvious indicators of potential food safety hazards in the workplace AC4.2 Demonstrate how to deal with potential food safety hazards and report them to the right person			
Transferable Skills (if applicable)	1	Collaboration		
	2	Organisational skills		
	3	Communication skills		
Indicative Assessment	The assessment strategy for this module is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the module. A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.			
	No	Indicative Assessment Type/Title	Weighting	Type/Duration/Words
	1	Examination	20%	45 mins

Module 5 - Organise and Monitor the Storage of Stock in a Retail Environment

H/503/5682

GLH: 27 hours

Credits: 3

Learning Outcomes:

The purpose of this unit is to enable students to identify causes of stock loss and wastages, and how the effects of these can be reduced. Legal requirements are explained and the organisation and control of stock storage is described to provide appropriate knowledge.

LO1 Understand the causes and prevention of	<i>Assessment criteria:</i> AC1.1 Explain the causes of stock deterioration, loss and damage AC1.2 Explain how to reduce stock loss within storage systems
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stock loss within storage systems		
LO2 Understand the legal and organisational requirements for storing stock	<i>Assessment criteria:</i> AC2.1 Explain the legal and organisational requirements for storing stock, including health and safety requirements and the removal of out-of-date stock	
LO3 Be able to organise the use of storage facilities in a retail environment	<i>Assessment criteria:</i> AC3.1 Explain storage facilities to take account of day-to-day work, safety requirements and stock security AC3.2 identify staff roles and responsibilities for storing and moving stock AC3.3 Describe and review plans to cope with unforeseen storage problems that take account of available resources AC3.4 Indicate how storage processes and stock records are used to ensure that staff are storing and moving stock securely, safely and in line with relevant legal requirements	
LO4 Be able to monitor the storage and care of stock in a retail environment	<i>Assessment criteria:</i> AC4.1 Describe a routine for checking the quality of storage facilities and stock AC4.2 Explain how to train staff to identify and deal with stock that is out of date or at risk of deteriorating AC4.3 Describe the storage processes and movement of stock to ensure that stock reaches the shop floor as it is needed AC4.4 Recommend improvements to existing methods of running storage and stock movement systems	
Transferable Skills (if applicable)	1	Information management skills
	2	Problem solving and decision-making skills
	3	Time management
	4	Communication skills
Indicative Assessment	The assessment strategy for this module is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the module.	

	A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.			
	No	Indicative Assessment Type/Title	Weighting	Type/Duration/Words
	1	Examination	20%	45 mins

Website

www.iab.org.uk

Contact us

Email: hello@iab.org.uk

Telephone: +44 208 187 8888

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