



AWARDING

Retail

Standard Assessment Specification

Level 3 Retail Team Leader



Change control

Innovate Awarding will continuously review all support material to ensure its accuracy. All amendments will be recorded on the below change control table. New and updated support material will be listed on the dashboard section of EPA Pro. Please ensure that you are using the most up-to-date version. Any enquiries about this process can be directed to EPA@innovateawarding.org

Version number	Date uploaded	Overall grade	Page affected
7		Removal of correct answers column from MCQ assessment overview	32

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.



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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

The Retail Team Leader apprenticeship is designed to provide the knowledge, skills and behaviours required by those working in the retail sector.

Standard Name	Retail Team Leader
Level	3
Sector	Sales, Marketing and Procurement
Programme duration	12 months
Minimum time on programme	12 months
EPA Duration	Up to 3 months
EPA Methods	<ul style="list-style-type: none"> • Knowledge Test • Retail Business Project and Presentation • Professional discussion
Outcomes	Fail, Pass, Distinction
External Quality Assuring Centre	People 1st

Who is the apprenticeship for?

Retail team leaders are a critical support to managers, delivering exceptional customer service and a positive experience to customers. This apprenticeship is for people currently working in the retail environment with team leading responsibilities. It develops wide-ranging skills in understanding the business they work within whilst ensuring they support managers, team members and colleagues to deliver an outstanding service. Most significantly, it develops knowledge, skills and behaviours to guide and co-ordinate the work of the team to complete tasks, identify and explore opportunities that drive sales whilst ensuring business standards are maintained in line with procedures.

Role of Innovate Awarding

We are the End-point Assessment organisation and will complete the entirety of the End-point Assessment requirements for the apprenticeship. We will provide information on the processes to 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

Minimum on-programme duration as stated in the standard. In all cases this will be no less than 366 days but may be longer.

It is recommended that the on-programme assessment consists of:

- Meetings at least every two months (minimum 6 across the programme of study) with their on-programme assessor/trainer with progress formally recorded against the standard (providers can use the People 1st on-programme progression template)
- Feedback from line manager, mentor and/or peers

Gateway

To qualify for End-point Assessment, the apprentice must pass through the gateway. To do this, they need to:

- achieve Functional Skills tests for English and Maths 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 to 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.

Before the apprentice enters the gateway, they should be comfortable with the assessments they will complete and ready to demonstrate they 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		
	Multiple choice test	Retail business project (incl. presentation)	Professional discussion
Customer			✓
Business		✓	
Financial	✓		
Leadership		✓	✓
Marketing		✓	✓
Communications	✓		✓
Sales and Promotion		✓	
Product and Service		✓	✓
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)

What is the multiple choice test?

The multiple-choice test is an online test that will cover knowledge and skill elements of the standard. The test will reflect different scenarios and situations. A breakdown of the knowledge and skills within the standard can be found within the Apprenticeship Standards Amplification section of this specification.

The multiple choice test will be completed online through Innovate Awarding's EPA Pro system and will be invigilated under exam conditions. There is only one multiple choice test that needs to be taken and this will cover the requirements for all the included modules. The multiple choice test will consist of 40 questions and the apprentice will be given 60 minutes plus 5 minutes reading time to complete. This will need to be discussed at the initial planning meeting. 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 business project is designed to give the apprentice the opportunity to demonstrate their understanding of the retail sector and what the consumer wants. They will identify and 'think through' how improvements could be made to the way it operates. The apprentice should be able to apply the theories, concepts, skills and behaviours learned to meet the requirements of the assessment.

The business project should focus on an immediate problem, opportunity or idea in line with the scope of a team leader's day to day role. This could be a project to identify a potential cost saving for the business through improving efficiency, reducing waste or finding alternative ways of working to achieve business objectives, however it should be noted that the project will need to meet all the Sales and Promotion criteria. The apprentice should include within their business project a research proposal, identify measurable improvements and make recommendations for implementation.

The 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 assessment meeting enabling the apprentice to prepare a one-page (200-300 word) synopsis of their proposed business project. The synopsis must be submitted at the gateway review meeting. It will be reviewed by the End-Point Assessor ahead of the planning meeting to determine whether the proposed project has the potential to meet the criteria of the retail business project. If for any reason the proposal is not approved, the apprentice should send a revised proposal to the employer and End-Point Assessor within one week. It should be noted that the business project proposal is not formally assessed.

The business 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 for implementation

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

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 following table outlines the grading requirements for the retail business project.

To achieve a pass the apprentice will:		To achieve a distinction the apprentice will:	
PGS1	Give a general introduction and background to department, team or area of work, including how this relates to the rest of the business unit (if applicable)	DGS1	Provide research methodology to demonstrate a logical, coherent approach
PGS2	Outline the problem, challenge or opportunity identified	DGS2	Give a detailed introduction and background of the department, team, working area or wider business unit (e.g. other departments, head office, local community, customer profile)
PGS3	State the aims and objectives of the project	DGS3	Outline the current situation which has led to the identification of a challenge or opportunity
PGS4	Identify how the potential changes would lead to measurable improvements and benefits to the department, team or area of working	DGS4	Provide detailed aims and objectives for the project, linking to the current situation
PGS5	Consult relevant stakeholders (e.g. customers, team members, managers) to inform the results and recommendations	DGS5	Identification of measurable improvements and benefits to the organisation
PGS6	Provide an indication of costs associated with the proposed recommendation(s)	DGS6	Provide evidence of wide consultation and show how response have been included in the recommendation
PGS7	Identify applicable legislation and ensure the proposal complies where necessary	DGS7	Review the project to ensure it meets organisational and legal requirements
		DGS8	Show that a range of qualitative and quantitative research has been used effectively
		DGS9	Provide detailed recommendations for implementation
		DGS10	Provide detailed validation and justification of recommendations
		DGS11	Propose timeframes for implementation



What is the retail business project presentation?

The business project presentation is linked to the 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.

The End-point assessor will make their judgement on the retail business project and presentation using the criteria for assessment within the standard which can be found within the Apprenticeship Standards Amplification section of this specification.

What is the professional discussion?

The professional discussion is a structured discussion between the apprentice and their End-point Assessor which explores mandatory areas described in the Apprenticeship Assessment Plan and will be structured as follows:

- An introductory review of the period of learning, development and continuous assessment, delivered by the apprentice (5 minutes) including a summary (highlights and lowlights) of how they feel they have performed during their programme and key lessons learned (self-appraisal) allowing approximately 5 minutes for the End-Point Assessor to ask questions and lead a discussion.
- Coverage of the remaining areas for the professional discussion and not seen within the business project and presentation (customer, leadership, marketing, communications, product and service, merchandising, stock, technology, diversity) (approximately 40 minutes)
- Personal development and reflection – 2 areas of the standard (developing self and others, team performance) specifically for the professional discussion (approximately 10 minutes)

The discussion will be structured appropriately 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 following table outlines the grading requirements for the professional discussion.



To achieve a pass the apprentice will:		To achieve a distinction the apprentice will:	
PGS1	Describe the organisation's customer profile, how their purchasing habits are monitored across the retail calendar year and explain how the team are supported to ensure their individual needs are met or exceeded	DGS1	Evaluate customer feedback to justify evidence that customer expectations are met or exceeded
PGS2	State how they act as a role model to motivate the team to increase sales, merchandise products effectively, attract customer loyalty and meet business/brand targets	DGS2	Analyse data evidence to support the meeting of organisation's targets and objectives
PGS3	Describe how to organise day-to-day activities, plan for contingencies and escalate to the manager as appropriate	DGS3	Measure individual and team development and performance
PGS4	Explain the position of the business/brand and how the team can impact the reputation within the market		
PGS5	Demonstrate understanding of the full range of products/services offered by the brand/business and how technology is used to promote these to the customer		
PGS6	Explain how to lead the team in effective stock management to meet legal and business requirements		
PGS7	Demonstrate how own and team development is planned and managed detailing the benefits of development to individuals and the business		
PGS8	Describe how the team work positively and professionally within a diverse culture		



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	Describe the characteristics of different customer profiles within the business	S1	Monitor customer inquiries and service requirements
K2	Describe the stakeholders within the customer relationship	S2	Use data and trends to predict and meet product and service requirements
K3	Provide examples of purchasing habits	S3	Share customer feedback with team members
K4	Explain how purchasing habits may change across a retail year	S4	Coach and support team members to deliver consistent and exceptional service
K5	Define good customer service	S5	Lead by example in choosing the most appropriate communication method
K6	Describe how to exceed a customer's needs	S6	Display influencing behaviours when dealing with customers
K7	Explain how to set SMART targets	S7	Display empathy to the customers when necessary
K8	Describe the most appropriate way to motivate staff in different situations	S8	Provide customers with a positive experience exceeding their expectations
K9	Explain how to drive and motivate their team to achieve sales targets		
K10	Describe different types of loyalty scheme and their value		
K11	Provide examples of ways to secure customer loyalty to meet business targets		
K12	Explain how to increase customer retention		
K13	Explain how to use appropriate data for sales analysis and target setting		



Delivery content

Ref	Knowledge	Ref	Skill
K1	Types may include: age, gender, ethnicity, financial status, internal, external, new or returning	S1	Customer enquiries may include: product information, support needs, returns procedures, timelines for delivery
K3	Purchasing habits may include: time of year, special events, geographical demographic, special offers	S4	Coaching and supporting may include training, one to one support, shadowing, clarity of expectation
K6	Exceeding a customer's needs will require an understanding of business excellence within the organisation. Simple steps may include; taking your time to understand what a customer wants and meeting those requirements; connecting with the customer and building a relationship; going the extra mile e.g. providing your name if they have any questions or issues	S5	Communication method may include: face to face, text, email, body language, questioning, paraphrasing
K8	Different situations may include: under-performance, lateness, over-enthusiasm	S6	Influencing behaviours may include: convincing, negotiating, bridging, inspiring, asserting
K8/ K9	Motivation theories may include, Maslow's Hierarchy of Needs, Herzberg's Two Factor theory, McGregor's XY Theory	S8	Candidates will need to understand what constitutes exceptional customer service and the factors affecting a customers positive (or negative) experiences.
K11	Customer loyalty may include: increased basket sales, word-of-mouth marketing	S8	Candidates will need to display influencing and strong communication skills

Behaviours

B1	Act as a role model to champion excellent customer service always looking to improve the customers' experience
B2	Build strong customer relationships through a welcoming and professional approach



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 others it may simply be what is 'in keeping' with the type of retail business the employee works in.

Assessment criteria			
Ref	Knowledge Apprentices will need to:	Ref	Skill Apprentices will need to:
K1	Explain the purpose of the retail business and the wider sector	S1	Display working to brand standards
K2	Explain the purpose of a vision and/or mission statement	S2	Carry out activities in a manner that promotes the value of the business brand standards to all
K3	Describe the importance of unique selling points for businesses	S3	Influence the team to adopt service techniques and procedures that deliver the brand standards
K4	State the organisations vision and/or mission, business objectives and brand standards	S4	Support the training and development needs of team
K5	Describe the organisations ethos, culture and unique selling points	S5	Interact with customers and team displaying an understanding of the business vision, objectives and brand standards
K6	Compare the organisations vision and/or mission, business objectives, brand standards and unique selling points to competitors	S6	Address any potential risks according to business procedures
K7	Explain and describe the organisational benefits/ drawbacks of a strong/weak brand in relation to the product and/or service it offers	S7	Support the setting of objectives for the team
K8	Describe the purpose of organisational objectives within a successful business		
K9	Explain how organisational objectives influence team and individual objectives		
K10	Describe the importance of training and development in supporting the business to meet brand standards, unique selling points and objectives		
K11	Explain how own role supports the vision and/or mission, organisational objectives, business brand and customer experience		

Delivery content

Ref	Knowledge	Ref	Skill
K1	This may include features of the sector in which the business operates, business maturity, market maturity		

Behaviours

B1	Demonstrate personal responsibility for meeting the objectives of the team and the business
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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	Explain how to apply general principles of operating commercially in a retail environment	S1	Support the achievement of financial targets by planning and monitoring resources
K2	Describe the different profit margins to be achieved on products and how this influences decision making	S2	Translate and share information with the team
K3	Explain where to locate key financial information internally within the organisation	S3	Plan for peak and seasonal trading periods
K4	Explain how the achievement of team goals financially impacts the wider business	S4	Display support and motivation for the team to meet financial targets
K5	Describe how variable costs impact the business	S5	Monitor resources in own areas of responsibility increasing or decreasing to achieve targets
K6	Describe the principles of establishing, monitoring and reviewing sales targets	S6	Implement company procedures in instances of financial loss
K7	State the key costs for a retail team	S7	Influence team understanding of operating commercially
K8	Explain the basics of VAT and where to gain advice if needed	S8	Supervise the areas that have an impact on financial performance within their own team and in line with business procedures
K9	Explain the role of product positioning and minimising costs through effective stock control		
K10	Describe how to minimise costs and wastage		



Delivery content

Ref	Knowledge	Ref	Skill
K1	Operating commercially may include procurement, financial management, risk management and project management	S1	This will require candidates to interpret sales reports and other data and using the information to plan and implement changes
K3	Key financial information may include budget forecasts, gross profit margins, stock lists	S2	Information required by the team may include financial reports relevant to department, sales information, trend data
K5	Variable costs may include use of seasonal staff, turnover of staff, training and development, stock levels	S3	Plan for may include: staffing levels, types of product, stock levels
K8	Basics of VAT should be in relation to those that affect the candidates role and may include rates, taxable items, definition	S6	Financial loss may include stock wastage, theft, product returns
		S6	May include limits of personal responsibility in the event of loss possible actions to be taken in the event of loss

Behaviours

B1	Demonstrate commercial awareness
B2	Act responsibly and with integrity to protect the financial position of the business
B3	Present recommendations and proposals for increasing financial performance

Module D - Leadership

Leadership skills and styles 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 making decisions for the benefit of the business.

Assessment criteria			
Ref	Knowledge Apprentices will need to:	Ref	Skill Apprentices will need to:
K1	Explain how to organise the team on a daily basis to achieve its objectives	S1	Co-ordinate the work of the team to ensure consistent brand/business standards are delivered
K2	Describe the team dynamics and skills to be able to allocate resources appropriately	S2	Demonstrate differentiation between coaching and directing a team
K3	Describe the performance management policies and procedures	S3	Display effective communication providing clear direction and support to the team
K4	Describe key leadership styles, qualities and skills and how to adapt to achieve objectives	S4	Display effective feedback skills to support the team in fulfilling their own potential
K5	Recognise the importance of contingency planning to meet business requirements	S5	Display successful challenge to your team
K6	Know the limits of their authority when deputising for a line manager	S6	Deputise for line manager within the limits of their own authority

Delivery content			
Ref	Knowledge	Ref	Skill
K2	Team dynamics may include Belbin's team roles	S5	Challenge your team may include performance management, setting SMART targets, use of effective communication
K4	Key leadership styles may include Lewin's Change Management, Transformational Leadership, Emotional Intelligence (Goleman)		
K5	Contingency planning may include risk assessment, probability charts		
K6	Personal limits of authority; potential consequences of exceeding limits		

Behaviours	
B1	Display decisive thinking when making decisions that are in the best interest of the business
B2	Use sound judgement; take prompt action in the case of problems relating to resources



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	Describe the competition from local and online retailers in relation to products or services	S1	Communicate effectively all marketing activity to support the team
K2	Describe where the business is positioned in relation to local and on-line competition	S2	Ensure the team understands and engages in the marketing activities and plans of the business
K3	Explain what current marketing initiatives are in use	S3	Display adherence to compliance
K4	Identify where to get information –internally and externally	S4	Implement marketing activities and disseminate to team
K5	Explain how to support the team to ensure that they are aware of all marketing initiatives currently in use	S5	Display commercial awareness
K6	Explain how marketing strategies can be communicated to the wider team	S6	Maximise sales by using knowledge of customer type
K7	Describe how and when to escalate potential threats to the business from competitor activity	S7	Communicate recommendations to improve marketing and promotional activity
K8	Describe the needs of actual and potential customers		
K9	Explain the impact a marketing strategy has on influencing customers purchasing decisions		
K10	Describe how the business can support local external initiatives (e.g. healthy eating for school children)		
K11	Explain how seasonality impacts marketing campaigns		
K12	Describe legal governance around marketing campaigns		
Delivery content			
Ref	Knowledge	Ref	Skill
K3	Marketing initiatives may include advertising, marketing channels, linking to good cause/initiative	S8	Trend data may include product sales, footfall, promotions, customer profile
K10	Local external initiatives may include moving confectionery from payment areas to support healthy eating for school children, reinvestment of payment for carrier bags to local causes		
K11	Seasonality may include events, public holidays, weather		

Behaviours

B1	Proactively seek to understand local consumer trends, competitors' offers and promotions and customer needs and expectations
B2	Provide feedback and take action 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 how to support effective communication, determining quickly the situation and needs of individuals	S1	Display the use of constructive feedback to coach and encourage team members
K2	Describe how the communication method can impact on the brand standard/corporate image	S2	Handle difficult conversations with confidence resulting in acceptable resolutions
K3	Explain how to establish the needs of individuals (team members and customers)	S3	Display consistency in communication resulting in clarity with the team and fewer complaint escalations
K4	Describe the principles of active listening	S4	Adapt style of communication according to the audience
K5	Describe the principles of open questioning	S5	Use written communication to respond to emails etc. in line with company procedures
K6	Explain the importance of gaining feedback	S6	Demonstrate appropriate communication including an awareness of the setting e.g. presentations, meetings, feedback
K7	Describe communication methods	S7	Use data to monitor effectiveness of communication
Delivery content			
Ref	Knowledge	Ref	Skill
K7	Communication methods may include face to face or remote, spoken or written, manual or electronic	S4	May include reason for adapting style and interpreting cues (e.g. disability, body language)
		S6	Appropriate communication may include presentations, meetings, feedback

Behaviours	
B1	Demonstrate positive verbal and body language
B2	Use concise and clear methods of communication
B3	Take on board other peoples' points of view and respond in a way that is considerate to the audience



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. Retail businesses also need to take into consideration general sales patterns throughout the year to inform their planning.

Assessment criteria			
Ref	Knowledge Apprentices will need to:	Ref	Skill Apprentices will need to:
K1	Describe the customers and their changing purchasing habits	S1	Display analytical skills to interpret data
K2	Describe the products and services offered by competitors and any changes that occur	S2	Support the team in understanding and interpreting the sales figures
K3	Explain how customer service affects sales and promotions and ensure that all staff are aware of this	S3	Identify bestsellers and loss leaders
K4	Explain how external factors and events can affect sales and promotions	S4	Display effective communication ensuring it is relevant and regular
K5	Describe which products/services are best sellers and loss leaders	S5	Act on opportunities to maximise revenue in line with organisational policies and procedures
K6	Explain how sales related data is important to the sale and promotion process	S6	Implement, when required, additional training to support sales skills
K7	Describe effective sales and promotions activities	S7	Respond quickly when external factors are affecting sales and promotions
Delivery content			
Ref	Knowledge	Ref	Skill
K3	This may include friendliness of staff, knowledge of staff, non aggressive selling methods	S5	Value added sales may include link selling, upselling, vertical selling
K4	External factors may include political, economic, environmental, events, holidays, weather		

Behaviours

B1	Proactively seek out cost effective sales opportunities and ways to enhance revenue
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Module H - Product and Service

Knowledge and understanding of the products and services on offer 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	Describe (as far as is reasonably practicable) the full product and service range	S1	Lead by example asking customers questions about the products/services they are looking for and the features and benefits that will meet or exceed their needs
K2	Describe (as far as is reasonably practicable) the benefits and features of the full product and service range	S2	Plan appropriate resource to ensure that product and service knowledge is available
K3	Explain the provenance of products (where appropriate)	S3	Encourage team members to share knowledge and expertise
K4	Describe (as far as is reasonably practicable) the unique selling points of the full product and service range	S4	Identify products/services which match customer requirements
K5	Explain where to find detailed additional information about the full product and service range	S5	Display effective communication with customers providing relevant options and clarifying information
K6	Explain how long it will take to acquire the product/service and delivery times (if applicable)	S6	Display how to close a sale
		S7	Use product and customer knowledge to decide if it is appropriate to sell additional products/services to the customer, highlighting them accordingly
		S8	Use feedback to identify skills gaps
		S9	Support knowledge development around products and services



Delivery content

Ref	Knowledge	Ref	Skill
K5	Where to find may include product websites, technical booklets, expert colleagues and may include information on features, benefits, materials, provenance etc.	S5	Relevant information may include customer rights, returns policy, delivery times

Behaviours

B1	Promote all products and services confidently
B2	Demonstrate excellent knowledge and understanding of products/services

Module I - Merchandising

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	Describe the principles of merchandising and what this means in a retail environment	S1	Communicate the merchandising plan effectively including peak period requirements
K2	Describe the key principles of the retail calendar	S2	Interpret and communicate the merchandising brief to team members
K3	Explain how local needs can influence merchandising	S3	Ensure team maintains merchandising according to business requirements, the retail calendar and brand standards
K4	Explain why it is important to follow merchandising plans		
K5	Explain how merchandising can be affected by geographical differences		
Delivery content			
Ref	Knowledge	Ref	Skill
K1	Principles of merchandising may include point of sale, the retail calendar, local needs, customer profile	S1	Peak period may include sporting events, weather based, holiday based
K2	Principles of the retail calendar may include 4-4-5 calendar; 4-5-4 calendar, comparison of sales/trends		
K3	Local needs may include geographical, topical, weather based		
Behaviours			
B1	Communicate and encourage the merchandising principles, standards and commerciality to the team		



Module J - Stock

Stock is a critical part of any business, whether as items directly for sale or availability for support services. Staff 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 the principles of stock control	S1	Communicate the stock procedures to the team
K2	List the main suppliers for products within your area	S2	Apply logic and common sense to situations connected to stock
K3	Describe the legal requirements in relation to stock	S3	Investigate when stock procedures have not been followed in line with company standards
K4	Describe the organisations own stock procedures	S4	Monitor stock to identify losses supporting team members to do the same
K5	Explain the stock journey, from supply to sale	S5	Use methods to minimise the potential for loss of stock
K6	Explain why storage conditions are important for effective stock control	S6	Take appropriate action to sell stock that is near the end of its product, promotional or shelf-life ensuring compliance with legislation and/or company policy
K7	Describe how to effectively and efficiently manage stock levels		
K8	Explain how to report loss and damage to stock		
Delivery content			
Ref	Knowledge	Ref	Skill
K1	Stock control principles may include demand forecasting, warehouse flow, inventory turns/stock rotation, cycle counting, process auditing	S2	Situations might include seasonal trends, the retail calendar, sales events e.g. Black Friday, weather changes
K3	Legal requirements may include Food safety standards (e.g. heights/temperatures for food storage), COSHH (e.g. separating incompatible substances/labelling), Health and Safety at Work Act (e.g. need for PPE), Customs and excise requirements (bonded items), Age restricted goods e.g. fireworks, knives, alcohol, videos, tobacco (all with relevant legislation), the Proof of Age Standards Scheme (PASS)	S5	Methods may include stock rotation, investigation of returned items for fault trends

Behaviours

B1	Take a proactive approach and lead the team to effective stock management, ensuring stock is accessible and available in line with quality requirements and where and when needed
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Module K - 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	Explain how current and emerging technologies support customer-facing and remote retail operations.	S1	Use technology consistently and effectively
K2	Explain the advantages and disadvantages of the use of these technologies in the retail environment	S2	Support team members to use technology consistently and efficiently
K3	Explain how to operate retail-related technologies to achieve an efficient and effective service	S3	Monitor team performance in relation to the use of technology
		S4	Support team members when there is a system failure following company procedures

Delivery content

Ref	Knowledge	Ref	Skill
K1	Types of technology may include security, EPOS, mobile technology, PayPal, Intuit, Google Wallet, Click and Collect, Contactless payment, live stock positions (online and in store), emailed receipts	S3	Monitor team performance may include till scan rate, new loyalty card members, emailed receipts

Behaviours

B1	Is an advocate for the effective and efficient use of technology
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Module L - Developing Self and Others

As a team leader you have some responsibility for 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 as well as line management.

Assessment criteria			
Ref	Knowledge Apprentices will need to:	Ref	Skill Apprentices will need to:
K1	Explain the knowledge, skills and behaviours required of themselves and others to develop a high-performing team	S1	Demonstrate an active development plan for self
K2	Explain the features and role of team dynamics in a retail environment	S2	Support the development of individuals in the team
K3	Describe own skills and behaviours and where improvement is required	S3	Support team members to reflect on everyday learning and identify opportunities for development
K4	Explain how to carry out a performance review effectively using company procedures	S4	Monitor and support completion of compulsory training for self and team
K5	Explain how to motivate and monitor team members to achieve objectives	S5	Develop own coaching skills
K6	Describe leadership styles and recognise when to use the different types	S6	Use own performance reviews to improve and develop
K7	Explain the principles of SMART planning and target setting to meet team and individual objectives	S7	Maintain a record of progress/learning log
K8	Describe how the team fits into the organisation	S8	Undertake performance reviews with team members and actively encourage them to seek development
		S9	Delegate tasks fairly and appropriately to meet business objectives
Delivery content			
Ref	Knowledge	Ref	Skill
K2	This may include Belbin's Team Roles	S2	Development of individuals may include career conversations, one-to-ones, performance reviews, personal development opportunities
K6	Leadership styles may include Lewin's leadership styles, transformational leadership, emotional intelligence (Goleman)	S4	This may include induction training, health and safety, selling techniques, use of technology

Behaviours

B1	Take responsibility for own performance, learning and development
B2	Develop positive relationships with team members, embracing new and better ways of working

Module M - Team Performance

As a team leader in retail you will need to understand how to motivate a team as well as coaching and developing your staff. This will include knowledge of teams and how they work effectively, conflict in teams, how best to minimise it and how to encourage team work.

Assessment criteria			
Ref	Knowledge Apprentices will need to:	Ref	Skill Apprentices will need to:
K1	Describe individual team members needs	S1	Lead the team on a daily basis setting targets and reviewing progress against them to maximise and fulfil their potential to deliver results
K2	Explain when a team is performing well and why	S2	Make balanced judgements
K3	Describe relevant company policies and procedures	S3	Recognise non-performance and act on this according to company procedures
K4	Explain the benefits of team building activities	S4	Demonstrate emotional intelligence
K5	Explain how to measure team performance and success	S5	Display patience and reflection to see the situation from other points of view
K6	Describe the barriers the team may face in contributing to the overall success of the business	S6	Motivate team members to achieve success
K7	Describe conflict in a team and what can be done to minimise this	S7	Provide coaching and on-the-job training
K8	Describe conflict resolution techniques	S8	Co-ordinate team building activities
		S9	Apply an approach to resolve conflicts within the team
Delivery content			
Ref	Knowledge	Ref	Skill
K9	Conflict resolution techniques could include Interest based rationale, Collaborate/Problem solving (win-win), Smooth/Accommodate, Compromise/Reconcile	S6	Motivation theories may include, Maslow's Hierarchy of Needs, Herzberg's Two Factor theory, McGregor's XY Theory
		S9	Approach may include setting ground rules, mediation, compromise, negotiation

Behaviours

B1	Positively and confidently challenge poor performance and reward excellent performance in line with business procedures
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Module N - 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 licensed betting.

Assessment criteria			
Ref	Knowledge Apprentices will need to:	Ref	Skill Apprentices will need to:
K1	Describe legislation relating to 3 or more retail operations	S1	Monitor and maintain the confidentiality and security of customer data when recording, retaining and sharing information
K2	Explain the implications of not following the different legislation	S2	Comply with business health and safety procedures when carrying out work activities
K3	Explain the business's legal policies and procedures	S3	Comply with business procedures regarding consumer protection law
K4	Describe any Codes of Conduct within the retail industry	S4	Monitor team members training regarding legislation
		S5	Coach and support team members to comply with legislation
		S6	Identify health, safety and security risks and minimise, deal with or report to the appropriate person in line with own limits of authority
		S7	Take control of accidents and emergencies calmly and in line with business procedures
		S8	Train staff to be alert for health and safety risks and encourage them to tell you promptly about these
S9	Report any breaches, deviations or risks to the appropriate person		

Delivery content			
Ref	Knowledge	Ref	Skill
K1	Legislation may include health and safety, data protection, licensing, consumer rights, food safety, employment law, criminal justice, firework regulations	S6	Identifying and minimising risks may include risk assessment activities and identification of hazards
K1	Retail operations may include department store, supermarket, warehouse retailer, specialist retailer, e-tailer, convenience retailer, discount retailer	S7	Taking control may include calling security staff, initiating first aid, calling emergency services, evacuation of building
K4	Codes of Conduct may include the national Proof of Age Standards Scheme, Challenge 25		

Behaviours	
B1	Be responsible, advocate and adhere to the importance of working legally in the best interests of all people



Module O - Diversity

A retail business must ensure that its products/services are appropriate for the customer base, which may require amendments to product 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 a range of cultures, characteristics and individual requirements that can affect team members and customers	S1	Ensure team members follow business policies relating to diversity
K2	Explain how a range of cultures, characteristics and individual requirement may affect the operations/ products in a retail environment	S2	Monitor and support mandatory training for the team
K3	Describe the local demographics and how this is reflected in products and services available	S3	Use internal support services to provide reasonable adjustments
K4	Explain how cultures, backgrounds and belief conventions need to be addressed within the retail environment	S4	Make reasonable adjustments for customers or team members in line with organisational policies and procedures
K5	Describe how to support staff to implement the policy		

Behaviours

B1	Operate in an empathetic, fair and professional manner with all individuals regardless of background and circumstances
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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 multiple choice test will cover the following modules of the standard:

Module	Coverage		
	Knowledge	Skills	Behaviour
Financial	K1 – K10	S1 – S8	B1 – B3
Communications	K1 – K7	S1 – S7	
Merchandising	K1 – K5		
Stock	K1 – K8		
Developing Self and Others	K1 – K8		
Team Performance	K1 – K8		
Legal and Governance	K1 – K4	S1 – S9	B1
Diversity	K1 – K5		

The Retail business project and presentation will cover the following modules of the standard:

Module	Coverage		
	Knowledge	Skills	Behaviour
Business	K1 – K11	S1 – S7	B1
Leadership	K1 – K6		
Marketing	K1 – K12		
Sales and Promotion	K1 – K7	S1 – S7	B1
Product and Service	K1 – K6	S1 – S9	B1 – B2
Merchandising		S1 – S3	B1
Stock		S1 – S6	B1
Technology	K1 – K3		

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

Module	Coverage		
	Knowledge	Skills	Behaviour
Customer	K1 – K13	S1 – S8	B1 – B2
Leadership	K1 – K6	S1 – S6	B1 – B2
Marketing	K1 – K12	S1 – S7	B1 – B2
Communications			B1 – B3
Product and Service	K1 – K6	S1 – S9	B1 – B2
Merchandising		S1 – S3	B1
Stock		S1 – S6	B1
Technology		S1 – S4	B1
Developing Self and Others		S1 – S9	B1 – B2
Team Performance		S1 – S9	B1
Diversity		S1 – S4	B1



Re-Assessment

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

The final overall grade for the apprenticeship will be based on the combined performance of the apprentice in the retail business project and professional discussion, in addition to passing the multiple-choice test. A maximum of two resits per assessment activity will be permitted. When retaking an assessment activity, the maximum grade that can be achieved for that activity is a pass.

Any re-sit(s) is normally expected to take place after all the required assessments have been taken and the individual assessment results and overall apprenticeship result has been given to the apprentice. Should an apprentice fail two or more activities, within the same end point assessment 'window', a period of further training and development lasting between one and three months must take place before a re-take. The decision on how much time is required is based on a discussion between the apprentice, employer and end point assessor.

Alternatively, the end point assessor, employer and assessment organisation may agree that it is appropriate/practicable for the apprentice to be given their results for each assessment component speedily, as soon as they are confirmed by the assessment organisation. In such a situation, the apprentice would have the opportunity to re-sit one assessment within the assessment window. Should the apprentice fail a second assessment within the assessment window a period of further training lasting between one and three months must take place before a re-take. This applies even if the apprentice has passed the first re-sit in the same assessment window. In such an instance if the apprentice has one further assessment to undertake e.g. the professional discussion, it is recommended that this is re-scheduled to follow the re-sit(s).

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.



Assessment method	Area Assessed	Assessed by	Weighting	Marks																		
Assessment method	Modules covered by assessment method	Who is completing the assessment	Number of questions / modules	Pass mark required																		
Multiple Choice Test	<p>Knowledge of finance, communications, merchandising, stock, developing self and others, team performance, legal and governance and diversity. Apprentices must achieve at least one correct answer in each module.</p> <table border="1"> <thead> <tr> <th>Areas covered in test</th> <th>Approximate percentage of questions allocated</th> <th>No of questions</th> </tr> </thead> <tbody> <tr> <td>Finance, Stock</td> <td>30%</td> <td>12</td> </tr> <tr> <td>Communication</td> <td>15%</td> <td>6</td> </tr> <tr> <td>Merchandising</td> <td>15%</td> <td>6</td> </tr> <tr> <td>Developing self and others, Team performance</td> <td>20%</td> <td>8</td> </tr> <tr> <td>Legal and governance, Diversity</td> <td>20%</td> <td>8</td> </tr> </tbody> </table>	Areas covered in test	Approximate percentage of questions allocated	No of questions	Finance, Stock	30%	12	Communication	15%	6	Merchandising	15%	6	Developing self and others, Team performance	20%	8	Legal and governance, Diversity	20%	8	End-point Assessor	40	60%
Areas covered in test	Approximate percentage of questions allocated	No of questions																				
Finance, Stock	30%	12																				
Communication	15%	6																				
Merchandising	15%	6																				
Developing self and others, Team performance	20%	8																				
Legal and governance, Diversity	20%	8																				
Retail Business Project	Application of knowledge and demonstration of skills and behaviours relating to the business, leadership, marketing, sales and promotion, product and service, merchandising, stock and technology	End-point Assessor	<p>3 mandatory areas Business, Sales and Promotion, Technology</p> <p>5 non-mandatory areas Leadership, Marketing, Product and Service, Merchandising, Stock, (which could be covered in professional discussion)</p>	100% across 3 mandatory areas: Business, Sales and Promotion, Technology and all other observation / professional discussion criteria																		
Professional Discussion	Self-appraisal of the period of learning and development, application of knowledge and/or demonstration of skills and/or behaviours across customer, leadership, marketing, communications, technology, developing self and others, team performance, and diversity and evidence of personal development and reflection on how learning was applied to the role and workplace specifically covering the criteria in developing self and others	End-point Assessor	<p>8 mandatory areas Customer, Leadership, Marketing, Communications, Technology, Developing self and others, Team performance, Diversity</p> <p>3 non-mandatory areas Product and Service, Merchandising, Stock (which could be covered in observation)</p>	100% across 8 mandatory areas Customer, Marketing, Communications, Technology, Developing self and others, Team performance, Diversity and all other observation / professional discussion criteria																		



Grading

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 met can be removed from 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.

Multiple Choice Test	60%
Retail Business Project	100%
Professional Discussion	100%

Grading Requirements

To achieve a pass grade, the apprentice must pass the multiple choice test and demonstrate capability across all the areas and assessment criteria included in the retail business project and professional discussion.

To gain an overall distinction for the apprenticeship the apprentice must meet the distinction grading requirements identified on pages 8 and 10. Wherever possible distinction level performance should be captured via the retail business project and presentation as areas not demonstrated will need to be assessed via the professional discussion.

Multiple Choice Test	Retail business project and presentation	Professional discussion	Overall grade
Successfully achieved (non-graded element)	Pass	Pass	Pass
	Pass	Distinction	Pass
	Distinction	Pass	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 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.



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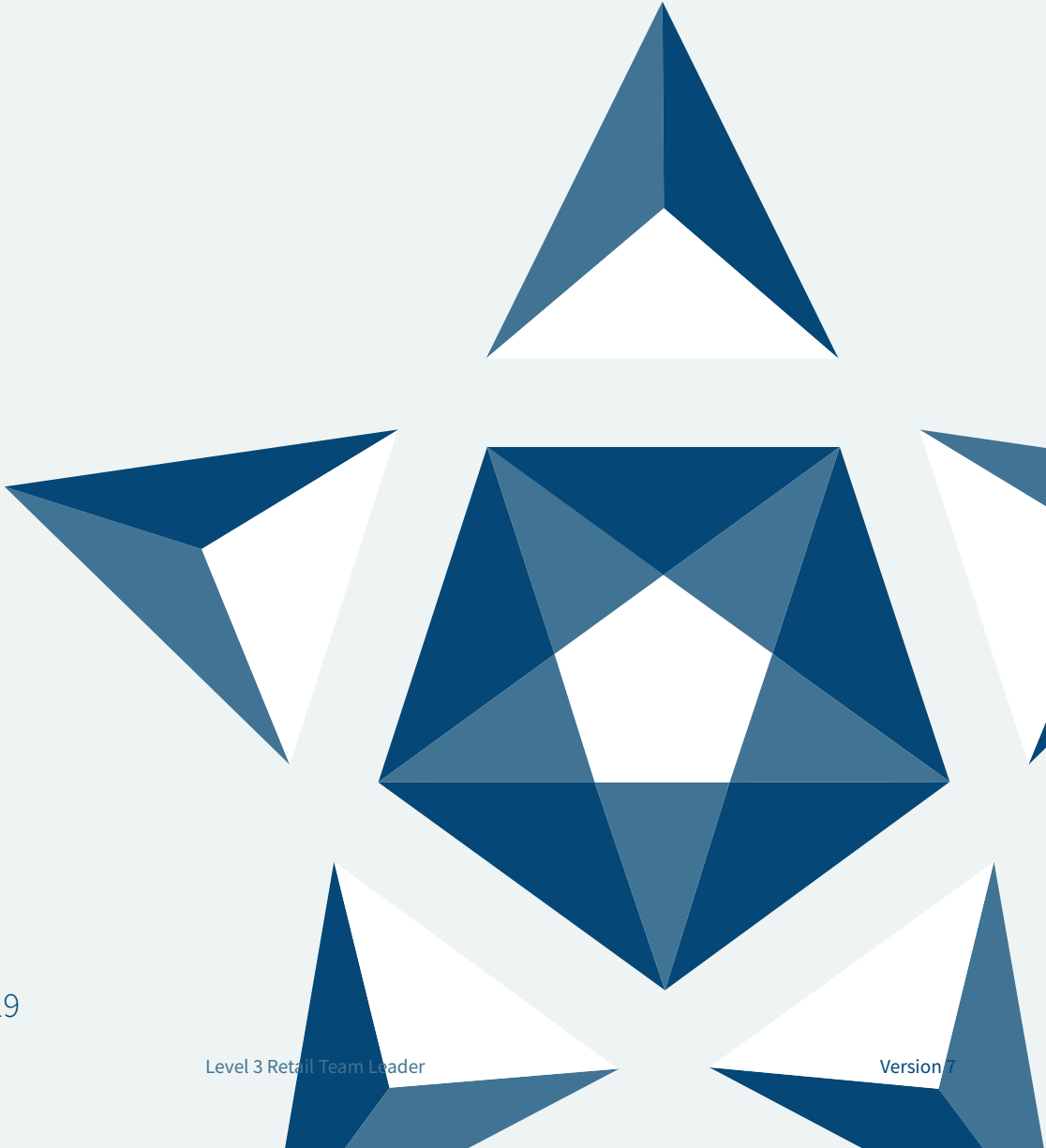
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Further Information

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Level 3 Retail Team Leader

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