

Level 3 Retail Team Leader v1.2

Innovate Awarding Assessment Specification





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Innovate Awarding

Meet our Managing Director



Welcome to the Level 3 Retail Team Leader 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



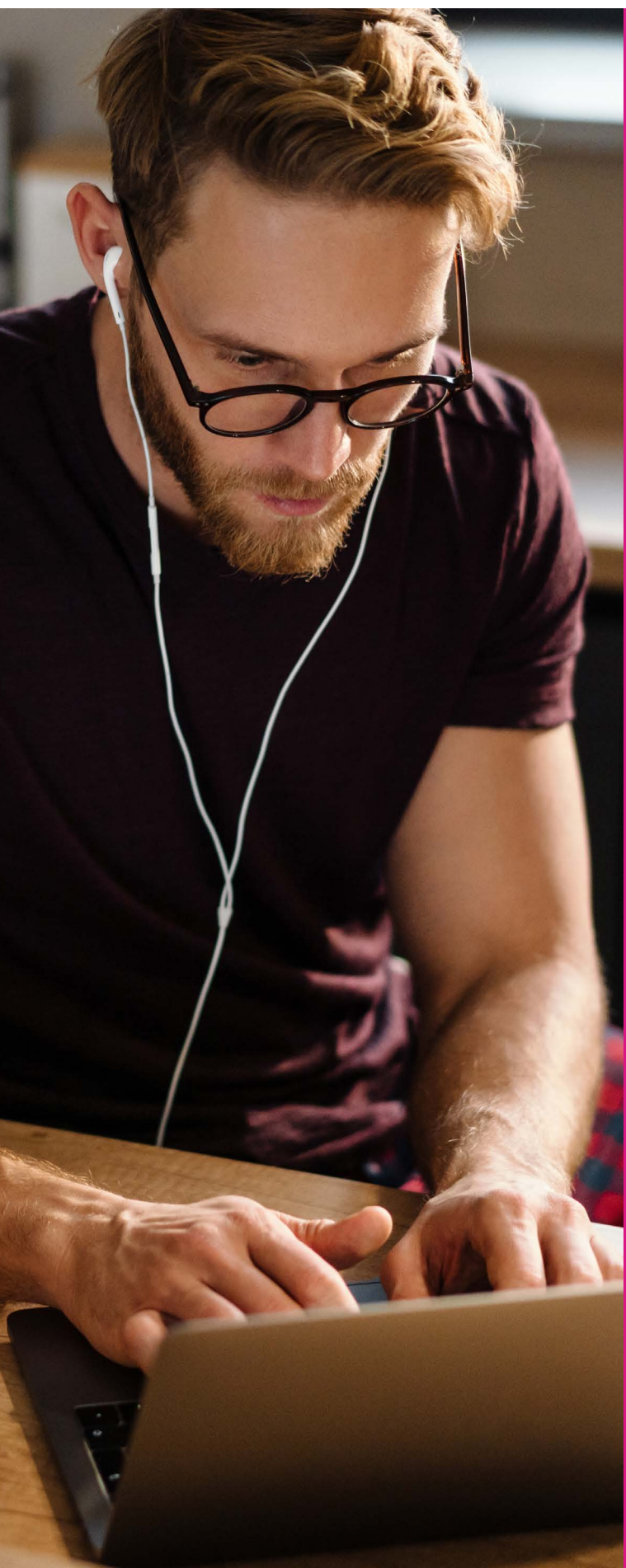
About Innovate Awarding

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 3 Retail Team Leader 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 3 Retail Team Leader 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 3 Retail Team Leader 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 three months, consisting of:

- On demand test
- Retail business project
- Professional discussion

Assessment Journey

On Programme Learning



01

The minimum on programme duration for the Level 3 Retail Team Leader Standard is 12 months. During this time the apprentice will develop their knowledge, skills and behaviours for the Level 3 Retail Team Leader Standard.

02

Gateway



To pass through Gateway the employer will need to be satisfied that the apprentice is consistently working at, or above, the occupational competence of the Level 3 Retail Team Leader. 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 must have achieved Level 2 English and Maths.

03

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.

04

On Demand Test



The apprentice will complete a one hour on demand multiple choice test. These will be scenario based questions. It will be undertaken remotely.

05

Project, Presentation and Questioning



The apprentice will be required to undertake the project and present to an Innovate Awarding Assessor within the three month EPA period. The presentation will take place in a controlled environment either on or off site. The apprentice will have 30 minutes to deliver the presentation to include time for questions and answers at the end.

06

Professional Discussion



The professional discussion will take place with an Innovate Awarding Assessor and will typically last for 60 minutes. The employer will be present to support (but not lead) and confirm information. The apprentice will be informed of the requirements prior to the discussion at least five days in advance. The professional discussion will be conducted in a controlled environment away from the normal place of work.

07

Grading and Certification



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

The Apprentice

A Retail Team Leader is a critical support to managers, delivering exceptional customer service and a positive experience to customers, and may have to deputise for managers in their absence.

The role is dynamic and in one day can involve a variety of different functions. Most significantly a Retail Team Leader will guide and coordinate the work of the team to complete tasks, identify and explore opportunities that drive sales, ensuring team members maintain business standards in relation to merchandising, service and promotional activities, in line with procedures.

A Retail Team Leader gains the most out of their team on a day to day basis, ensuring they are fully trained and work effectively and to the best of their ability.



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 3 Retail Team Leader Apprenticeship Standard, and the provider and employer have reviewed the apprentice's knowledge, skills and behaviours to confirm they are satisfied that the apprentice is competent and ready for their EPA.

Employers are ultimately responsible for deciding when their apprentice is competent as a Retail Team Leader 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 3 Retail Team Leader 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 their employer that they are consistently working at, or above, the occupational competence of the Level 3 Retail Team Leader
- 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 3 Retail Team Leader 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 3 Retail Team Leader 30 minute planning meeting will book assessment timeslots for the:

- On demand test
- 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

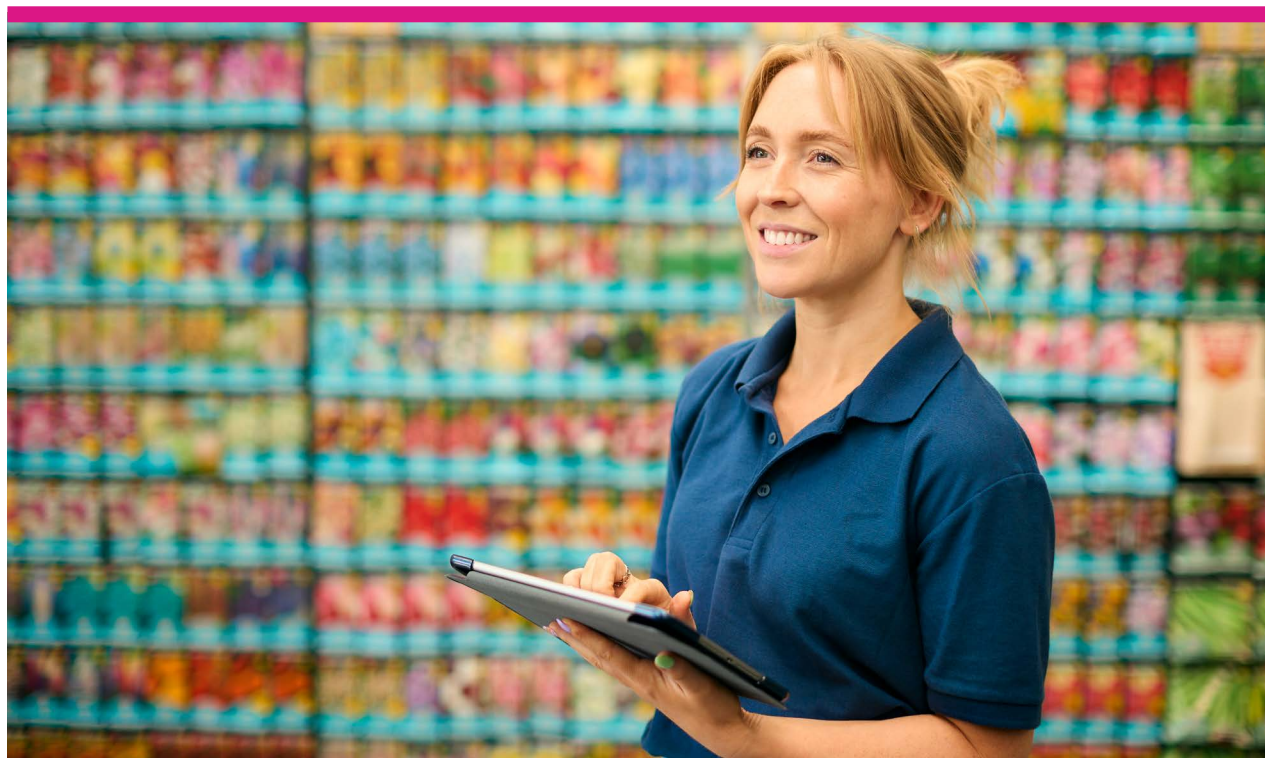
✦ Assessment Methods

Assessment Method 1 On Demand Test

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 one hour on demand test which will be in a multiple-choice format ensuring validity and reliability and which allows for consistent, efficient and timely allocation of marks/grades.

The question banks 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. The test will include questions covering a representative sample of the grading criteria.



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 the company and must therefore be presented outside of day-to-day work pressures.

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

Retail team leader

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 and should include a research proposal, identify measurable improvements and make recommendations for implementation. The project should focus on an immediate problem, opportunity or idea in line with the scope of a team leader's day to day role.

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 the 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 three month end point assessment period.

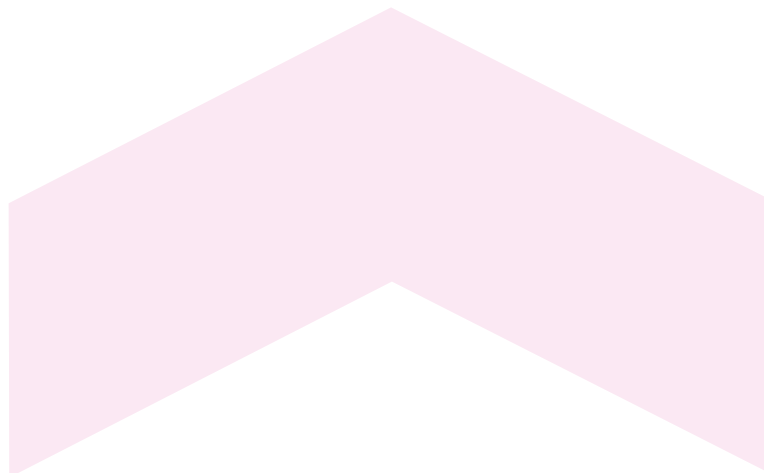
The presentation will take place in a controlled environment either on or offsite. A 'controlled environment' is defined as a quiet room, away from the normal place of work with access to all the equipment the apprentice requires to deliver the presentation. The apprentice will have 30 minutes to deliver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

The employer representative can be present during the presentation as an observer only and will not interact with the assessment activity.

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 the assessment activity.

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 criteria for 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 must be appropriately structured 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 be a one hour structured discussion between the apprentice and the Innovate Awarding Assessor.



Grading

Performance in the EPA determines the apprenticeship grade of:

- Distinction
- Pass
- Fail

Innovate Awarding will grade the on-demand test, 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 pass the on-demand test and demonstrate competence against all of 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 all areas across the retail business project and at least a pass in the on-demand test and professional discussion.

On Demand Test	Retail Business Project	Professional Discussion	Overall Grading
Pass	Distinction	Distinction	Distinction
Pass	Distinction	Pass	Distinction
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 3 Retail Team Leader Apprenticeship Standard and Assessment Plan can be accessed using this link:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/retail-team-leader-v1-2>

Level 3 Retail Team Leader ST0326
Version 1.2

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. 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

Topic	Pass Descriptors
Financial	<ul style="list-style-type: none"> Principles of establishing, monitoring and reviewing sales targets Key costs for a retail team, including fixed and variable, stock, staff and overheads Turnover, gross and net profit Ways to minimise costs and wastage VAT
Communication	<ul style="list-style-type: none"> The variety of methods of communication available and how to use these effectively depending on the situation and audience Verbal/non-verbal/written, face to face, online, via telephone, brand standard/corporate image How to establish the needs of individuals (team members and customers) Principles of active listening The importance of feedback
Merchandising	<ul style="list-style-type: none"> Key principles of the retail calendar Principles of merchandising How local needs can influence merchandising The importance of following merchandising plans
Stock	<ul style="list-style-type: none"> The principles of stock control The stock journey, from supply to sale Why storage conditions are important for effective stock control How to manage stock levels Legal requirements relating to stock control, movement and sale (e.g. age restricted, fireworks)
Developing Self and Others	<ul style="list-style-type: none"> Team dynamics Performance reviews, SMART planning and target setting to meet team and individual objectives Motivation and monitoring of team members to achieve objectives
Team Performance	<ul style="list-style-type: none"> Benefits of team building Identification and resolution of conflict within a team
Legal and Governance	<ul style="list-style-type: none"> Legal requirements relating to a range of retail operations Health and Safety supervision and risk analysis

Annex 3

Support Materials

- ✧ Assessment Method 1 Test Specification (Redacted)

Assessment Method 1 On-Demand Test includes:

- Number of questions: 40
- Duration of test: 60 minutes to complete the test and five minutes reading time.
- Type of questions: Multiple choice

Grading

Pass	Fail
24 to 40 marks	0 to 23 marks

Assessed Criteria

K3 Understand how own actions and those of the team can contribute to the overall financial performance of the business by increasing sales e.g. through product positioning, and minimising costs through effective stock control and prevention of theft.

K6 Understand how to support effective communication, quickly determining the situation and needs of individuals and how to respond in the most appropriate way using a variety of techniques and methods, for example face to face and/or remotely to include online.

K9 Know methods of merchandising throughout the retail operation, including point of sale, the retail calendar and local needs e.g. geographical, topical or weather based.

K10 Understand the principles of stock control from sourcing to sale/supply. Understand the management of stock levels, security, restrictions (e.g. age restricted products), wastage and effective systems for recording them.

K12 Understand the knowledge, skills and behaviours required of self and others to develop a high performing team in the business. Understand team dynamics and the importance of enabling team members to appreciate their role in the wider organisation and in meeting business objectives.

K13 Know how to identify and develop excellent team performance. Understand how the performance of the team contributes to the overall success of the business.

K14 Understand the importance of business compliance to legal requirements and supporting the team to operate in line with business policy and procedures.

K15 Understand how to work with and support people from a wide range of backgrounds and cultures and the business policy on diversity.

S3 Support the achievement of financial targets by planning and monitoring resources. Use resources effectively and efficiently to meet expected demand. Oversee the areas that impact on financial performance in own area of the business in line with business procedures.

S6 Adapt style of communication according to the audience, monitor the effectiveness of and encourage excellent communications across all operations that achieve the best result for the business including verbal, written and online communications.

S14 Ensure self and team always comply with legal requirements, respond quickly to identified risks and ensure they are dealt with in line with business procedures and reported to the appropriate member(s) of the management team.

B3 Demonstrate commercial awareness and act responsibly and with integrity to protect the financial position of the business.

B14 Be responsible, advocate and adhere to the importance of working legally in the best interests of all people.

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">• 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)• Outline the problem, challenge or opportunity identified• State the aims and objectives of the project• Identify how the potential changes would lead to measurable improvement and benefits to the department, team or area of working• Consult relevant stakeholders (e.g. customers, team members, managers) to inform the results and recommendations• Provide an indication of costs associated with the proposed recommendations• Identify applicable legislation and ensure the proposal complies where necessary	<ul style="list-style-type: none">• Provide research methodology to demonstrate a logical, coherent approach• Make clear recommendations for implementation• Concise validation and justification of recommendation• Give a detailed introduction and background of the department, team or working area wider business unit (e.g. other departments, head office, local community/customer profile)• Outline the current situation which has led to the identification of a challenge or opportunity• Provide detailed aims and objectives for the project, linking to the current situation• Identification of measurable improvements and benefits to the organisation• Provide evidence of wide consultation and show how responses have been included in the recommendation• Review the project to ensure it meets organisational and legal requirements• Show a range of qualitative and quantitative research has been used effectively• Detailed recommendations for implementation• Detailed validation and justification of recommendations• Proposed timeframes for implementation



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">• 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• 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• Describe how to organise day-to-day activities, plan for contingencies and escalate to the manager as appropriate• Explain the position of the business/brand and how the team can impact the reputation within the market• 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• Explain how to lead the team in effective stock management to meet legal and business requirements• Demonstrate how own and team development is planned and managed detailing the benefits of development to individuals and the business• Describe how the team work positively, professionally within a diverse culture	<ul style="list-style-type: none">• Evaluate customer feedback to justify evidence that customer expectations are met or exceeded• Analyse data evidence to support the meeting of organisation’s targets and objectives• Measure individual and team development and performance

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