

## Level 4 Retail Manager v1.1

# Innovate Awarding Assessment Specification



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# Innovate Awarding

## Meet our Managing Director



Welcome to the Level 4 Retail Manager Apprenticeship. Our Innovate Awarding EPA Journeys are designed to ensure the employer, provider, assessor and apprentice have the appropriate support and guidance to allow successful completion of an apprenticeship, providing further confidence and assurance having chosen us as an End-Point Assessment Organisation (EPAO).

We are an Ofqual approved EPAO, experienced in operating within a regulated market. Driven by the employers we work in partnership with, we deliver End-Point Assessment (EPA) in the Health, Care, Education, Leadership, Management, Leisure, Customer Service, Creative, Hospitality, Retail, Transport and Logistics sectors.

Delivering an apprenticeship is an extremely rewarding role. We recognise the need for a clear specification, resources and support, so more valuable time can be spent delivering to an apprentice.

At Innovate Awarding we stand by our 'no surprises' approach to assessment, making an apprenticeship journey as simple as possible, ensuring the best chance of success for every apprentice who undertakes EPA with us.

**Charlotte Bosworth**



“

*We recognise the need for a clear specification, resources and support.*

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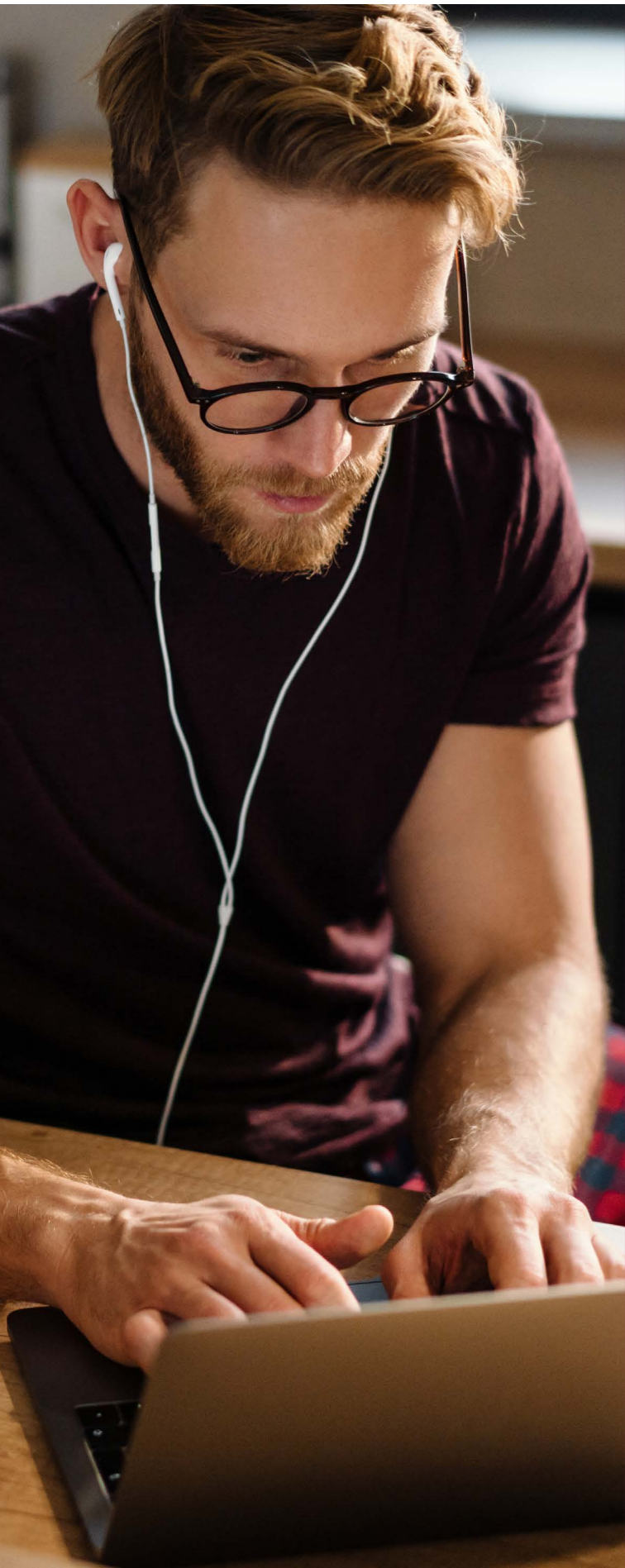
## About Innovate Awarding

We are an EPAO approved by the Education and Skills Funding Agency (ESFA) with a collaborative approach to doing business. We work with providers to deliver fit for purpose EPA, providing assessments for a wide range of apprenticeship Standards, certifying thousands of apprentices, continuing to learn and improve with each experience.

We have experienced and responsive teams to ensure the EPA experience is smooth and efficient, working closely with our provider partners ensuring a 'no surprises' approach to EPA for all apprentices.

Please see our website for the range of Standards we are approved to deliver:

<https://innovateawarding.org/end-point-assessment/apprenticeship-standards/>



## Our EPA Journeys

We have created four bespoke EPA Journeys tailored to the individual needs of the employer, provider, assessor and apprentice to enable a cross functional approach to EPA.

The Level 4 Retail Manager EPA Journeys are available to download on epaPRO.

## epaPRO

epaPRO is our EPA platform, streamlining the process including:

- Apprenticeship registration
- Assessment scheduling to results and certification
- Policy and guidance documents
- Reporting

The platform increases efficiency and reduces administration to support every step of EPA.

epaPRO:

<https://innovate.epapro.co.uk/login>

## The Apprenticeship Standard and Assessment Plan

An Apprenticeship Standard details the knowledge, skills and behaviours (KSBs) required to be occupationally competent:

- **Knowledge** - the information, technical detail, and 'know-how' that someone needs to have and understand to successfully carry out the duties. Some knowledge will be occupation-specific, whereas some may be more generic.
- **Skills** - the practical application of knowledge needed to successfully undertake the duties. They are learnt through on and/or off-the-job training or experience.
- **Behaviours** - mindsets, attitudes or approaches needed for competence. Whilst these can be innate or instinctive, they can also be learnt. Behaviours tend to be very transferable. They may be more similar across occupations than knowledge and skills. For example, team worker, adaptable and professional.

Apprenticeships are an invaluable tool for upskilling in areas that matter most to employers. They are a highly effective route to recruit and train future talent, address skills shortages and develop careers across core parts of the business.

The Level 4 Retail Manager apprenticeship has been developed by employers working in the sector detailing the knowledge, skills and behaviours required to be occupationally competent and outlining the training and assessment journey for an apprentice.

The apprentice will spend a minimum of 12 months on-programme, working towards the Level 4 Retail Manager Standard, combining practical training in a job with study. The extent of the on-programme time should be decided for each apprentice based on their prior learning, skills and experience. If employers are using this Standard for an existing employee, it is important to be aware that the role must represent new learning. Providers should support employers with this.

It is vital the apprentice is prepared and fully ready before they commence their EPA period, which is detailed in the Assessment Plan.

The EPA period will last four months, consisting of:

- Written exam
- Retail business project
- Professional discussion

# Assessment Journey

## On Programme Learning



The minimum on programme duration for the Level 4 Retail Manager Standard is 12 months. During this time the apprentice will develop the knowledge, skills and behaviours for the Retail Manager Standard.

01

## Gateway



02

To reach through Gateway the employer will need to be satisfied that the apprentice is consistently working at, or above, the occupational competence of the Level 4 Retail Manager. At Gateway the apprentice will submit a readiness form and a synopsis of the proposed business research project which will be agreed by the employer representative and approved by an Innovate Awarding Assessor. At Gateway the apprentice will have achieved Level 2 English and Maths.

## Planning Meeting



The planning meeting will take place remotely and will last around 30 minutes. The employer and an Innovate Awarding representative will be present.

03

## Written Exam



04

The apprentice will complete a two hour written exam with a combination of short answer and extended answer questions, some incorporating scenarios. It will be undertaken either at your workplace or online.

## Project, Presentation and Questioning



After coming through Gateway the apprentice will begin to produce their project. The apprentice will deliver a presentation of the project outcomes followed by questions and answers within a 30 minute period.

05

## Professional Discussion



06

The professional discussion will take place with an Innovate Awarding Assessor and will last for 60 minutes. The employer will be present at this discussion to provide further examples and support.

## Grading & Certification



The assessments will be graded as Distinction/Pass/Fail. The last step along the apprentice journey will be the receipt of the ESFA certificate.

07

# The Apprentice

A Retail Manager is responsible for delivering sales targets and providing a positive experience to customers that will encourage repeat custom and loyalty to the brand/business.

A Retail Manager is a diverse role that includes leading and developing a team to achieve business objectives and work with a wide range of people, requiring excellent communication skills. Maximising income and minimising wastage are essential to the role and therefore individuals must develop a sound understanding of business and people management principles to support the achievement of the vision and objectives of the business.

A Retail Manager champions the way for personal development, training and continuous improvement, encouraging their team to develop their own skills and abilities to enhance business performance and productivity.



## Off-the-Job Training

Off-the-job training is a statutory requirement for an English apprenticeship. It is training, which is received by the apprentice during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the approved apprenticeship the learner is completing.

It is an important aspect of apprenticeship training, as it gives the learner time to properly develop knowledge and skills from the programme. At the same time, it can develop a deeper understanding of the wider business, giving a learner insight into the supply chain or different departments.

Off-the-job training allows the learner to take full advantage of the programme, improving the return on investment in training costs for the employer. A developed and upskilled apprentice will lead to an increase in productivity, a clear benefit to the business.

Examples of off-the-job training include:

- Learning new skills at work through shadowing other members of the team, where this activity has been agreed and documented as part of the agreed training plan
- In-house training programmes relevant to the apprenticeship
- Coaching sessions
- Attendance at workshops, training days and webinars relevant to the apprenticeship
- Completion of online learning
- Self-study that includes reading or watching videos
- Training in new working practices or new equipment
- Role-playing or simulation exercises
- Industry visits/conferences relevant to apprenticeships
- Writing assessments, assignments and completing projects or activities
- Practical training or training in the workplace relevant to the apprenticeship

The minimum volume of off-the-job training is six hours per week, irrespective of the hours worked by the apprentice.

## Gateway



Gateway is the entry point to EPA, and it is vital that all parties understand its importance. It is the point at which the apprentice has completed their learning, met the requirements of the Level 4 Retail Manager Apprenticeship Standard, and the provider and employer have reviewed the apprentice's knowledge, skills and behaviours to confirm they are satisfied that the apprentice to competent and ready to their EPA.

Employers are ultimately responsible for deciding when their apprentice is competent as a Retail Manager and ready to enter EPA. This decision should be taken after conversation with the provider and apprentice. It is vital this decision is based on each individual apprentice's readiness and not because they have reached the end of the initially agreed training period.

## ✦ Pre-Gateway Checks

Knowing when an apprentice is Gateway-ready is much more than simply checking the apprentice has completed their learning and obtained all the mandatory requirements outlined in the Level 4 Retail Manager Assessment Plan. Although this is important, it is about the provider, the apprentice and employer being convinced that the apprentice is at the level of competence set out in the Standard and that they are prepared for the EPA, so they can claim competency.

To pass through Gateway, the apprentice must have been training for a minimum of 12 months. They must also have:

- Achieved Level 2 English and Maths
- Satisfied your employer that you are consistently working at, or above, the occupational competence of the Level 4 Retail Manager
- A completed project proposal synopsis
- A signed declaration
- Declared any reasonable adjustments and special considerations

Readiness for Gateway includes the project proposal synopsis which should meet the requirements of the knowledge, skills and behaviours set out within the Level 4 Retail Manager Standard. This will be confirmed at Gateway and documented on epaPRO.

This notifies us that the apprentice is ready for their assessment and the EPA planning meeting will be organised.



## ✦ Assessment Booking

Applications for any reasonable adjustments and/or special considerations should be submitted prior to Gateway, to allow time to review the request before the planning meeting.

Providers can book a planning meeting on epaPRO once Gateway documents have been reviewed and approved by us.

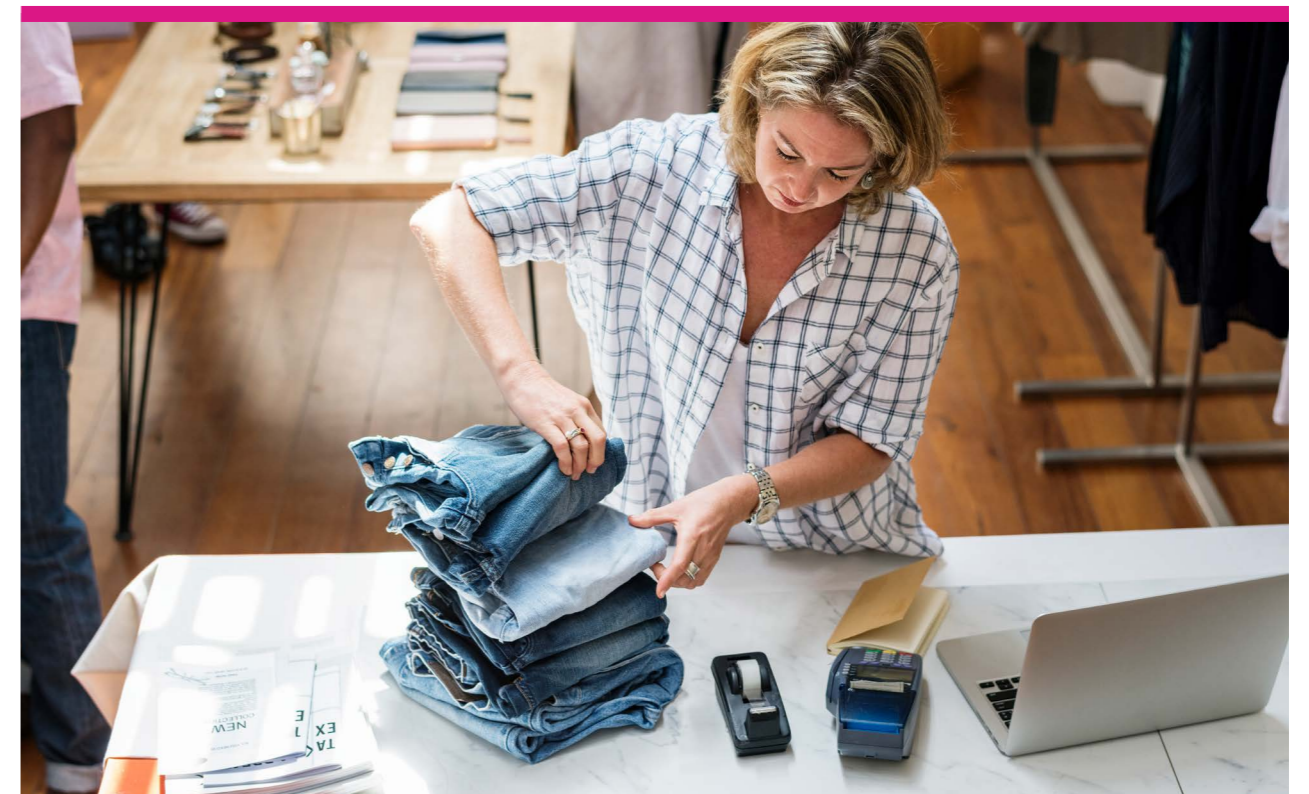
The purpose of the meeting is to allocate an Innovate Awarding Assessor, discuss assessment dates, confirm assessment timings, assessment requirements and assessment preparation. During the meeting we will discuss what happens if assessments are cancelled/rescheduled and how this could impact the EPA period, as well as providing information on certification and appeals.

The Level 4 Retail Manager 30 minute planning meeting will book assessment timeslots for the:

- Written exam
- Retail business project
- Professional discussion

The provider will incur a charge for non-attendance of a planning meeting.

After the planning meeting, the apprentice will receive an email confirming everything discussed in the meeting and a calendar invite for all booked assessments. The apprentice will then prepare for EPA.



# End-Point Assessment

## ✦ Assessment Methods

### Assessment Method 1

#### Written Exam

The apprentice will complete their exam away from the day to day pressures of work in a controlled environment, which may be on or off the employer's premises. It is a two hour exam which will include questions covering a representative sample of the grading criteria.

It will be an objective written exam incorporating both short and extended questions. The exam will be marked by us, ensuring validity and reliability and which allows for consistent, efficient and timely allocation of marks/grades.

The question bank will cover the knowledge and skills identified within the standard. Some questions will require the apprentice to consider a course of action or solution to a situation/problem based on a 'real-life' workplace activity in line with the identified requirements of the standard.

The questions will be scenario based requiring the apprentice to demonstrate reasoning and joined up thinking, demonstrating synoptic performance against the key elements of the standard.



### Assessment Method 2:

#### Retail Business Project

The retail business project will test the application of the knowledge, skills and behaviours in the standard. It ensures the apprentice understands today's industry and what the consumer wants in a retail business. It is designed to assess the apprentice in a consistent way, irrespective of their particular workplace and their role within their company and must therefore be presented outside of day-to-day work pressures.

High-level descriptors of an example project are given below:

#### Retail manager

This could be a project to prepare a two year strategy for a department in a large retail store, or an entire operation for a smaller organisation. It must look at opportunities and challenges, could incorporate new ideas and must lead to a coherent plan which would be appropriate for the business, match the organisation's objectives, identify measurable improvements and make recommendations for implementation. The project should not focus on an immediate problem, opportunity or idea but look from a strategic, medium term perspective.

The project is identified by the apprentice and discussed first with the line manager and then the **on-programme assessor** at least one month prior to the readiness for end point assessment.

The Innovate Awarding Assessor and the employer representative will then determine whether the proposed project has the potential to meet the criteria of the retail business project.

The project will contain:

- 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 for implementation

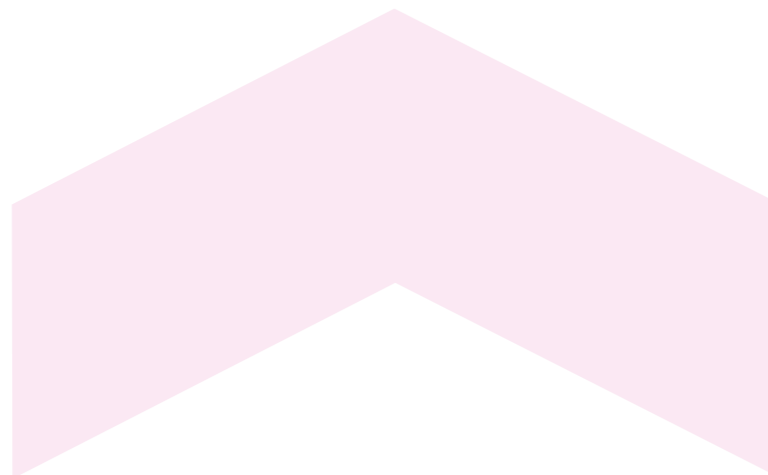
Once the project proposal has been approved the apprentice will be required to undertake their project, which must be presented to the Innovate Awarding Assessor within the four month end point assessment period.

The presentation will take place in a controlled environment either on or offsite. A 'controlled environment' is defined as a quiet room, away from the normal place of work with access to all the equipment the apprentice requires to deliver the presentation. The apprentice will have 30 minutes to deliver the presentation to include time for questions and answers at the end.

An employer representative can be present during the presentation as an observer only and will not interact with the assessment. The apprentice is required to provide supporting evidence to show that they have completed each of the underpinning activities to lead them to the recommendations presented to the Innovate Awarding Assessor.

The presentation time is not in itself sufficient to cover the full requirements, the apprentice must also supply supporting information to evidence the process undertaken, which must be with the Innovate Awarding Assessor **no less than five working days prior to the presentation.** There is no stipulated word count and the Innovate Awarding Assessor will mark this alongside the presentation given to provide the outcome of this assessment method.

The apprentice is free to present this information in whichever way they feel is most appropriate, for example in a business report, but must include details of how and what research was undertaken, costings and how the legal implications have been considered. The Innovate Awarding Assessor will make their judgement on the delivery of the retail business project assessment using the KSB criteria within this assessment method.



### Assessment Method 3: Professional Discussion

The professional discussion will be structured to give the apprentice the opportunity to demonstrate the knowledge, skills and behaviours mapped to this assessment method.

The Innovate Awarding Assessor will ask the apprentice questions in relation to:

- The period of learning, development and continuous assessment
- Coverage of the standard
- Personal development and reflection

The discussion is to draw out the best of the apprentice's energy, enthusiasm, competence and excellence.

The professional discussion will be conducted in a controlled environment (a quiet room, away from the normal place of work).

The professional discussion will recognise areas which have already been covered in the retail business project as not to re-assess an area in which the apprentice has already demonstrated competence.

The professional discussion will typically last one hour and will be scored by the Innovate Awarding Assessor.



## Grading

Performance in the EPA determines the apprenticeship grade of:

- Distinction
- Pass
- Fail

Innovate Awarding will grade the written exam, retail business project and the professional discussion.

Innovate Awarding will combine the individual assessment method grades to determine the overall EPA grade.

To achieve a pass grade, the apprentice must achieve at least a pass in the written exam and demonstrate competence against all the assessment criteria included in the retail business project and the professional discussion.

To gain an overall distinction for the apprenticeship, the apprentice must meet the distinction requirements for 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
Distinction	Distinction	Distinction	Distinction
Pass	Distinction	Distinction	Distinction
Distinction	Distinction	Pass	Distinction
Distinction	Pass	Distinction	Pass
Distinction	Pass	Pass	Pass
Pass	Distinction	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Pass	Pass	Pass
Fail	Any Grade	Any Grade	Fail
Any Grade	Fail	Any Grade	Fail
Any Grade	Any Grade	Fail	Fail



## Annex 1

### ✦ Assessment Plan and Occupational Standard

The Level 4 Retail Manager Apprenticeship Standard and Assessment Plan can be accessed using this link:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/retail-manager-v1-1>

**Level 4 Retail Manager ST0325**

**Version 1.1**

**Sector: Sales, Marketing and Procurement**

**EQA Organisation: Ofqual**



## Annex 2 Additional Information

### ✦ Results and Certifications

All final assessment component results are published on epaPRO within **seven working days** of the assessment taking place.

We will submit a certificate claim with the ESFA within 15 working days after the final result has been uploaded to epaPRO. The ESFA will send the certificate directly to the employer.

For replacement certificates a request must be emailed to [epa@innovateawarding.org](mailto:epa@innovateawarding.org). Within two days of receiving the request, a replacement certificate will be requested from the ESFA.

### ✦ Re-sits and Re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take any failed assessment methods only.

Any assessment method re-sit or re-take must be taken during the maximum EPA period, unless in the opinion of us, exceptional circumstances apply outside the control of the apprentice or their employer.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to distinction.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless we determine there are exceptional circumstances requiring a re-sit or re-take.

### ✦ Reasonable Adjustments, Special Considerations and Appeals

Information on reasonable adjustments, special considerations and the appeals process can be accessed by using this link:

<https://innovateawarding.org/end-point-assessment/apprentice-information>

# **Annex 3**

## Support Materials

✦ Assessment Method 1 Grading Descriptors

In order to Pass all apprentices must achieve a representative sample of the following in the Written Exam	
Topic	Pass Descriptors
Financial	<ul style="list-style-type: none"> <li>How to apply general principles of operating commercially in a retail environment</li> <li>Scope and content of a business strategy and future plans/influencing factors</li> <li>Profit margin specifications and implications thereof for different products/services</li> <li>Principles of budgeting and forecasting</li> <li>The difference between a budget, 'actuals' and cash flow</li> <li>Key financial data in a retail business, its importance and how it should be used to analyse performance and inform planning</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>Leadership styles</li> <li>Theories of motivation</li> </ul>
Marketing	<ul style="list-style-type: none"> <li>Online, print and in person marketing methods used in the retail industry, including the comparative benefits and limitations</li> <li>Product launch/product life cycle</li> <li>Principles of price based marketing (sales, discounting, special offers)</li> <li>How marketing strategies link to the retail sales calendar</li> </ul>
Communications	<ul style="list-style-type: none"> <li>The variety of methods of communication available and how to use these effectively depending on the situation and audience</li> <li>Verbal/non-verbal/written, Face to face, on-line, via telephone, Brand standard/corporate image.</li> <li>How to establish the needs of individuals (team members and customers)</li> <li>Principles of active listening</li> <li>The importance of giving constructive feedback and acting on feedback received</li> </ul>
Merchandising	<ul style="list-style-type: none"> <li>Key principles merchandising, including their impact on the retail calendar</li> <li>How local and national trends and requirements can influence merchandising</li> <li>The importance of following merchandising plans</li> <li>How online and in store promotions differ and can be used as part of a coherent merchandising strategy</li> </ul>

Stock	<ul style="list-style-type: none"> <li>The principles of managing an effective stock control system</li> <li>The financial and operational implications of effective/ineffective stock control</li> <li>Correct storage conditions for a range of stock</li> <li>The costs/benefits of manual and automated stock ordering systems</li> <li>Legal requirements relating to stock control, movement and sale (e.g. age restricted, fireworks)</li> </ul>
Developing self and others	<ul style="list-style-type: none"> <li>Training needs analysis</li> <li>The learning and development cycle</li> <li>The importance of feedback</li> <li>Learning styles</li> <li>Training plan design</li> </ul>
Team Performance	<ul style="list-style-type: none"> <li>The principles and legal requirements for recruitment and selection</li> <li>Factors that impact on retention of staff</li> <li>The principles of an effective performance management system.</li> </ul>
Legal and governance	<ul style="list-style-type: none"> <li>Legal requirements relating to managing a range of retail operations</li> <li>Health and safety</li> <li>Trading standards</li> <li>Data protection</li> <li>Corporate and social responsibility</li> </ul>
Sales and promotions	<ul style="list-style-type: none"> <li>Principles of setting team and individual sales targets</li> <li>Data analysis</li> <li>Threats to sales targets</li> <li>Principles of the retail calendar</li> </ul>
Brand reputation	<ul style="list-style-type: none"> <li>Principles of brand reputation</li> <li>Importance of adhering to brand standards, branding and messaging</li> </ul>

## **Annex 3**

# Support Materials

- ✦ Assessment Method 1 Test Specification (Redacted)

### Assessment Method 1 Written Exam includes:

- Number of questions: Eight, comprising six short answer questions and two extended answer questions
- Duration of test: 120 minutes to complete the test and five minutes reading time.
- Type of questions: Short and extended answers

### Grading

Distinction	Pass	Fail
41 to 48 marks	29 to 40 marks	0 to 28 marks

### Assessed Criteria

**K3** Understand the key drivers of profitable retail performance and the relationship of forecasting to the retail calendar; know how to analyse and use information for forecasting, and how to report on financial results. Identify the impact of different types of costs on the business and understand how to make effective use of resources.

**K4** Understand different leadership styles used in retail businesses and when to use them effectively to motivate and inspire the team to do their best.

**K5** Know the key factors influencing a marketing plan such as product launch and life cycle, pricing, discount and special offers and ways of marketing via physical and other media. Understand how own business has formed marketing plan and how own role can best utilise marketing strategies to address demand throughout the retail calendar.

**K6** Understand how to communicate and cascade information effectively at all levels and to a diverse audience. Know how to identify the information required for decision making, how it should be gathered and reported internally and externally.

**K7** Understand how to set sales targets that are challenging but realistic and how to lead team members to achieve sales targets, maximising opportunities and reducing potential threats to sales across the retail calendar.

**K9** Understand the importance of upholding brand reputation, how brand reputation can become compromised and the impact on the business, and how threats can be managed. Identify the impact of social media on the industry and how it is used in own organisation.

**K10** Understand key features of merchandising and how these link with the business' merchandising plan to achieve sales targets. Know the particular requirements of related activities such as seasonal peaks and troughs over the retail calendar year.

**K11** Understand how to manage an effective stock control system; recognise the financial implications to the business and own responsibility to manage stock to meet sales targets, marketing activities and business objectives.

**K13** Identify a variety of ways to inspire and motivate team members, how to positively influence their approach to work and how to pass on knowledge and experience. Understand the importance of, and process for, ensuring team members' and own development.

**K14** Know how to recruit, retain and develop the right people for the right roles. Know the key theories of performance management and how to apply them to retail teams using own organisation's tools and protocols to support them.

**K15** Understand environmental, legislative, corporate, data protection and social responsibilities relating to retail businesses.

**S5** Communicate marketing objectives to team members and drive results. Analyse and evaluate the impact of marketing activities e.g. sales and customer feedback and report the outcomes to senior management with relevant recommendations.

**S10** Ensure effective merchandising set up, monitoring and maintenance in own area of business. Measure the impact of merchandising on sales and report the outcome to colleagues and senior managers, providing recommendations for improvements, and implementing changes within own remit.

**S15** Manage and continuously review adherence to legislation and regulations/policies for due diligence; handle audits and regulatory authorities such as the Environmental Health Officer appropriately.

**B7** Think ahead and take positive actions to maximise opportunities for sales and effective marketing activities, make cost effective use of resources through robust processes to meet sales targets.

# **Annex 3**

## Support Materials

✦ Assessment Method 2 and 3 Descriptors

Retail Business Project	
In order to Pass an apprentice must achieve all of the following:	In order to achieve a Distinction, apprentices must, in addition to achieving all the Pass criteria:
<ul style="list-style-type: none"> <li>• Give a general introduction and background to the retail business, including how this relates to the wider organisation, local and national environment</li> <li>• Outline the problem, challenge or opportunity identified</li> <li>• State the aims and objectives of the project</li> <li>• Identify how the potential changes would lead to measurable improvements and benefits to the retail business</li> <li>• Consult relevant stakeholders (e.g. customers, team members, managers) to inform the results and recommendations</li> <li>• Provide a detailed analysis of costs associated with the proposed recommendations</li> <li>• Identify applicable local and national legislation and ensure the proposal complies</li> <li>• Provide research methodology to demonstrate a logical, coherent approach</li> <li>• Make clear recommendations for implementation</li> <li>• Concise validation and justification of recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• Give a detailed introduction and background of the retail business, wider organisations, local and national environments, including on-line considerations</li> <li>• Outline the current situation which has led to the identification of a challenge or opportunity</li> <li>• Provide detailed aims and objectives for the project, linking to the current situation</li> <li>• Identification of measurable improvements and benefits to the organisation</li> <li>• 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</li> <li>• A thorough analysis of costs and benefits of the recommendations in the short, medium and long term</li> <li>• Critically analyse the project to ensure it meets organisational and legal requirements</li> <li>• Effectively design and use a research methodology using qualitative and quantitative research to its best effect</li> <li>• Detailed recommendations for implementation</li> <li>• Comprehensive link from the project into the medium term strategy of the retail business</li> <li>• Detailed validation and justification of recommendations</li> <li>• Proposed timeframes for implementation</li> </ul>

Professional Discussion	
In order to Pass an apprentice must achieve all of the following:	In order to achieve a Distinction, apprentices must, in addition to achieving all the Pass criteria:
<ul style="list-style-type: none"> <li>• Clearly articulate examples from the workplace relevant to evidencing competence across the standard</li> <li>• Explain why it is essential to instil the importance of following procedures to staff</li> <li>• Provide examples of how staff are managed effectively, including motivation and development of teams and individual staff members</li> <li>• Provide an overview of how the retail operation meets the needs of the business</li> <li>• Provide reasoned examples of how the operation operates efficiently</li> <li>• Explain the importance of keeping up to date with current industry trends and provide examples of how this has been achieved</li> <li>• Provide evidence to show they have been part of the budgeting and cost control in the organisation</li> <li>• Describe how the retail operation meets legislative and regulatory needs</li> <li>• Provide an effective evaluation of own performance, including behaviours, identifying where opportunities for improvement have been taken and results thereof evaluated</li> <li>• Demonstrate how feedback has been sought from managers and customers and how this has been effectively dealt with</li> </ul>	<ul style="list-style-type: none"> <li>• Explains how effective retail management and contingency planning have been developed and implemented and how this has increased overall departmental performance</li> <li>• Describe how recommendations for the improvement of quality, cost, value or efficiency have been made and implemented in the organisation</li> <li>• Demonstrates staff engagement, motivation, performance management and how this has led to increased performance</li> <li>• 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</li> <li>• 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</li> <li>• Provides mentorship to team members with measurable improvements to the performance of individuals and the team</li> <li>• Proactively invite feedback from all stakeholders and use this to develop and implement measurable improvements in performance of self and team</li> </ul>

## **Level 4 Retail Manager v1.1**

# **Innovate Awarding Assessment Specification**

Innovate Awarding  
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