



## Mapping Document for the Retailer Apprenticeship Standard (Level 2)

The purpose of this document is to show where the **Highfield Standards Apprenti-kit** textbook content and workbook questions, and the **Highfield Skills and Activities pack** activities, meet the outcomes and criteria of the **Retailer Apprenticeship Standard (Level 2)**. It also shows where the **Highfield Level 2 Diploma for Retailers (RQF)** maps to the **Retailer Apprenticeship Standard (Level 2)**. Where the **apprenticeship standard criteria** are not mapped word for word in the **qualification**, the criteria may be met implicitly.

**Please note** that where content for skills and behaviours has been identified in the **Apprenti-kit textbook**, this is underpinning knowledge only.

When using this mapping document, it is the responsibility of the training provider or employer to ensure that the learner meets the required outcomes and criteria.

## Retailer Level 2 Apprenticeship Standard Knowledge, Skills and Behaviours Criteria

Module 1 Customer						
Apprenticeship Standard Learning Outcome	Apprenticeship Standard Assessment Criteria (EPA Kit)	EPA Kit Mapping Reference	RQF Qualification Unit	RQF Qualification Learning Outcome & Assessment Criteria	Apprenti-kit Textbook Page	Apprenti-kit Workbook Question/Skills and Behaviours Activity Kit Activity Number
Positively interact with customers, using business relevant methods for example face to face or on-line, to support and increase sales by providing useful information and service	K1.1 The key features and benefits of excellent customer service as defined by the business and in contrast to other businesses in the industry	CS1			3	Q1 Q2
	K1.2 The importance of excellent customer service to business success and the implications of poor customer service	CS2			4 ,5	Q3 Q4
	K1.3 The importance of repeat business and ways to encourage customer loyalty in the retail industry	CS3			5,6	Q5 Q6
	K1.4 What is meant by a 'customer experience'	CS4			6,7	Q7
	K1.5 Where to find information on customers within the business	CS5			7	Q8
	K1.6 Typical customer profile(s)	CS6	Unit 1 H/615/6223	LO1 AC 1.1, 1.2, 1.3	8	Q9
	K1.7 An appreciation of different types of customer, their motivation to purchase products/service and their different needs	CS7	Unit 1 H/615/6223	LO1 AC 1.1, 1.2, 1.3	9,10	Q10
	K1.8 The unique needs of certain customers and how to help them in	CS8			10,11, 12	Q11

	line with business procedures and environment					
	K1.9 How to recognise and adapt approach to different customer behaviours, emotions and emotive needs	CS9			12,13, 14	Q12
	K1.10 Different methods customers want to use to purchase products	CS10			14,15	Q13
	K1.11 How customers' purchasing habits are influenced through social trends and the media	CS11			15	Q14
	K1.12 How the culture of different businesses impacts on the style of interaction with customers	CS12			15,16	Q15
Positively interact with customers, using business relevant methods for example face to face or on-line, to support and increase sales by providing useful information and service	S1.1 Make every interaction with a customer an opportunity to increase, gain, maintain or re-establish their loyalty	CS13	Unit 1 H/615/6223 Unit 2 K/615/6224	LO4 AC4.5  LO6 AC6.2	16	Activity 3
	S1.2 Use the business offer to support efforts to enhance customer loyalty	CS21	Unit 1 H/615/6223 Unit 2 K/615/6224	LO2 AC2.2, 2.4 LO6 AC6.2	17	Activity 3
	S1.3 Utilise understanding of customer profiles by quickly identifying what the customer needs and offering options that will meet or exceed their expectations	CS22	Unit 1 H/615/6223	LO4 AC4.2, 4.3, 4.4	17	Activity 3
	S1.4 Clearly communicate accurate, relevant and helpful information to customers, checking their understanding	CS14			17,18, 19	Activity 2, 3
	S1.5 Deliver excellent customer service in line with the business' culture and values in all activities	CS17			19	Activity 1, 2, 3
	S1.6 Ask appropriate questions in order to help customers	CS15	Unit 1 H/615/6223	LO4 AC4.2, 4.3, 4.4	19	Activity 2

Adopt an approachable and friendly manner, interacting with customers in line with the style of the business, showing a genuine interest in meeting their needs and actively seeking feedback to improve own quality of service provision	S1.7 Shows a genuine interest in customer service which clearly demonstrates understanding of how own behaviour will influence customers' opinion of the business, their purchasing decision, and ultimately overall profitability	CS16			19,20, 21,22	Activity 3
	S1.8 Present the culture of the organisation through own personal presentation and interaction with customers	CS18	Unit1 H/615/6223	LO4 AC 4.5	23	Activity 2
	S1.9 (D)Go beyond customers' expectations giving at least one example: how, what here when e.g. turned a complaint into an opportunity to retain customer	CS24(D)	Unit1 H/615/6223	LO4 AC4.6	23	Activity 2
	S1.10 (D) Uses initiative to improve sales and/or customer service	CS25(D)			24	Activity 1
	B1.1 Listen to and deal with customers' questions, queries and complaints effectively in line with business requirements	CS19	Unit 1 H/615/6223	LO4 AC4.4, 4.5, 4.6	24	Activity 2
	B1.2 Use methods of communication and rapport building that are in line with the business and adapt accordingly to different customers	CS20	Unit 1 H/615/6223 Unit 2 K/615/6224	LO4 AC4.3  LO4 AC4.2 LO3 AC3.1, 3.2	25	Activity 2
	B1.3 Take a positive approach to receiving feedback and learn from the experience to improve own customer service offer	CS23	Unit 1 H/615/6223	LO3 AC3.1 LO3 AC3.2 LO4 AC4.1 LO4 AC4.2	26	Activity 1

<b>Module 2 Business</b>						
<b>Apprenticeship Standard Learning Outcome</b>	<b>Apprenticeship Standard Assessment Criteria (EPA Kit)</b>	<b>EPA Kit Mapping Reference</b>	<b>RQF Qualification Unit</b>	<b>RQF Qualification Learning Outcome &amp; Assessment Criteria</b>	<b>Apprenti-kit Textbook Page</b>	<b>Apprenti-kit Workbook Question/Skills and Behaviours Activity Kit Activity Number</b>
Know the vision, objectives and brand standards of the business and how to contribute towards their success	K2.1 Where to identify the vision, objectives and brand standard / style of the business	BU1	Unit 2 K/615/6224	LO1 AC1.1 LO1 AC1.2 LO1 AC1.3	3	Q1
	K2.2 The purpose of a vision statement, the benefits to the business as a whole and how it impacts on own role	BU2	Unit 2 K/615/6224	LO1 AC1.4 LO1	3,4	Q2 Q3
	K2.3 The purpose of setting objectives and why they are important for businesses to be successful	BU3	Unit 2 K/615/6224	LO1 AC 1.4 (Partially)	4	Q4
	K2.4 How objectives relate to own role in the business	BU4			5	Q5
	K2.5 The importance of the business brand standards, in relation to the product and/or services it offers	BU5	Unit 2 K/615/6224	LO1.AC1.4 LO2 AC2.1	5,6	Q6
Establish a good rapport with customers, serve them in line with brand standards and promote the values of the business in all work activities	S2.1 Interact with customers and build a rapport in a way that demonstrates an understanding of the business vision, objectives and brand standards	BU9	Unit 2 K/615/6224	LO4 AC4.1, 4.2, 4.3 LO3 AC3.1, 3.2	6,7	Activity 2
	S2.2 Use service techniques and procedures that deliver the brand standards	BU10	Unit 2 K/615/6224	LO4 AC4.1	7	Activity 2
	S2.3 Carry out all activities in a manner that promotes the value of the business brand standards to	BU11	Unit 2 K/615/6224	LO 4 AC 4.1 (Partially)	7,8	Activity 3

	customers, team members and other stakeholders					
Demonstrate personal drive and a positive regard for the reputation and aim of the business	B2.1 Positively presents the business brand standards in all communications with customers	BU6	Unit 2 K/615/6224	LO4 AC4.3 LO5 AC5.3	8	Activity 2
	B2.2 Has a conscientious attitude to deliver brand standards and protecting the reputation of the business, for example always following service expectations or procedures	BU7	Unit 2 K/615/6224	LO4 AC4.1, 4.3 LO5 AC5.1, 5.2, 5.3	8,9	Activity 3
	B2.3 Operates in an accountable manner Taking ownership for own actions and their implications	BU8			9	Activity 3
	B2.4 (D) Consistent representation of the business values	BU12 (D)			9,10	Activity 2
	B2.5 (D) Being proud and passionate as a brand ambassador	BU13 (D)			10	Activity 2

<b>Module 3. Finance</b>						
<b>Apprenticeship Standard Learning Outcome</b>	<b>Apprenticeship Standard Assessment Criteria (EPA Kit)</b>	<b>EPA Kit Mapping Reference</b>	<b>RQF Qualification Unit</b>	<b>RQF Qualification Learning Outcome &amp; Assessment Criteria</b>	<b>Apprenti-kit Textbook Page</b>	<b>Apprenti-kit Workbook Question/Skills and Behaviours Activity Kit Activity Number</b>
Understand the principles of operating commercially and supporting the overall financial performance of the business for example by aiming to exceed targeted sales and reduce wastage and returns	K3.1 General principles of operating commercially in the retail environment	FN1	Unit 7 J/615/6229	LO1 AC1.1	3	Q1
	K3.2 What costs are	FN2	Unit 7 J/615/6229	LO1 AC1.1	4	Q2
	K3.3 How a different approach to just one process that does not affect great customer service can save the business money (e.g. the use packaging material)	FN3	Unit 7 J/615/6229	LO1 AC1.2	5	Q3
	K3.4 Key performance indicators that support the profitability of the business	FN4	Unit 7 J/615/6229	LO1 AC1.3	5,6	Q4
	K3.5 The sales targets for the business and how businesses aim to reduce waste	FN5	Unit 7 J/615/6229	LO1 AC1.2, 1.3	7	Q5 Q6
	K3.6 Where and when wastage can occur and how to minimise it	FN6	Unit 7 J/615/6229	LO1 AC1.2	7,8	Q7
	K3.7 Techniques and opportunities for increasing sales in the business at the lowest cost	FN7			8	Q8
Deliver a sales service that meets customers' needs and balances the financial performance of the business for example working towards sales targets, following	S3.1 Use methods that will enhance sales and reduce costs for the business whilst delivering great customer service	FN8	Unit 7 J/615/6229	LO2 AC2.1, 2.3 (Partially)	9	Activity 3
	S3.2 Use methods of financial control that are appropriate to the style of the business	FN9	Unit 7 J/615/6229	LO2 AC2.2	9,10	Activity 3

procedures relating to packing of goods and dealing with returned products	S3.3 Use methods of work that will meet or exceed financial targets	FN10	Unit 7 J/615/6229	LO2 AC2.2	10	Activity 3
	S3.4 Deal with matters of financial loss in a manner that minimises further loss, but in accordance to the requirements of the business	FN11			10,11	Activity 3
	S3.5 Handles matters appropriately to minimise the risk of financial loss	FN12			11	Activity 3
	S3.6 (D) Uses own initiative to have impact on one or more of the following: <ul style="list-style-type: none"> <li>• Sales increase</li> <li>• Waste reduction</li> <li>• Quality of customer experience and retention</li> <li>• Cost efficiency</li> </ul>	FN14 (D)	UNIT 7 J/615/6229	LO2 AC2.4 (Partially)	12	Activity 3
Act credibly and with integrity on all matters that affect financial performance	B3.1 Acts responsibly and sensibly to reduce waste	FN13	Unit 7 J/615/6229	LO2 AC.2.4	12	Activity 3



<b>Module 4 Marketing</b>						
<b>Apprenticeship Standard Learning Outcome</b>	<b>Apprenticeship Standard Assessment Criteria (EPA Kit)</b>	<b>EPA Kit Mapping Reference</b>	<b>RQF Qualification Unit</b>	<b>RQF Qualification Learning Outcome &amp; Assessment Criteria</b>	<b>Apprenti-kit Textbook Page</b>	<b>Apprenti-kit Workbook Question/Skills and Behaviours Activity Kit Activity Number</b>
Know how the business positions itself in order to increase its market share and compete against its main competitors for example its unique selling points, its straplines, promotions and advertising campaigns	K4.1 What 'business positioning' is and how it relates to market share and competitors	MA1	Unit 3 M/615/6225	LO1 AC1.1, 1.3, 1.4	3	Q1
	K4.2 What a unique selling point is, how businesses benefit from them	MA2	Unit 3 M/615/6225	LO1 AC1.2 (Partially)	3	Q2
	K4.3 What a promotions and advertising campaign is and why businesses use them	MA3			4,5	Q3
	K4.4 How methods used for promotion impact on the customer's purchasing decision	MA4			5	Q4
	K4.5 The importance of being aware of local competitors and their offers	MA5	Unit 3 M/615/6225	LO1 AC1.1, 1.2, 1.3, 1.4	6	Q5
	K4.6 What a strapline is and how it is used	MA6			6	Q6
	K4.7 What the unique selling point of the business is and how it compares to other organisations	MA7	Unit 3 M/615/6225	LO1 AC1.2, 1.3	7	Q7
	K4.8 How businesses are positioned in the wider market alongside competitors	MA8	Unit 3 M/615/6225	LO2 AC2.2	7	Q8
	K4.9 How to promote products and services to achieve business objectives	MA9			8	Q9
	K4.10 Where in the business to find the latest guidance and	MA10			8	Q10

	information on promotions and advertising campaigns					
	K4.11 How the business compares with its competitors in terms of product offer, pricing and service	MA11	Unit 3 M/615/6225	LO1 AC1.3, 1.4 LO2 AC2.1	9	Q11
Influence customers' purchasing decisions by providing accurate guidance on product and price comparisons and sharing knowledge on local offers and variances	S4.1 Use accurate information to explain product and service offers, and price comparisons to customers	MA12	Unit 3 M/615/6225	LO3 AC3.1	9,10	Activity 2, 3
	S4.2 Select best method of promoting a product or service to support business objectives	MA 14			10	Activity 3
	S4.3 Take every opportunity to promote the unique selling point of the business and or its products / services	MA15			11	Activity 3
	S4.4 (D) Makes recommendation to improve marketing and promotion with examples given from continual assessment	MA16			11	Activity 3
Take an interest in the position of the business within the wider industry	B4.1 Openly share knowledge with colleagues and customers	MA13	Unit 8 A/615/6230	LO4 AC4.2 (Partially)	12	Activity 1, 3

<b>Module 5 Communications</b>						
<b>Apprenticeship Standard Learning Outcome</b>	<b>Apprenticeship Standard Assessment Criteria (EPA Kit)</b>	<b>EPA Kit Mapping Reference</b>	<b>RQF Qualification Unit</b>	<b>RQF Qualification Learning Outcome &amp; Assessment Criteria</b>	<b>Apprenti- kit Textbook Page</b>	<b>Apprenti-kit Workbook Question/Skills and Behaviours Activity Kit Activity Number</b>
Know how to identify and determine individuals' situation and needs and how to respond in the most appropriate way in line with the business culture (for example the difference in how a branded goods retailer would communicate to their customers would be very different from an individual that retails a funeral service, or someone that needs to convey highly technical product information)	K5.1 Why excellent communication is so important to businesses	CO1			3,4	Q1
	K5.2 The impact on businesses of poor or inappropriate communication	CO2			5	Q2
	K5.3 The impact of body language in communication	CO3			5,6	Q3
	K5.4 The importance of non-judgemental listening in the communication process	CO4			6,7	Q4
	K5.5 A variety of communication methods to deal with different situations	CO5	Unit 1 H/615/6223	LO2 2.1	7,8,9, 10	Q5
	K5.6 The typical style and methods of communication used by the business	CO9			10,11, 12	Q6
Use effective methods of communication that achieve the desired result, according to the purchasing process e.g. face to face, via the telephone or on-line	S5.1 Communicate with an awareness of the situation, adapting it as necessary, and responding appropriately	CO6			12	Activity 2
	S5.2 Use a range of communication styles according to the person being communicated to	CO8	Unit 1 H/615/6223	LO4 AC4.3, 4.4, 4.5	13,14, 15	Activity 2
	S5.3 Demonstrate empathy for the person being communicated with	CO11			16	Activity 2

	S5.4 (D) Demonstrates outstanding communication skills internally and externally recognized by all (e.g. customers, team, management) as “great” with people	CO12 CO13			16	Activity 2
Take a positive interest in customers, actively listening or taking due care to understand written or online communications and respond appropriately	B5.1 Support customer interactions by adapting body language and tone to the person / people being served	CO7			17	Activity 2
	B5.2 Has an awareness of own communication style and how to manage it depending on the circumstances	CO10			17	Activity 2

<b>Module 6 Sales and Promotion</b>						
<b>Apprenticeship Standard Learning Outcome</b>	<b>Apprenticeship Standard Assessment Criteria (EPA Kit)</b>	<b>EPA Kit Mapping Reference</b>	<b>RQF Qualification Unit</b>	<b>RQF Qualification Learning Outcome &amp; Assessment Criteria</b>	<b>Apprenti-kit Textbook Page</b>	<b>Apprenti-kit Workbook Question/Skills and Behaviours Activity Kit Activity Number</b>
Understand the sales opportunities that exist across the year within the business and industry and the need to know customers' buying different during these periods, seasonal product / service knowledge, and stock requirements at different times of the year	K6.1 How sales targets differ according to the retail calendar	SP1	Unit 4 T/615/6226	LO1 AC1.1 LO1 AC1.2 LO1 AC1.3	3	Q1
	K6.2 Own contribution to meeting sales targets	SP2			4	Q2
	K6.3 Different selling techniques and how and when to use them	SP3	Unit 4 T/615/6226	LO2 AC2.5 LO3 AC3.1	4,5	Q3a Q3b
Use a variety of sales techniques when providing customers with information that are appropriate to the business and actively sell the benefits of seasonal offers for example, through in-store or on-line promotions	S6.1 Selects and uses a range of selling techniques appropriate to situation, product and/or service being sold	SP4			5,6	Activity 1, 2
	S6.2 Talks to customers to identify sales opportunities	SP5			6,7	Activity 1, 2
	S6.3 Takes opportunities to increase the size the sale	SP6	Unit 2 K/615/6224	LO6 AC6.1, 6.2	8	Activity 1, 2
Pro-actively seek ways of enhancing sales whilst being sensitive to the needs of the	B6.1 Actively sells without intimidating or pressurising the customer	SP7			8	Activity 2

customer and encourage team members to do the same						
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<b>Module 7 Product and Service</b>						
<b>Apprenticeship Standard Learning Outcome</b>	<b>Apprenticeship Standard Assessment Criteria (EPA Kit)</b>	<b>EPA Kit Mapping Reference</b>	<b>RQF Qualification Unit</b>	<b>RQF Qualification Learning Outcome &amp; Assessment Criteria</b>	<b>Apprenti-kit Textbook Page</b>	<b>Apprenti-kit Workbook Question/Skills and Behaviours Activity Kit Activity Number</b>
Know information on the brands, products and services as required by the business (for example in large retailers a general knowledge of a range of products and services may be needed, but in specialist outlets a detailed knowledge on the technical specification of a product and the aftercare service may be necessary	K7.1 The importance of up to date product / service knowledge	PS1			3,4	Q1
	K7.2 Where to identify product / service knowledge	PS2			4,5	Q2
	K7.3 Key facts of product / service knowledge needed to support and complete sales	PS4	Unit 2 K/615/6224	LO6 AC6.1	5	Q3
	K7.4 The importance of identifying customer needs in order to sell products and services that will meet and /or exceed their expectations	PS6			6,7	Q4
	K7.5 How to link product features and benefits to customer needs and profile	PS7			7,8	Q5
	K7.6 How to keep up to date on business brands, products and services	PS3			9	Q6
	K7.7 If and how the product fits into a wider range of products and the differences / links between them	PS5			9,10	Q7
Help match products and services to customers' needs and increase the amount they spend for example	S7.1 Ask customers questions about the products / services they are looking for and the features and benefits that will meet or exceed their needs	PS8	Unit 2 K/615/6224	LO6 AC6.2	10,11	Activity 2

through the sale of associated products and services	S7.2 Identify products / services which match customer requirements	PS9	Unit 2 K/615/6224	LO6 AC6.2	11	Activity 2
	S7.3 Discuss relevant options, giving customers opportunities to ask questions and clarify information	PS10	Unit 2 K/615/6224	LO6 AC6.1, 6.2	12	Activity 2
	S7.4 Close the sale with the customer, confirming what they want to buy and provide relevant information	PS11			13	Activity 2
	S7.5 Decide if it is appropriate to sell additional bi products / services to the customer and highlight them accordingly	PS12	Unit 2 K/615/6224	LO6 AC6.2 LO2 AC2.5	13	Activity 2
	S7.6 (D) Accurately describe the features and benefits of relevant products to customers in a way which helps them identify the differences	PS19(D)			14	Activity 2
	S7.7 (D) Comprehensive range of product, knowledge and understanding can be demonstrated over and above what a customer can find for themselves.	PS15 (D)			14	Activity 2
	S7.8 (D) Can clearly and accurately summarise information to others in a way which is easily understood	PS20(D)			15	Activity 2
	S7.9 (D) Genuine rapport with customer and going off script when engaging with them.	PS18(D)			15	Activity 2
	S7.10 (D) Breadth of knowledge around benefits, insight into usefulness of product specs.	PS16(D)			16	Activity 2
	S7.11 (D) Use of devices and relevant merits of each	PS17 (D)			16	Activity 2
		B7.1 Displays energy and motivation	PS13			17



Confidently demonstrate a belief in the products and services the business offers	B7.2 (D)Has pride in the delivery of products and services	PS14(D)			17,18	Activity 1
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<b>Module 8. Brand Reputation</b>						
<b>Apprenticeship Standard Learning Outcome</b>	<b>Apprenticeship Standard Assessment Criteria (EPA Kit)</b>	<b>EPA Kit Mapping Reference</b>	<b>RQF Qualification Unit</b>	<b>RQF Qualification Learning Outcome &amp; Assessment Criteria</b>	<b>Apprenti-kit Textbook Page</b>	<b>Apprenti-kit Workbook Question/Skills and Behaviours Activity Kit Activity Number</b>
Know and understand the importance of brand and business reputation and what can affect it	K8.1 The link between brand reputation and business success	BR1	Unit 2 K/615/6224	LO2 AC2.1 LO2 AC2.2	3,4	Q1
	K8.2 Understand how conduct both during and out of working hours can impact on brand and business reputation (including use of social media)	BR2	Unit 2 K/615/6224	LO2 AC2.3	4,5	Q2
	K8.3 Recognise how own actions impact on brand reputation both positively and negatively	BR3	Unit 2 K/615/6224	LO2 AC2.3	5,6	Q3
	K8.4 (D) Understand how the following impact on brand and business reputation and how to apply them in own organisation: <ul style="list-style-type: none"> <li>• media and social media</li> <li>• business ethics and corporate social responsibility</li> <li>• political action</li> <li>• impact of business activities on people and the environment</li> </ul>	BR6	Unit 9 F/615/6231  Unit 10 J/615/6232	LO2 AC2.1, 2.2 (media & social media)  LO1 AC1. (environment )	6,7,8,9 10	Q4
	K8.5 Know how to and the importance of reporting situations that threaten brand and business brand and business reputation in a	BR7	Unit 2 K/615/6224	LO5 AC 5.1 LO5 AC5.2	10	Q5

	timely manner to the appropriate person					
	K8.6 Know how to and the importance of following business policy/procedure if approached by the media	BR8	Unit 2 K/615/6224	LO5 AC5.2	10,11, 12,	Q6
	K8.7 Follow procedures to prevent the misuse of social media	BR9	Unit 9 F/615/6231	LO3 AC3.2	12,13	Q7
Respond to situations that threaten brand and business reputation in line with company policy and alert the relevant person if a threat is identified	S8.1 Deal with relevant situations that may affect brand reputation in line with company policy	BR4	Unit 2 K/615/6224	LO5 AC5.1, 5.2	13	Activity 2
Uphold and personally demonstrate a positive brand and business reputation at all times	B8.1 Uphold and personally demonstrate a positive brand and business reputation at all times	BR5	Unit 2 K/615/6224	LO5 AC5.3	14	Activity 2

<b>Module 9 Merchandising</b>						
<b>Apprenticeship Standard Learning Outcome</b>	<b>Apprenticeship Standard Assessment Criteria (EPA Kit)</b>	<b>EPA Kit Mapping Reference</b>	<b>RQF Qualification Unit</b>	<b>RQF Qualification Learning Outcome &amp; Assessment Criteria</b>	<b>Apprenti- kit Textbook Page</b>	<b>Apprenti-kit Workbook Question/Skills and Behaviours Activity Kit Activity Number</b>
Understand how to increase sales through product placement by utilising 'hot spots' and recognising the relationship between sales and space	K9.1 Recognise the importance of window and store displays in translating brand or business identity to customers	ME1	Unit 4 T/615/6226	LO2 AC2.1, 2.6	3	Q1
	K9.2 The implications of misrepresentation of or damage to the product through excessive alteration in merchandising	ME2			3	Q2
	K9.3 How merchandising can support the sales process	ME3	Unit 4 T/615/6226	LO2 AC2.1	4	Q3
	K9.4 (D) Understand how to maximise the creative use of space through the layout of the designated display area	ME13	Unit 4 T/615/6226	LO2 AC2.1, 2.2, 2.3, 2.4, 2.6	4	Q4
	K9.5 (D) Understand how props and events are used in merchandising	ME14			4,5,6	Q5
	K9.6 (D) Understand how to plan and install window and store displays effectively and safely	ME15			7	Q6
	K9.7 (D) Understand the importance of and know how to prepare products for display	ME16			7	Q9a Q9b

Actively use techniques to optimise sales through effective product placement, ensuring product displays remain attractive, appealing and safe to customers	S9.1 Identify key areas to achieve maximum visual impact and create a display area that optimises the merchandise; props and materials and is aesthetically pleasing	ME4			8	Activity 3
	S9.2 Collect and style required stock for display for maximum effect to enhance the theme, support the merchandise and communicate effectively with the target market(s)	ME5			8	Activity 3
	S9.3 Select and place all merchandising material, in an effective composition to support the branding of the merchandise and communicate effectively with the target market(s)	ME6			8	Activity 3
	S9.4 Follow business guidelines for displaying stock	ME7			9	Activity 3
	S9.5 Conduct checks to ensure the display result is safe, neat and tidy, clean, finished on time and in line with business expectations	ME8			9	Activity 3
	S9.6 Maintain the display area so that at all time its presentation is in line with business expectations	ME9			10	Activity 3
Make recommendations for merchandising as necessary to enhance sales and customer satisfaction	B9.1 Evaluate the effectiveness of the window display in supporting the intended merchandise and brand	ME10			10	Activity 3
	B9.2 Analyse feedback and respond appropriately making suggestions for improvements	ME11	Unit 4 T/615/6226	LO3 AC 3.2 (Partially)	11	Activity 3
	B9.3 Listen, reflect and respond positively and constructively to feedback	ME12	Unit 1 H/615/6223	LO4 AC4.4, 4.6	11	Activity 3

<b>Module 10 Stock</b>						
<b>Apprenticeship Standard Learning Outcome</b>	<b>Apprenticeship Standard Assessment Criteria (EPA Kit)</b>	<b>EPA Kit Mapping Reference</b>	<b>RQF Qualification Unit</b>	<b>RQF Qualification Learning Outcome &amp; Assessment Criteria</b>	<b>Apprenti-kit Textbook Page</b>	<b>Apprenti-kit Workbook Question/Skills and Behaviours Activity Kit Activity Number</b>
Know how to maintain appropriate levels of the right stock to meet customer demand, taking into account planned marketing activities and expected seasonal variations and the conditions they must be stored in	K10.1 Recognise the importance of ensuring the right level of stock in the business, stock control and understand the implications of poor stock control in the business	ST1	Unit 5 A/614/6227	LO1 AC 1.1 LO1 AC 1.2	3,4	Q1a Q1b
	K10.2 How to keep accurate stock records and why this is important to ensuring the right levels of stock are maintained	ST2	Unit 5 A/614/6227	LO3 AC 3.2	4	Q2
	K10.3 Why security is important when storing stock	ST3			4,5	Q3
Maintain appropriate levels of the right stock to meet customer demand, ensure it is kept in the correct condition (for example correct temperature, environment, packaging), and minimise stock loss through accurate administration, minimising wastage and theft	S10.1 Check storage areas are clean, tidy and have sufficient space for stock being delivered and deal with in line with business procedures if not	ST4	Unit 5 A/614/6227	LO2 AC2.1, 2.2 (Partially)	5,6	Activity 3
	S10.2 Check delivery or holding areas are clean and tidy and necessary unloading equipment is available and in working order	ST5			6,7	Activity 3
	S10.3 Check stock on delivery to make sure it is of the correct type, quantity and quality ordered	ST6	Unit 5 A/614/6227	LO3 AC3.1	7,8	Activity 3
	S10.4 Deal with incorrect type or quantities, faulty or substandard stock in line with business procedures	ST7	Unit 5 A/614/6227	LO3 AC3.1	8	Activity 3
	S10.5 Manage stock and carry out correct rotation procedures to	ST8	Unit 5 A/614/6227	LO3 AC3.2	8,9	Activity 3

	maintain quality and prevent loss, damage or deterioration					
	S10.6 Complete all paperwork and records accurately and clearly in line with business requirements	ST9	Unit 5 A/614/6227	LO3 AC3.2	9	Activity 3
	S10.7 Follow the business requirements for the security of the storage of stock	ST10	Unit 5 A/614/6227 Unit 8 A/615/6230	LO3 AC3.2  LO3 AC3.2	9	Activity 3
Make recommendations for merchandising as necessary to enhance sales and customer satisfaction	B10.1 Has the confidence to return incorrect, faulty or substandard goods	ST11	Unit 5 A/614/6227 Unit 7 J/615/6229	LO3 AC3.1  LO2 AC2.3	10	Activity 3
	B 10.2 Takes a calm and considered approach when issues occur, minimising the risk or disruption caused	ST12	Unit 5 A/614/6227	LO2 AC3.1 LO2 AC3.2	10	Activity 3
	B10.3 Shows integrity, fairness and consistency in decision making	ST13			11	Activity 3

<b>Module 11 Technical</b>						
<b>Apprenticeship Standard Learning Outcome</b>	<b>Apprenticeship Standard Assessment Criteria (EPA Kit)</b>	<b>EPA Kit Mapping Reference</b>	<b>RQF Qualification Unit</b>	<b>RQF Qualification Learning Outcome &amp; Assessment Criteria</b>	<b>Apprenti-kit Textbook Page</b>	<b>Apprenti-kit Workbook Question/Skills and Behaviours Activity Kit Activity Number</b>
Know how to operate technology such as customer payments and understand how changing technology, for example social media, digital and multichannel tools, support the sale of products and facilitates an effective and efficient service to customers	K11.1 Identify types of technology and their uses in different types of business operation	TC2	Unit 9 F/615/6231	LO1 AC1.1 LO2 AC2.2	3,4	Q1
	K11.2 Identify technology and its uses within the business	TC3	Unit 9 F/615/6231	LO1 AC1.1, 1.2	3,4	Q2
	K11.3 How technology supports the effective and efficient sale of products and services to customers	TC9	Unit 9 F/615/6231	LO2 AC2.1, 2.2	3,4	Q3
	K11.4 How to use relevant technology correctly	TC4	Unit 9 F/615/6231	LO1 AC1.2	5	Q4
Use technology appropriately and efficiently in line with company policy, to support sales and service ensuring that maintenance issues are dealt with promptly	S11.1 Identify the technology in the work environment and use it efficiently and effectively	TC7	Unit 9 F/615/6231	LO3 AC3.1	5	Activity 3
	S11.2 Know what to do when technology fails	TC8	Unit 9 F/615/6231	LO3 AC3.1	5	Activity 3
	S11.3 Strictly follow instructions and procedures, including safety, when using technology	TC5	Unit 9 F/615/6231	LO3 AC3.1	6	Activity 3
	S11.4 Use technology safely and appropriately	TC6	Unit 9 F/615/6231	LO3 AC3.1	6	Activity 3
Make recommendations for merchandising as necessary to enhance sales and customer satisfaction	B.11.1 Take action quickly and decisively when issues occur	TC1			6	Activity 3



<b>Module 12 Team</b>						
<b>Apprenticeship Standard Learning Outcome</b>	<b>Apprenticeship Standard Assessment Criteria (EPA Kit)</b>	<b>EPA Kit Mapping Reference</b>	<b>RQF Qualification Unit</b>	<b>RQF Qualification Learning Outcome &amp; Assessment Criteria</b>	<b>Apprenti-kit Textbook Page</b>	<b>Apprenti-kit Workbook Question/Skills and Behaviours Activity Kit Activity Number</b>
Know how to support and influence the team positively, recognising how all colleagues and teams are dependent on each other to meet business objectives	K12.1 What makes an effective team and what is meant by team dynamics	TE1			3,4	Q1 Q2
	K12.2 Ways in which team members / teams work together, interact and provide supports to each other to meet business objectives	TE2	Unit 6 F/615/6118	LO2 AC2.1	4,5	Q3
	K12.3 The implications when team members do not work together	TE3			5,6	Q4
	K12.4 Different methods, including the use of effective negotiation, to positively influence a team	TE4	Unit 6 F/615/6118	LO2 AC 2.3	6,7	Q5
	K12.5 The importance of positive listening, valuing difference of opinion and challenges in order to reach suitable agreements / actions	TE5			7	Q6
	K12.6 The roles and responsibilities of team members	TE6			7,8	Q7
	K12.7 The information and resources that colleagues may need and where to obtain it if not known	TE7			9	Q8
	K12.8 The importance of fulfilling agreements made with team members or keeping them informed if there is a problem	TE8			10,11	Q9 Q10

Support team members to ensure that the services provided are of a high quality, delivered on time and as required	S12.1 Balance own priorities / work objectives at the same time as supporting team members as agreed	TE16	Unit 6 F/615/6118	LO3 AC3.1	11,12	Activity 1
	S12.2 Keep team members informed on the progress towards joint tasks	TE17	Unit 6 F/615/6118	LO3 AC3.1	12	Activity 1
	S12.3 Determine when and how to communicate matters that have implications on the business e.g. relating to service, safety and quality	TE18			13,14	Activity 1
	S12.4 Share knowledge and information with team members, selecting the appropriate communication method and time of day	TE19	Unit 6 F/615/6118	LO3 AC3.1 LO3 AC3.2	14	Activity 1
	S12.5 Adapt communication according to the team member(s) being communicated to (e.g. distinguishing between new members of staff, colleagues at the same level and senior level staff)	TE20			15	Activity 1
	S12.6 Effectively participate in briefings / meetings, actively listening and asking questions to confirm understanding	TE21			15	Activity 1
	S12.7 (D) View difficult situations and issues from colleagues' perspective and provide support, where necessary, to move things forward	TE23 (D)			16	Activity 1
	S12.8 (D) Identify conflicts of interest and disagreements with colleagues and respond to them in ways that minimise impact on the work being carried out	TE24 (D)			16,17	Activity 1
	S12.9 (D) Provide feedback to colleagues on their performance and	TE25 (D)			17	Activity 1

	encourage them to feedback on own performance in order to identify areas for improvement					
	S12.10 (D) Identify potential conflicts and take action to reduce or eliminate them	TE26 (D)			16,17	Activity 1
	S12.11 (D) Get involved in planning and leading sections of meetings	TE22(D)			18	Activity 1
Demonstrate pride in own role through a consistently positive and professional approach, and be aware of the impact of personal behaviour within the team	B12.1 Build effective working relationships with all team members	TE9	Unit 6 F/615/6118	LO3 AC3.1 LO3 AC3.2	18	Activity 1
	B12.2 Set an example to others through a professional and positive approach to all work activities	TE10	Unit 6 F/615/6118	LO3 AC3.1 LO3 AC3.2	19	Activity 1
	B12.3 Strengthen team dynamics agreements, taking a fair approach	TE11			19	Activity 1
	B12.4 Demonstrate an interest in other team members' roles and how they relate to own	TE12	Unit 6 F/615/6118	LO2 AC2.1, 2.2	20	Activity 1
	B12.5 Take a positive approach to helping team members to support the business, offering help to busy team members where possible	TE13			20	Activity 1
	B12.6 Co-operate with team members at all levels	TE14			21	Activity 1
	B12.7 Actively support other team members' learning	TE15	Unit 6 F/615/6118	LO3 AC3.1 LO3 AC3.2	21	Activity 1

<b>Module 13. Performance</b>						
<b>Apprenticeship Standard Learning Outcome</b>	<b>Apprenticeship Standard Assessment Criteria (EPA Kit)</b>	<b>EPA Kit Mapping Reference</b>	<b>RQF Qualification Unit</b>	<b>RQF Qualification Learning Outcome &amp; Assessment Criteria</b>	<b>Apprenti-kit Textbook Page</b>	<b>Apprenti-kit Workbook Question/Skills and Behaviours Activity Kit Activity Number</b>
Understand how personal performance contributes to the success of the business for example the sale of products and services, increasing sales and achieving customer loyalty	K13.1 How work objectives are agreed and recognise the benefits they can bring to the individual and the business	PE1	Unit 6 F/615/6118	LO1 AC1.1	3,4	Q1 Q2
	K13.2 How own roles and responsibilities impact on team goals	PE2			4,5	Q3
	K13.3 The benefits to the business of more effective ways of working	PE3			5	Q4
	K13.4 The benefits of performance improvement to the individual and business	PE4	Unit 6 F/615/6118	LO1 AC1.1, 1.2	6	Q5
	K13.5 The benefits of a personal development plan	PE5	Unit 6 F/615/6118	LO1 AC1.1 (Partially)	7	Q6
	K13.6 How to identify own learning needs and improve own performance and identify	PE6	Unit 6 F/615/6118	LO1 AC1.2, 1.3	8,9,10	Q7 Q8
Challenge personal methods of working and actively implement improvements	S13.1 Challenge personal methods of working and actively implement improvements	PE7			10,11	Activity 1
Take responsibility for own performance, learning and development, striving to accomplish the best results and take a	B13.1 Demonstrate drive and commitment	PE8			11	Activity 1
	B13.2 Take ownership for own performance and personal development	PE9	Unit 6 F/615/6118	LO1 AC1.2, 1.3	12	Activity 1

flexible and adaptable approach to work	B13.3 (D) Seeks opportunities for going beyond the basic requirements of the role	PE10 (D)			12,13	Activity 1
	B13.4 (D) Identifies and takes opportunities that will develop self. These could be internal or external (such as the Duke of Edinburgh Award) but must clearly link to development in an increase in performance at work		Unit 6 F/615/6118	LO1 AC1.2 (Partially)	13	Activity 1

<b>Module 14. Legal and Governance</b>						
<b>Apprenticeship Standard Learning Outcome</b>	<b>Apprenticeship Standard Assessment Criteria (EPA Kit)</b>	<b>EPA Kit Mapping Reference</b>	<b>RQF Qualification Unit</b>	<b>RQF Qualification Learning Outcome &amp; Assessment Criteria</b>	<b>Apprenti-kit Textbook Page</b>	<b>Apprenti-kit Workbook Question/Skills and Behaviours Activity Kit Activity Number</b>
Recognise and understand legislative responsibilities relating to the business and the products and/or services being sold (for example the importance of food safety for food retailers), the importance of protecting peoples' health, safety and security, and the consequences of not following legal guidelines	K14.1 How consumer legislation protects the rights of customers	LG1	Unit 8 A/615/6230	LO1 AC1.1	3,4	Q1
	K14.2 How consumers are protected from unfair trading practices	LG2	Unit 8 A/615/6230	LO1 AC1.1	3,4	Q2
	K14.3 The main requirements of consumer credit, data protection, weights and measures, licensing and age-related legislation, how they protect consumers and how they impact the business	LG3	Unit 8 A/615/6230	LO1 AC1.1	5,6,7	Q3
	K14.4 The main requirements of legislation in relation to health, safety, security and confidentiality	LG4	Unit 8 A/615/6230	LO1 AC1.2	8,9	Q4
	K14.5 How to identify and assess risks to health, safety and security	LG5			8,9	Q5
	K14.6 How to work safely and how to deal with risks, accidents and emergencies	LG6			10,11	Q6
	K14.7 The legal and commercial implications to the business of contravening legislation	LG7	Unit 8 A/615/6230	LO1 AC1.3	11,12, 13	Q7
	K14.8 Own role and responsibilities in relation to complying with legal requirements	LG8			13	Q8
Comply with legal requirements to minimise risk and	S14.1 Maintain the confidentiality and security of customer data when	LG10	Unit 8 A/615/6230	LO3 AC3.1	14	Activity 3

inspire customer confidence; minimising disruption to the business and maintaining the safety and security of people at all times	recording, retaining and sharing information					
	S14.2 Follow business health and safety procedures when carrying out work activities	LG12	Unit 8 A/615/6230	LO3 AC3.2	14	Activity 3
	S14.3 Follow business procedures to comply with consumer protection law	LG11	Unit 8 A/615/6230	LO3 AC3.1, 3.2	14	Activity 3
	S14.4 Identify health, safety and security risks and minimise, deal with or report to the appropriate person in line with own limits of authority	LG13	Unit 8 A/615/6230	LO3 AC3.2	15	Activity 3
	S14.5 Deal with accidents and emergencies calmly and in line with business procedures	LG14	Unit 8 A/615/6230	LO3 AC3.2	15	Activity 3
Work with integrity in an honest and trustworthy manner putting personal safety and that of others first	B14.1 Promote a safe and secure working environment through setting an example to others	LG15	Unit 8 A/615/6230	LO3 AC3.3	16	Activity 3

<b>Module 15. Diversity</b>						
<b>Apprenticeship Standard Learning Outcome</b>	<b>Apprenticeship Standard Assessment Criteria (EPA Kit)</b>	<b>EPA Kit Mapping Reference</b>	<b>RQF Qualification Unit</b>	<b>RQF Qualification Learning Outcome &amp; Assessment Criteria</b>	<b>Apprenti-kit Textbook Page</b>	<b>Apprenti-kit Workbook Question/Skills and Behaviours Activity Kit Activity Number</b>
Understand how to work with people from a wide range of backgrounds and cultures and recognise how local demographics can impact on the product range of the business	K15.1 Different diverse cultures and backgrounds dependent on local demographics of the business	DI1	Unit 8 A/615/6230	LO2 AC2.1, 2.3	3	Q1
	K15.2 Implications of relevant diversity and equality legislation	DI2	Unit 8 A/615/6230	LO2 AC2.2	3	Q2
	K15.3 Understand the importance of and how to follow policy in relation to equality and diversity	DI3			3	Q3
	K15.4 What local demographics mean in relation to the business products and services	DI4	Unit 8 A/615/6230	LO2 AC2.3	3	Q4
	K15.5 The importance of understanding customers and local demographics to business success	DI5	Unit 8 A/615/6230	LO2 AC2.1, 2.2, 2.3	3	Q5
	K15.6 Identify how to listen in a non-judgemental manner	DI6	Unit 1 H/615/6223 Unit 8 A/615/6230	LO4 AC4.4 LO4 AC4.3	4	Q6
	K15.7 How own use of language, body language, gestures and tone of voice may appear to customers and colleagues; and how theirs may affect your perceptions of them	DI7	Unit 8 A/615/6230	LO4 AC4.3	5,6	Q7a Q7b
	K15.8 How to contextualise conversations	DI8			6	Q8



Put people at ease in all matters helping them to feel welcome and supported and provide them with information that is relevant to their needs	S15.1 Use a range of communication styles to suit the person you are talking to	DI14			7	Activity 2
	S15.2 Adapt communication in different contexts	DI10			8	Activity 2
	S15.3 Make enough time and effort and respond flexibly and positively so that own working practice engages all customers	DI11	Unit 8 A/615/6230	LO4 AC4.1 (Partially)	8	Activity 2
	S15.4 Seek clarification and manage situations	DI12			9	Activity 2
	S15.5 Use techniques to minimise misunderstanding and improve communication	DI13	Unit 8 A/615/6230	LO4 AC4.1, 4.2, 4.3	9	Activity 2
Operate in an empathic, fair and professional manner	B15.1 Demonstrate fairness and integrity in all work activities	DI9	Unit 8 A/615/6230	LO4 AC4.3	10	Activity 2
	B15.2 Display empathy towards others	DI15	Unit 8 A/615/6230	LO4 AC4.3	11	Activity 2

<b>Module 16. Environment</b>						
<b>Apprenticeship Standard Learning Outcome</b>	<b>Apprenticeship Standard Assessment Criteria (EPA Kit)</b>	<b>EPA Kit Mapping Reference</b>	<b>RQF Qualification Unit</b>	<b>RQF Qualification Learning Outcome &amp; Assessment Criteria</b>	<b>Apprenti-kit Textbook Page</b>	<b>Apprenti-kit Workbook Question/Skills and Behaviours Activity Kit Activity Number</b>
Know how to take responsible decisions to minimise negative effects on the environment in all work activities	K16.1 The main environmental matters that have implications for businesses and if there are any that have particular relevance for the local business community	EN1	Unit 10 J/615/6232	LO1 AC1.1, 1.2	3	Q1
	K16.2 How work activities impact on the environment	EN2	Unit 10 J/615/6232	LO1 AC1.1	3	Q2
	K16.3 The purpose and process of waste control and stock taking requirements of the business	EN6	Unit 10 J/615/6232	LO1 AC1.2	4,5,6,7	Q3
	K16.4 The re-using and re-cycling expectations within the business and why these are important	EN7			4,5,6,7	Q4
	K16.5 The principles or policies of the business relating to the environment and why it's important to follow them	EN8	Unit 10 J/615/6232	LO1 AC1.2	7	Q5
Minimise the effect of work activities on the environment through managing wastage and loss according to business procedures	S16.1 Carry out all work activities following the principles and / or procedures of the business	EN9	Unit 10 J/615/6232	LO2 AC2.1	8	Activity 3
	S16.2 Monitor stock/resources (and where relevant equipment that stock is contained within) as required by the business to ensure it maintains its quality	EN10	Unit 5 A/614/6227	LO3 AC3.1, 3.2 (Partially)	8,9	Activity 3
	S16.3 Deliver service in a manner that minimises overall waste but is	EN11	Unit 10 J/615/6232	LO2 AC2.1 LO2 AC2.2 (Partially)	9,10	Activity 3

	always in the best interest of the customer					
	S16.4 Follow business requirements to identify and record the causes of wastage	EN13			10	Activity 3
	S16.5 Take measures to prevent wastage	EN12	Unit 10 J/615/6232	LO2 AC2.1	10	Activity 3
Operate in an empathic, fair and professional manner	B16.1 Actively promotes environmental initiatives /projects in the business	EN3	Unit 10 J/615/6232	LO2 AC2.1 (Partially)	11	Activity 3
	B16.2 Sets an example to others by working responsibly and efficiently to avoid waste, encouraging team members to do the same	EN4	Unit 10 J/615/6232	LO2 AC2.1, 2.2	11	Activity 3
	B16.3 Take opportunities to use more environmentally aware methods in all work activities	EN5	Unit 10 J/615/6232	LO2 AC2.1, 2.2	11	Activity 3