Standard Assessment Specification
Level 4 Retail Manager

Disclaimer note

Information made accessible through this document is as provided from the current published standard and assessment plan.

Guidance throughout our specification will be subject to final amends once there is an updated published standard and assessment plan.

Contents

Introduction

Innovate Awarding
Innovate Awarding is an End-point Assessment Organisation approved by the Education and Skills Funding Agency (ESFA) and a nationally regulated Awarding Organisation with a collaborative approach to doing business. We work with employers and training providers to deliver fit for purpose End-point Assessment and qualification services in a number of sectors. For further information, please see our website, *www.innovateawarding.org/apprenticeship-standards/end-point-assessment*.

Apprenticeship overview

Standard Name	Retail Manager
Level	4
Sector	Sales, Marketing and Procurement
Programme duration	12-18 months
Minimum time on programme	12 months
EPA Duration	Up to 4 months
EPA Methods	• Written Exam • Business Project and Presentation • Professional discussion
Outcomes	Fail, Pass, Distinction
External Quality Assuring Centre	People 1st

Who is the apprenticeship for?
This apprenticeship is for people entering or working in retail management positions with the responsibility for delivering a positive experience to customers that will encourage repeat custom and loyalty to the brand/business. It develops wide-ranging skills in understanding business and people management principles whilst ensuring that they maximise income, minimise wastage and enhance business performance and productivity.

Role of Innovate Awarding
Innovate Awarding is the End-point Assessment organisation which will complete all aspects of the End-point Assessment requirements for the apprenticeship. Innovate Awarding will provide information on the processes that enable employers and training providers to support the apprentice to achieve the End-point Assessment.

Support Materials
Support materials provided include:
•   Guides for assessment methods
•   Assessment specifications
•   Assessment manual
•   Module-based multiple choice questions
•   Practice papers
•   Full mock papers
•   Exemplar assessments
•   Videos of assessments

On Programme Requirements

The on-programme learning and development will be agreed between the training provider and employer, or internally, if training is delivered by an employer-training provider.

It is recommended that during the programme:
• the apprentice meet with their on-programme assessor at least every two months to discuss and formally record progress against the standard (providers can use the People 1st on-programme progression template)
• on-programme assessment includes feedback from line managers

Gateway

To qualify for End-point Assessment, the apprentice must pass through the gateway. To do this, they need to:
• achieve Functional Skills for Maths and English at level 2 if they do not already hold these (or equivalent qualifications)

The employer and training provider/employer provider must confirm that the apprentice is ready to complete the End-point Assessment before they can pass through the gateway. This will be completed at the gateway meeting and documented on EPA Pro. This notifies Innovate Awarding that the apprentice is ready for their End-point Assessment and the End-point Assessment planning meeting needs to be organised.

The employer has the final decision for the apprentice to progress to the EPA, supported by the training provider.

Before the apprentice enters the gateway, they should be confident that they are ready to proceed through the gateway and can achieve the standard of the apprenticeship.

Module Overview

The modules are the titles of the knowledge, skills and behaviours highlighted in the standards.

Modules	Assessment Methods		
	Written exam	Retail business project and presentation	Professional discussion
Customer		✓	✓
Business		✓	✓
Financial	✓	✓	✓
Leadership	✓	✓	✓
Marketing	✓	✓	✓
Communications	✓		✓
Sales and Promotion	✓		✓
Product and Service		✓	✓
Brand Reputation	✓		✓
Merchandising	✓		✓
Stock	✓		✓
Technology		✓	✓
Developing Self and Others	✓		✓
Team Performance	✓		✓
Legal and Governance	✓		✓
Diversity		✓	

End-point Assessment

The End-point Assessment requires the apprentice to demonstrate that they have achieved the requirements of the apprenticeship standard.

What will the End-point Assessment look like?
A planning meeting will take place once the gateway has been passed and the apprentice has been deemed ready for the End-point Assessment.

The purpose is to:
- plan when the assessments will take place
- identify the requirements of each assessment method
- answer any questions or concerns the apprentice may have about the assessment process
- aid in the preparation requirements for End-point assessment (e.g. arranging access, facilities and resources)

The End-Point Assessment will use three assessment methods:
1. a written exam
2. a retail business project and presentation
3. a professional discussion

What is the written exam?
The written examination is an assessment intended to measure the apprentice's knowledge, skills and behaviours. Apprentices will be required to provide free-format text to answer the questions which will incorporate both short and extended scenario-based questions.

A breakdown of the knowledge, skills and behaviours within the standar
d to be tested by this method can be found within the Apprenticeship Standards Amplification section of this specification.

The exam can be completed online through Innovate Awarding's "EPA Pro" system, or on paper and will be invigilated under exam conditions. The exam will comprise of 2 extended questions and 14 short answer questions. The exam will be time-constrained (2 hours plus 5 minutes reading time). For information regarding adjustments and special considerations to assessments, please see our Reasonable Adjustments and Special Considerations Policy.

What is the retail business project?
The retail business project is designed to give the apprentice the opportunity to demonstrate their understanding of the retail sector and what consumers want. They will identify and 'think through' how improvements could be made to the way that the business operates. The apprentice should be able to apply the theories, concepts, skills and behaviours learned to meet the requirements of the assessment.

The retail business project must look both internally at the organisation and externally, to the local and wider business markets and include any financial implications. As a guide, the apprentice must look at opportunities and challenges which could incorporate new ideas, but it must lead to a coherent plan which would be appropriate for the business (i.e. matches the organisation's objectives). The apprentice would need to identify measurable improvements and make recommendations for implementation. The retail business project should not focus on an immediate problem, opportunity or idea but look from a strategic, medium-term perspective (time horizon of up to 3 years).

The retail business project should be identified by the apprentice and discussed with their line manager/mentor and the on-programme assessor at least one month prior to the readiness for independent end-point assessment meeting enabling a proposal to be submitted to the End-Point Assessor at the planning meeting. This proposal is not assessed.

The project will contain the following:
- introduction and background;
- outline of challenge or opportunity;
- aims and objectives;
- identification of measurable improvements and benefits to the organisation;
- evidence of consultation and engagement of stakeholders;
- analysis of costs and commercial context;
- legislative requirements explained and adhered to;
- evidence of effective research;
- justified recommendations for implementation;
- proposed timeframes.

The project and supporting evidence must be submitted to the End-Point Assessor at least 5 days prior to the presentation. Submission can be electronic via the EPA Pro system or on paper.

When identifying the project you wish to undertake, apprentices should refer to the mandatory modules covered by this assessment method.

There is no stipulated word count and the End-point Assessor will mark the project alongside the presentation to provide the outcome of the assessment activity. Apprentices are free to present this information in whichever way they feel is most appropriate, for example, in a business report, but they must include details of how and what research was undertaken, costs and how the legal implications have been considered.

The grading of the retail business project and presentation will be based on the grading statements below.

To achieve a pass the apprentice will:		To achieve a distinction the apprentice will:	
PGS1	Give a general introduction and background to the retail business, including how this relates to the wider organisation, local and national environment	DGS1	Give a detailed introduction and background of the retail business, wider organisations, local and national environments including on-line considerations
PGS2	Outline the problem, challenge or opportunity identified	DGS2	Outline the current situation which has led to the identification of a challenge or opportunity
PGS3	State the aims and objectives of the project	DGS3	Provide detailed aims and objectives for the project, l--inking to the current situation
PGS4	Identify how the potential changes would lead to measurable improvements and benefits to the retail business	DGS4	Identify measurable improvements and benefits to the organisation
PGS5	Consult relevant stakeholders (e.g. customers, team members, managers) to inform the results and recommendations	DGS5	Provide evidence of wide consultation with a range of stakeholders and show how responses have been effectively evaluated and their content considered and included in the recommendation(s)
PGS6	Provide a detailed analysis of costs associated with the proposed recommendation	DGS6	Provide a thorough analysis of costs and benefits of the recommendation(s) in the short, medium and long term
PGS7	Identify applicable local and national legislation and ensure the proposal complies	DGS7	Critically analyse the project to ensure it meets organisational and legal requirements
PGS8	Provide research methodology to demonstrate a logical, coherent approach	DGS8	Effectively design and use a research methodology incorporating qualitative and quantitative research to its best effect
PGS9	Make clear recommendations for implementation	DGS9	Detail recommendations for implementation
PGS10	Provide concise validation and justification of recommendations	DGS10	Provide a comprehensive link from the project into the medium-term strategy of the retail business
		DGS11	Provide detailed validation and justification of the recommendation(s)
		DGS12	Propose timeframes for implementation

What is the retail business project presentation?

The retail business project presentation is linked to the retail business project and provides the apprentice with the opportunity to present to the End-Point Assessor the key information in respect of the identified opportunity or idea, how it was developed and the outcomes/recommendations and implementation plan. The apprentice will have 30 minutes to deliver the presentation and this must include time at the end for questions and answers.

What is the professional discussion?

The professional discussion is a structured discussion between the apprentice and their independent End-point Assessor, allowing the apprentice to demonstrate their knowledge, skills and behaviours and will be structured as follows:

- an introductory review of the period of learning, development and continuous assessment, delivered by the apprentice including a summary (highlights and lowlights) of how they feel they have performed during their programme (self-appraisal) including key lessons learnt (approximately 10 minutes);
- coverage of the areas specifically identified for the professional discussion (Business, Financial, Leadership, Communications, Sales and Promotion, Product and Service, Brand Reputation, Merchandising, Stock, Technology, Team Performance, Legal and Governance) plus areas taken forward from the retail business project and presentation (approximately 40 minutes);
- personal development and reflection – 1 area of the standard (Developing self and others) specifically for the professional discussion (approximately 10 minutes).

The discussion will be structured to draw out the best of the apprentice's knowledge, competence, excellence, energy and enthusiasm and will typically last one hour. It will be conducted in a 'controlled environment' i.e. a quiet room, away from the normal place of work. It may be conducted using technology such as video link, if fair assessment conditions can be maintained. The employer may be present to support (but not lead) the apprentice and confirm information.

The professional discussion will be graded based on the statements in the table below.

To achieve a pass the apprentice will:		To achieve a distinction the apprentice will:	
PGS1	Clearly articulate examples from the workplace which are relevant to evidencing competence across the standard	DGS1	Explain how effective retail management and contingency planning have been developed and implemented and how this has decreased downtime and increased overall departmental performance
PGS2	Explain why it is essential to instil the importance of following procedures to staff	DGS2	Describe how recommendations for the improvement of quality, cost, value or efficiency have
PGS3	Provide examples of how staff are managed effectively, including motivation and development of teams and individual staff members	DGS3	Demonstrate staff engagement, motivation, performance management and how this has led to increased performance
PGS4	Provide an overview of how the retail operation meets the needs of the business	DGS4	Demonstrate how a proactive approach to risk management has been implemented, including proactively educating and monitoring staff on health and safety and risk matters beyond the legislative minimum
PGS5	Provide reasoned examples of how the operation operates efficiently	DGS5	Provide examples of when improvement activities have been actively sought to develop own performance to raise standards in sales, promotions, team performance and customer service
PGS6	Explain the importance of keeping up to date with current industry trends and provide examples of how this has been achieved	DGS6	Provide mentorship to team members with measurable improvements to the performance of individuals and the team
PGS7	Provide evidence to show they have been part of the budgeting and cost control in the organisation	DGS7	Invite feedback from all stakeholders and use this to develop and implement measurable improvements in performance of self and team
PGS8	Describe how the retail operation meets legislative and regulatory needs		
PGS9	Provide an effective evaluation of own performance, including behaviours, identifying where opportunities for improvement have been taken and results thereof evaluated		
PGS10	Demonstrate how feedback has been sought from managers and customers and how this has been effectively dealt with		

Apprenticeship Standard Amplification

Module A - Customer

Every business will have a customer profile – the types of customer that are likely to require the products and services on offer. Different customer types will have different needs and requirements and the way service is provided may need to be adapted. Customers could be internal or external to the business.

Assessment criteria			
Ref	**Knowledge** Apprentices will need to:	**Ref**	**Skill** Apprentices will need to:
K1	Explain the key drivers of customer journeys	S1	Manage the customer experience
K2	Explain how access to information influences the customer's spending choices	S2	Monitor and analyse KPI's linked to customer service
K3	Explain the influence of customer perception	S3	Respond to local competitor activities
K4	Describe the customer experience	S4	Communicate with stakeholders and colleagues
K5	Describe the importance of commercial awareness of local/national competitors and how this is used for bench marking	S5	Coach and lead the team to improve customer service
K6	Explain how commercial positioning affects the customer service offering	S6	Apply motivational techniques recognising and acknowledging good service
		S7	Monitor and evaluate individual's progress
		S8	Manage under performance of team members and/or targets

Delivery content			
Ref	**Knowledge**	**Ref**	**Skill**
K1	This may include lead generation, identifying the need, initial consideration, engagement, gathering information, moment of purchase, post purchase	S1	Customer experience: face to face and remotely e.g. on-line
K6	Commercial positioning may include inexpensive through to premium and/or utilitarian through to luxury	S5	Coach may include using models such as Goal, Reality, Options, Will (GROW) or Frame, Understand, Explore, Lay (FUEL)
		S6	Motivational techniques may include an understanding and application of Maslow, Herzberg's and McGregor's XY Theory
		S6	Recognising and acknowledging may include planning/ implementing a customer service reward programme
		S8	Manage may include objective setting, development plans, 1-1's, training and coaching

Behaviours	
B1	Be accountable and responsible for the customers' experience
B2	Make effective decisions by balancing the needs of the customer and the business

Module B - Business

The term 'brand standard' is relevant to all sizes of businesses. In some cases, the brand may be well known or require employees to follow precise procedures, for example in the way they deliver services or present products to customers. In other cases, it may simply be what is 'in keeping' with the type of retail business the employee works for.

Assessment criteria

Ref	Knowledge Apprentices will need to:	Ref	Skill Apprentices will need to:
K1	Explain the organisation's vision	S1	Communicate to the team the organisation's expectations within own business area
K2	Explain how relevant sector trends, developments and competitor performance influence the business	S2	Motivate the team to achieve and exceed business objectives
K3	Describe interdependencies between the business, its products and services, and the brand	S3	Use current and historical sales and customer data to make sound and effective decisions which improve business performance
K4	Describe the business's expectations of you regarding responsibility and ownership of the business brand	S4	Analyse and evaluate information from own business area to drive business performance
K5	Describe how you drive and implement the brand standard/style of business	S5	Evaluate competitor information to support sound business decisions
K6	Describe how local and national competitor activity influences business decisions	S6	Create a strategy to drive the performance of own area
K7	Explain the market in which the business operates		

Delivery content

Ref	Knowledge	Ref	Skill
K6	Methods of analysing and evaluating competitor information/activity may include Porter's Five Forces, SWOT, ADL Matrix, PESTLE	S1	Communicate may include verbal and non-verbal
		S5	Motivational techniques may include an understanding and application of Maslow, Herzberg's and McGregor's XY Theory
		S4	When analysing and evaluating information may be gathered from a variety of sources including current and historical sales data, customer feedback and buying patterns etc.
		S6	When creating a strategy, utilise strategic theories and models such as PESTLE, Scenario Planning, Critical Success factor analysis, Porter's Five Forces. Include SMART targets and consider the costs/benefits.

Behaviours

B1	Demonstrate personal responsibility for the strategic direction and objectives for own area of the business

Module C - Financial

Operating with financial awareness is essential at every level within the retail environment. A retailer must understand the principle resource costs of a business and ensure that sales targets, cost control and reduction methods are met in line with own role.

Assessment criteria			
Ref	**Knowledge** Apprentices will need to:	**Ref**	**Skill** Apprentices will need to:
K1	Describe how to analyse and interpret the key internal financial information	S1	Plan, implement and evaluate a strategy covering peak and seasonal trading periods
K2	Describe a range of performance indicators that can be used in forecasting	S2	Manage the overall performance of the team to work towards achieving financial targets
K3	Explain the impact of both correct and incorrect forecasting	S3	Identify and determine key actions and recommendations through analysis of reports
K4	Explain the relationship of forecasting to the retail calendar	S4	Justify recommendations with reasoned argument and evidence
K5	Explain the key drivers of profitable retail performance	S5	Identify opportunities to increase profit and reduce waste
K6	Explain why key financial data is important to the business and how it should be used	S6	Implement opportunities to increase profit and reduce waste
K7	Explain how to apply general principles of operating commercially in a retail environment	S7	Explain why a loss has taken place, explain and implement a process to prevent reoccurrence
K8	Explain how to report on financial results	S8	Be accountable for self and team by implementing and overseeing organisations' procedures in instances of financial loss
K9	Explain how to make effective use of resources	S9	Accurately demonstrate relative merits and risks in taking corrective actions
K10	Explain the differences between budget, actuals and cashflow		

Delivery content			
Ref	Knowledge	Ref	Skill
K1	Key financial internal information may include budgets, gross profit, stock levels, business strategy,	S1	Strategy may include budgets, pricing, break-even, return on investment and risk analysis
K2	Performance indicators may include footfall, number of sales, conversion rates, average basket spend, product returns, sales per square foot	S2	This may include KPIs, development plans, communication, motivation techniques
K5	Key drivers may include increasing sales volume (e.g. marketing events, discounting, loyalty schemes), increasing sales price (e.g. upselling), reducing unit costs, reducing overheads per unit of sale (e.g. waste reduction, reducing stock levels)	S5/ S6	Increasing profit and reducing waste may include increasing sales volume (e.g. marketing events, discounting, loyalty schemes), increasing sales price (e.g. upselling), reducing unit costs, reducing overheads per unit of sale (e.g. waste reduction, reducing stock levels)
K6	Key financial data may include sales performance, financial targets, costs, key events calendar, strategic direction of organisation	S7	Financial loss may include inaccurate pricing, cash handling errors, loss of trade due to uncontrollable events
K7	Operating commercially may include procurement (e.g. negotiating discounts), financial management (e.g. discounting, card payment rates), risk management (e.g. stock forecasting) and project management		
K9	This may include using shorter staff hours to avoid paying for breaks; reducing staffing hours outside of busy periods; multi-tasked/trained staff		

Behaviours	
B1	Demonstrate commercial acumen and confidence to initiate change
B2	Improve financial performance and profitability in line with business policy, objectives and procedures

Module D - Leadership

Leadership styles and skills play a large part in how you manage your team. You need to be fully aware of the roles and responsibilities of those you work with to achieve the objectives set by management and make decisions to the benefit of the business.

Assessment criteria

Ref	Knowledge Apprentices will need to:	Ref	Skill Apprentices will need to:
K1	Describe key motivational theories and how to apply them to team management	S1	Engage with the team to communicate the business vision and values
K2	Explain the business vision and values and how this relates to leadership styles	S2	Show emotional intelligence
K3	Describe the different range of leadership styles and their impact in a retail environment	S3	Inspire others to achieve objectives
K4	Explain the relationship between management and leadership	S4	Continually inform and update the team on achievement of objectives and targets
		S5	Identify and apply the strengths of own leadership style
		S6	Recognise and address the opportunities of own leadership style
		S7	Display flexibility in adapting leadership styles to a range of situations, team and individuals
		S8	Evaluate and act on feedback of own leadership performance
		S9	Display effective time management skills
		S10	Cultivate a culture/atmosphere of trust
		S11	Present feedback positively to the team

Delivery content

Ref	Knowledge	Ref	Skill
K1	Key motivational theories may include McGregor's XY Theory, Maslow's Hierarchy of Needs, Herzberg's Two Factor theory	S1	Engage will include interpersonal communication skills including body language, active listening and questioning
K3	Leadership styles may include autocratic, charismatic, persuasive, participative	S2	Emotional intelligence may include self-regulation, self-awareness, empathy, social skills and internal motivation (Daniel Goleman's 5 components of EI)

Behaviours

B1	Influence, challenge and involve others
B2	Align personal values with those of the organisation to instil a high-performance culture

Module E - Marketing

By fully understanding the products and services offered by the business and how the business positions itself, a retailer can fully maximise performance and help to position the business effectively delivering on its objectives.

	Assessment criteria		
Ref	**Knowledge** Apprentices will need to:	**Ref**	**Skill** Apprentices will need to:
K1	Explain the key factors influencing a marketing plan	S1	Plan, implement and evaluate promotional activity
K2	Describe product launch and product life cycle	S2	Communicate marketing objectives to team members to drive results
K3	Know how to analyse and track the marketing trends and seasonality	S3	Value and support others to implement marketing activities
K4	Explain the principles and models of effective marketing	S4	Analyse and evaluate the impact of marketing activities
K5	Describe what influences the marketing plan can have on sustainability, locality, the environment and governance	S5	Report the outcomes of the evaluation to senior management with relevant recommendations
K6	Explain the principles of price based marketing e.g. sales, discounting, special offers	S6	Escalate issues regarding marketing activity feedback
K7	Explain the reasons why marketing campaigns are carried out	S7	Act assertively in relation to marketing activities
K8	Explain how own business has formulated a marketing plan		
K9	Explain how own role can best utilise marketing strategies to address demand throughout the retail calendar		
K10	Describe where in the organisation to feedback on marketing campaigns		
K11	Explain the different types of marketing campaigns, their benefits and limitations		

Delivery content

Ref	Knowledge	Ref	Skill
K2	Product life cycle may include introduction, growth, maturity, decline	S4	This may include analysing customer feedback e.g. surveys, complaints, level of sales as well as sales data
K3	Seasonality may include national/local religious festivals/events, weather		
K4	Principles and models may include marketing mix, 4P's or extended 7P's		
K6	Priced based marketing may include, sales, discounting, special offers		
K7	Reasons may include new products, brand awareness, increasing sales of current products		
K8	This may include understanding market segmentation (age, gender, religion, income and lifestyle), competitor products and marketing activity, new product launch, sector trend		
K11	Types of marketing campaigns may include TV, radio, online, print		

Behaviours

B1	Proactively seek to understand the marketing strategy of the business
B2	Gather and use intelligence of local area and competition
B3	Improve or upwardly communicate recommendations on marketing activity in area of responsibility

Module F - Communications

Excellent communication is essential in any retail environment. Methods of communication could be face to face or remote, spoken or written, manual or electronic. Communication needs to be effective and suited to the audience.

Assessment criteria			
Ref	Knowledge Apprentices will need to:	Ref	Skill Apprentices will need to:
K1	Explain communication skills/styles incorporating brand standards/corporate image	S1	Establish clear communication objectives
K2	Explain how to communicate and cascade information effectively at all levels to a diverse audience	S2	Supervise communication to customers with complex needs
K3	Describe the importance of presenting information in different formats for different audiences	S3	Evaluate your communication methods to ensure a positive result for the business
K4	Describe the importance of establishing the needs of staff and customers and how this influences the most appropriate communication method	S4	Be aware of team expectations, styles, patterns and ultimately how the communication strategy is implemented
K5	Describe the principles of active listening skills	S5	Display active listening skills
K6	Explain the importance of giving constructive feedback and acting on feedback received	S6	Interpret business information for dissemination to team leaders and staff
K7	Determine how information is communicated to teams after they have been consulted		
K8	Explain how to identify the information required for decision making		
K9	Explain how information required for decision-making should be gathered and reported internally and externally		

Delivery content

Ref	Knowledge	Ref	Skill
K1	Effective communication skills may include clear, concise, tone of voice, body language, assertive, aggressive, passive aggressive, submissive and/or manipulative.	S1	This may include adhering to the company's culture and style, using the preferred method of communication platform
K2	Effectively include timing, environment, content, clarity and reason for communicating	S2	Complex needs may include customers whose first language is not English, customers with hearing or sight impairment. This may include demonstrating empathy, fairness and authority.
K4	Most appropriate communication method may include verbal, non-verbal, written, face to face, online and telephone	S3	Evaluate may include customer feedback, sales improvements, staff feedback
K8	This may require an understanding of possible solutions/options; setting timescales; understanding who is responsible for making and implementing the decision, gathering relevant information (up-to-date; accurate), weighing up the risks of taking the decision; deciding values (brand, vision and culture of organisation)		
K9	Gathering information may include staff and stakeholder consultation, feedback, active listening, analysis of data and trend. Reporting information may include face to face, written report, via meeting, via marketing materials		

Behaviours

B1	Adapt style and method of communication to the circumstances and needs of individuals
B2	Use the appropriate communication style for the situation
B3	Demonstrate a positive approach when seeking and providing feedback

Module G - Sales and Promotion

Each retailer will have a seasonal variation to their sales pattern and therefore sales approach. This could be in the range of products and services on offer, the customer behaviour, or could be tied to external events, such as sporting events or festive celebrations.

Assessment criteria

Ref	Knowledge Apprentices will need to:	Ref	Skill Apprentices will need to:
K1	Describe how to set sales targets that are challenging but realistic	S1	Set objectives/targets for team/individuals within a timeline following SMART guidelines
K2	Identify SMART team and individual targets	S2	Communicate sales performance including promotions
K3	Explain how external factors and events can affect sales and promotion	S3	Challenge under sales performance in a constructive manner
K4	Recognise the appropriate data to analyse in order to identify opportunities to increase and maximise sales	S4	Analyse KPI data to identify opportunities to increase sales
K5	Identify the threats to sales and promotions and their potential impact	S5	Confidently take calculated risks to maximise sales opportunities
K6	Describe the retail calendar within your organisation/department	S6	Implement appropriate and timely interventions
K7	Explain the skills and knowledge needed for the team to achieve targets	S7	Evaluate the success of the interventions
		S8	Learn from mistakes and adapt strategies/interventions/promotions

Delivery content

Ref	Knowledge	Ref	Skill
K2	SMART is Specific, Measurable, Achievable, Realistic, Time Based	S3	Challenge may include feedback, training, development plans
K3	External factors may include political, economic, sociological, technological, le.g.al and environmental	S4	Analyse may include benchmarking against other departments and competitors
K4	Appropriate data may include sales performance both current and historical, footfall, conversion rates, average basket spend	S6	Interventions may include varying sales promotions, re-allocating resources, link selling, upselling, vertical selling
K5	Threats may include customer flow, queue structure, stock levels, staffing levels, weather conditions, competition, returns		

Behaviours

B1	Maximise every opportunity to increase sales and create effective marketing activities
B2	Use resources effectively to meet sales targets

Module H - Product and Service

Knowledge and understanding of the products and services on offer are key to correctly sell to customers, meet and exceed their expectations and do so in line with business procedures and objectives.

Assessment criteria			
Ref	**Knowledge** Apprentices will need to:	**Ref**	**Skill** Apprentices will need to:
K1	Explain research methods available to assess own sector of retail including brand developments, current and future trends	S1	Keep own knowledge of product ranges, brand development, promotions, current and future trends up to date
K2	Describe current/recent promotions within the organisation	S2	Analyse and interpret product/service sales information against agreed criteria
K3	Analyse the success of current/recent promotions	S3	Take accountability for product and sales
K4	Describe how to brief staff effectively on all product information, promotions and future/current trends	S4	Monitor availability and action product gaps
		S5	Drive the team to keeping themselves up to date with new products, services or initiatives
		S6	Carry out a strategic overview on products and services
		S7	Contextualise strategic overview for communication to the team
		S8	Use product/service sales information to make recommendations for future planning
		S9	Carry out a skills gap analysis for succession and workforce planning to maximise product knowledge

Delivery content			
Ref	**Knowledge**	**Ref**	**Skill**
K1	Research methods may include online, trade publications, forums, peers both internal and external	S5	Drive may include implementation of knowledge banks, product champions and training. It may require demonstration of new products and services to staff to ensure sales.
K4	Brief may include the use of leaflets, production champions, newsletters, e-mails, 1-1's	S6	Strategic overview may include comparing sales performance to other departments and/or the wider market place, researching new products against agreed criteria
		S9	Skills gap analysis may involve establishing base knowledge and skills required, measuring staff's knowledge and skills and identifying training where required

Behaviours	
B1	Take ownership of the service offer, keeping self and team up to date with brand developments
B2	Take pride and show passion in new products and services
B3	Actively promote new products and services with colleagues and customers

Module I - Brand Reputation

Brand and reputation are key for the products, services and overall perception and success of a retail business. A retailer needs to understand the importance of this and how their actions can affect the reputation of the business.

Assessment criteria				
Ref	**Knowledge** Apprentices will need to:		**Ref**	**Skill** Apprentices will need to:
K1	Describe brand reputation		S1	Promote the brand by maximising opportunities with the team
K2	Explain the importance of upholding brand reputation		S2	Develop team and individual KPI's to support general business objectives
K3	Describe the features and benefits of the different tools and channels that can be used for social media within the industry		S3	Monitor and enforce the social media policy
K4	Explain what part online presence plays in brand reputation within your organisation		S4	Act to prevent or minimise the impact of risks to brand reputation that is consistent with the nature of the risk
K5	Describe how brand reputation can become compromised		S5	Use feedback from customers to build on the brand reputation within own area of responsibility
K6	Describe any policies that cover brand reputation within your organisation and how they are communicated and monitored		S6	Recommend to senior management areas where brand reputation could be improved
K7	Describe the impact of brand compromise on the business and how threats can be managed			

Delivery content				
Ref	**Knowledge**		**Ref**	**Skill**
K5/ K7	Compromise may include negative comments on social media, poor quality goods, insufficient stock levels, poor customer service, rogue employees			
K6	Policies may include social media policy, staff uniform policy, merchandising policy			

Behaviours	
B1	Champion the brand
B2	Work closely with the team and management to ensure brand reputation is always upheld

Module J - Merchandising

The presentation of products and services is a key factor in their appeal and potential sale to customers. Each retail outlet, product or service will need to be given careful consideration when preparing and producing merchandising displays/initiatives.

Assessment criteria			
Ref	**Knowledge** Apprentices will need to:	**Ref**	**Skill** Apprentices will need to:
K1	Explain the key principles of merchandising and their impact on the retail calendar	S1	Interpret and communicate the merchandising brief to the team
K2	Describe how local and national trends and requirements can influence merchandising	S2	Set sales targets for team members which link with the merchandising event
K3	Describe how online and in store promotions differ and can be used as part of a coherent merchandising strategy	S3	Measure the impact of merchandising on sales
K4	Explain the importance of following merchandising plans	S4	Establish links between sales performance and merchandising
K5	Explain the requirements of related merchandising activities such as seasonal peaks and troughs over the retail calendar year	S5	Report on outcomes and make recommendations for improvements
		S6	Access the correct resources to implement merchandising set up and maintenance
		S7	Implement changes to merchandising within own remit

Delivery content			
Ref	**Knowledge**	**Ref**	**Skill**
K1	Key principles may include point of sale, local needs, customer profile	S3	Measure may include analysing sales figures and utilising sales reports
K2	Local and national trends may include geographical, topical, weather based	S6	Resources may include staffing, floor space, product adjacencies, store navigation
		S6	Set up may include aesthetics, drama, impact, commerciality and themes and schemes

Behaviours	
B1	Show awareness of merchandising principles within own environment including store configuration, local needs and sales patterns

Module K - Stock

Stock is a critical part of any business, whether as items directly for sale or support services. Retailers need to know why the control of stock is important and how to ensure stock control is effectively completed in their business.

Assessment criteria			
Ref	**Knowledge** Apprentices will need to:	**Ref**	**Skill** Apprentices will need to:
K1	Explain how to manage an effective stock control system	S1	Make effective use of the stock control systems ensuring attention to detail
K2	Explain the importance of having sufficient resources to manage stock effectively	S2	Monitor the procedures to ensure they are maintained
K3	Describe the operational stock platform within the organisation	S3	Communicate all the procedures related to stock control to staff members
K4	Explain the legislative requirements related to stock	S4	Take responsibility for stock control and related audits
K5	Explain the correct storage conditions for a range of stock	S5	Monitor stock levels and replenish to meet forecasted sales where possible to maintain customer service levels
K6	Describe the costs/benefits of manual or automated stock ordering systems	S6	Analyse stock figures accurately
K7	Explain the legal requirements relating to stock control, movement and sale	S7	Recognise when correct procedures are not being followed
K8	Explain how ineffective stock control systems can affect financial and operational areas	S8	Take appropriate action when ineffective stock control procedures have been discovered

Delivery content

Ref	Knowledge	Ref	Skill
K1	This may include demand forecasting, warehouse flow, inventory turns, stock rotation, cycle counting, process auditing	S4	Stock control procedures may include security and restricted storage, adjustments to inventories, minimising shrinkage, reporting discrepancies, stock rotation, temperature control
K1	Systems may include Radio Frequency Identification technology, goods receiving logs/ Last in, last out (LILO)/First in, First Out (FIFO), Hand-held Terminals/ Delivery Information Acquisition Devise (DIAD)/End Point of Sale (EPOS)		
K2	Resources may include delivery schedules, sufficient staff to deal with stock and continue to serve customers, supplier performance, sufficient space		
K3	Operational platform may include stock records, stock inventory systems, stock auditing procedures		
K4	Legislative requirements may include Health and Safety at Work Act (e.g. need for PPE), customs and excise requirements (bonded items), Sale of Goods Act (e.g. restriction of sale due to age)		
K5	Storage conditions may include food safety standards (e.g. heights/temperatures for food storage), COSHH (e.g. separating incompatible substances/labelling)		
K7	Legal requirements may include restricted items, record keeping for disposal of stock and consequences for failing to comply		
K8	Ineffective may include out of date stock, stock deterioration, loss and damage		

Behaviours

B1	Take ownership of stock management systems
B2	Be accountable for stock control levels to ensure they meet current and projected business needs

Module L - Technology

Technology varies greatly between retail operations. However, it is essential a retailer understands and can effectively use the technology within their organisation. In addition, retailers should possess a general understanding of technology which is widely used in other retail businesses.

Assessment criteria			
Ref	**Knowledge** Apprentices will need to:	**Ref**	**Skill** Apprentices will need to:
K1	Identify commonly used and emerging technology in the retail industry	S1	Compare current processes to emerging trends in technology
K2	Identify the current and potential impact on the business of emerging technology in the retail industry	S2	Engage with internal and external technology stakeholders
K3	Understand what the advantages and disadvantages of technology in retail are and how they can support customer service and drive sales	S3	Identify and make recommendations for improvement
K4	Describe the technology operating in the organisation and the impact it has on operations and customer service	S4	Supervise the use of technology in line with business policy
K5	Explain the technology requirements of the business	S5	Ensure that technology is sourced in line with business procedures, legal requirements, guarantees and warranties
K6	Explain how to manage technology in a way that achieves effective and efficient retail operations and service	S6	Organise training for team on all technologies they will experience
K7	Describe how to operate without technology if there is a breakdown in service	S7	Promote the benefits of technology particularly when they are being updated or changed
K8	Explain how to reinstall systems with minimal loss of service	S8	Delegate, as far as is reasonably practicable, within the team to create the specialism and the knowledge required for new technologies

Delivery content

Ref	Knowledge	Ref	Skill
K1	Technologies may include EPOS systems, feedback/payment systems, mobile app systems, in store ordering systems	S5	Source technology will be in line with organisational policy and may mean arranging replacements e.g. checkout printer or providing recommendations on new and emerging technologies
K3	Advantages and disadvantages may include features, benefits, limitations	S6	Organise training may include inductions for new staff and training knowledge audits for existing staff
K8	Reinstall systems may include communicating with other departments	S7	Promote may include communication plans for staff involved, planning sufficient resources are available, technology champions
		S8	In this instance the term, so far as is reasonably practicable, means that it can be carried out without too much difficulty, time, expense and cost

Behaviours

B1	Drive efficiency in the implementation and use of new opportunities in technology for retail that will provide benefits to the business

Module M - Developing Self and Others

As a manager you have the responsibility of ensuring your team are trained and supported to be able to carry out their job roles in the most effective and efficient way possible to the benefit of the business. You also need to encourage a culture of continual learning and development amongst your team. Each business will be different in how they approach this and for larger units you will be supported by learning/training/development colleagues.

Assessment criteria

Ref	Knowledge Apprentices will need to:	Ref	Skill Apprentices will need to:
K1	Explain the internal process for training solutions	S1	Interpret organisational strategy to set training goals for the teams
K2	Describe how motivational theories can be used to positively influence staff	S2	Work with team leaders and staff to create the most beneficial opportunities that meet the needs of the team, individual and organisational objectives
K3	Explain how to carry out a training needs analysis	S3	Complete training needs analysis for team and source and implement tailored solutions
K4	Describe the learning and development cycle	S4	Implement accurate training on products, services and legislation governing sales
K5	Describe how to give constructive feedback and why it is important	S5	Evaluate impact of training which has taken place within the team
K6	Explain effective appraisal and performance management		
K7	Describe how performance management models can be used to support staff		
K8	Describe how to use your own appraisal effectively to develop your own skills and areas of development		

Delivery content

Ref	Knowledge	Ref	Skill
K2	Motivational theories may include McGregor's XY, Maslow's Hierarch of Needs, Herzberg's Two Factor theory	S4	Training may include courses, qualifications, buddying, visiting other departments, research projects, product champions, coaching and mentoring
K5	Constructive feedback may include collecting facts, appropriate time and place, linking positive behaviours to positive results	S5	Kirkpatrick's 4 level training evaluation model could be used to support evaluation
K6	Effective appraisal and performance management may include 1-1's, develop plans, SMART objectives, learning styles		
K7	Performance management models may include Mabey's Performance Management Cycle, Locke's Goal Setting Theory, Vroom's Expectancy Theory		

Behaviours

B1	Be supportive to help team members balance work and life priorities
B2	Promote an environment that realises staff potential and the benefits of self-development and improvement
B3	Demonstrate commitment to self-improvement
B4	Champion a culture of continual development and progression

Module N - Team Performance

As a manager in retail you will need to understand the processes and procedures for recruiting, retaining and developing your staff. This will include interviewing, carrying out performance reviews and ensuring you follow all relevant legislation around these areas.

Assessment criteria

Ref	Knowledge Apprentices will need to:	Ref	Skill Apprentices will need to:
K1	Explain how to recruit the right people for the right roles	S1	Implement processes to recruit the right people into the right role
K2	Describe the organisation's induction process and policies	S2	Demonstrate compliance with legislation throughout the recruitment, selection and induction process
K3	Explain how to retain and develop the right people for the right roles	S3	Make confident decisions within the recruitment, selection and induction processes
K4	Explain and describe how to performance manage a team effectively and efficiently using the organisation's process and policies	S4	Use performance management activities to improve the performance of the individuals and the business as a whole
K5	Describe importance of time management skills in ensuring that performance management activities happen as planned	S5	Apply positive and constructive feedback skills
		S6	Manage performance that is below standard in accordance with organisational procedures

Delivery content

Ref	Knowledge	Ref	Skill
K1/ K2	Include organisational policies such as workforce planning, staffing levels, legal and ethical requirements	S2	Legislation may include Equality Act and protected characteristics, Eligibility to work in UK, Data Protection, Fixed Term Employment
K4	Performance manage may include 1-1's, the appraisal cycle, SMART objectives, recognition and reward together with performance management models/ theories such as Mabey's Performance Management Cycle, Locke's Goal Setting Theory, Vroom's Expectancy Theory	S4	This should include consistently using a SMART target setting approach
K5	Time management theory may include Covey's Time Management Quadrant	S6	This should include an understanding of the organisational channels and processes when escalating a performance issue

Behaviours

B1	Orchestrate effective team dynamics
B2	Build effective relationships that enable selection of the right person for the right task
B3	Recognise individual styles and preferences and use these to build a strong team

Module O - Legal and Governance

Retailers are bound by a range of legislation. Some of this operates across the sector; however, some businesses will have specific additional legislation which must be complied with, such as that regarding licenced betting.

Assessment criteria			
Ref	**Knowledge** Apprentices will need to:	**Ref**	**Skill** Apprentices will need to:
K1	Describe legal requirements relating to managing a range of retail operations	S1	Coach and support the team to ensure they have the training and information they need to protect their own and others health and safety as they work
K2	Explain what is meant by corporate, environmental and social responsibility and why they are important to the business	S2	Evidence embedded compliance within own everyday business activity
K3	Describe own and team's responsibilities to corporate, environmental and social responsibility	S3	Maintain accurate and up to date compliance training records
K4	Explain the implications to the business if non-compliant	S4	Engage with regulatory bodies when/if required
		S5	Provide any required information for internal and external influences/auditors

Delivery content			
Ref	**Knowledge**	**Ref**	**Skill**
K1	Legal requirements may include health & safety, data protection, licensing, consumer rights, food safety, trading standards and employment law	S1	Coach may include Goal, Reality, Options, Will (GROW) or Frame, Understand, Explore, Lay (FUEL)
K1	Range of retail operations may include department store, supermarket, warehouse retailer, specialist retailer, e-retailer, convenience retailer, discount retailer	S2	Evidence may include spot checks, risk assessments, audits Compliance may include data protection, adherence to health and safety procedures, recording of accidents and incidents
		S4	Regulatory bodies may include HSE, environmental health officer, trading standards

Behaviours	
B1	Be accountable, an advocate of and adhere to the importance of working legally in the best interest of all people

Module P - Diversity

A retail business must ensure that its products/services are appropriate to the customer base available to it, which may require amendments to products and services, methods of communication and individual adjustments. A retailer needs to understand and adapt to changing requirements whilst remaining fair and demonstrating integrity to both customers and colleagues alike.

Assessment criteria

Ref	Knowledge Apprentices will need to:	Ref	Skill Apprentices will need to:
K1	Describe local demographics and how these are reflected in products and services available	S1	Disseminate the organisation's policy on diversity
K2	Explain how cultures, backgrounds and belief conventions impact on customer buying habits	S2	Uphold and implement the equality and diversity policies in own workplace
K3	Describe the range of cultures, characteristics and individual requirements that can affect team members and customers	S3	Ensure all mandatory training on diversity is undertaken by the team
K4	Analyse how the range of cultures, characteristics and individual requirements may affect the operations/ products in a retail environment	S4	Use internal support service for providing reasonable adjustments
		S5	Ensure the team works effectively with colleagues, customers and other stakeholders from wide range of backgrounds and cultures

Delivery content

Ref	Knowledge	Ref	Skill
K1	Local demographics may include levels of income, ethnicity, employment or unemployment patterns, aspirations, age		
K3/ K4	Characteristics may include the Protected Characteristics i.e. age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex		

Behaviours

B1	Instil values which embrace the benefits for working in a culturally diverse environment

End-point Assessment Coverage

Each End-point Assessment will cover the assessment criteria of the modules within the standard. This coverage is as follows:

Assessment method
The Written Exam will cover the following modules of the standard:

Module	Coverage		
	Knowledge	Skills	Behaviour
Financial	K1 – K10		
Leadership	K1 – K4		
Marketing	K1 – K11	S1 – S7	
Communications	K1 – K9		
Sales and Promotion	K1 – K7		B1 – B2
Brand Reputation	K1 – K7		
Merchandising	K1 – K5	S1 – S7	
Stock	K1 – K8		
Developing Self and Others	K1 – K8		
Team Performance	K1 – K5		
Legal and Governance	K1 – K4	S1 – S5	

The Retail Business Project and Presentation will cover the following modules of the standard:

Module	Coverage		
	Knowledge	Skills	Behaviour
Customer	K1 – K6	S1 – S8	B1 – B2
Business	K1 – K7		B1
Financial			B1 – B2
Leadership			B1 – B2
Marketing			B1 – B3
Product and Service	K1 – K4	S1 – S9	
Technology	K1 – K8	S1 – S8	
Diversity	K1 – K4	S1 – S5	B1

The Professional discussion will cover the following modules of the standard:

Module	Coverage		
	Knowledge	Skills	Behaviour
Customer	K1 – K6	S1 – S8	B1 – B2
Business		S1 -S6	
Financial		S1 – S9	B1 – B2
Leadership		S1 – S11	B1 – B2
Marketing		S1 – S7	B1 – B3
Communication		S1 – S6	B1 – B3
Sales and promotion		S1 – S8	
Product and Service	K1 – K4	S1 – S9	B1 – B3
Brand Reputation		S1 – S6	B1 – B2
Merchandising			B1
Stock		S1 – S8	B1 – B2
Technology			B1
Developing Self and Others	K1 – K8	S1 – S5	B1 – B4
Team Performance		S1 – S6	B1 – B3
Legal and Governance			B1

Re-Assessment

If the apprentice fails an assessment, this will need to be completed again.

If an apprentice fails one assessment activity, this should be retaken as soon as the apprentice is ready and when practicable for the business. Should they fail two or more activities, a period of further training and development lasting between one and three months must take place before a re-sit. A maximum of two re-sits per assessment activity will be permitted. When retaking an assessment activity, the maximum grade that can be achieved for that activity is a pass.

For a list of the re-sit costs, please see the Innovate website. It is the responsibility of the employer and the employer provider/training provider to ensure that apprentices are ready to pass the End-point Assessments and Innovate Awarding will provide support materials to help prepare apprentices for their assessments.

Assessment Overview

The End-point Assessor will review the evidence for each apprentice and grade the apprentice on the following scale: Fail/ Pass/Distinction. The End-point Assessor will make the final decision as to whether the standard has been met or not.

All apprentices must take all elements of the End-point Assessment.

Assessment method	Area Assessed				Assessed by	Weighting	Marks
Written Exam	**Areas covered in test**	**% question allocation**	**No of questions**	**No of marks**	End-point Assessor	2 Extended questions 20 marks each 14 Short answer questions 4 marks each	60% pass 85% distinction
	Financial and Stock	30%	7 short answer	28			
	Communications	15%	4 short answer	16			
	Marketing, brand reputation, merchandising, sales and promotion	20%	1 extended	20			
	Legal and governance	10%	2 short answer	8			
	Leadership, team performance, developing self and others	25%	1 extended 1 short answer	24			
Retail Business Project and Presentation	Application of knowledge and demonstration of skills and behaviours relating to customer, business, financial, leadership, marketing, product and service, technology and diversity				End-point Assessor	3 mandatory areas **Business, Technology, Diversity** 5 non-mandatory areas (which could be covered in professional discussion)	100% across 3 mandatory areas: **Business, Technology, Diversity** and all other joint retail business project /professional discussion criteria
Professional Discussion	Self-appraisal of the period of learning and development, application of knowledge and demonstration of skills and behaviours across customer, business, financial, leadership, marketing, communications, sales and promotion, product and service, brand reputation, merchandising, stock, technology, developing self and others, team performance, legal and governance, and evidence of personal development and reflection on how learning was applied to the role and workplace specifically covering the criteria in performance and team				End-point Assessor	13 mandatory areas **Business, Financial, Leadership, Communications, Sales and Promotion, Product and Service, Brand Reputation, Merchandising, Stock, Technology, Developing Self and Others, Team Performance, Legal and Governance**, 2 non-mandatory areas (which could be covered in retail business project	100% across 13 mandatory areas Business, Financial, Leadership, Communications, Sales and Promotion, Product and Service, Brand Reputation, Merchandising, Stock, Technology, Developing Self and Others, Team Performance, Legal and Governance and all other joint retail business project /professional discussion criteria

Grading Requirements

The apprentice is required to achieve all 3 elements of the assessment to pass; scores are not aggregated. Mandatory criteria for the retail business project must be met in the project or presentation; non-mandatory criteria can be met either in the retail business project or the professional discussion. Mandatory criteria for the professional discussion must be completed, however non-mandatory criteria could have been seen in the retail business project and presentation.

Written Exam	60% pass 85% DC
Retail Business Project	100%
Professional Discussion	100%

Grading

The grade will be awarded based on the apprentice's combined performance in each of the independent end assessment activities in accordance with the table below. The assessment activities are not 'weighted' in percentage terms as they are all important to demonstrating the apprentice's synoptic performance; however, to achieve a distinction overall the apprentice must perform to distinction level in the Retail Business Project as the core method of demonstrating competence and one other assessment activity with at least a pass in the third.

Written Exam	Retail business project	Professional discussion	Overall grade
Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Distinction	Pass	Pass
Distinction	Pass	Pass	Pass
Distinction	Pass	Distinction	Pass
Pass	Distinction	Distinction	Distinction
Distinction	Distinction	Pass	Distinction
Distinction	Distinction	Distinction	Distinction

Internal Quality Assurance

Internal quality assurance is conducted by Innovate Awarding. All assessments completed by an apprentice are subject to Innovate Awarding's Internal Quality Assurance Policy.

External Quality Assurance

The external quality assurance organisation for the Retail Manager Level 4 standard is People 1st. The external quality assurance organisation may require access to an apprentice's assessments and they may need to speak to the apprentice directly. Innovate Awarding has a responsibility to accommodate any reasonable request made by the external quality assurance organisation.
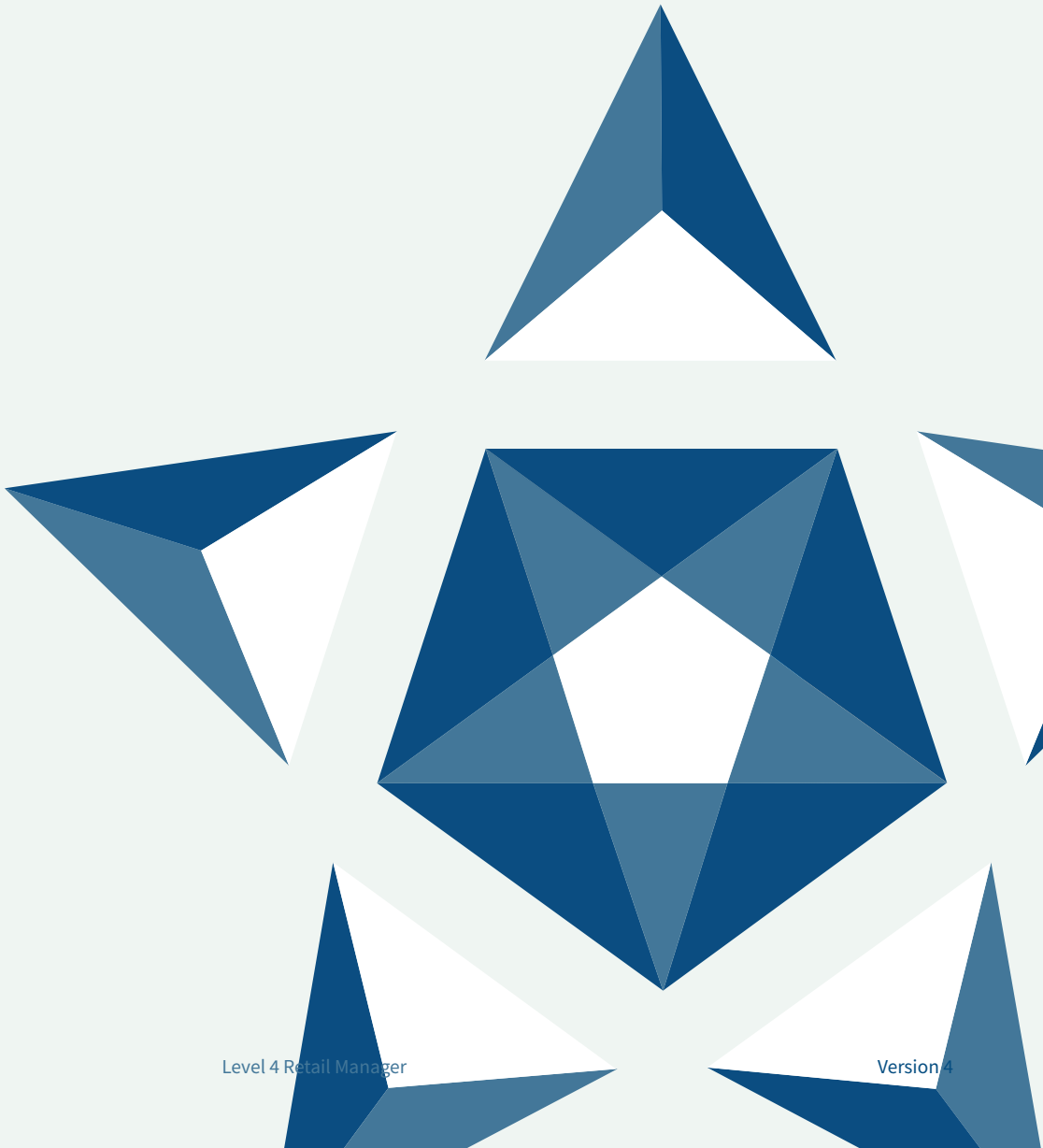
Further Information

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