

# Highfield Level 3 End-Point Assessment for ST0326 Retail Team Leader

End-Point Assessment Kit



# Highfield Level 3 End-Point Assessment for ST0326 Retail Team Leader

EPA-Kit

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# How to use this EPA kit

Welcome to the Highfield end-point assessment kit for the Level 3 Retail Team Leader Apprenticeship Standard.

Highfield is an independent end-point assessment organisation that has been approved to offer and carry out the independent end-point assessments for the Level 3 Retail Team Leader Apprenticeship Standard. Highfield internally quality assure all end-point assessments in accordance with its IQA process. Additionally, all end-point assessments are externally quality assured by the relevant EQA organisation.

This guide is designed to outline all you need to know about the end-point assessments for this standard and will also provide an overview of the on-programme delivery requirements. In addition, advice and guidance for trainers on how to prepare apprentices for the end-point assessment is included. The approaches suggested are not the only way in which an apprentice may be prepared for their assessments, but trainers may find them helpful as a starting point.

Highfield also offers the Highfield Retail Team Leader Apprenti-kit that is a comprehensive learning resource which is designed to be used on-programme.

For more information, please go to the Highfield Products website. Please note that the use of this kit is not a prerequisite for apprentices undertaking the Retail Team Leader end-point assessment.

## Key facts

<b>Apprenticeship standard:</b>	Retail Team Leader
<b>Level:</b>	3
<b>On-programme duration:</b>	Minimum of 12 months
<b>Grading:</b>	Pass/distinction
<b>End-point assessment duration:</b>	3 months
<b>End-point assessment methods:</b>	On-demand test, business project and professional discussion

**In this guide, you will find:**

- a section focused on delivery, where the standard and assessment criteria are presented in a suggested format that is suitable for delivery
- guidance on how to prepare the apprentice for gateway
- detailed information on which part of the standard is assessed by which assessment method
- a section focused on the end-point assessment method where the assessment criteria are presented in a format suitable for carrying out 'mock' assessments
- suggestions on how to prepare the apprentice for each part of the end-point assessment

# Introduction

## Standard overview

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Retail team leaders offer 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, retail team leaders 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. Retail team leaders gain the most from their team on a day-to-day basis, ensuring they are fully trained and work effectively and to the best of their ability.

## On-programme requirements

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Although learning, development and on-programme assessment is flexible, and the process is not prescribed, the following is the recommended baseline expectation for an apprentice to achieve full competence in line with the retail team leader standard.

Throughout the period of learning and development, and at least every 2 months, the apprentice should meet with the on-programme assessor to record their progress against the standard using on-programme progression documentation. At these reviews, evidence should be discussed and recorded by the apprentice. Once the apprentice is deemed competent, the relevant section(s) of the standard should be signed off by the on-programme assessor and employer.

The maintenance of an on-programme record is important to support the apprentice, on-programme assessor and employer in monitoring the progress of learning and development and to determine when the apprentice has achieved full competence in their job role and is ready for the end-point assessment. The on-programme assessment log is not a portfolio of evidence, but a record of what the apprentice can do following periods of training, development and assessment. A minimum of 6 meetings and completed records are recommended, to show ongoing competence across the entire standard, over a minimum of a 12-month period prior to starting the end-point assessment.

Further guidance and support on planning and managing a retail team leader apprentice's training and development journey is available from the Retail Apprenticeship Board via [People1st.co.uk](http://People1st.co.uk).

## Use of Artificial Intelligence (AI) in the EPA

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Where AI has been used as part of the apprentice's day-to-day work and forms part of a project report, presentation, or artefact, it should be referenced as such within the work. AI must not be used to produce the report or portfolio.

Where AI has been used as part of a portfolio that underpins an interview or professional discussion or any other assessment method, it should be fully referenced within the portfolio.

## Additional, relevant on-programme qualification

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There are no mandatory qualifications for apprentices for this standard. Employers may wish to choose the Level 3 Certificate in Retail Team Leading (RQF) or the Highfield Level 3 Diploma in Retail Team Leading (RQF) to help structure the on-programme delivery.

## Readiness for end-point assessment

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In order for an apprentice to be ready for the end-point assessments:

- they must have successfully completed the Level 2 English and maths components of the apprenticeship
- the employer must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard. To ensure this, the apprentice must attend a formal meeting with their employer to complete the gateway readiness report
- the apprentice and the employer should then engage with Highfield to agree a plan and schedule for each assessment activity to ensure all components can be completed within a 3-month end-assessment window. Further information about the gateway process is covered later in this kit.

If you have any queries regarding the gateway requirements, please contact your EPA Customer Engagement Manager at Highfield Assessment.

## Order of end-point assessments

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There is no stipulated order of assessment methods. This will be discussed with the apprentice, training provider and/or employer with our scheduling team when

scheduling the assessments to ensure that the learner is provided with the best opportunity to attempt the assessment.

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# The Highfield Approach

This section describes the approach Highfield has adopted in the development of this end-point assessment in terms of its interpretation of the requirements of the end-point assessment plan and other relevant documents.

## Documents used in developing this end-point assessment

Standard (2023)

[Retail team leader / Institute for Apprenticeships and Technical Education](#)

End-point assessment plan (2023 ST0326)

[instituteforapprenticeships.org/media/7208/st0326\\_retail-team-leader\\_l3\\_revised-ap-for-publication\\_23012023-1.pdf](https://instituteforapprenticeships.org/media/7208/st0326_retail-team-leader_l3_revised-ap-for-publication_23012023-1.pdf)

Common approach

People 1<sup>st</sup> - Edition 3, March 2018

Employer Occupational Brief

People 1<sup>st</sup> - October 2016

## Specific considerations

As per People 1<sup>st</sup> EPAO update April 2018, the order of assessments has been relaxed, so therefore assessments can be completed in any order.

Highfield recommend the retail business project has a word count between 2,000 words and a maximum of 5,000 words, excluding any annexes. However, as there is no stipulated word count in the assessment plan, this is only a recommendation and all submissions will be marked in full.

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# Gateway

## How to prepare for gateway

After apprentices have completed their on-programme learning they should be ready to pass through 'gateway' to their end-point assessment.

Gateway is a meeting that should be arranged between the apprentice, their employer and training provider to determine that the apprentice is ready to undertake their end-point assessment. The apprentice should prepare for this meeting by bringing along work-based evidence, including:

- customer feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

- mid and end-of-year performance reviews
- feedback to show how they have met the apprenticeship standards while on-programme

In advance of gateway, apprentices will need to have:

- achieved Level 2 English
- achieved Level 2 maths
- synopsis of their proposed business project

Therefore, apprentices should be advised by employers and providers to gather this evidence throughout their on-programme training. It is recommended that employers and providers complete regular checks and reviews of this evidence to ensure the apprentice is progressing and achieving the standards before the formal gateway meeting is arranged.

## The gateway meeting

The gateway meeting should last around 1 hour and must be completed on or after the apprenticeship on-programme end date. It should be attended by the apprentice and the relevant people who have worked with the apprentice on-programme, such as the line manager/employer or mentor, the on-programme trainer/training provider and/or a senior manager (as appropriate to the business).

During the meeting, the apprentice, employer and training provider will discuss the apprentice's progress to date and confirm if the apprentice has met the full criteria of the apprenticeship standard during their on-programme training. The **gateway readiness report** should be used to log the outcomes of the meeting and should be agreed by all 3 parties. This report is available to download from the Highfield Assessment website.

The report should then be submitted to Highfield to initiate the end-point assessment process. If you require any support completing the gateway readiness report, please contact your EPA Customer Engagement Manager at Highfield Assessment.

**Please note:** a copy of the standard should be made available to all attendees during the gateway meeting.

### Reasonable adjustments and special considerations

Highfield Assessment has measures in place for apprentices who require additional support. Please refer to the Highfield Assessment's Reasonable Adjustments Policy for further information/guidance.

### ID requirements

Highfield Assessment will need to ensure that the person undertaking an assessment is indeed the person they are claiming to be. All employers are therefore required to ensure that each apprentice has their identification with them on the day of the assessment so the end-point assessor can check.

Highfield Assessment will accept the following as proof of an apprentice's identity:

- a valid passport (any nationality)
- a signed UK photocard driving license
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card or travel card

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## The Retail Team Leader Apprenticeship Standard

The following pages contain the Level 3 retail team leader apprenticeship standard and the assessment criteria in a format that is suitable for delivery.

Financial		
Knowledge	Skills	Behaviour
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	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	Demonstrate commercial awareness and act responsibly and with integrity to protect the financial position of the business
On-demand test		
FN1	Principles of establishing, monitoring and reviewing sales targets	
FN2	<b>Key costs</b> for a retail team, including fixed and variable, stock, staff and overheads	
FN3	<b>Turnover, gross and net profit</b>	
FN4	Ways to minimise costs and wastage	
FN5	VAT	
Amplification and guidance		
	<ul style="list-style-type: none"> <li>• <b>Key costs</b> <ul style="list-style-type: none"> <li>○ stock, cost of the premises, equipment, staff wages, promotional materials, tax</li> </ul> </li> <li>• <b>Turnover, gross and net profit</b> <ul style="list-style-type: none"> <li>○ actual definitions of the above</li> </ul> </li> </ul>	

Communication		
Knowledge	Skills	Behaviour
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 on-line	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 on-line communications	Demonstrate positive verbal and body language using concise and clear methods of communication, taking on board other peoples' points of view and responding in a way that is considerate to the audience
On-demand test		
CO1	The <b>variety of methods of communication</b> available and how to use these effectively depending on the situation and audience	
CO2	Verbal/non-verbal/written, face to face, on-line, via telephone, brand standard/corporate image	
CO3	How to establish the needs of individuals (team members and customers)	
CO4	<b>Principles of active listening</b>	
CO5	The importance of feedback	
Amplification and guidance		
<ul style="list-style-type: none"> <li>• <b>Variety of methods of communication</b> <ul style="list-style-type: none"> <li>○ for example, face to face, remote, spoken, written, manual, electronic methods, non-verbal, feedback</li> </ul> </li> <li>• <b>Principles of active listening</b> <ul style="list-style-type: none"> <li>○ for example, physical attention, paraphrasing, reflecting, clarifying, encouraging, medal mission medal</li> </ul> </li> </ul>		

<b>Merchandising</b>		
<b>Knowledge</b>	<b>Skills</b>	<b>Behaviour</b>
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	Ensure team replenish and maintain merchandising according to business requirements, the retail calendar and local needs e.g. geographical, topical or weather based	Communicate and encourage the merchandising principles, standards and commerciality to the team
<b>On-demand test</b>		
ME1 <b>Key principles of the retail calendar</b>		
ME2 <b>Principles of merchandising</b>		
ME3 How local needs can influence merchandising		
ME4 The importance of following merchandising plans		
<b>Amplification and guidance</b>		
<ul style="list-style-type: none"> <li>• <b>Key principles of the retail calendar</b> <ul style="list-style-type: none"> <li>○ key dates, busier times of the year depending on the type of retail business</li> </ul> </li> <li>• <b>Principles of merchandising</b> <ul style="list-style-type: none"> <li>○ for example, less is more, pyramid principle, odd rather than even, repetition, floor plans, displays of stock</li> </ul> </li> </ul>		

Stock		
Knowledge	Skills	Behaviour
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	Ensure team complies with stock procedures to minimise stock damage or loss, maximise income and comply with legal requirements; and take appropriate action to sell stock that is near the end of its product, promotional or shelf life	Take a proactive approach and lead the team to effective stock management, ensuring stock is accessible and available in line with quality requirements, where and when needed
On-demand test		
<i>Criteria covered in on-demand test</i>		
ST1	The <b>principles of stock control</b>	
ST2	The stock journey, from supply to sale	
ST3	Why storage conditions are important for effective stock control	
ST4	How to manage <b>stock levels</b>	
ST5	<b>Legal requirements</b> relating to stock control, movement and sale (e.g. age restricted, fireworks)	
Professional discussion		
ST6	Explain how to lead the team in effective stock management to meet legal and business requirement	

Amplification and guidance
<ul style="list-style-type: none"> <li>• <b>Principles of stock control</b> <ul style="list-style-type: none"> <li>○ for example, rotation of stock, space, security, sell-by and best-before dates, frequency of use etc</li> </ul> </li> <li>• <b>Stock levels</b> <ul style="list-style-type: none"> <li>○ efficient management</li> <li>○ returned stock</li> <li>○ wastage</li> </ul> </li> </ul>

- **Legal requirements**
  - for example, age restricted, fireworks, solvents

<b>Developing self and others</b>		
Knowledge	Skills	Behaviour
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	Plan, organise, prioritise and oversee own and team members' activities, supporting their induction, training, development and coaching, and delegating tasks fairly and appropriately to meet business objectives	Take responsibility for own performance, learning and development. Develop positive relationships with team members, embracing new and better ways of working
<b>On-demand test</b>		
DS1 Team dynamics	DS2 Performance reviews, <b>SMART planning and target setting</b> to meet team and individual objectives	
DS3 <b>Motivation and monitoring</b> of team members to achieve objectives		
<b>Professional discussion</b>		
To pass, the following must be evidenced	To gain a distinction, the following must be evidenced	
DS4 Demonstrate how own and team development is planned and managed detailing the benefits of development to individuals and the business	DS5 <i>Measure individual and team development and performance</i>	

<b>Amplification and Guidance</b>
<ul style="list-style-type: none"> <li>• <b>Motivation</b> <ul style="list-style-type: none"> <li>○ individual, team, methods</li> </ul> </li>   <li>• <b>SMART planning and target setting</b> <ul style="list-style-type: none"> <li>○ Definition and use of</li> </ul> </li>   <li>• <b>Monitoring</b> <ul style="list-style-type: none"> <li>○ methods e.g. personal development plans, feedback, training</li> </ul> </li> </ul>

<b>Team performance</b>		
<b>Knowledge</b>	<b>Skills</b>	<b>Behaviour</b>
Know how to identify and develop excellent team performance. Understand how the performance of the team contributes to the overall success of the business	Lead the team on a daily basis, setting targets and reviewing progress against them. Motivate team members, provide coaching and on job training. Identify conflict within the team and work to resolve this with support from others	Positively and confidently challenge poor performance and reward excellent performance in line with business procedures
<b>On-demand test</b>		
TE1 Benefits of team building		
TE2 Identification and <b>resolution of conflict</b> within a team		
<b>Amplification and guidance</b>		
<ul style="list-style-type: none"> <li>• <b>Resolution of conflict</b> <ul style="list-style-type: none"> <li>○ for example, negotiation skills, active listening, showing empathy, mediation</li> </ul> </li> </ul>		



Legal and governance		
Knowledge	Skills	Behaviour
Understand the importance of business compliance to legal requirements and supporting the team to operate in line with business policy and procedures	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	Be responsible, advocate and adhere to the importance of working legally in the best interests of all people
On-demand test		
LG1	<b>Legal requirements</b> relating to a range of retail operations	
LG2	Health and safety supervision and risk analysis	
Amplification and Guidance		
<ul style="list-style-type: none"> <li>• <b>Legal requirements</b> <ul style="list-style-type: none"> <li>○ sale of goods, trading standards</li> <li>○ food safety, fire safety</li> <li>○ employment law</li> <li>○ health and safety and management of health and safety</li> <li>○ risk assessments</li> <li>○ RIDDOR</li> <li>○ GDPR</li> <li>○ licensing</li> <li>○ consumer rights</li> </ul> </li> </ul>		

Diversity		
Knowledge	Skills	Behaviour
Understand how to work with and support people from a wide range of backgrounds and cultures and the business policy on diversity	Ensure team members are aware of and follow business policies relating to diversity. Make reasonable adjustments as required for customers or team members	Operate in an empathic, fair and professional manner with all individuals regardless of background and circumstances
<b>On-demand test</b>		
DI1	<b>The range of cultures, characteristics and individual requirements</b> that can affect team members and customers and how and why these may affect the operations/products in a retail environment	
<b>Professional discussion</b>		
DI2	Describe how the team work positively, professionally within a <b>diverse culture</b>	
<b>Amplification and guidance</b>		
<ul style="list-style-type: none"> <li>• <b>The range of cultures, characteristics and individual requirements</b> <ul style="list-style-type: none"> <li>○ advantages of employing a diverse workforce, application of principles of diversity to the retail sector</li> <li>○ how can diversity have a positive impact on the retail sector?</li> </ul> </li>   <li>• <b>Diverse culture</b> <ul style="list-style-type: none"> <li>○ definition of diversity</li> </ul> </li> </ul>		

Customer		
Knowledge	Skills	Behaviour
Understand the customer profile of the business, their purchasing habits across a retail calendar year and how to meet and exceed their needs. Know the best ways to drive the team to increase sales, secure customer loyalty and attain business targets	Monitor customers' enquiries and service requirements; coach and support team members to use appropriate methods e.g. face to face or remote such as on-line facilities, to deliver consistent and exceptional service that provides customers with a positive experience	Act as a role model to champion excellent customer service by always looking to improve customers' experience through a welcoming and professional approach which builds strong customer relationships
Professional discussion		
<i>Criteria covered in professional discussion</i>		
To pass, the following must be evidenced		To gain a distinction, the following must be evidenced
CU1 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	CU2 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	CU3 Evaluate customer feedback to justify evidence that customer expectations are met or exceeded

Leadership		
Knowledge	Skills	Behaviour
Understand how to organise the team on a daily basis to achieve objectives, and recognise the importance of contingency planning to meet business requirements; know limits of authority when deputising for line manager	Use available information to coordinate the work of the team so that the right people and resources are in the right place at the right time to ensure consistent brand / business standards are delivered. Deputise for line manager within limits of own authority	Display decisive thinking when making decisions that are in the best interest of the business. Use sound judgement; take prompt action in the case of problems relating to resources
Professional discussion		
To pass, the following must be evidenced		To gain a distinction, the following must be evidenced
LE1 Describe how to organise day-to-day activities, plan for contingencies and escalate to the manager as appropriate	LE2 <i>Analyse data</i> evidence to support the meeting of organisation's targets and objectives	
Amplification and guidance		
<ul style="list-style-type: none"> <li>• <b>Analyse data</b> <ul style="list-style-type: none"> <li>○ to help meet targets and objectives for example sales reports, wastage, staffing</li> </ul> </li> </ul>		

Marketing		
Knowledge	Skills	Behaviour
Understand how the brand / business is positioned externally, particularly in relation to local and online competitors and how its products / services meet consumer trends. Understand how own actions, and those of the team can impact on customers' perception of the brand / business	Support the team to ensure they understand and engage in the marketing activities and plans of the business and help ensure that customers have the best possible experience	Proactively seek to understand local consumer trends, competitors' offers and promotions, and customer needs and expectations, report to manager, seek feedback and take action in area of responsibility

Professional discussion
MA1 Explain the <b>position</b> of the business / brand and how the team can <b>impact</b> the reputation within the market
Amplification and guidance
<ul style="list-style-type: none"> <li>• <b>Position</b> <ul style="list-style-type: none"> <li>○ within retail market e.g. price, product, customer service</li> </ul> </li>   <li>• <b>Impact</b> <ul style="list-style-type: none"> <li>○ brand reputation e.g. charity events, community events</li> </ul> </li> </ul>

Product and service		
Knowledge	Skills	Behaviour
Know and promote the features and benefits of products / services, their unique selling points, the skills required to sell them, where items fit into product ranges, associated products and services, where to find detailed information if required and other relevant information such as delivery lead time, accessibility and source	Maximise opportunities to increase sales by ensuring team know and understand the features, benefits, unique selling points and other relevant information relating to products, product ranges and services offered by the business	Promote all products and services confidently, demonstrating excellent knowledge and understanding of them
Technology		
Knowledge	Skills	Behaviour
Understand how current and emerging technologies support retail operations and sales whether customer facing or remote,	Oversee the appropriate use of technology in line with business policy and follow the appropriate procedures to deal with service issues	Is an advocate for the effective and efficient use of technology

and how best to operate them to achieve an efficient and effective service		
<b>Professional discussion</b>		
PT1	Demonstrate understanding of the full range of products / services offered by the brand / business and how <b>technology</b> is used to promote these to the customer	
<b>Amplification and guidance</b>		
<ul style="list-style-type: none"> <li>• <b>Technology</b> <ul style="list-style-type: none"> <li>○ e.g. social media, leaflet drops, mailing lists, promotional magazine</li> </ul> </li> </ul>		

<b>Business</b>		
Knowledge	Skills	Behaviour
Understand the purpose of the business including its vision, objectives and brand / business standards, how they compare to its competitors and how own role, and the team, help to achieve them	Work with the team to maintain brand / business standards at all times and identify and address any potential risks according to business procedures	Demonstrate personal responsibility for meeting the objectives of the team and the business
<b>Sales and promotion</b>		
Knowledge	Skills	Behaviour
Understand the factors which can determine and affect sales and promotions throughout the retail year and how to coordinate and implement them to support business objectives	Communicate sales targets to the team and support them, recognising and acting on opportunities to maximise revenue, for example through link selling and drawing customers' attention to promotional offers	Proactive in looking for cost effective sales opportunities and ways to enhance revenue
<b>Business project</b>		

To pass, the following must be evidenced	To gain a distinction, the following must be evidenced
BP1 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)	<i>BP11 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)</i>
BP2 Outline the problem, challenge or opportunity identified	<i>BP12 Outline the current situation which has led to the identification of a challenge or opportunity</i>
BP3 State the aims and objectives of the project	<i>BP13 Provide detailed aims and objectives for the project, linking to the current situation</i>
BP4 Identify how the potential changes would lead to <b>measurable improvements</b> and benefits to the department, team or area of working	<i>BP14 Identification of measurable improvements and benefits to the organisation</i>
BP5 Consult relevant stakeholders (e.g. customers, team members, managers) to inform the results and recommendations	<i>BP15 Provide evidence of wide consultation and show how responses have been included in the recommendation</i>
BP6 Provide an indication of <b>costs</b> associated with the <b>proposed recommendations</b>	<i>BP16 Review the project to ensure it meets organisational and legal requirements</i>
BP7 Identify applicable legislation and ensure the <b>proposal complies</b> where necessary	<i>BP17 Show a range of <b>qualitative and quantitative</b> research has been used effectively</i>
BP8 Provide research methodology to demonstrate a logical, coherent approach	<i>BP18 Detailed <b>recommendations for implementation</b></i>
BP9 Make clear recommendations for implementation	<i>BP19 Detailed <b>validation and justification of recommendations</b></i>
BP10 Concise validation and justification of recommendation	<i>BP20 Proposed <b>timeframes for implementation</b></i>
Amplification and guidance	
<ul style="list-style-type: none"> <li>• <b>Measurable improvement</b> <ul style="list-style-type: none"> <li>○ for example, increased – store profit, customer base, average transaction value (ATV), units per transaction (UPT), basket size, footfall, footfall conversion rate, lowered costs, customer satisfaction, staff productivity</li> </ul> </li> <li>• <b>Costs</b> <ul style="list-style-type: none"> <li>○ for example, financial and non-financial</li> <li>○ financial - wages, rent, HLP (heating, lighting, energy bills), stationary, consumables</li> </ul> </li> </ul>	

- non-financial - opportunity cost, attrition (staff turnover)
- **Proposed recommendations**
  - for example, goals and aims, scope, what will be delivered, risks, timescales
- **Qualitative and quantitative**
  - qualitative, e.g. use a range of methods (interview, observations, document), collected in the workplace
  - quantitative, e.g. use data and information in a numerical context which can be utilised in graphs and tables
- **Recommendations for implementation**
  - for example, roles of stakeholders involved, deadlines, scope, review and meetings
- **Validation and justification of recommendations**
  - for example, management support, define the focus of recommendation, budgeting constraints, contingency planning and risk assessment
- **Timeframes for implementation**
  - for example, proposed timescales for each element of the project, what will be done and when by whom, timeline relating to goals, expected improvements at each stage/milestone

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# Assessment Summary

The end-point assessment for retail team leader is made up of 3 components:

1. A 60-minute on-demand test consisting of 40 questions .
2. A retail business project and 30-minute presentation with question and answer. Although there is no stipulated word count, Highfield recommend the retail business project has a word count between 2,000 words and a maximum of 5,000 words, excluding any annexes. The business project must be accompanied by the Written Submission Sheet which is available to download from the Highfield Assessment website.
3. A 1-hour professional discussion.

As an employer/training provider, you should agree a plan and schedule with the apprentice to ensure all assessment components can be completed effectively.

Each component of the end-point assessment will be assessed against the appropriate criteria laid out in this kit, which will be used to determine a grade for each individual component.

## On-demand test

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- To achieve a pass, apprentices must achieve 60% overall, which equates to 24 out of 40.
- The test is not graded above a pass.

## Retail business project

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The retail business project will take the form of a 30-minute presentation with accompanying evidence, which will be in the form of a written report. The presentation should cover key recommendations from their project with the detail contained within the report. The report is supported by accompanying appendices (e.g. meeting minutes, emails). Although there is no stipulated word count, Highfield recommend the retail business project has a word count between 2,000 words and a maximum of 5,000 words, excluding any annexes. The business project must be accompanied by the Written Submission Sheet which is available to download from the Highfield Assessment website.

At least 1 month prior to submission of the business project, the apprentice is required to submit a 1-page synopsis of their proposed project for discussion and approval, firstly with their line manager and then with the end-point assessor. The proposal is recommended to be between 200-300 words.

- In order to achieve a pass in the business project, all of the pass criteria must be covered.
- To achieve a distinction in the business project, all pass and all distinction criteria must be covered.

## Professional discussion

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- To achieve a pass in the professional discussion, all pass criteria must be covered.
- To achieve a distinction in the professional discussion, all pass and all distinction criteria must be covered.

## Grading

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The overall grade for the apprentice is determined using the matrix below:

On-demand test	Business project	Professional discussion	Overall outcome
Pass	Pass	Pass	<i>Pass</i>
Pass	Distinction	Pass	<i>Distinction</i>
Pass	Pass	Distinction	<i>Pass</i>
Pass	Distinction	Distinction	<i>Distinction</i>

## Retake and Re-sit information

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### Resits

Should an apprentice fail 1 assessment activity **only** on the first attempt (or during a subsequent retake), a resit of that activity should be scheduled as soon as the apprentice is ready, when practicable for the business and in line with the policies, practices and procedures of Highfield.

The resit is usually 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. There is no limit on the number of times an apprentice can resit a single failed activity. For any assessment activity where a resit is necessary, the grade will be limited to a pass.

### Retakes

Should an apprentice fail 2 or more activities, a full retake must take place. A period of further training and development lasting between 1 and 3 months must take place before the retake is scheduled and a new assessment window will be agreed following the period of additional learning. The decision on how much time is required is based on a discussion between the apprentice, their employer and end-point assessor. This further training can begin as soon as a learner's result has been released. If a retake is chosen, the apprentice will require a period of further learning and will need to complete a retake checklist. Once this is completed, please call the Highfield scheduling team to arrange the retake.

As per People 1<sup>st</sup> EPAO update April 2018, the cap on the number of retakes has been relaxed. Therefore, there is no limit on the number of retakes that can take place should the apprentice fail 2 or more activities during subsequent retakes. In the event an apprentice fails 1 activity **only** as part of a retake, a resit of that activity should be scheduled in line with the guidance in the resit section above.

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## Assessing the on-demand test

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The following knowledge areas of the retail team leader standard will be assessed by a 60-minute on-demand test. The apprentice will be given 5 minutes to read the question paper before attempting to provide any answers, so in total the examination will last 65 minutes. The on-demand test consists of 40 questions with the pass mark being 60% (24 out of 40).

The test has been broken down into 8 sections as shown below.

The topics covered within the test are listed below.

- Financial
- Communication
- Merchandising
- Stock
- Developing self and others
- Team performance
- Legal and governance
- Diversity

In each paper, questions will cover each of the areas above, however not every aspect of every area will be covered in every test. The individual marking sections are detailed in the table below:

Areas of the standard to be covered	Percentage of questions in the test
Financial Stock	30%
Communication	15%
Merchandising	15%
Developing self and others Team performance	20%
Legal and governance Diversity	20%

### Before the assessment

- While on-programme, the employer/training provider should brief the apprentice on the areas to be assessed by the on-demand test.
- In readiness for end-point assessment, the apprentice should complete a sample test. A test is available to download from the Highfield Assessment website.

## On-demand test criteria

The apprentice will	Criteria covered in the on-demand test
<b>Financial</b>	
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	FN1 Principles of establishing, monitoring and reviewing sales targets FN2 Key costs for a retail team, including fixed and variable, stock, staff and overheads FN3 Turnover, gross and net profit FN4 Ways to minimise costs and wastage FN5 VAT

The apprentice will	Criteria covered in the on-demand test
<b>Communications</b>	
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 on-line	CO1 The variety of methods of communication available and how to use these effectively depending on the situation and audience CO2 Verbal/non-verbal/written, face to face, on-line, via telephone, brand standard/corporate image CO3 How to establish the needs of individuals (team members and customers) CO4 Principles of active listening CO5 The importance of feedback

The apprentice will	Criteria covered in the on-demand test
<b>Merchandising</b>	
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	ME1 Key principles of the retail calendar ME2 Principles of merchandising ME3 How local needs can influence merchandising ME4 The importance of following merchandising plans

The apprentice will	Criteria covered in the on-demand test
<b>Stock</b>	
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	ST1 The principles of stock control ST2 The stock journey, from supply to sale ST3 Why storage conditions are important for effective stock control ST4 How to manage stock levels ST5 Legal requirements relating to stock control, movement and sale (e.g. age restricted, fireworks)

The apprentice will	Criteria covered in the on-demand test
<b>Developing self and others</b>	
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	DS1 Team dynamics DS2 Performance reviews, SMART planning and target setting to meet team and individual objectives DS3 Motivation and monitoring of team members to achieve objectives

The apprentice will	Criteria covered in the on-demand test
<b>Team performance</b>	
Know how to identify and develop excellent team performance. Understand how the performance of the team contributes to the overall success of the business	TE1 Benefits of team building TE2 Identification and resolution of conflict within a team

The apprentice will	Criteria covered in the on-demand test
<b>Legal and governance</b>	
Understand the importance of business compliance to legal requirements and supporting the team to operate in line with business policy and procedures	LG1 Legal requirements relating to a range of retail operations LG2 Health and safety supervision and risk analysis

The apprentice will	Criteria covered in the on-demand test
<b>Diversity</b>	
Understand how to work with and support people from a wide range of backgrounds and cultures and the business policy on diversity	DI1 The range of cultures, characteristics and individual requirements that can affect team members and customers and how and why these may affect the operations/products in a retail environment

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## Assessing the business project

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The purpose of the business project is to ensure the apprentice understands today's industry and what the consumer wants in a retail business, while relating this to their own retail organisation.

The project topic should focus on an immediate problem, opportunity or idea in line with the scope of the apprentice's day-to-day role. For example, a potential cost saving for the business through improving efficiency, reducing waste or finding alternative ways of working to achieve the business's objectives. The project should allow the apprentice to showcase their knowledge, behaviours and skills from across the apprenticeship standard and should include a research proposal which will identify measurable improvements and make recommendations for their implementation. The project needs to relate to a current business challenge identified by the learner at the point of gateway, not an idea they have had in the past and already implemented.

Once the project has been identified by the apprentice, it should be discussed with their employer/training provider, this should be at least 1 month prior to the readiness for independent end-point assessment. The employer/training provider will then determine whether the proposed project has the potential to meet the criteria of the business project. The apprentice will then prepare a 1-page synopsis of their proposed project to bring to the end-point assessment planning meeting no less than 5 working days prior to the presentation.

The apprentice will be required to prepare a written copy of their proposal which is recommended to be 200 to 300 words and then present it to the end-point assessor at a pre-planned meeting, which may be face-to-face or via a web-based system. At this meeting, the apprentice, end-point assessor and the employer will discuss the proposal and the end-point assessor should approve it. If for any reason the proposal is not approved, the apprentice must re-submit a revised proposal within 1 week. The learner must not proceed with writing the final business project until the approval has been received and the end point assessment window starts.

Once the proposal has been approved, the apprentice will have no more than the 3-month assessment window period to prepare the project and should include:

- an introduction and background
- an outline of the challenge or opportunity
- aims and objectives
- evidence of consultation and engagement of stakeholders
- evidence of effective research
- legislative requirements that have been explained and adhered to
- an analysis of costs and commercial context
- identification of measurable improvements and benefits to the organisation
- justified recommendations for implementation
- proposed timeframes for implementation



The apprentice should be given sufficient time to undertake the research and writing of the project and allocated the required facilities either within or away from the workplace. In addition, time will need to be given to allow the apprentice to prepare for the presentation of their project.

The business project must be presented to the end-point assessor within the 3-month assessment period at a pre-arranged date, which will be mutually agreed. The written project, plus any supporting information, must be submitted to Highfield at least 5 days in advance of the apprentice's presentation, which will enable the end-point assessor to mark, read, reflect and prepare questions for the presentation given by the apprentice. The business project should be submitted in either PDF or Word format.

The apprentice may present their project in a format of their choosing; however, they should ensure that they cover the key recommendations from their project within the detail contained within the report.

The final business project does not need to be implemented, the business project is a written report that acts as a detailed business case regarding their idea/improvement and needs to purely focus on the assessment criteria.

The apprentice will have 30 minutes to deliver their presentation to the end-point assessor and this should include time for questions and answers at the end. An appropriate, quiet place should be available for the presentation to ensure that there are no interruptions; this may be on or off site. The employer can be present during the presentation as an observer only and as such, must not interact with the assessment activity.

The end-point assessor will then mark the written project and the presentation against the criteria listed below.

## Business project criteria

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The following page includes the criteria that must be covered by the business project.

## Criteria covered in the business project

### Business Sales and promotion

To pass, the following must be evidenced	To gain a distinction
BP1 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)	<i>BP11 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)</i>
BP2 Outline the problem, challenge or opportunity identified	<i>BP12 Outline the current situation which has led to the identification of a challenge or opportunity</i>
BP3 State the aims and objectives of the project	<i>BP13 Provide detailed aims and objectives for the project, linking to the current situation</i>
BP4 Identify how the potential changes would lead to measurable improvements and benefits to the department, team or area of working	<i>BP14 Identification of measurable improvements and benefits to the organisation</i>
BP5 Consult relevant stakeholders (e.g. customers, team members, managers) to inform the results and recommendations	<i>BP15 Provide evidence of wide consultation and show how responses have been included in the recommendation</i>
BP6 Provide an indication of costs associated with the proposed recommendations	<i>BP16 Review the project to ensure it meets organisational and legal requirements</i>
BP7 Identify applicable legislation and ensure the proposal complies where necessary	<i>BP17 Show a range of qualitative and quantitative research has been used effectively</i>
BP8 Provide research methodology to demonstrate a logical, coherent approach	<i>BP18 Detailed recommendations for implementation</i>
BP9 Make clear recommendations for implementation	<i>BP19 Detailed validation and justification of recommendations</i>
BP10 Concise validation and justification of recommendation	<i>BP20 Proposed timeframes for implementation</i>

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## Assessing the professional discussion

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Throughout the 1-hour professional discussion, the assessor will review the apprentice's competence in all of the pass criteria outlined in this document as a minimum, therefore apprentices should prepare for the professional discussion by considering how the criteria can be met.

The professional discussion will be conducted in a 'controlled environment' such as a quiet room, away from the normal place of work. The employer may be present for the professional discussion to provide further examples and support, but not lead, the apprentice.

The apprentice can only achieve a distinction by covering all of the pass and distinction criteria, which is outlined in the distinction column.

The discussion be divided into 3 stages:

- a review of the period of learning, development and continuous assessment (approximately 10 minutes)
- coverage of the remaining areas for the professional discussion as shown below (approximately 40 minutes)
- personal development and reflection – focusing on professional development (approximately 10 minutes).

### **Before the assessment:**

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which retail team leader criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard and identify real-life examples
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

It is suggested that a mock assessment is carried out by the apprentice in advance of the end-point assessment with the training provider/employer giving feedback on any areas for improvement.

## Professional discussion - mock assessment

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It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommend that they experience a mock professional discussion in preparation for the real thing. The most appropriate form of mock assessment will depend on the apprentice's setting and the resources available at the time. In designing a mock assessment, the employer/training provider should consider the following elements in their planning:

- a 1-hour time slot should be available for the complete professional discussion, if it is intended to be a complete mock assessment covering all relevant standards, however this time may be split up to allow for progressive learning
- consider an audio recording of the mock, and to allow the mock to be observed by other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice, to complete the learning experience, the mock assessment document sheets available from the website may be used for this purpose
- structured 'open' questions should be used as part of the professional discussion which do not lead the apprentice, but allows them to express their knowledge in a calm and comfortable manner, some examples of this may include the following:
  - marketing
    - can you please tell me who are your main competitors?
    - how do you monitor their activities?
  - stock
    - Does stock ever get damaged in your business?
    - what do you do if it does?
  - leadership
    - how do you plan each day?
    - how do you know what needs to be achieved on a daily/weekly basis?

## Professional discussion criteria

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Throughout the 1-hour professional discussion, the assessor will review the apprentice's competence in all of the pass criteria outlined below as a minimum, therefore apprentices should prepare for the professional discussion by considering how the criteria can be met.

The apprentice can only achieve a distinction by covering all of the pass and distinction criteria, which is outlined in the distinction column.

## Stock

To pass, the following must be evidenced	To gain a distinction
ST6 Explain how to lead the team in effective stock management to meet legal and business requirements	There are no distinction criteria

## Developing self and others

To pass, the following must be evidenced	To gain a distinction
DS4 Demonstrate how own and team development is planned and managed detailing the benefits of development to individuals and the business	DS5 <i>Measure individual and team development and performance</i>

## Diversity

To pass, the following must be evidenced	To gain a distinction
DI2 Describe how the team work positively, professionally within a diverse culture	There are no distinction criteria

## Customer

To pass, the following must be evidenced	To gain a distinction
CU1 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	CU3 <i>Evaluate customer feedback to justify evidence that customer expectations are met or exceeded</i>
CU2 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	

## Leadership

To pass, the following must be evidenced	To gain a distinction
LE1 Describe how to organise day-to-day activities, plan for contingencies and escalate to the manager as appropriate	LE2 <i>Analyse data evidence to support the meeting of organisation's targets and objectives</i>

## Marketing

To pass, the following must be evidenced	To gain a distinction
MA1 Explain the position of the business / brand and how the team can impact the reputation within the market	There are no distinction criteria

## Product and service

### Technology

To pass, the following must be evidenced	To gain a distinction
PT1 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	There are no distinction criteria

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