Retail

Standard Assessment Specification
Level 2 Retailer

Disclaimer note

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

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

Contents

Introduction

Innovate Awarding

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

Apprenticeship overview

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

Standard Name	Retailer
Level	2
Sector	Sales, Marketing and Procurement
Programme duration	12 months
Minimum time on programme	12 months
EPA Duration	Up to 3 months
EPA Methods	• Multiple Choice Test • Practical Observation in the workplace • Professional discussion
Outcomes	Fail, Pass, Distinction
External Quality Assuring Centre	People 1st

Who is the apprenticeship for?

This apprenticeship is for people entering or working in the retail environment with responsibility for assisting customers when they purchase products or services. It develops wide-ranging skills in understanding the business in which they work whilst ensuring they support their customers fairly and communicate effectively to provide an outstanding service.

Role of Innovate Awarding

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

Support Materials

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

On Programme Requirements

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

It is recommended that the on-programme assessment consist of:
•   meetings at least every two months (at least 6 across the programme of study) with their on-programme assessor/trainer with progress recorded formally against the standard (providers can use the People 1st on-programme progression template);
•   feedback from line manager and peers.

Gateway

To qualify for End-point Assessment, the apprentice must pass through the gateway. To do this, they need to:
•   study for and take the Functional Skills tests for English and maths at level 2 (if they do not already hold these or equivalent qualifications);
•   achieve Functional Skills for maths and English at level 1 (if they do not already hold these or equivalent qualifications).

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

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

Module Overview

The modules are the titles of the knowledge and skills listed in the standard.

The end-point assessment will draw on all knowledge and skills listed in the standard. The situational judgment test will primarily be an assessment of knowledge against a given workplace scenario. The professional discussion will draw on skills practised as a result of having acquired the required knowledge.

Modules	Assessment Methods		
	Knowledge test	Observation	Professional discussion
Customer		✓	✓
Business		✓	✓
Financial	✓	✓	✓
Marketing	✓	✓	✓
Communications	✓	✓	✓
Sales and Promotion		✓	✓
Product and Service		✓	✓
Brand Reputation	✓	✓	✓
Merchandising	✓	✓	✓
Stock	✓	✓	✓
Technical	✓	✓	✓
Team		✓	✓
Performance			✓
Legal and Governance	✓	✓	✓
Diversity		✓	✓
Environment	✓	✓	✓

End-point Assessment

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

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

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

The end-point assessment uses three assessment methods:
1.   a multiple choice test;
2.   observation;
3.   a professional discussion.

These assessments must be taken in this order.

What is the multiple choice test?
The on-demand multiple choice test is on-screen and designed to test some knowledge, skills and behaviours within the standard. The knowledge test 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 multiple choice test will be completed on-screen through Innovate Awarding's EPA Pro system and will be invigilated under exam conditions. There is only one knowledge test that needs to be taken and this will cover the requirements for all the included modules. Identified modules are grouped together (see page 32). The knowledge test will consist of 20 questions and the apprentice will be given 30 minutes plus 10 minutes reading time to complete. Apprentices are required to achieve the pass mark for each grouping as scores are not aggregated. The test consists of three sections. Apprentices must pass each section to pass the test overall. 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 practical observation in the workplace?
The practical observation in the workplace will allow the apprentice to demonstrate naturally occurring practice of the knowledge, skills and behaviours. The observation must include customer interaction and it is mandatory that it covers the Customer, Business, Communication and Brand Reputation modules of the standard. It is likely to also cover other aspects of the standard through naturally occurring opportunities, but these can be picked up in the professional discussion if not observed. It is expected that the observation will be conducted in person by the end-point assessor. The observation must be carried out in one session, but this session can be interrupted to ensure that candidates can carry out all the modules identified. The observation will last 2 hours (excluding any interruptions).

What is the professional discussion?

The professional discussion is a structured discussion between the apprentice and their end-point assessor which explores the mandatory areas described in the Apprenticeship Assessment Plan together with other areas not seen in the observation and will be structured as follows:

- an introductory review of the period of learning, development and continuous assessment, delivered by the apprentice and including a summary (highlights and lowlights) of how they feel they have performed during their programme (self-appraisal) and key lessons learned (approximately 5 minutes);
- coverage of the areas specifically for the professional discussion (customer, marketing, sales and promotion, technical, team, diversity, environment) plus areas taken forward from the practical observation (approximately 45 minutes);
- personal development and reflection – 2 areas of the standard (performance, team) specifically for the professional discussion (approximately 10 minutes).

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

For retailers working in a remote environment, such as in telephone, on-line and mail order retail, it is recognised that opportunities to control physical stock items and storage areas may be limited, particularly if selling a utility or service rather than a product. All apprentices must have a full knowledge and understanding of stock as detailed in the apprenticeship standard and how this applies within their environment. However, specific assessment criteria, listed under the 'stock' element, can be discussed and competence ascertained through theoretical discussion rather than workplace examples.

The professional discussion should not be undertaken earlier than 5 days after the planning meeting.

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.

Assessment criteria			
Ref	**Knowledge** Apprentices will need to:	**Ref**	**Skill** Apprentices will need to:
K1	Describe where to find information on customers within the business	S1	Make every interaction with a customer an opportunity to increase, gain, maintain or re-establish their loyalty
K2	Identify the features of different customer groups	S2	Utilise their understanding of customer profiles to identify quickly what the customer needs and offer options to meet or exceed their expectations
K3	Describe different types of customers' motivation to purchase and their different needs	S3	Communicate clearly accurate, relevant and helpful information to customers, checking their understanding
K4	Describe how to recognise different customer behaviours, emotions and emotive needs and how to adapt delivery accordingly	S4	Deliver excellent customer service in line with the business' culture and values
K5	Explain how the culture of different businesses have an impact on the style of interaction with customers	S5	Listen to and deal with customers' questions, queries and complaints effectively in line with business requirements
K6	State different methods customers want to use to purchase products / services	S6	Support customer experience by asking appropriate questions
K7	Describe how customers' purchasing habits are influenced through social trends	S7	Use the business offer to support efforts to enhance customer loyalty
K8	Describe the key features and benefits of customer service that exceeds expectation	S8	Use methods of communication and building rapport that are in line with the business and adapt to different customers
K9	Identify the differences between the customer service provided in the organisation and other businesses in the same sector	DC S9	Deliver a customer service improvement resulting in increased sales
K10	Describe the importance of excellent customer service to business success	DC S10	Turn a complaint into an opportunity to maintain customer loyalty
K11	Explain the implications of poor customer service to the business		
K12	Describe the role of repeat business in organizational success		
K13	List ways to encourage customer loyalty in the retail industry		
K14	Explain what is meant by the term 'customer experience'		

Delivery content

Ref	Knowledge	Ref	Skill
K2	Different customer groups may include who the target customers of the business are, the products/services they typically purchase	S4	Businesses' culture and values will require the apprentice to know the business vision, value, mission and brand
K3	Motivation to purchase may include price, locality, loyalty to organisation, specific type of product	S5	Types of questions may include open, closed, probing
K3	Different needs may include explanation of product, method of payment, support with a disability	S7	Business offer may include policy and procedure, promotional offers (e.g. buy one get one free, loyalty schemes), opening hours, on-line shopping, click and collect options
K5	Culture of different businesses may include fun (e.g. google), formal (e.g. gentleman's outfitters), discount (e.g. pound stores)	S8	Rapport building may include showing interest, being genuine, warm and friendly, using positive body language, mirroring techniques
K8	Exceeds expectation will include going above and beyond the customer service usually delivered	S8	Different customers may include age, gender, culture, specific needs (e.g. hearing, sight)
K11	Implications of poor customer service may include loss of sales, loss of reputation	S9	Customer service improvement may include customer feedback mechanism, identification of improvements based on customer feedback e.g. "you said, we did"
K12	Importance of repeat business may include maintaining market share, word of mouth marketing		
K13	Encourage customer loyalty may include price match, loyalty cards		

Behaviours

B1	Adopt an approachable and friendly manner
B2	Show a genuine interest in meeting customer needs
B3	Seek feedback to improve own quality of service provision

Module B - Business

The term 'brand standards' 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 businesses the employee works in.

Assessment criteria

Ref	Knowledge Apprentices will need to:	Ref	Skill Apprentices will need to:
K1	List the features of a brand standard	S1	Interact with customers and build a rapport
K2	Identify the vision, objectives and brand standard/style of the business	S2	Communicate with reference to the business vision, objectives and brand standards
K3	Describe the purpose of the vision and the benefits to the business	S3	Use service techniques and procedures that deliver the brand standards
K4	Describe the role of business brand standards to organisational success	S4	Carry out all activities in a manner that promotes the value of the business brand standards to customers, team members and other stakeholders
K5	Describe how the vision has an impact on their own role		
K6	Explain the purpose of setting objectives and why they are important for businesses to be successful		
K7	Describe how the business objectives relate to their own role		

Delivery content

Ref	Knowledge	Ref	Skill
K5	Impact on their own role may include policies and procedures, communication/greeting, uniform, organisational culture	S3	Service techniques and procedures may include "HEARD" (e.g. hear, empathise, apologise, resolve, diagnose), listening and body language skills, dress code
K6	The purpose of setting objectives includes links to measuring performance against targets, monitoring the direction of travel for the business		
K7	To relate to their own role requires the apprentice to explain personal KPIs, performance reviews, one-to-one support, development plans		

Behaviours

B1	Have personal drive and positive regard for the reputation and aim of the business
DC B2	Represent the business values consistently

Module C - Financial

Operating with financial awareness is essential at every level within the retail environment. A retailer must understand the principal resource costs of a business and ensure that sales targets and 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 the general principles of operating commercially in the retail environment	S1	Use methods that will enhance sales and reduce costs for the business
K2	Describe the business costs of running an organisation	S2	Use methods of financial control that are appropriate to the style of the business
K3	Explain how a different approach to one process can save the business money	S3	Use methods of work that will meet or exceed financial targets
K4	Identify the key performance indicators that support the profitability of the business	S4	Handle matters in accordance with business policy to minimise the risk of financial loss
K5	State the sales targets for business	S5	Deal with matters of financial loss in a manner that minimises further loss, but in accordance with the requirements of the business
K6	Explain how businesses aim to reduce waste	DC S6	Describe how they have used initiative to impact on sales, waste, customer experience or cost efficiency
K7	Describe where and when wastage can occur		
K8	Describe techniques and opportunities for increasing sales in the business at the lowest cost		

Delivery content

Ref	Knowledge	Ref	Skill
K1	General principles of operating commercially may include product – is it what customers want; cost – is it what customers are prepared to pay; how are costs made up eg product, staffing, overheads; is it available when the customer wants it eg supply chain, stock levels, electronic sales, delivery	S3	Methods of work may include handling stock, return of goods
K2	Business costs may include holding of stock, packaging, stationery, uniforms, staff wages, building rental	S4	Handle matters may include an understanding that poor customer service can lead to additional costs e.g. discount, free item, how poor stock handling/storage could damage stock
K3	Different approach may include change in packaging material		
K4	Key performance indicators may include footfall, number of sales, conversion rate (footfall to sale), average basket spend, profit margin, product returns, sales per square foot		
K7	Waste may include packaging, product returns, shoplifting, stock levels		

Behaviours
B1	Act credibly and with integrity on all matters that affect financial performance

Module D - 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 and deliver on its objectives.

Assessment criteria			
Ref	**Knowledge** Apprentices will need to:	**Ref**	**Skill** Apprentices will need to:
K1	Explain 'business positioning' and how it relates to market share and competitors	S1	Use accurate information to explain product and service offers and price comparison to customers
K2	Define 'unique selling point' (USP)	S2	Select the best method of promoting a product or service to support business objectives
K3	Explain how a USP links to the organisation's market share and competitors	S3	Promote the unique selling point of the business and/or its products/services
K4	Identify the USP of their own business and how it compares with that of other organisations	DC S4	Recommend an improvement to a marketing and/or promotion activity
K5	Explain what a 'strapline' is and how it is used		
K6	Explain what a promotion and advertising campaign is and why businesses use them		
K7	Describe how the business compares with its competitors in terms of product offer, pricing and service		
K8	Describe how businesses are positioned in the market alongside competitors		
K9	Identify local competitors, their offers and the importance of being aware of any promotions		
K10	Describe how to promote products and services to achieve business objectives		
K11	Explain where in the business to find latest guidance and information on promotions and advertising campaigns		
K12	Describe how methods used for promoting products and services impact on the customer's purchasing decision		
Delivery content			
Ref	**Knowledge**	**Ref**	**Skill**
K11	Where in the business may include intranet, staff bulletins, team briefings, one to ones, business website	S2	Best method may include leaflet, conversation, point of sale promotion
K12	Impact may include cheaper price, more advanced product features, gift	S4	Recommendation may include site of a display, upselling technique of related product

Behaviours	
B1	Take an interest in the position of the business within the industry

Module E - Communication

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	Describe how non-judgemental listening in the communication process can impact a situation	S1	Use a range of communication styles that are appropriate to the individual and the situation
K2	Describe a variety of communication methods to deal with different situations	S2	Communicate in a way that meets customer needs with awareness of the situation, adapting as necessary
K3	Explain why excellent communication is so important to businesses	S3	Communicate with empathy for the individual
K4	Explain the impact on businesses of poor or inappropriate communication	DC S4	Demonstrate communication skills that exceed customer expectations
K5	Describe the typical styles and methods of communication used by the business	DC S5	Turn a negative situation into a positive experience for a customer or member of staff
K6	Explain the impact of body language in communication		

Delivery content

Ref	Knowledge	Ref	Skill
K3	Excellent communication may include being clear, being concise, tone of voice, body language	S1	A range of communication styles may include face-to-face, via the telephone or on-line (depending on method of purchase)
K5	Typical styles may include assertive, aggressive, passive-aggressive, submissive, manipulative		
K5	Methods may include verbal (spoken, body language), written (electronic, paper-based)		
K5 K6	Impact may include poor customer service, poor team relationships		

Behaviours

B1	Take a positive interest in customers, actively listening or taking due care to understand written or on-line communication and respond appropriately

Module F - Sales and Promotion

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

Assessment criteria			
Ref	**Knowledge** Apprentices will need to:	**Ref**	**Skill** Apprentices will need to:
K1	Explain why sales targets differ according to the retail calendar	S1	Select and use selling techniques that are appropriate to the situation, product and/or service being sold
K2	Describe their own contribution to meeting sales targets	S2	Communicate with customers to identify sales opportunities
K3	Describe a range of selling techniques and how and when to use them	S3	Take opportunities to increase the size of the sale
Delivery content			
Ref	**Knowledge**	**Ref**	**Skill**
K1	Retail calendar may include holidays and celebrations – valentine's day, Mother's Day; weather/seasonality; trade shows; product launch	S1	Selling techniques may include first impressions, listening skills, building rapport, mirroring, customer motivation to purchase
K3	Selling techniques may include first impressions, listening skills, build rapport, mirroring	S2 S3	Opportunities may include offering supporting goods eg batteries or insurance on the product

Behaviours	
B1	Seeks ways of enhancing sales whilst being sensitive to the needs of the customer and encourage team members to do the same

Module G - Product and Service

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

Assessment criteria			
Ref	**Knowledge** Apprentices will need to:	**Ref**	**Skill** Apprentices will need to:
K1	Explain the importance of and how to keep up-to-date with product/service knowledge	S1	Identify products/services which match customer requirements
K2	Identify where to find product/service knowledge	S2	Offer relevant options, giving customers opportunities to ask questions and clarify information
K3	Describe the key facts of the product/service to support and complete sales	S3	Close the sale with the customer, confirming what they want to buy and providing relevant information
K4	Explain the importance of identifying customer needs to sell products/services that will meet and/or exceed their expectations	S4	Identify when it is appropriate to sell additional products/services to the customer and highlight accordingly
K5	Describe how to link product features and benefits to customer needs and profile	DC S5	Describe the features and benefits of relevant products to customers in a way which helps them identify the differences
K6	Describe if and how the product fits into a wider range of products and the differences/links between them	DC S6	Display a comprehensive range of product knowledge and understanding over and above what a customer would be able to find out for themselves
		DC S7	Summarise information, clearly and accurately to others in a way which is easily understood
		DC S8	Display a genuine rapport with the customer going "off script" when engaging with them
		DC S9	Display a breadth of knowledge around benefits, insight into usefulness of products and specifications
		DC S10	Demonstrate the use of devices and understand the relevant merits of each

Delivery content			
Ref	**Knowledge**	**Ref**	**Skill**
		S3	Relevant information may include customer rights, returns policy, payment methods
		S7	Summarise may include clear, concise, jargon-free

Behaviours	
B1	Displays belief in the products and services that the business offers
DC B2	Demonstrate pride in the delivery of products/services

Module H - Brand Reputation

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

Assessment criteria

Ref	Knowledge Apprentices will need to:	Ref	Skill Apprentices will need to:
K1	Explain the link between brand reputation and business success	S1	Deal effectively with relevant situations in line with organisational policy
K2	Describe how your conduct during and out of working hours can have an impact on brand and business reputation	S2	Liaise with relevant member of staff with regard to policy and procedures
K3	Identify how own actions have an impact on brand reputation both positively and negatively		
DC K4	Explain how media and social media, business ethics and corporate social responsibilitypolitical action and the impact of business activities on people and the environment, impact on the brand and business reputation of the organisation		
DC K5	Describe why and how to report situations that threaten the brand and business reputation in a timely manner to the appropriate person		
DC K6	Explain the importance of following business policy/ procedure in relation to brand and reputation		

Delivery content

Ref	Knowledge	Ref	Skill
K1 - 6	Brand reputation may include positive customer service behaviours, solid products, price, perception		
K1	Business success may include increased footfall, increased sales, positive marketing		
K6	Following business policy may include not speaking to the media but referring to the relevant person/ department		

Behaviours

B1	Uphold and personally demonstrate a positive brand and business reputation

Module I - Merchandising

Presentation of products/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	Identify the importance of window and store displays in translating brand or business identity to customers	S1	Identify priority areas to achieve maximum visual impact and create a display area that optimises the merchandise
K2	Explain the implications of misrepresentation of or damage to the product through excessive alteration in merchandising	S2	Select and place all merchandising material in a composition that supports the branding of the merchandise and communicate this to the target market(s)
K3	Explain the provisions of the Consumer Rights Act in relation to misrepresentation	S3	Collect and style required stock for display for maximum effect to enhance the theme and support the merchandise
K4	Describe how to keep in store displays neat and safe	S4	Follow business guidelines for displaying stock
K5	Describe how merchandising can support the sales process	S5	Conduct checks to ensure that the final display is safe, neat, clean and finished on time
DC K6	Explain how to maximise the creative use of space through the layout of the designated display area	S6	Maintain the display area so that its presentation is in line with business expectations
DC K7	Explain how props and events are used in merchandising		
DC K8	Describe how to plan and install window and store displays effectively and safely		
DC K9	Describe the importance of and how to prepare products for display		

Delivery content

Ref	Knowledge	Ref	Skill
K2 K3	Misrepresentation may include indicating features that the product does not have or outcomes it cannot achieve		

Behaviours

B1	Make recommendations for merchandising as necessary to enhance sales and customer satisfaction

Module J - Stock

Stock is a critical part of any business, whether as items directly for sale or availability and support for services. Retailer needs to know why the control of stock is so 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	Describe the role of stock control and the implications of poor stock control in the business	S1	Confirm that stock levels are maintained in line with business procedures, the retail calendar and special promotions
K2	Explain how to keep accurate stock records and their use in ensuring that the right levels of stock are maintained	S2	Confirm that storage areas are clean and tidy and in line with business procedures and have sufficient space for stock being delivered
K3	Describe how stock is received and stored	S3	Confirm that delivery or holding areas are clean and tidy and that the necessary unloading equipment is available and is in working order
K4	Describe the conditions in which stock must be stored	S4	Confirm on delivery that the stock is of the correct type, quantity and quality ordered
K5	Explain how the quality of stock can be optimised and loss through theft and/or damage can be minimized through the stock control process	S5	Follow business procedures to manage any incorrect type, quantities or faulty items
K6	Explain how planned marketing activities and seasonal variations may affect required stock levels	S6	Manage stock and carry out the correct rotation procedures to maintain quality and prevent wastage, damage or deterioration
K7	Explain how to maintain the security of stock	S7	Complete all paperwork and records accurately in line with business requirements
		S8	Maintain the security of stock in storage in line with business procedures

Behaviours	
B1	Take ownership and responsibility to identify stock issues
DC B2	Display integrity, fairness and consistency in decision making

Module K - Technical

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	List different types of technology and their uses in different types of business operation	S1	Identify the technology in the work environment	
K2	Describe technology and its uses within the business	S2	Adhere to instructions and procedures when using technology	
K3	Explain how to use relevant technology correctly	S3	Follow business procedure when technology fails	
K4	Describe how technology supports the effective and efficient sale of products/services to customers			
K5	Identify new technologies that support the sale of products			

Delivery content			
Ref	**Knowledge**	**Ref**	**Skill**
K1	Types of technology may include computer, tablet, scanner, tagging, CCTV, EPOS		
K1 K2	Uses may include social media/marketing; on-line sales; product research		
K5	New technologies may include contactless payments, phone payments		

Behaviours	
B1	Embrace the use of technology
B2	Take an interest in new developments

Module L - Team

Teams can be any size from two people working together to large teams that work in the same or different departments.

Assessment criteria			
Ref	**Knowledge** Apprentices will need to:	**Ref**	**Skill** Apprentices will need to:
K1	Explain different methods that influence a team positively	S1	Balance their own priorities/work objectives at the same time as supporting team members
K2	Describe the information and resources that colleagues may need and where to obtain them	S2	Keep team members informed on the progress towards joint tasks, developments, issues and problems
K3	Explain the role of fulfilling agreements made with team members or keeping them informed if there is a problem	S3	Determine when and how to communicate matters that have implications for the business
K4	Explain the importance of positive listening, valuing difference of opinion and challenges in order to reach suitable agreements/actions	S4	Contribute to briefings/meetings, listening and asking questions to confirm understanding
K5	Describe what makes an effective team and what is meant by "team dynamics"	S5	Share knowledge and information with team members selecting the appropriate communications method
K6	Identify ways in which team members / teams work together, interact and provide support to each other to meet business objectives	S6	Adapt communication according to team member
K7	Describe the potential implications when team members do not work well together	DC S7	View difficult situations and issues from colleagues' perspective and provide support where necessary to move things on
K8	Explain the roles and responsibilities of team members	DC S8	Identify conflicts of interest and disagreements with colleagues and respond to them in ways that minimise any impact on the work being carried out
		DC S9	Provide constructive feedback to colleagues on their performance, encourage them to feed back on their own performance and identify areas for improvement
		DC S10	Contribute to planning or leading sections of meetings

Delivery content			
Ref	**Knowledge**	**Ref**	**Skill**
K1	Methods may include body language, coaching, mentoring, negotiation		

Behaviours	
B1	Take pride in their own role through a consistently positive and professional approach
B2	Be aware of the impact of personal behaviour within the team

Module M - Performance

Customer loyalty is key to retail operations. It is far more profitable to retain loyal customers than constantly generate a flow of new ones to replace non-returners. Ensuring a retailer's performance is up to standard will help to ensure the needs of both the customer and business are met and that the retailer can be proud of their own work. Key to this is having a structured personal development plan and regular reviews to ensure progression and improvement.

Assessment criteria

Ref	Knowledge Apprentices will need to:	Ref	Skill Apprentices will need to:
K1	Explain the purpose of objectives, the benefits that achievement brings to the individual and business, and how they are agreed	S1	Review their own performance against objectives and identify development needs
K2	Describe how their own role and responsibilities have an impact on team goals	S2	Agree targets and objectives for performance improvement
K3	Identify the benefits to the business of more effective ways of working	S3	Identify and plan development opportunities
K4	Identify the benefits of performance improvement to the individual and business	S4	Evaluate the effectiveness and impact of development undertaken
K5	Identify the benefits of a personal development plan	S5	Respond positively to requests for support from colleagues to support the business
K6	Explain how to identify their own learning needs and improve own performance		

Delivery content

Ref	Knowledge	Ref	Skill
K4 K6	Performance improvement may include meeting personal objectives such as number of weekly sales which will have a business impact of increased income etc	S5	Requests may include assisting them in tasks, swapping shifts

Behaviours

B1	Take responsibility for own performance, learning and development
B2	Strive to accomplish results
B3	Take a flexible and adaptable approach to work
DC B4	Seek opportunities to exceed the basic requirements of the role

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 and additional legislation which must be complied with.

Assessment criteria			
Ref	Knowledge Apprentices will need to:	Ref	Skill Apprentices will need to:
K1	Describe how consumer legislation protects the rights of customers	S1	Ensure the confidentiality and security of customer data when recording, retaining and sharing information
K2	Explain how consumers are protected from unfair trading practices	S2	Follow business health and safety procedures when carrying out work activities
K3	Explain the requirements of consumer credit, data protection, weights and measures, licensing and age-related legislation and the way in which they have an impact on the business	S3	Follow business procedures to comply with consumer protection law
K4	Describe the legal and commercial implications of contravening legislation	S4	Identify health, safety and security risks and minimise, deal with or report to the appropriate person in line with own limits of authority
K5	Explain their own role and responsibilities in relation to complying with legal requirements	S5	Deal with accidents and emergencies calmly and in line with business procedures
K6	Identify the requirements of legislation in relation to health, safety, security and confidentiality		
K7	Describe how to identify and assess risks to health, safety and security		
K8	Describe how to work safely and how to deal with risks, accidents and emergencies		

Behaviours	
B1	Work with integrity in an honest and trustworthy way

Module O - Diversity

A retail business must ensure that its products/services are appropriate to the customer base available to it, which may require amendments to products and services, methods of communication and/or 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	Identify different diverse cultures and backgrounds relevant to the local demographics of the business	S1	Use a range of communication styles to suit the person to whom they are talking
K2	Describe the implications of diversity and equality legislation	S2	Adapt their communication style to suit different contexts
K3	Describe the role of policy in relation to equality and diversity	S3	Use techniques that minimise misunderstanding and improve communication
K4	Describe how to listen in a non-judgemental way	S4	Respond flexibly and positively so that working practice engages all customers
K5	Explain how their own use of language, body language, gestures and tone of voice may appear to customers and colleagues and how customers language may affect your perceptions of them		
K6	Explain how to contextualise conversations to meet individual needs		
K7	Describe what local demographics means in relation to the business' products and services		
K8	Explain the role of understanding customers and local demographics to business success		

Delivery content			
Ref	**Knowledge**	**Ref**	**Skill**
K7 K8	Demographics may include religion, income, race, sex, marital status, child status		

Behaviours	
B1	Operate in an empathetic, fair and professional way

Module P - Environment

The retail industry has an impact on the environment in many ways, from transport to operations in the store and dealing with wastage. Each retail operation will have its own approach to environmental responsibility, often through a corporate/social responsibility policy which will seek to lessen its adverse impact on the environment.

Assessment criteria			
Ref	**Knowledge** Apprentices will need to:	**Ref**	**Skill** Apprentices will need to:
K1	Identify the environmental matters that have implications for the business and whether there are any that have relevance to the local business community	S1	Carry out all work activities following the principles and/or procedures of the business
K2	Describe the way in which work activities have an impact on the environment	S2	Monitor stock/resources as required by the business to ensure it maintains its quality
K3	Explain the purpose and process of waste control	S3	Deliver service in a manner that minimises waste but is always in the best interest of the customer
K4	Identify the re-using and re-cycling expectations within the business and the role of these	S4	Follow business requirements to identify and record the causes of waste
K5	Identify the principles or policies of the business relating to the environment and the role of these	S5	Take measures to prevent wastage

Delivery content			
Ref	**Knowledge**	**Ref**	**Skill**
K1 K2 K5	Environmental matters may include use of energy, waste and rubbish, recycling	S3 S4 S5	Waste may include stock passed its sell-by date; damaged stock; returned stock

Behaviours	
B1	Display personal commitment to minimising the effect of work activities on the environment
B2	Make recommendations for improvements if identified

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 – K8		
Marketing	K1 – K12		
Communications		S1 – S3	
Brand Reputation	K1 – K3		
Merchandising	K1 – K5		
Stock	K1 – K7		
Technical	K1 – K5		
Legal and Governance	K1 – K8		
Environment	K1 – K5	S1 – S5	

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The practical observation in the workplace will cover the following modules of the standard:

Module	Coverage		
	Knowledge	Skills	Behaviour
Customer		S1 – S8 **S9 – S10***	B1 – B3
Business		S1 – S4	**B2***
Financial		S1 – S5 **S6***	
Marketing		S1 - S3 **S4***	
Communications		**S4 - S5***	B1
Sales and Promotion		S1 – S3	
Product and Service	K1 – K6	S1 – S4 **S5 - S10***	B1 **B2***
Brand Reputation	**K4 - K6***		B1
Merchandising	**K6 - K9***	S1 – S6	
Stock		S1 – S8	**B2***
Technical		S1 – S3	
Team		S1 – S6 **S7 - S10***	
Performance			**B4***
Legal and Governance		S1 – S5	B1
Diversity		S1 – S4	B1
Environment		S1 - S5	

*Distinction criteria demonstrating higher level skills

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

Module	Coverage		
	Knowledge	Skills	Behaviour
Customer	K1 – K14	**S9 - S10***	
Business	K1 – K7		B1 **B2***
Financial		**S1 - S5 S6***	B1
Marketing		S1 – S3 **S4***	B1
Communications	K1 – K6	**S4 - S5***	
Sales and Promotion	K1 – K3	S1 – S3	B1
Product and Service	K1 – K6	S1 – S4 **S5 - S10***	B1 **B2***
Brand Reputation	**K4 - K6***	S1 – S2	
Merchandising	**K6 - K9***	S1 – S6	B1
Stock		S1 – S8	B1 **B2***
Technical		S1 – S3	B1 – B2
Team	K1 – K8	S1 – S6 **S7 – S10***	B1 – B2
Performance	K1 – K6	S1 – S5	B1 – B3 **B4***
Legal and Governance		S1 – S5	B1
Diversity	K1 – K8	S1 – S4	B1
Environment		S1 – S5	B1 – B2

*Distinction criteria demonstrating higher level skills

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 practical observation and professional discussion, in addition to passing the multiple-choice test. A maximum of two retakes 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 retake 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 retake. The decision on how much time is required is based on a discussion between the apprentice, employer and training provider.

Alternatively, the 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 retake 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 retake. This applies even if the apprentice has passed the first retake 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 be re-scheduled to follow the retake.

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

Assessment Overview

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

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

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
Knowledge Test	Knowledge of finance, marketing, communication, brand reputation, merchandising, stock, technology, legal and governance and environment				End-point Assessor	20	65% per grouping (as identified)
	Areas covered in test	**Approximate percentage of questions allocated**	**No of questions**	**65% pass rate**			
	Finance, stock, technical	35%	7	4			
	Marketing, brand reputation, merchandising, communication	30%	6	4			
	Legal and governance and environment	35%	7	5			
Observation	Application of knowledge and demonstration of skills and behaviours relating to the customer, communication, business, brand reputation, finance, marketing, sales and promotion, product and service, merchandising, stock, technology, the team, legal and governance and diversity				End-point Assessor	4 mandatory areas 11 non-mandatory areas (which could be covered in professional discussion)	100% across 4 mandatory areas: **customer, communication, business, brand reputation** and all other observation / professional discussion criteria
Professional Discussion	Self-appraisal of the period of learning and development, application of knowledge and demonstration of skills and behaviours across customer, business, marketing, sales and promotion, brand reputation, stock, technical, team, performance, diversity and environment and evidence of personal development and reflection on how learning was applied to the role and workplace specifically covering the criteria in performance and team				End-point Assessor	Mandatory sections across 14 modules; 11 non mandatory areas which could be covered in professional discussion	100% across all mandatory criteria and any dual assessment criteria not observed

Grading

Apprentices will be graded as having either failed, passed or gained a distinction.

The apprentice is required to achieve all 3 elements of the assessment to pass; scores are not aggregated. Mandatory criteria for the observation must be observed; non-mandatory criteria if observed 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 observation.

Knowledge Test	65%
Observation	100%
Professional Discussion	100%

Grading Requirements

To achieve a pass grade, the apprentice must pass the knowledge test and demonstrate capability across all the areas and assessment criteria included in the practical observation and professional discussion. There are four mandatory areas within the observation and up to twelve further areas/criteria which could be observed.

To gain an overall distinction for the apprenticeship, the apprentice must meet the distinction requirements for all eleven areas. Wherever possible, distinction level performance should be captured via the practical observation as areas not demonstrated will need to be assessed via the professional discussion.

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.

Further Information

www.innovateawarding.org/apprenticeshipstandards
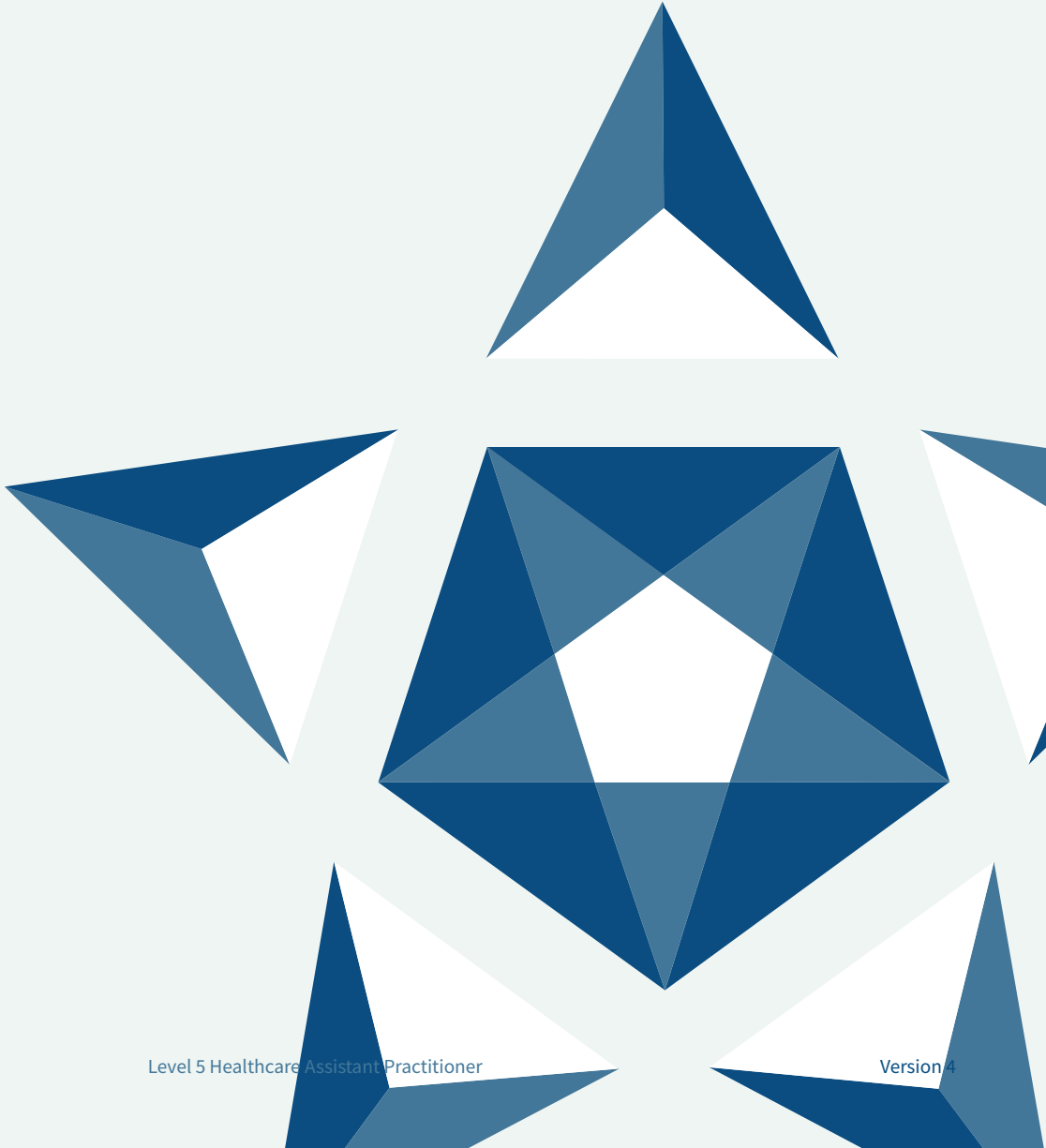
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Innovate Awarding
Block F
291 Paintworks
Arnos Vale
Bristol, BS4 3AW

0117 314 2800

innovateawarding.org

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