

# Qualification Specification

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## QNUK Level 3 Award in Retail Loss Prevention (RQF)

603/6906/1

Developed in collaboration with:

Brent Payne

Global Head of Physical Security

**dunnhumby Ltd – Tesco Group**

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## 1. Introduction

Qualifications Network Limited (QNUK) is an Awarding Organisation recognised and regulated by the Office of Qualifications and Examinations (Ofqual) in England, the Council for Curriculum, Examinations and Assessment (CCEA) in Northern Ireland and Qualifications Wales.

This specification outlines key information required by users of the qualification to ensure they can make an informed decision about the suitability of the qualification they are taking or proposing to take for the purposes that they intend to use it.

## 2. Contact Us

Please get in touch if you need any advice or guidance with this qualification.

### Head Office:

Qualifications Network  
First Floor Offices  
86A Lancaster Road  
Enfield  
Middlesex  
EN2 0BX

Email: [centres@qnuk.org](mailto:centres@qnuk.org)

Tel: 020 3795 0559

## 3. Version Number

Centres should make sure they are using the most up to date document by checking the footer which will confirm the current version number.

|                         |                        |
|-------------------------|------------------------|
| Document owner          | Qualifications Manager |
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## 4. Qualification Objective

This qualification is developed to prepare learners working in a retail environment with the knowledge and understanding of how to identify and prevent loss from damage, administrative errors or criminal activities. This qualification will support a role in the workplace.

## 5. Sector Support and Industry Recognition

This qualification has been developed in collaboration with dunnhumby Ltd, part of the Tesco Group.

## 6. Geographical Coverage of this Qualification

This qualification is available in England, Wales, Scotland and Northern Ireland / Internationally

## 7. Benefit for Learners

This qualification develops the learners' skills and knowledge necessary for performing specific monitoring, prevention and proactive activities in a retail loss prevention role in the workplace.

## 8. Progression

Learners could progress to the:

- QNUK Level 3 Award in Security Management (RQF)
- QNUK Level 4 Award in Physical Penetration Testing Operations (RQF)

## 9. Recognition of Prior Learning

QNUK are unable to accept requests for recognition of prior learning (RPL) for this qualification.

## 10. Qualification Information

|                                |  |
|--------------------------------|--|
| Qualification Number (QN)      | 603/6906/1                                 |
| Learning Aim                   | tbc  |
| Total Qualification Time (TQT) | 30   |
| Guided Learning Hours (GLH)    | 23   |
| Credit value                   | 3  |
| Level                          | 3  |
| Validity                       | Lifetime                                   |
| Assessment                     | Workbook                                   |
| Achieving the qualification    | Learners must achieve both mandatory units |

## 11. Qualification Structure

| Unit No.               | Unit Title  | Level | GLH | TUT | Credit |
|------------------------|---|-------|-----|-----|--------|
| <b>Mandatory units</b> |   |       |     |     |        |
| L/618/5716             | Recognising the Types, Causes and Reasons Behind Retail Shrinkage | 3     | 8   | 10  | 1      |
| R/618/5717             | Implementing Crime Prevention Methodology in a Retail Environment | 3     | 15  | 20  | 2      |

The learning outcomes for the qualification may be found in Appendix 1. The Assessment Guidance details the assessment criteria which are used to determine if a learner has met the requirements of the learning outcomes. Further depth of coverage is also provided in the Assessment Guidance.

## 12. Learner Entry Requirements

There are no specific recommended prior learning requirements for this qualification. Entry is at the discretion of the centre; however, learners should be aged 18 years and over to take this qualification.

Learners must have sufficient command of the English language to understand and undertake the recommended assessment methods for this qualification.

There are no other pre-requisites for this qualification. However, learners should be able to work at level 2 and above.

## 13. Delivery

This qualification is typically delivered in a classroom environment. It may be delivered and assessed via distance learning; however, the learning must be via a virtual classroom i.e., online face to face contact with the trainer. Learners should complete the qualification within 20 weeks.

### 13.1. Venue Requirements

The training venue should be suitable for learning and meet all relevant Health and Safety requirements.

### 13.2. Equipment Requirements

There are no specific equipment requirements for this qualification.

### 13.3. Blended Learning

Blended learning is acceptable for this qualification provided suitable controls are in place to ensure learners complete all elements. Some providers may offer a blended learning approach to fulfil the Total Qualification Time (TQT) via books, online resources and development within the workplace; however, the Guided Learning Hours (GLH) must be met via direct contact with the Trainer for this qualification.

### 13.4. Trainer to Learner Ratio

The maximum Trainer to learner ratio for this qualification is 1:15

## 14. Centre Personnel Requirements

This qualification is delivered by suitably qualified trainers.

All those who deliver and assess this qualification must:

1. Have a minimum of 3 years demonstrable occupational competence within the last 10 years in a retail management or retail security environment; or
2. Have demonstrable CPD to evidence currency if occupational competence is outside of 10 years;
3. Hold a recognised teaching and assessing qualification as outlined in our centre resource manual;
4. Show current evidence of continuing professional development (CPD) in teaching, assessment, and the subject matter.

### Internal Quality Assurance Requirements

Each centre must have access to a suitably qualified IQA. The IQA cannot verify the delivery or assessment of individual learners or cohorts of learners where the IQA has been involved in the delivery or assessment of the qualification for those learners.

All those who are involved with the quality assurance of these qualifications **internally** must:

1. Have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
2. Meet the delivery staff requirements for this qualification;
3. Hold, or be working towards a recognised qualification related to the Internal Quality Assurance of Assessment;
4. Show current evidence of continuing professional development (CPD) in assessment, quality assurance and the subject matter.

Please note whilst centre personnel may be approved for both roles, those assigned the role of Trainer/IQA are not permitted to operate in both these roles for any learner.

## 15. Assessment Requirements

Learners are assessed for this qualification through a learner workbook consisting of short answer questions.

### 15.1. Short Answer Questions (SAQ)

Upon completion of delivery of the qualification learners will complete their assessment workbook independently.

#### Unit 1

|                        |             |
|------------------------|-------------|
| Language of assessment | English     |
| Duration               | As required |
| Pass mark              | 80%         |
| Grading                | Pass / Fail |

#### Unit 2

|                        |             |
|------------------------|-------------|
| Language of assessment | English     |
| Duration               | As required |
| Pass mark              | 80%         |
| Grading                | Pass / Fail |

## 16. Moderation

The level of external moderation required for this qualification will be risk based and in line with the Centre Assessment Standards Scrutiny Strategy applicable to this qualification.

QNUK EQA Department will advise the centre of the required levels of moderation/verification to anticipate for this qualification upon centre approval for delivery.

## 17. Resits

As this qualification is evidence based, resits are not required; however, appropriate referral of submitted work from the learner may be used where additional detail or depth of knowledge is required. Learners may submit their work for remarking once.

## 18. Reasonable Adjustments

Learners are required to complete the assessments in a manner appropriate to the purpose of the qualification.

The prescribed assessment methods for this qualification should not unfairly disadvantage learners who would otherwise be able to demonstrate competence in line with the purpose of the qualification. Learners should contact their centre to discuss reasonable adjustment if they feel the prescribed assessment methods would disadvantage them.

## 19. Results

The centre is required to submit learner results within 10 working days of assessment to Qualifications Network UK for moderation. We will issue verified results and appropriate certification to the approved centre within 7 working days of receiving the results. Centres will forward results and/or certificates to learners, who can expect to receive them within 20 working days of taking the assessment. If learners have not received results and/or certificates within 25 working days, they should contact the centre in the first instance.

## Appendix 1: Units

### Unit 1 Recognising the Types, Causes and Reasons Behind Retail Shrinkage (L/618/5716)

#### Unit Summary

This unit develops the underpinning knowledge of loss prevention, common theft methods used by shoplifters and employees, how to prevent fraud and the legislation supporting this.

| 1. The learner will: Understand the meaning of Loss Prevention |  |                   |
|--|--|-------------------|
| Assessment Guidance  |  | Types of Evidence |
| 1.1  | Define 'shrinkage' in the retail environment                   | SAQ               |
| 1.2  | Describe the main types of retail shrinkage                    | SAQ               |
| 1.3  | Explain the meaning of loss prevention in a retail environment | SAQ               |

| 2. The learner will: Know common methods used by shoplifters |   |                   |
|--|---|-------------------|
| Assessment Guidance  |   | Types of Evidence |
| 2.1  | Identify common concealment locations                             | SAQ               |
| 2.2  | Explain why certain times of the day are desirable to shoplifters | SAQ               |
| 2.3  | Explain the principle of 'distraction theft'                      | SAQ               |
| 2.4  | Describe overt theft techniques                                   | SAQ               |
| 2.5  | Describe the characteristics of 'steaming'                        | SAQ               |
| 2.6  | Identify the common 'tools of the trade'                          | SAQ               |

| 3. The learner will: Know how to provide guidance to prevent retail fraud |   |                   |
|---|---|-------------------|
| Assessment Guidance   |   | Types of Evidence |
| 3.1   | Explain how fake returns are used to defraud the retailer | SAQ               |
| 3.2   | Explain the method of price swapping                      | SAQ               |
| 3.3   | Describe how promotions can lead to fraud at a later date | SAQ               |
| 3.4   | Explain 'sleight of hand' fraud                           | SAQ               |

| 4. The learner will: Know common types of employee theft |   |                   |
|--|---|-------------------|
| Assessment Guidance                                      |   | Types of Evidence |
| 4.1  | Identify common methods of merchandise theft                              | SAQ               |
| 4.2  | Explain how fraudulent returns may be used by employees for unlawful gain | SAQ               |
| 4.3  | Define the term 'sweet hearting' in the context of employee theft         | SAQ               |
| 4.4  | Describe the characteristics of 'skimming'                                | SAQ               |

| 5. The learner will: Understand consumer rights and legislation |   |                   |
|---|---|-------------------|
| Assessment Guidance   |   | Types of Evidence |
| 5.1   | Describe the key purposes of both The Consumer Rights Act (2015) and Consumer Contracts Regulations | SAQ               |
| 5.2   | Explain the consumers rights to the return faulty goods   | SAQ               |
| 5.3   | Explain the consumers rights to the return of non-faulty goods                                      | SAQ               |

| What needs to be learnt? |   |
|--------------------------|---|
| 1.1                      | 'Shrinkage' is the difference between recorded inventory on a company's balance sheet and its actual inventory.   |
| 1.2                      | Main types of retail shrinkage: <ul style="list-style-type: none"> <li>• Shoplifting / employee theft</li> <li>• Fraud</li> <li>• Administrative error</li> <li>• Breakage / damage</li> </ul>  |
| 1.3                      | Loss prevention is any actions taken to reduce the amount of theft, breakage/damage or wastage in a business.   |
| 2.1                      | Concealment locations: <ul style="list-style-type: none"> <li>• Bags; foil lined bags / containers</li> <li>• Pushchairs / under clothing / umbrellas</li> <li>• Inside purchased goods or goods to be purchased</li> <li>• Using fitting rooms (wearing stolen clothing)</li> </ul>                              |
| 2.2                      | Why certain times of day are desirable to shoplifters: <ul style="list-style-type: none"> <li>• Busy / peak periods</li> <li>• Opening / closing</li> <li>• Shift changes / late shifts</li> <li>• Cash and valuables in transit (CVIT) visits</li> <li>• Any distractions from usual duties</li> </ul>           |
| 2.3                      | Distraction theft is creating an environment where attention is diverted from protecting assets   |
| 2.4                      | Overt theft techniques: <ul style="list-style-type: none"> <li>• Walking out with items in hand</li> <li>• 'Accidental' theft (purchasing some item(s) and neglecting to hand items intended for theft to cashier for payment)</li> </ul>   |
| 2.5                      | 'Steaming' involves a group entering store, intimidating, threatening or otherwise distracting staff in order to steal large quantities of goods before running off.  |
| 2.6                      | 'Tools of the trade': <ul style="list-style-type: none"> <li>• Scissors / sharp knives to remove Electronic Article Surveillance (EAS) tags</li> <li>• 'Booster' or 'magic' bags foil lined to prevent EAS radio waves connecting with tags</li> <li>• Hoods / caps / other items to disguise identity</li> </ul> |
| 3.1                      | Fake returns are used defraud a retailer – occurs when criminals select an item in a shop and attempt to claim a refund, pretending the item was purchased by them previously.  |
| 3.2                      | Price swapping occurs when the price tag for a cheaper item is switched in an attempt to purchase the selected item at a lower price; retailer is not obliged to sell at the incorrect price.   |
| 3.3                      | Purchasing an item during promotion at discounted rate and then attempting to return the item for refund at the standard rate post promotion.   |

|     |   |
|-----|---|
| 3.4 | <p>‘Sleight of hand’:</p> <ul style="list-style-type: none"> <li>• Cash purchase of high value item then immediately / shortly after requesting a cash refund</li> <li>• Cash handed back to customer who then ‘palms’ or hides some of it without cashier noticing</li> <li>• Customer claims refund is short and hand back to cashier for recounting (minus the amount that has been removed)</li> <li>• Cashier acknowledges error and makes up difference from the till to ‘make good’ their perceived error</li> </ul>   |
| 4.1 | <p>Common methods:</p> <ul style="list-style-type: none"> <li>• Single item / multiple item (storeroom boxes)</li> <li>• Delivery displacement (placing delivered boxes into personal vehicles or hiding them for collection later)</li> <li>• Fake wholesaler returns (claiming items were rejected and sent back or collusion with another to pick up items to returned)</li> </ul>   |
| 4.2 | <p>Fraudulent returns used by employees:</p> <ul style="list-style-type: none"> <li>• Fraudulent credit or gift cards for non-existent returned items; voided items – also used during ‘sweet hearting’</li> <li>• Suspended transactions (a receipt is generated, looking like a transaction has completed but the till is not expecting the money) – the employee can then remove the funds for themselves</li> <li>• ‘Trainer mode’ – to an onlooker it looks as though it is a normal till processing transactions, but the EPOS system will not record as expected monies</li> </ul> |
| 4.3 | <p>‘Sweet hearting’:</p> <ul style="list-style-type: none"> <li>• Failing to register all an accomplice’s items through the till upon payment</li> <li>• Improper use of employee discount</li> </ul>   |
| 4.4 | <p>‘Skimming’:</p> <ul style="list-style-type: none"> <li>• Stealing regular and small quantities of cash directly from the till</li> <li>• Regular and small quantities of money refunded directly to the employees own bank card without registering a returned item (see ‘fake returns’)</li> <li>• Regular ‘No Sale’ registered on till readouts indicate a sign of this occurring</li> </ul>   |
| 5.1 | <p>Key purposes of Consumer Rights Act (2015) and Consumer Contracts Regulations:</p> <ul style="list-style-type: none"> <li>• Facilitate the lawful return of faulty goods to the retailer by the consumer</li> <li>• Consumer Rights Act (2015) covers purchases made in a shop</li> <li>• Consumer Contracts Regulations covers purchases made remotely (online/telephone/mail)</li> </ul>   |
| 5.2 | <p>Returning faulty goods:</p> <ul style="list-style-type: none"> <li>• Legal right to refund if within 30 days of receipt regardless of retailers return policy</li> <li>• 30 days to 6 months – the retailer has the right to make a repair or replacement before providing a refund</li> <li>• After 6 months the customer must prove the fault was present at the time of purchase</li> </ul>   |
| 5.3 | <p>Returning non-faulty goods:</p> <ul style="list-style-type: none"> <li>• No requirements under the Consumer Rights Act (2015) for retailer to exchange or refund unwanted products</li> <li>• Some provisions for items purchased remotely via Consumer Contracts Regulations</li> <li>• if a retailer has a return policy, they are required to abide by the promises made within it; there is no legal requirement for a retailer to have a returns policy, however many do as a sign of goodwill</li> </ul>   |

| Rationale for level |       |          |          |
|---------------------|-------|----------|----------|
|                     | Level | Emphasis | Comments |
| Knowledge           | 3     | Strong   |          |
| Skills              | N/A   | N/A      |          |
| Overall             | 3     |          |          |

| Rationale for TUT and credit |       |   |   |
|------------------------------|-------|---|---|
|                              | Hours | Comments  |   |
| Guided learning              | 8     | The unit provides underpinning knowledge supporting a role in retail. Learners may be familiar with the content in a practical context through observing such activities in the workplace. The GLH provides the time to explore the key themes relating to the types, causes and reasons behind retail shrinkage. |   |
| Directed study               |       |   |   |
| Independent study            |       |   |   |
| Non invigilated assessment   | 2     | Completion of learner workbook following delivery of unit content.  |   |
| TUT:                         | 10    | Credit:   | 1 |

## Unit 2 Implementing Crime Prevention Methodology in a Retail Environment (R/618/5717)

### Unit Summary

This unit develops the underpinning knowledge of how to implement crime prevention methodology in a retail environment, including recognising anomalous behaviours that may indicate criminal intent.

|   |   |                          |
|---|---|--------------------------|
| <b>1. The learner will:</b> Know how to apply loss prevention methodology to reduce shoplifting in a retail environment |   |                          |
| <b>Assessment Guidance</b>  |   | <b>Types of Evidence</b> |
| <b>1.1</b>  | Explain the likelihood of items being targets of theft by use of the CRAVED acronym | SAQ                      |
| <b>1.2</b>  | Explain the key concepts of the offender search theory                              | SAQ                      |
| <b>1.3</b>  | Describe strategies likely to increase an offender's perception of being caught     | SAQ                      |
| <b>1.4</b>  | Describe strategies to reduce the availability of items for theft                   | SAQ                      |

|   |                                      |                          |
|---|--------------------------------------|--------------------------|
| <b>2. The learner will:</b> Know how to apply loss prevention methodology to reduce fraud in a retail environment |                                      |                          |
| <b>Assessment Guidance</b>  |                                      | <b>Types of Evidence</b> |
| <b>2.1</b>  | Explain how to identify fake returns | SAQ                      |
| <b>2.2</b>  | Describe signs of price swapping     | SAQ                      |

|   |  |                          |
|---|--|--------------------------|
| <b>3. The learner will:</b> Know how to detect and respond to signs of employee theft |  |                          |
| <b>Assessment Guidance</b>  |  | <b>Types of Evidence</b> |
| <b>3.1</b>  | Describe anomalous employee behaviours     | SAQ                      |
| <b>3.2</b>  | Identify signs of potential employee theft | SAQ                      |

|  |  |                          |
|--|--|--------------------------|
| <b>4. The learner will:</b> Know how to prevent loss caused by damage or waste |  |                          |
| <b>Assessment Guidance</b>   |  | <b>Types of Evidence</b> |
| <b>4.1</b>   | Explain how to work as a team to prevent damage to goods | SAQ                      |

|  |   |                          |
|--|---|--------------------------|
| <b>5. The learner will:</b> Know how to recognise anomalous behaviours indicating possible criminal intent |   |                          |
| <b>Assessment Guidance</b>   |   | <b>Types of Evidence</b> |
| <b>5.1</b>   | Describe the 6 stages of committing hostile acts                                  | SAQ                      |
| <b>5.2</b>   | Describe personal behaviours that may signal criminal intent or distress          | SAQ                      |
| <b>5.3</b>   | Identify possible medical reasons for customers demonstrating criminal indicators | SAQ                      |
| <b>5.4</b>   | Explain the offence of 'going equipped'   | SAQ                      |

| 6. The learner will: Understand citizens' power of arrest |   |                   |
|---|---|-------------------|
| Assessment Guidance                                       |   | Types of Evidence |
| 6.1   | Describe the risks associated with stopping, arresting or detaining an individual                                     | SAQ               |
| 6.2   | Define 'arrest'   | SAQ               |
| 6.3   | Describe the grounds for making an arrest during the offence under the Police and Criminal Evidence Act 1984 (S24A-1) | SAQ               |
| 6.4   | Describe the grounds for making an arrest after an offence under the Police and Criminal Evidence Act 1984 (S24A-1)   | SAQ               |
| 6.5   | Identify lawful reasons for making an arrest  | SAQ               |
| 6.6   | Describe the correct process for making an arrest   | SAQ               |
| 6.7   | Explain the requirements for the justification of any use of force under the Criminal Law Act 1967 (S3)               | SAQ               |
| 6.8   | Explain when detention or arrest should be aborted  | SAQ               |

| 7. The learner will: Understand how to use preventative interventions as an alternative to arrest |   |                   |
|---|---|-------------------|
| Assessment Guidance   |   | Types of Evidence |
| 7.1   | Describe dynamic intervention methods of increasing potential offenders' perception of being caught | SAQ               |

| 8. The learner will: Know how to make decisions in line with brand image protection |  |                   |
|---|--|-------------------|
| Assessment Guidance   |  | Types of Evidence |
| 8.1   | Define the term 'brand image'  | SAQ               |
| 8.2   | Explain how a brand image can be altered   | SAQ               |
| 8.3   | Describe events relating to loss prevention that are likely to negatively influence brand image perception               | SAQ               |
| 8.4   | Describe behaviours relating to loss prevention personnel that are likely to positively influence brand image perception | SAQ               |
| 8.5   | Explain how to use a brand image decision making model to decide if intervention is proportionate to the risk            | SAQ               |
| 8.6   | Identify appropriate alternative solutions to intervention   | SAQ               |

| 9. The learner will: Understand the principles of record keeping required in effective loss prevention |   |                   |
|--|---|-------------------|
| Assessment Guidance  |   | Types of Evidence |
| 9.1  | Identify different types of loss  | SAQ               |
| 9.2  | Explain the importance of describing offenders for record keeping and information sharing purposes to protective services | SAQ               |
| 9.3  | Explain when sharing data would be lawful or unlawful   | SAQ               |
| 9.4  | Explain how to assess the retail value of loss to accompany reports   | SAQ               |
| 9.5  | Explain the usefulness of pocket notebooks  | SAQ               |

| What needs to be learnt? |   |
|--------------------------|---|
| <b>1.1</b>               | <p>Likelihood of items being targets:</p> <ul style="list-style-type: none"> <li>• CRAVED: Concealable; Removeable; Available; Valuable; Enjoyable; Disposable</li> <li>• Greater number of CRAVED items, greater likelihood of theft</li> </ul>  |
| <b>1.2</b>               | <p>Offender search theory – likelihood of an offender deciding to offend is at its greatest when the following apply:</p> <ul style="list-style-type: none"> <li>• Likelihood of being caught is low</li> <li>• Access to desired item(s) is simple and direct</li> </ul>   |
| <b>1.3</b>               | <p>Strategies to increase perception of being caught – use of:</p> <ul style="list-style-type: none"> <li>• Signage</li> <li>• Overt CCTV / security patrols</li> <li>• Staff operating in close proximity</li> <li>• Meet and greet</li> <li>• EAS tagging</li> <li>• Responsive security and shop staff</li> <li>• Requesting no headwear – with exception of religious or cultural items</li> </ul>  |
| <b>1.4</b>               | <p>Strategies to reduce availability of items for theft:</p> <ul style="list-style-type: none"> <li>• Identification of highly desirable (HD) items</li> <li>• HD items positioned away from entry / exit routes</li> <li>• HD items kept away from areas of concealment (changing rooms, corners, out of direct sight from shop staff)</li> <li>• Use of glass cabinets</li> <li>• Outside arms reach</li> <li>• Behind counter or another barrier</li> <li>• Denying access to store to known offenders</li> <li>• Robust key controls (for secure cabinets, displays, etc)</li> <li>• Reduction of implicit entry points (open warehouse, POS doors, etc)</li> </ul> |
| <b>2.1</b>               | <p>Identify fake returns:</p> <ul style="list-style-type: none"> <li>• Observation of customers entering shop with no items in hand / bags then approaching returns or checkout requesting refund / credit</li> <li>• Insistence of refund with no receipt or obvious fault with item</li> <li>• No sign of aging or wear of item or labels</li> <li>• Inconsistency of customer’s story</li> <li>• Nervousness or immediate aggression from customer</li> <li>• Regular requests for refunds</li> </ul>  |
| <b>2.2</b>               | <p>Price swapping:</p> <ul style="list-style-type: none"> <li>• Signs of tampering with price label</li> <li>• Distinctly lower price of high value item</li> <li>• Unusual or abnormal behaviour of customer when handling / viewing intended item for price swap</li> <li>• Overly confident (and incorrect) claims that retailer is obliged to honour lower price.</li> <li>• Nervous or aggressive behaviour from customer</li> <li>• Identical items in shop are not labelled incorrectly</li> <li>• Purposefully waiting for a certain member of staff / junior till operator to be available; perhaps more susceptible to the fraud</li> </ul>                   |
| <b>3.1</b>               | <p>Anomalous employee behaviours:</p> <ul style="list-style-type: none"> <li>• Nervousness</li> <li>• Increased attention to locations of CCTV, security and other staff</li> <li>• Asking questions or paying unusual attention to items of high value</li> </ul>  |

|     |   |
|-----|---|
|     | <ul style="list-style-type: none"> <li>• Consistently attending or in the location of deliveries (if not their typical function)</li> <li>• Identified in locations without due cause or reason</li> <li>• Attending workplace outside of scheduled hours</li> <li>• Large receptables brought in to work daily (bags, holdalls etc)</li> <li>• Requesting for staff parking close to the store / site</li> </ul>   |
| 3.2 | <p>Potential employee threat:</p> <ul style="list-style-type: none"> <li>• Missing items from stock areas</li> <li>• Personal bags located in concealed areas</li> <li>• Obvious signs of concealment on person</li> <li>• Regular visits to vehicle</li> <li>• Boxes or stock items placed in unusual areas</li> <li>• Discrepancies between items received and delivery notes</li> <li>• Discarded packaging or labels</li> <li>• Stock count / inventory check discrepancies; particularly on secure, high value products not on shop floor areas</li> <li>• Cash register reports inconsistent with actual takings</li> <li>• Absence of refunded items to match refunds provided</li> <li>• Multiple refunds made to same debit / credit card</li> <li>• High number of 'no sale' reports from cash register (indicating draw opened without a sale taking place)</li> <li>• £0.01p coins on top of tills / POS area – fraudulently used by the employee as change for customers if a 'no sale' / suspended transaction theft has occurred (So £19.99 in totality, £20 note stolen, £0.01p returned to customer, no record of the sale on the EPOS system)</li> <li>• Large amount of discarded customer till receipts discovered at POS area</li> </ul> |
| 4.1 | <p>Preventing damaged goods:</p> <ul style="list-style-type: none"> <li>• Helpfulness (avoiding a 'not my job' attitude)</li> <li>• Ensuring product displays are safely arranged</li> <li>• Removing slip or trip hazards</li> <li>• Moving goods away from sources of damage (water, chemicals, heat)</li> <li>• Assisting to move difficult loads or items where required</li> <li>• Maintaining safe movement of customers within the shop</li> <li>• Avoid challenging shoplifters in areas close to high value items</li> <li>• Picking up dropped or fallen items</li> <li>• LP rule of good housekeeping (warehouse, POS, back of house, general housekeeping)</li> </ul>   |
| 5.1 | <p>6 stages of committing hostile acts:</p> <ul style="list-style-type: none"> <li>• Target selection</li> <li>• Reconnaissance</li> <li>• Surveillance</li> <li>• Planning and / or dry run</li> <li>• Committing the offence</li> <li>• Taking credit or fruits of labour (using or selling stolen items)</li> </ul>  |
| 5.2 | <p>Behaviours signalling criminal intent or distress:</p> <ul style="list-style-type: none"> <li>• Nervousness</li> <li>• Avoidance of shop personnel</li> <li>• Loitering in areas of low visibility</li> <li>• Signs of increased blood pressure (raised body temperature / sweating, reddening of eyes, swelling of veins)</li> <li>• Sharp (non-relaxed) body or limb movements</li> <li>• Increased walking pace</li> <li>• Difficulty to answer simple questions / communicate effectively</li> <li>• Heightened awareness of personal space</li> </ul>   |

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|     | <ul style="list-style-type: none"> <li>• Regular touching of area of concealment (if item hidden on the person)</li> <li>• Regular touching or scratching of nose, ears or head</li> </ul>   |
| 5.3 | <p>Possible medical reasons for demonstrating criminal indicators:</p> <ul style="list-style-type: none"> <li>• Diabetes</li> <li>• Personal stress</li> <li>• Mental health issues</li> <li>• Medication</li> </ul>   |
| 5.4 | <p>Offence of 'going equipped':<br/>Theft Act (1968) – going equipped for stealing etc.</p> <ol style="list-style-type: none"> <li>1) A person shall be guilty of an offence if, when not at his place of abode, he has with him any article for use in the course of or in connection with any burglary, theft or cheat.</li> <li>2) A person guilty of an offence under this section shall on conviction on indictment be liable to imprisonment for a term not exceeding three years.</li> <li>3) Where a person is charged with an offence under this section, proof that he had with him any article made or adapted for use in committing a burglary, theft or cheat shall be evidence that he had it with him for such use.</li> <li>4) Any person may arrest without warrant anyone who is, or whom he, with reasonable cause, suspects to be, committing an offence under this section</li> </ol> |
| 6.1 | <p>Risks associated with stopping, arresting or detaining an individual:</p> <ul style="list-style-type: none"> <li>• Increased risk of physical harm to self</li> <li>• Increased risk of harm to individual</li> <li>• Allegations of excessive force</li> <li>• Legal implications of making a wrongful arrest</li> <li>• Public disorder</li> <li>• Damage to brand image</li> <li>• Decreased public confidence using the shop</li> </ul>   |
| 6.2 | <p>Definition of arrest:<br/>Taking away or depriving a person of their liberty in order that they shall be forthcoming to answer an alleged crime or offence.</p>   |
| 6.3 | <p>Grounds for making an arrest during an offence under PACE Act 1984 (S24A-1) – a person other than a constable MAY arrest without warrant:</p> <ul style="list-style-type: none"> <li>• Anyone who is in the act of committing an indictable offence</li> <li>• Anyone whom he has reasonable grounds for suspecting to be committing an indictable offence</li> </ul>   |
| 6.4 | <p>Grounds for making an arrest after an offence under PACE Act 1984 (S24A-1) – a person other than a constable MAY arrest without a warrant:</p> <ul style="list-style-type: none"> <li>• Anyone who is guilty of the offence</li> <li>• Anyone who he / she has reasonable grounds for suspecting to be guilty of it</li> </ul>  |
| 6.5 | <p>Lawful reasons for making an arrest:</p> <ul style="list-style-type: none"> <li>• Causing physical injury to Himself / herself or another person</li> <li>• Suffering physical injury</li> <li>• Causing loss or damage to property</li> <li>• Making off before a constable can assume responsibility</li> <li>• Prevent a crime from being committed</li> </ul>   |
| 6.6 | <p>Correct process for making an arrest:</p> <ul style="list-style-type: none"> <li>• Identify who you are</li> <li>• Inform them that they are under arrest (or being detained)</li> <li>• On what grounds (state the offence)</li> <li>• Why (explain what you have seen or witnessed)</li> <li>• That they will be detained until a police officer can attend</li> </ul>  |

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| 6.7 | <p>Requirements for justification of any use of force under Criminal Law Act 1967 (S3)</p> <ul style="list-style-type: none"> <li>• Reasonable</li> <li>• Proportionate</li> <li>• Necessary</li> </ul>  |
| 6.8 | <p>When a detention or arrest should be aborted:</p> <ul style="list-style-type: none"> <li>• Individual shows signs of injury or ill health</li> <li>• Individual displays signs of significant mental distress</li> <li>• It is no longer safe to continue</li> <li>• Brand image of store is at risk</li> <li>• Police are unable (or will take a long time) to attend</li> </ul>                                     |
| 7.1 | <p>Methods to increase potential offenders' perception of being caught:</p> <ul style="list-style-type: none"> <li>• Engage in customer service orientated conversation</li> <li>• Ask customer if they would like a basket for items that have been concealed</li> <li>• Increase staff presence either in the area of the person of interest</li> <li>• Increase staff presence at exit routes or locations</li> </ul> |
| 8.1 | <p>Define 'brand image'<br/>Consumers' associations with the brand:</p> <ul style="list-style-type: none"> <li>• What the brand offers</li> <li>• Corporate values</li> <li>• Personal experiences</li> <li>• Media reports</li> <li>• Social Media reports</li> <li>• Friends and family experience</li> </ul>  |
| 8.2 | <p>How brand image can be altered:</p> <ul style="list-style-type: none"> <li>• Positive experiences</li> <li>• Negative experiences</li> <li>• Positive media (multiple minor or single significant events)</li> <li>• Negative media (multiple minor or single significant events)</li> </ul>  |
| 8.3 | <p>Events relating to loss prevention that may negatively influence brand image perception:</p> <ul style="list-style-type: none"> <li>• Often first and last person connected to store that customer sees</li> <li>• Interventions are interesting so will draw attention</li> <li>• Arrests / detentions</li> <li>• Any use of force</li> <li>• Shouting or raised voices</li> </ul>                                   |
| 8.4 | <p>Behaviour relating to loss prevention personnel that may positively influence brand image perception:</p> <ul style="list-style-type: none"> <li>• Smart appearance</li> <li>• Approachable</li> <li>• Friendly</li> <li>• Professional</li> <li>• Polite</li> <li>• Courteous</li> <li>• Considerate</li> <li>• Positive</li> <li>• Assertive</li> </ul>   |
| 8.5 | <p>Using brand image decision making model to decide if intervention is proportionate to the risk:</p> <ul style="list-style-type: none"> <li>• Safety (self, others)</li> <li>• End goal (return of goods or arrest)</li> <li>• Timing</li> <li>• Location</li> <li>• Risk vs reward</li> </ul>   |

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|     | <ul style="list-style-type: none"> <li>• Ethics</li> <li>• Situation dynamics (passive to hostile, public attention, associates of offender joining situation, production of weapons)</li> <li>• Alternative solutions</li> </ul>  |
| 8.6 | <p>Appropriate alternative solutions to intervention:</p> <ul style="list-style-type: none"> <li>• Let the offender go</li> <li>• Collect detailed description and pass onto police or local retail crime reduction partnership</li> <li>• Verbal intervention</li> <li>• Refuse future access to offender</li> </ul>  |
| 9.1 | <p>Types of loss:</p> <ul style="list-style-type: none"> <li>• Shoplifting</li> <li>• Fraud</li> <li>• Employee theft</li> <li>• Administrative error</li> <li>• Breakage / Damage</li> </ul>  |
| 9.2 | <p>Describing offenders for record keeping and information sharing purposes to protective services:</p> <ul style="list-style-type: none"> <li>• Perceived sex</li> <li>• Approximate height</li> <li>• Perceived ethnicity</li> <li>• Build</li> <li>• Perceived age range</li> <li>• Clothing types and colours</li> <li>• Distinguishing features (tattoos, glasses and other feature that might assist positive identity matching)</li> <li>• Gait</li> <li>• Direction of travel and pace (if not arrested / detained)</li> <li>• Descriptions of accomplices or known associates</li> </ul>  |
| 9.3 | <p>When sharing data is lawful or unlawful</p> <p>Lawful:</p> <ul style="list-style-type: none"> <li>• Authorised persons (Police, Government Agency, Insurance Company)</li> <li>• Subject access request by person whose data you hold</li> <li>• Within the company</li> <li>• To a recognised business crime partnership as a ‘Substantial Legitimate Interest’ or ‘Substantial Public Interest’ under Data Protection Act 2018</li> </ul> <p>Unlawful:</p> <ul style="list-style-type: none"> <li>• Personal mobile phones</li> <li>• Sent to persons outside of the business without lawful excuse</li> <li>• Allowing members of the public to see images of known offenders (notice boards etc)</li> <li>• Allowing members of the public to see CCTV footage played back</li> </ul> |
| 9.4 | <p>Assessing the retail of value of loss to accompany reports:</p> <ul style="list-style-type: none"> <li>• Determine if goods are able to be recovered for sale or declared as a loss</li> <li>• Identify the number of items lost</li> <li>• Identify the retail value of items</li> <li>• Perform simple multiplication and addition calculations</li> </ul>  |
| 9.5 | <p>Pocket notebooks (PNB)</p> <ul style="list-style-type: none"> <li>• May be used in as evidence in court</li> <li>• No ELBOWS (Erasures, Leaves torn out, Blank spaces, Overwriting mistakes, Writing between lines, Speech using slang, jargon, or abbreviations)</li> <li>• May be rejected if evidence is maintained unprofessionally</li> </ul>  |

| Rationale for level |       |          |          |
|---------------------|-------|----------|----------|
|                     | Level | Emphasis | Comments |
| Knowledge           | 3     | Strong   |          |
| Skills              | N/A   | N/A      |          |
| Overall             | 3     |          |          |

| Rationale for TUT and credit |       |   |   |
|------------------------------|-------|---|---|
|                              | Hours | Comments  |   |
| Guided learning              | 15    | The unit provides underpinning knowledge supporting a role in retail. Learners may be familiar with the content in a practical context through observing such activities in the workplace. The GLH provides the time to explore the key themes relating to implementing crime prevention methodology in a retail environment. |   |
| Directed study               |       |   |   |
| Independent study            |       |   |   |
| Non invigilated assessment   | 5     |   |   |
| TUT:                         | 20    | Credit:   | 2 |

## Appendix 2: Command Verbs

| To ensure that learners can meet the requirements of each criterion, they should be explained to the learner prior to assessment and fully understood by the Assessor for this qualification. |  |
|---|--|
| <b>Define</b>   | Give the precise meaning; examine the different possible or often used definitions |
| <b>Describe</b>   | Give a detailed, full account of the topic   |
| <b>Explain</b>  | Make clear detailed information giving reasons and showing how or why              |
| <b>Identify</b>   | Provide brief information about a subject, specific process or activity            |