

# Highfield Level 2 End-Point Assessment for ST0327 Retailer

End-Point Assessment Kit



# Highfield Level 2 End-Point Assessment for ST0327 Retailer

EPA Kit

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# How to use this EPA kit

Welcome to the Highfield end-point assessment Kit for the Level 2 Retailer 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 2 Retailer 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, in this case, this is People 1st.

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 Retailer Apprenti-kit, 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 Retailer end-point assessment.

## Key facts

<b>Apprenticeship standard:</b>	Retailer
<b>Level:</b>	2
<b>On Programme Duration:</b>	Minimum of 12 months
<b>Grading:</b>	Pass/distinction
<b>End-Point Assessment Window:</b>	3 months
<b>End-Point Assessment methods:</b>	On-demand test, practical observation, professional discussion

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

- an overview of the standard and any on-programme requirements
- 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
- suggestions on how to prepare the apprentice for each part of the end-point assessment
- a section focused on the end-point assessment method where the assessment criteria are presented in a format suitable for carrying out 'mock' assessments

# Introduction

## Standard overview

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The main purpose of a retailer is to assist customers when they purchase products and services. This requires a good understanding of the stock being sold, the variety of ways customers can shop and the ability to process payments, for example, using a till. Retailers must be passionate about delivering a quality service that always aims to exceed customers' expectations. Therefore, retailers enjoy direct contact with a wide range of people and are motivated by completing a sale and knowing a customer is happy with their purchase. They can work in a variety of shops and other retail establishments, such as small boutiques, large high-street chains, supermarkets and well-known department stores.

More specialist retailers include funeral service providers, garden centres, delicatessens and people who work in remote environments, for example, in telephone, online and mail order businesses. Regardless of the type of products and services being sold, a wide representation of employers from across the retail industry have defined the retailer standard and agreed that the knowledge, skills and behaviours that apprentices must have to do their jobs are the same.

## On-programme requirements

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Although learning, development and on-programme assessment are 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 retailer 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. 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 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.

## 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 Highfield Level 2 Diploma in Retail (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:

- the English and maths components of the apprenticeship must be successfully completed by the apprentice.
- 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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The order of end-point assessment will be as follows: the on-demand test, followed by the observation and finally the professional discussion.

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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 (2016)

Assessment plan (Jan 2017)

<https://www.instituteforapprenticeships.org/apprenticeship-standards/retailer/>

People 1<sup>st</sup> Common Approach – Edition 3, November 2017

## Specific considerations

All of the evidence criteria used within this end-point assessment have been taken directly from the retailer standard: assessment plan, Annex E.

Highfield has developed the on-demand test to contain 20 questions and has a 65% pass mark. The test has been broken down into 3 sections and each section must also be passed. Further guidance is available later in this document.

In accordance with the Retailer assessment plan, Highfield has specified which criteria must be passed within the practical observation and which criteria must be passed in the professional discussion. Additionally, there are some criteria within the assessment plan that are open for assessment by either practical observation or professional discussion. Highfield has determined which assessment method these criteria should fall within. Wherever possible, all criteria detailed within the practical observation should be covered within that component. However, in some circumstances, some criteria may be ‘carried over’ to the professional discussion if they have not been achieved within the practical observation.

During the practical observation, wherever possible, situations and evidence should be naturally occurring. However, to ensure that all criteria can be covered, some simulation will be allowed to ensure total coverage of the standards. This can be arranged before the assessment takes place to give the best opportunity for all criteria to be met.

Highfield strongly recommends that observations are planned to allow the apprentice to achieve as much of the standard allocated to the observation as possible and keep any ‘carry-over’ to a minimum, as there is only a limited amount of time available to carry out the professional discussion.

During the practical observation, if an apprentice fails to achieve any of the standard designated for the observation alone, they will fail the observation and have to re-sit or retake.

During the professional discussion, if an apprentice fails to achieve any of the standard designated for the discussion alone, they will fail the discussion and have to re-sit or retake.

Although the assessment plan states that a maximum of two resits per assessment activity is permitted, as confirmed with People1st, there is no longer a cap on the number of attempts.

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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 whether 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 1 English
- achieved Level 1 maths

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 following gateway readiness report should be used to log the outcomes of the meeting and should be agreed by all 3 parties. 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 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 Highfield Assessment's Reasonable Adjustments Policy for further information/guidance.

### ID requirements

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

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, travel card, etc.

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# The Retailer Apprenticeship Standard

The following pages contain the Level 2 Retailer Apprenticeship Standard and the assessment criteria in a format that is suitable for delivery.

Customer		
Knowledge	Skills	Behaviour
Know the customer profile of the business, appropriate methods for communicating with customers e.g. face-to-face and remotely, what customers' purchasing habits are, how to support and increase sales, encourage customer loyalty and achieve repeat business	Positively interact with customers, using business relevant methods, for example, face-to-face or online, to support and increase sales by providing useful information and service	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
Professional discussion		
To pass, the following must be evidenced		To gain a distinction
CS1	The key <b>features and benefits</b> of excellent customer service as defined by the business and in contrast to other businesses in the industry	There are no distinction criteria for this component
CS2	The importance of excellent customer service to business success and the implications of poor customer service	
CS3	The importance of repeat business and ways to encourage customer loyalty in the retail industry	
CS4	What is meant by a 'customer experience'	
CS5	Where to find information on customers within the business	
CS6	<b>Typical customer profile(s)</b>	
CS7	An appreciation of different types of customer, their motivation to purchase products/service and their different needs	

CS8	The <b>unique needs</b> of certain customers and how to help them in line with business procedures and environment	
CS9	How to recognise and adapt approach to <b>different customer behaviours</b> , emotions and emotive needs	
CS10	<b>Different methods</b> customers want to use to purchase products	
CS11	How customers' purchasing habits are influenced through <b>social trends</b> and the media	
CS12	How the <b>culture</b> of different businesses impacts on the style of interaction with customers	
<b>Practical observation</b>		
<b>To pass, the following must be evidenced</b>		<b>To gain a distinction</b>
CS13	Make every interaction with a customer an opportunity to increase, gain, maintain or re-establish their loyalty	CS24 <i>Go beyond customers' expectations giving at least one example: how, what where, when e.g. turned a complaint into an opportunity to retain customer</i>
CS14	Clearly communicate accurate, relevant and helpful information to customers, checking their understanding	
CS15	Ask <b>appropriate questions</b> in order to help customers	CS25 <i>Uses initiative to improve sales and/or customer service</i>
CS16	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	
CS17	Deliver excellent customer service in line with the business' <b>culture</b> and values in all activities	
CS18	Present the <b>culture</b> of the organisation through own personal presentation and interaction with customer	
CS19	Listen to and deal with customers' questions, queries and complaints effectively in line with business requirements	
CS20	Use methods of communication and <b>rapport building</b> that are in line with the business and adapt accordingly to different customers	
CS21	Use the <b>business offer</b> to support efforts to enhance customer loyalty	

- |   |  |
|---|--|
| <p>CS22 Utilise understanding of customer profiles by quickly identifying what the customer needs and offering options that will meet or exceed their expectations</p> <p>CS23 Take a positive approach to receiving feedback and learn from the experience to improve own customer service offer</p> |  |
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**Amplification and guidance**

- **Features and benefits**
  - features – reliability, having good product knowledge
  - benefits – customer satisfaction, employee motivation
- **Typical customer profile(s)**
  - who the target customers of the business are and the products/services that they typically purchase
- **Unique needs**
  - helping a mother with a buggy in a small shop; helping a person with a disability
- **Different customer behaviours**
  - the needs of customers purchasing a funeral care service will be very different from those purchasing a new family car, or a customer having to work on a tight budget
  - dealing with different customer situations e.g. complaints and potential conflict
- **Different methods**
  - in-store, orders, online and how to make it a positive experience
- **Social trends**
  - influence of media and celebrities on purchasing habits, in particular, technology-based social media
- **Culture**
  - face-to-face or online sales
  - product or service
- **Business offer**
  - from a friendly, helpful attitude to formal reward schemes
- **Appropriate questions**
  - ‘Do you require batteries for this clock?’
- **Rapport building**
  - engaging in conversation with a customer

Communications		
Knowledge	Skills	Behaviour
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)	Use effective methods of communication that achieve the desired result, according to the purchasing process e.g. face-to-face, via the telephone or online	Take a positive interest in customers, actively listening or taking due care to understand written or online communications and respond appropriately
On-demand test		
Criteria covered in on-demand test		
CO1 Why excellent communication is so important to businesses		
CO2 The impact on businesses of poor or inappropriate communication		
CO3 The impact of <b>body language</b> in communication		
CO4 The importance of <b>non-judgemental</b> listening in the communication process		
CO5 A variety of <b>communication methods</b> to deal with different situations		
Practical observation		
To pass, the following must be evidenced		To gain a distinction
CO6 Communicate with an awareness of the situation, adapting as necessary, and responding appropriately		CO12 <i>Recognised by all (e.g. customers, team, management) as "great" with people</i> CO13 <i>Demonstrates outstanding communication skills internally and externally</i>
CO7 Support customer interactions by adapting <b>body language</b> and tone to the person/people being served		
CO8 Use a range of communication styles according to the person being communicated to		

CO9 The typical style and methods of communication used by the business	
CO10 Has an awareness of own <b>communication style</b> and how to manage it depending on the circumstances	
CO11 Demonstrate <b>empathy</b> for the person being communicated with	

**Amplification and guidance**

- **Body language**
  - facial expression, body posture, gestures etc.
- **Non-judgemental**
  - to hear and understand what is being said without passing judgement
- **Communication methods**
  - verbal or non-verbal
- **Empathy**
  - being compassionate if the customer is distressed
- **Communication style**
  - being aware of how something is said, not just what is being said
  - dealing with different customer situations, e.g. complaints and potential conflict

Business		
Knowledge	Skills	Behaviour
Know the vision, objectives and brand standards of the business and how to contribute towards their success	Establish a good rapport with customers, serve them in line with brand standards and promote the values of the business in all work activities	Demonstrate personal drive and a positive regard for the reputation and aim of the business
Professional discussion		
To pass, the following must be evidenced		To gain a distinction
BU1 Where to identify the vision, objectives and brand standard/style of the business BU2 The purpose of a <b>vision statement</b> , the benefits to the business as a whole and how it impacts on own role BU3 The purpose of setting objectives and why they are important for businesses to be successful BU4 How objectives relate to own role in the business BU5 The importance of the business <b>brand standards</b> , in relation to the product and/or services it offers BU6 Positively presents the business <b>brand standards</b> in all communications with customers BU7 Has a conscientious attitude to deliver <b>brand standards</b> and protecting the reputation of the business, for example, always following service expectations or procedures BU8 Operates in an <b>accountable manner</b> taking ownership for own actions and their implications on the business		There are no distinction criteria for this component
Practical observation		
To pass, the following must be evidenced		To gain a distinction
BU9 Interact with customers and build a rapport in a way that demonstrates an understanding of the business vision, objectives and <b>brand standards</b> BU10 Use service techniques and procedures that deliver the <b>brand standards</b>		BU12 <i>Consistent representation of the business values</i> BU13 <i>Being proud and passionate as a brand ambassador</i>



BU11 Carry out all activities in a manner that promotes the value of the business brand standards to customers, team members and other **stakeholders** (e.g. suppliers)

**Amplification and guidance**

- **Vision statement**
  - long term objectives as a company
- **Brand standards,**
  - Logo, graphics and colours etc.
- **Stakeholders**
  - e.g. suppliers
- **Accountable manner**
  - taking ownership for own actions and their implications on the business
- **Brand ambassador**
  - promotion of the brand at every possible opportunity

Brand reputation		
Knowledge	Skills	Behaviour
Know and understand the importance of brand and business reputation and what can affect it	Respond to situations that threaten brand and business reputation in line with company policy and alert the relevant person if a threat is identified	Uphold and personally demonstrate a positive brand
On-demand test		
Criteria covered in on-demand test		
BR1 The link between <b>brand reputation and business success</b>		
BR2 Understand how conduct both during and out of working hours can impact on brand and business reputation (including use of social media)		
BR3 Recognise how own actions impact on brand reputation both positively and negatively		
Practical observation		
To pass, the following must be evidenced	To gain a distinction	
BR4 Uphold and personally demonstrate a positive brand and business reputation at all times	BR5 <i>Understand how the following impact on brand and business reputation and how to apply them in own organisation: - media and social media - <b>business ethics and corporate social responsibility - political action</b> such as sabotage or terrorism - impact of business activities on people and the environment</i>	

	<p><i>BR6 Know how to and the importance of reporting situations that threaten brand and business reputation in a timely manner to the appropriate person</i></p> <p><i>BR7 Know how to and the importance of following business policy/procedure if approached by the media</i></p> <p><i>BR8 Follow procedures to prevent the misuse of social media</i></p>
<b>Professional discussion</b>	
<b>To pass, the following must be evidenced</b>	<b>To gain a distinction</b>
BR9 Deal with relevant situations that may affect brand reputation in line with company policy	There are no distinction criteria for this component
<b>Amplification and guidance</b>	
<ul style="list-style-type: none"> <li>• <b>Business ethics and corporate social responsibility</b> <ul style="list-style-type: none"> <li>○ what the business believes in and how they project that</li> </ul> </li> <li>• <b>Political action</b> <ul style="list-style-type: none"> <li>○ sabotage or terrorism</li> </ul> </li> <li>• <b>Brand reputation and business success</b> <ul style="list-style-type: none"> <li>○ the effect of customer service</li> </ul> </li> </ul>	

Sales and promotion		
Knowledge	Skills	Behaviour
Understand the sales opportunities that exist across the year within the business and industry and the need to know customers' buying habits during these periods, seasonal product/service knowledge, and stock requirements at different times of the year	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 online promotions	Pro-actively seek ways of enhancing sales whilst being sensitive to the needs of the customer and encourage team members to do the same
Professional discussion		
To pass, the following must be evidenced		To gain a distinction
SP1 How sales targets differ according to the <b>retail calendar</b> SP2 Own contribution to meeting sales targets SP3 Different <b>selling techniques</b> and how and when to use them		There are no distinction criteria for this component
Practical observation		
To pass, the following must be evidenced		To gain a distinction
SP4 Selects and uses a range of <b>selling techniques</b> appropriate to situation, product and/or service being sold SP5 Talks to customers to identify sales opportunities SP6 <b>Takes opportunities</b> to increase the size of the sale (e.g. basket size, promoting offers and byproducts) SP7 Actively sells without intimidating or pressurising the customer		There are no distinction criteria for this component

Amplification and guidance
<ul style="list-style-type: none"> <li>• <b>Retail calendar</b> <ul style="list-style-type: none"> <li>○ busier times of year (depending on type of business)</li> </ul> </li> <li>• <b>Selling techniques</b> <ul style="list-style-type: none"> <li>○ how the product is promoted before a sale</li> </ul> </li> <li>• <b>Takes opportunities</b> <ul style="list-style-type: none"> <li>○ basket size, promoting offers and bi-products</li> </ul> </li> </ul>

Financial		
Knowledge	Skills	Behaviour
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	Deliver a sales service that meets customers' needs and balances the financial performance of the business, for example, working towards sales targets, following procedures relating to packing of goods and dealing with returned products	Act credibly and with integrity on all matters that affect financial performance
On-demand test		
Criteria covered in on-demand test		
FN1 General principles of <b>operating commercially</b> in the retail environment FN2 What <b>costs</b> are (the cost of all resources including, for example, stock, packaging items, stationery, time, etc) FN3 How a different approach to just one process that does not affect great customer service can save the business money (e.g. the use of packaging material) FN4 <b>Key performance indicators</b> that support the profitability of the business FN5 The sales targets for the business and how businesses aim to reduce waste FN6 Where and when <b>wastage</b> can occur and how to minimise it FN7 Techniques and opportunities <b>for increasing sales in the business at the lowest cost</b>		

Practical observation	
To pass, the following must be evidenced	To gain a distinction
FN8 Use methods that will enhance sales and reduce costs for the business whilst delivering great customer service FN9 Use <b>methods of financial control</b> that are appropriate to the style of the business FN10 Use methods of work that will meet or exceed financial targets FN11 Deal with <b>matters of financial loss</b> (e.g. wastage, returned goods) in a manner that minimises further loss, but in accordance with the requirements of the business FN12 Handles matters appropriately to minimise the <b>risk of financial loss</b> (e.g. bad customer service can lead to additional costs and handling stock inappropriately can lead to damage and wastage) FN13 Acts responsibly and sensibly to <b>reduce waste</b> (e.g. looks for opportunities to reduce waste but doesn't take inappropriate risks that will compromise customer service)	FN14 <i>Uses own initiative to have impact on one or more of the following:</i> <ul style="list-style-type: none"> <li>• <i>sales increase</i></li> <li>• <i>waste reduction</i></li> <li>• <i>quality of customer experience and retention</i></li> <li>• <i>cost-efficiency</i></li> </ul>
Amplification and guidance	
<ul style="list-style-type: none"> <li>• <b>Costs</b> <ul style="list-style-type: none"> <li>○ the cost of all resources including, for example, stock, packaging items, stationery, time etc.</li> </ul> </li> <li>• <b>Key performance indicators</b> <ul style="list-style-type: none"> <li>○ individual sales targets</li> </ul> </li> <li>• <b>Wastage</b> <ul style="list-style-type: none"> <li>○ reducing the rate of returned goods</li> </ul> </li> <li>• <b>Increasing sales in the business at the lowest cost</b> <ul style="list-style-type: none"> <li>○ time invested in achieving the sale</li> </ul> </li> <li>• <b>Methods of financial control</b> <ul style="list-style-type: none"> <li>○ protection of stock through damage/theft</li> </ul> </li> <li>• <b>Matters of financial loss</b> <ul style="list-style-type: none"> <li>○ Wastage</li> <li>○ returned goods</li> </ul> </li> </ul>	

- **Risk of financial loss**
  - bad customer service can lead to additional costs and handling stock inappropriately can lead to damage and waste
- **Reduce waste**
  - looks for opportunities to reduce waste but doesn't take inappropriate risks that will compromise customer service
- **Operating commercially**
  - payment points, methods and procedures
  - seasonal demands

<b>Marketing</b>		
Knowledge	Skills	Behaviour
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	Influence customers' purchasing decisions by providing accurate guidance on product and price comparisons and sharing knowledge on local offers and variances	Take an interest in the position of the business within the wider industry
<b>On-demand test</b>		
<b>Criteria covered in on-demand test</b>		
MA1 What 'business positioning' is and how it relates to market share and competitors MA2 What a unique selling point is, how businesses benefit from them MA3 What a promotions and advertising campaign is and why businesses use them MA4 How <b>methods used for promotion</b> impact on the customer's purchasing decision MA5 The importance of being aware of local competitors and their offers MA6 What a strapline is and how it is used		

Professional discussion	
To pass, the following must be evidenced	To gain a distinction
<p>MA7 What the unique selling point of the business is and how it compares to other organisations</p> <p>MA8 How businesses are positioned in the wider market alongside competitors</p> <p>MA9 How to promote products and services to achieve business objectives</p> <p>MA10 Where in the business to find the latest guidance and information on promotions and advertising campaigns</p> <p>MA11 How the business compares with its competitors in terms of <b>product offer</b>, pricing and service</p>	<p>There are no distinction criteria for this component</p>
Practical observation	
To pass, the following must be evidenced	To gain a distinction
<p>MA12 Use accurate information to explain product and <b>service offers</b> (e.g. the period the offer/promotion is available for), and price comparisons to customers</p> <p>MA13 Openly share knowledge with colleagues and customers</p> <p>MA14 Select best method of promoting a product or service to support <b>business objectives</b></p> <p>MA15 Take every opportunity to promote the unique selling point of the business and or its products/services</p>	<p><i>MA16 Makes recommendation to improve marketing and promotion with examples given from <b>continual assessment</b></i></p>
Amplification and Guidance	
<ul style="list-style-type: none"> <li>• <b>Methods used for promotion</b> <ul style="list-style-type: none"> <li>○ campaigns, posters, sales etc.</li> <li>○ methods for gathering information, e.g. surveys, mystery shoppers</li> </ul> </li> <li>• <b>Business objectives</b> <ul style="list-style-type: none"> <li>○ the number of sales or footfall</li> <li>○ business positioning</li> </ul> </li> <li>• <b>Product offer</b> <ul style="list-style-type: none"> <li>○ what the business sells</li> </ul> </li> </ul>	



- **Service offers**
  - the period the offer/promotion is available for
- **Continual assessment**
  - the candidate is assessing the workplace

<b>Legal and governance</b>		
Knowledge	Skills	Behaviour
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	Comply with legal requirements to minimise risk and inspire customer confidence; minimising disruption to the business and maintaining the safety and security of people at all times	Work with integrity in an honest and trustworthy manner putting personal safety and that of others first
<b>On-demand test</b>		
<b>Criteria covered in on-demand test</b>		
LG1 How consumer legislation protects the rights of customers LG2 How consumers are protected from unfair trading practices LG3 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 LG4 The main requirements of legislation in relation to health, safety, security and confidentiality LG5 How to identify and assess risks to health, safety and security LG6 How to work safely and how to deal with risks, accidents and emergencies LG7 The legal and commercial implications to the business of contravening legislation LG8 Own role and responsibilities in relation to complying with legal requirements		

Practical observation	
To pass, the following must be evidenced	To gain a distinction
LG9 Maintain the confidentiality and security of customer data when recording, retaining and sharing information LG10 Follow business procedures to comply with <b>consumer protection</b> law LG11 Follow business health and safety procedures when carrying out work activities LG12 Identify health, safety and security risks and minimise, deal with or report to the appropriate person in line with own limits of authority LG13 Deal with accidents and emergencies calmly and in line with business procedures LG14 Promote a safe and secure working environment by setting an example to others	There are no distinction criteria for this component
Amplification and guidance	
<ul style="list-style-type: none"> <li>• <b>Consumer protection</b> <ul style="list-style-type: none"> <li>○ the basic rules which govern how consumers buy and businesses sell to them in the UK.</li> <li>○ sale of goods</li> <li>○ food safety</li> <li>○ fire safety</li> <li>○ trading standards</li> <li>○ health and safety</li> <li>○ data protection</li> <li>○ licensing</li> <li>○ consumer rights</li> </ul> </li> </ul>	

Product and service		
Knowledge	Skills	Behaviour
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)	Help match products and services to customers' needs and increase the amount they spend, for example, through the sale of associated products and services	Confidently demonstrate a belief in the products and services the business offers
Practical observation		
To pass, the following must be evidenced		To gain a distinction
PS1 The importance of up to date product/service knowledge PS2 Where to identify product/service knowledge PS3 How to <b>keep up to date</b> on business brands, products and services e.g. notice boards; internal newsletters; intranet; team briefings PS4 Key facts of product/service knowledge needed to support and complete sales PS5 If and how the product fits into a wider range of products and the differences/links between them PS6 The importance of identifying <b>customer needs</b> in order to sell products and services that will meet and/or exceed their expectations PS7 How to link product features and benefits to customer needs and profile PS8 Ask customers questions about the products / services they are looking for and the features and benefits that will meet or exceed their needs PS9 Identify products/services which match <b>customer requirements</b> PS10 Discuss relevant options, giving customers opportunities to ask questions and clarify information		<i>PS14 Comprehensive range of product, knowledge and understanding can be demonstrated over and above what a customer can find for themselves</i> <i>PS15 Breadth of knowledge around benefits, insight into usefulness of product specs</i> <i>PS16 Use of devices and relevant merits of each</i> <i>PS17 Genuine rapport with customer and going <b>off-script</b> when engaging with them</i> <i>PS18 Accurately describe the features and benefits of relevant products</i>

<p>PS11 Close the sale with the customer, confirming what they want to buy and provide <b>relevant information</b> e.g. any relevant customer rights</p> <p>PS12 Decide if it is appropriate to sell additional by-products/services to the customer and highlight them accordingly</p> <p>PS13 Displays energy and motivation</p>	<p><i>to customers in a way which helps them identify the differences</i></p> <p><i>PS19 Can clearly and accurately summarise information to others in a way which is easily understood</i></p> <p><i>PS20 Has pride in the delivery of products and services</i></p>
<b>Amplification and guidance</b>	
<ul style="list-style-type: none"> <li>• <b>Customer needs</b> <ul style="list-style-type: none"> <li>○ is there a specific need/reason for the purchase</li> </ul> </li> <li>• <b>Keep up to date</b> <ul style="list-style-type: none"> <li>○ notice boards, internal newsletters, intranet, team briefings</li> </ul> </li> <li>• <b>Customer requirements</b> <ul style="list-style-type: none"> <li>○ is there a specific need/reason for the purchase</li> </ul> </li> <li>• <b>Relevant information</b> <ul style="list-style-type: none"> <li>○ any relevant customer rights</li> </ul> </li> <li>• <b>Off-script</b> <ul style="list-style-type: none"> <li>○ going outside usual organisational procedures to offer customer service</li> </ul> </li> </ul>	

Merchandising		
Knowledge	Skills	Behaviour
Understand how to increase sales through product placement by utilising 'hot spots' and recognising the relationship between sales and space	Actively use techniques to optimise sales through effective product placement, ensuring product displays remain attractive, appealing and safe to customers	Make recommendations for merchandising as necessary to enhance sales and customer satisfaction
<b>On-demand test</b>		
<b>Criteria covered in on-demand test</b>		
ME1 Recognise the importance of window and store displays in translating brand or business identity to customers ME2 The implications of misrepresentation of or damage to the product through excessive alteration in merchandising ME3 How merchandising can support the sales process		
<b>Practical observation</b>		
<b>To pass, the following must be evidenced</b>		<b>To gain a distinction</b>
ME4 Identify key areas to achieve <b>maximum visual impact</b> and create a display area that optimises the merchandise; props and materials and is <b>aesthetically pleasing</b> ME5 Collect and style required stock for display for maximum effect to <b>enhance the theme</b> , support the merchandise and communicate effectively with the target market(s) ME6 Select and place all merchandising material, in an <b>effective composition</b> to support the branding of the merchandise and communicate effectively with the target market(s) ME7 Follow business guidelines for displaying stock ME8 Conduct checks to ensure the display result is safe, neat and tidy, clean, finished on time and in line with business expectations ME9 Maintain the display area so that at all time its presentation is in line with <b>business expectations</b> ME10 Evaluate the effectiveness of the window display in supporting the intended merchandise and brand		ME13 <i>Understand how to maximise the creative use of space through the layout of the designated display area</i> ME14 <i>Understand how props and events are used in merchandising</i> ME15 <i>Understand how to plan and install window and store displays effectively and safely</i> ME16 <i>Understand the importance of and know how to prepare products for display</i>

ME11 Analyse feedback and respond appropriately making suggestions for improvements  
ME12 Listen, reflect and respond positively and constructively to feedback

### Amplification and guidance

- **Maximum visual impact**
  - putting something where it can be seen by the relevant audience
- **Aesthetically pleasing**
  - looks good/is nice to look at
- **Enhance the theme**
  - colours, collections and product relations
- **Effective composition**
  - the way it is positioned together
- **Business expectations**
  - through briefs, plans etc.

Team		
Knowledge	Skills	Behaviour
Know how to support and influence the team positively, recognising how all colleagues and teams are dependent on each other to meet business objectives	Support team members to ensure that the services provided are of a high quality, delivered on time and as required	Demonstrate pride in own role through a consistently positive and professional approach, and be aware of the impact of personal behaviour within the team
Professional discussion		
To pass, the following must be evidenced		To gain a distinction
TE1 What makes an effective team and what is meant by team dynamics TE2 Ways in which team members/teams work together, interact and provide supports to each other to meet business objectives TE3 The implications when team members do not work together TE4 Different methods, including the use of effective negotiation, to positively influence a team TE5 The importance of positive listening, valuing difference of opinion and challenges in order to reach suitable agreements/actions TE6 The roles and responsibilities of team members TE7 The information and resources that colleagues may need and where to obtain it if not known TE8 The importance of fulfilling agreements made with team members or keeping them informed if there is a problem TE9 Build <b>effective working relationships</b> with all team members TE10 Set an example to others through a professional and positive approach to all work activities TE11 Strengthen <b>team dynamics</b> agreements, taking a fair approach TE12 Demonstrate an interest in other team members' roles and how they relate to own TE13 Take a positive approach to helping team members to support the business, offering help to busy team members where possible		There are no distinction criteria for this component

TE14 Co-operate with team members at all levels TE15 Actively support other team members' learning	
<b>Practical observation</b>	
<b>To pass, the following must be evidenced</b>	<b>To gain a distinction</b>
TE16 Balance own priorities work objectives at the same time as supporting team members as agreed TE17 Keep team members informed on the progress towards joint tasks TE18 Determine when and how to communicate matters that have implications on the business e.g. relating to service, safety and quality TE19 Share knowledge and information with team members, selecting the <b>appropriate communication</b> method and time of day TE20 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) TE21 Effectively participate in briefings/meetings, <b>actively listening</b> and asking questions to confirm understanding	TE22 <i>Get involved in planning and leading sections meetings</i> TE23 <i>View difficult situations and issues from colleagues' perspective and provide support, where necessary, to move things forward</i> TE24 <i>Identify conflicts of interest and disagreements with colleagues and respond to them in ways that minimise impact on the work being carried out</i> TE25 <i>Provide feedback to colleagues on their performance and encourage them to feedback on own performance in order to identify areas for improvement</i> TE26 <i>Identify potential conflicts and take action to reduce or eliminate them</i>
<b>Amplification and guidance</b>	
<ul style="list-style-type: none"> <li>• <b>Appropriate communication</b> <ul style="list-style-type: none"> <li>○ Face-to-face brief with team before store opens</li> </ul> </li> <li>• <b>Actively listening</b> <ul style="list-style-type: none"> <li>○ focusing, not being distracted and acknowledging what has been said</li> </ul> </li> </ul>	



- **Effective working relationships**
  - include colleagues and enhance their skills
- **Team dynamics**
  - by demonstrating a personal commitment to excellent work ethics, for example, timekeeping, fulfilling etc.

<b>Technical</b>		
Knowledge	Skills	Behaviour
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	Use technology appropriately and efficiently in line with company policy, to support sales and service ensuring that maintenance issues are dealt with promptly	Embrace the use of technology, use it responsibly and take an interest in new developments, for example, in social media, that could support the business
<b>Professional discussion</b>		
To pass, the following must be evidenced		To gain a distinction
TC1 Takes action quickly and decisively when issues occur		There are no distinction criteria for this component
<b>Practical observation</b>		
To pass, the following must be evidenced		To gain a distinction
TC2 Identify types of technology and their uses in different types of business operation		There are no distinction criteria for this component
TC3 Identify technology and its uses within the business		
TC4 How to use relevant technology correctly		

TC5	Strictly follow instructions and procedures, including safety, when using technology	
TC6	Use technology safely and appropriately	
TC7	Identify the technology in the work environment and use it efficiently and effectively	
TC8	Know what to do when technology fails	
TC9	How technology supports the effective and efficient sale of products and services to customers	

<b>Diversity</b>		
<b>Knowledge</b>	<b>Skills</b>	<b>Behaviour</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	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	Operate in an empathic, fair and professional manner
<b>Professional discussion</b>		
<b>To pass, the following must be evidenced</b>		<b>To gain a distinction</b>
DI1	Different diverse cultures and backgrounds dependent on local demographics of the business	There are no distinction criteria for this component
DI2	Implications of relevant diversity and equality legislation	
DI3	Understand the importance of and how to follow policy in relation to equality and diversity	
DI4	What local demographics mean in relation to the business products and services	
DI5	The importance of understanding customers and local demographics to business success	
DI6	Identify how to listen in a non-judgemental manner	

DI7	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	
DI8	How to contextualise conversations	
<b>Practical observation</b>		
<b>To pass, the following must be evidenced</b>		<b>To gain a distinction</b>
DI9	Use a range of communication styles to suit the person you are talking to	There are no distinction criteria for this component
DI10	Adapt communication in different contexts	
DI11	Make enough time and effort and respond flexibly and positively so that own working practice engages all customers	
DI12	Seek clarification and manage situations	
DI13	Use techniques to minimise misunderstanding and improve communication	
DI14	Demonstrate fairness and integrity in all work activities	
DI15	Display <b>empathy</b> towards others	
<b>Amplification and guidance</b>		
	<ul style="list-style-type: none"> <li>• <b>Empathy</b> <ul style="list-style-type: none"> <li>o being compassionate if the customer is distressed</li> </ul> </li> </ul>	

<b>Environment</b>		
<b>Knowledge</b>	<b>Skills</b>	<b>Behaviour</b>
Know how to take responsible decisions to minimise negative effects on the environment in all work activities	Minimise the effect of work activities on the environment by managing wastage and loss according to business procedures	Demonstrate personal commitment to minimizing the effect of work activities on the environment and make recommendations for improvement if identified
<b>On-demand test</b>		
<b>Criteria covered in on-demand test</b>		
EN1 The main environmental matters that have implications for businesses and if there are any that have particular relevance for the local business community		
EN2 How work activities impact on the environment		
<b>Professional discussion</b>		
<b>To pass, the following must be evidenced</b>		<b>To gain a distinction</b>
EN3 Actively promotes environmental initiatives/projects in the business		There are no distinction criteria for this component
EN4 Sets an example to others by working responsibly and efficiently to avoid waste, encouraging team members to do the same		
EN5 Take opportunities to use more environmentally aware methods in all work activities		
EN6 The purpose and process of waste control and stock-taking requirements of the business		
EN7 The re-using and re-cycling expectations within the business and why these are important		
EN8 The principles or policies of the business relating to the environment and why it's important to follow them		

Practical observation	
To pass, the following must be evidenced	To gain a distinction
EN9 Carry out all work activities following the principles and/or procedures of the business e.g. when stock should be disposed of and in what manner; method of carrying out service activities to minimise waste EN10 Monitor stock/resources (and where relevant equipment that stock is contained within) as required by the business to ensure it maintains its quality EN11 Deliver service in a manner that minimises overall waste but is always in the best interest of the customer EN12 Take measures to prevent wastage EN13 Follow business requirements to identify and record the causes of wastage	There are no distinction criteria for this component
Amplification and guidance	
<ul style="list-style-type: none"> <li>• <b>Following the principles and/or procedures of the business</b> <ul style="list-style-type: none"> <li>○ when stock should be disposed of and in what manner; method of carrying out service activities to minimise waste.</li> </ul> </li> <li>• <b>Business requirements</b> <ul style="list-style-type: none"> <li>○ Depending on the type of business.</li> </ul> </li> <li>• <b>Environmentally aware methods</b> <ul style="list-style-type: none"> <li>○ consider recycling cardboard rather than throwing it in the bin.</li> </ul> </li> </ul>	

<b>Stock</b>		
Knowledge	Skills	Behaviour
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	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	Take ownership and responsibility to identify stock issues and take action to address them
<b>On-demand test</b>		
<b>Criteria covered in on-demand test</b>		
ST1 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		
ST2 How to keep accurate stock records and why this is important to ensuring the right levels of stock are maintained		
ST3 Why security is important when storing stock		
<b>Professional discussion</b>		
<b>To pass, the following must be evidenced</b>		<b>To gain a distinction</b>
ST4 Check storage areas are clean, tidy and have sufficient space for stock being delivered and deal with in line with business procedures if not		<i>ST13 Shows integrity, fairness and consistency in decision making</i>
ST5 Check delivery or holding areas are clean and tidy and necessary unloading equipment is available and in working order		
ST6 Check stock on delivery to make sure it is of the correct type, quantity and quality ordered		
ST7 Deal with incorrect type or quantities, faulty or substandard stock in line with business procedures		
ST8 Manage stock and carry out <b>correct rotation procedures</b> to maintain quality and prevent loss, damage or deterioration		

<p>ST9 Complete all paperwork and records accurately and clearly in line with <b>business requirements</b></p> <p>ST10 Follow the <b>business requirements</b> for the security of the storage of stock</p> <p>ST11 Has the confidence to return incorrect, faulty or substandard goods</p> <p>ST12 Takes a calm and considered approach when issues occur, minimising the risk or disruption caused</p>	
<b>Amplification and guidance</b>	
<ul style="list-style-type: none"> <li>• <b>Correct rotation procedures</b> <ul style="list-style-type: none"> <li>○ ensuring that date-specific stock is ordered appropriately</li> </ul> </li> <li>• <b>Business requirements</b> <ul style="list-style-type: none"> <li>○ depending on the type of business</li> <li>○ stock control</li> <li>○ different stock and measures to deal with it</li> <li>○ seasonal differences and requirements</li> </ul> </li> </ul>	

Performance		
Knowledge	Skills	Behaviour
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	Challenge personal methods of working and actively implement improvements	Take responsibility for own performance, learning and development, striving to accomplish the best results and take a flexible and adaptable approach to work
Professional discussion		
To pass, the following must be evidenced		To gain a distinction
PE1 How work objectives are agreed and recognise the benefits they can bring to the individual and the business	PE2 How own roles and responsibilities impact on team goals	PE9 <i>Seeks opportunities for going beyond the basic requirements of the role</i>
PE3 The benefits to the business of more effective ways of working	PE4 The benefits of <b>performance improvement to the individual and business</b>	PE10 <i>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</i>
PE5 The benefits of a personal development plan	PE6 How to identify own learning needs and improve own performance	
PE7 Demonstrate drive and commitment	PE8 Take ownership for own performance and personal development	
Amplification and guidance		
<ul style="list-style-type: none"> <li>• <b>Performance improvement to the individual and business</b> <ul style="list-style-type: none"> <li>○ benefits include increased sales of products and services, improved customer loyalty, greater progression opportunities, etc.</li> </ul> </li> </ul>		

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# Assessment summary

The end-point assessment for retailer is made up of 3 components.

1. 40-minute on-demand test consisting of 20 questions, including 10 minutes of reading time.
2. 2-hour practical observation.
3. 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 guide, 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 65% which equates to 13 out of 20. The test is split into 3 sections and each must be passed.
- The test is not graded above a pass.

## Practical observation

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- In order to achieve a pass in the practical observation all pass criteria should be covered, where possible.
- To achieve a distinction in the practical observation all pass and all distinction criteria should be covered.
- In exceptional circumstances, some criteria may be picked up within the professional discussion, and further guidance on this is contained within the criteria pages of this document.

## 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	Practical observation	Professional discussion	Overall outcome
Pass	Pass	Pass	<i>Pass</i>
Pass	Distinction	Pass	<i>Pass</i>
Pass	Pass	Distinction	<i>Pass</i>
Pass	Distinction	Distinction	<i>Distinction</i>

## Retake and re-sit information

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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 have been given to the apprentice. There is no limit on the number of times an apprentice can resit a single failed assessment method. Please call the Highfield scheduling team to arrange the resit.

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 following result release 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 training provider. This further training can begin as soon as a learner's result has been released.

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 that 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. If a retake is chosen, a retake checklist will need to be completed after the period of further learning. Once this is completed, please call the Highfield scheduling team to arrange the retake.

When resitting or retaking any assessment method, the maximum grade that can be achieved for that method is a pass.

When undertaking a resit or retake, the assessment method(s) will need to be re-attempted in full, regardless of any individual assessment criteria that were passed on any prior attempt. The EPA Report will contain feedback on areas for development and resit or retake guidance.

The Retailer standard has several 'either/or' criteria that may be carried over from the practical observation to the professional discussion, should they not be achieved. Where criteria have been carried over and the learner subsequently does not meet them during the professional discussion either, the apprentice will fail the professional discussion. Providing the 12 mandatory practical observation criteria have been achieved, they will pass the practical observation. When resitting or retaking the professional discussion, **all** of the mandatory criteria for the professional discussion must be re-attempted including any either/or criteria that weren't passed in the practical observation.

Should there be a situation where the assessor feels an apprentice is unlikely to be able to attempt a large number of carried over criteria as well as all criteria assigned to the professional discussion in the time allowed, they will advise in their feedback that the apprentice should retake both the practical observation and the professional discussion. It is then up to the employer, training provider and apprentice which option they take.

During the practical observation, if an apprentice fails to achieve any of the assessment criteria designated for the observation alone, they will fail the observation and have to re-sit or retake.

During the professional discussion, if an apprentice fails to achieve any of the assessment criteria designated for the discussion alone, they will fail the professional discussion and have to re-sit or retake.

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## Assessing the on-demand test

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The following areas of the retailer standard will be assessed by a 30-minute on-demand test. Immediately before the start, when the apprentice is seated and ready to undertake the test, **10** minutes will be provided to the apprentice to read the question paper before attempting to provide any answers. In total, the apprentice, therefore, has **40** minutes in the test situation.

The test consists of 20 scenario-based questions with the pass mark being 65% (13 out of 20). The test has been broken down into 3 sections and each section must also be passed.

The topics covered within the test are listed below.

- Financial
- Communication
- Brand reputation
- Merchandising
- Stock
- Marketing
- Legal and governance
- Environment

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 covered	Approximate percentage of questions in the test	Pass marks
Financial Stock Technical	35%	4/7
Marketing Brand reputation Merchandising Communications	30%	4/6
Legal and governance Environment	35%	5/7

## 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. This is available to download from the Highfield Assessment website, or on our mock e-assessment system.

## On-demand test criteria

Financial	
The apprentice will	Criteria covered in the on-demand test
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	<p>FN1 General principles of operating commercially in the retail environment</p> <p>FN2 What <b>costs</b> are</p> <p>FN3 How a different approach to just one process that does not affect great customer service can save the business money (e.g. the use of packaging material)</p> <p>FN4 <b>Key performance indicators</b> that support the profitability of the business</p> <p>FN5 The sales targets for the business and how businesses aim to reduce waste</p> <p>FN6 Where and when <b>wastage</b> can occur and how to minimise it</p> <p>FN7 Techniques and opportunities <b>for increasing sales in the business at the lowest cost</b></p>

Marketing	
The apprentice will	Criteria covered in the on-demand test
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	<p>MA1 What 'business positioning' is and how it relates to market share and competitors</p> <p>MA2 What a unique selling point is, how businesses benefit from them</p> <p>MA3 What a promotions and advertising campaign is and why businesses use them</p> <p>MA4 How <b>methods used for promotion</b> impact on the customer's purchasing decision</p> <p>MA5 The importance of being aware of local competitors and their offers</p> <p>MA6 What a strapline is and how it is used</p>

Environment	
The apprentice will	Criteria covered in the on-demand test
Know how to make responsible decisions to minimise negative effects on the environment in all work activities	<p>EN1 The main environmental matters that have implications for businesses and if there are any that have particular relevance for the local business community</p> <p>EN2 How work activities impact on the environment</p>

Communications	
The apprentice will	Criteria covered in the on-demand test
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)	<p>CO1 Why excellent communication is so important to businesses</p> <p>CO2 The impact on businesses of poor or inappropriate communication</p> <p>CO3 The impact of <b>body language</b> in communication</p> <p>CO4 The importance of <b>non-judgemental</b> listening in the communication process</p> <p>CO5 A variety of <b>communication methods</b> to deal with different situations</p>

Brand reputation	
The apprentice will	Criteria covered in the on-demand test
Know and understand the importance of brand and business reputation and what can affect it	<p>BR1 The link between brand reputation and business success</p> <p>BR2 Understand how conduct both during and out of working hours can impact on brand and business reputation (including use of social media)</p> <p>BR3 Recognise how own actions impact on brand reputation both positively and negatively</p>

<b>Merchandising</b>	
<b>The apprentice will</b>	<b>Criteria covered in the on-demand test</b>
Understand how to increase sales through product placement by utilising 'hot spots' and recognising the relationship between sales and space	<p>ME1 Recognise the importance of window and store displays in translating brand or business identity to customers</p> <p>ME2 The implications of misrepresentation of or damage to the product through excessive alteration in merchandising</p> <p>ME3 How merchandising can support the sales process</p>

<b>Stock</b>	
<b>The apprentice will</b>	<b>Criteria covered in the on-demand test</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	<p>ST1 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</p> <p>ST2 How to keep accurate stock records and why this is important to ensuring the right levels of stock are maintained</p> <p>ST3 Why security is important when storing stock</p>

<b>Legal and governance</b>	
<b>The apprentice will</b>	<b>Criteria covered in the on-demand test</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	<p>LG1 How consumer legislation protects the rights of customers</p> <p>LG2 How consumers are protected from unfair trading practices</p> <p>LG3 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</p> <p>LG4 The main requirements of legislation in relation to health, safety, security and confidentiality</p> <p>LG5 How to identify and assess risks to health, safety and security</p> <p>LG6 How to work safely and how to deal with risks, accidents and emergencies</p> <p>LG7 The legal and commercial implications to the business of contravening legislation</p> <p>LG8 Own role and responsibilities in relation to complying with legal requirements</p>

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## Assessing the practical observation

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The end-point assessment plan states that the practical observation should be no longer than 2 hours, will be pre-planned and scheduled at a time when the apprentice will be in their normal place of work. It **must** include customer interaction and maximise the apprentice's opportunity to demonstrate competence, e.g. moving to another area of the business to perform a different part of the job role.

Examples of observed practice include handling a general enquiry, dealing with a customer complaint or a need for further information or detail.

The practical observation should enable the apprentice to evidence their skills, knowledge and behaviour from across these standards to demonstrate genuine and demanding work objectives. During the practical observation, where possible, situations and evidence should be naturally occurring, however, to ensure that all criteria can be covered, some simulation will be allowed to ensure total coverage of the standards. This can be arranged before the assessment takes place to give the best opportunity for all criteria to be met.

It is **mandatory** that the emboldened criteria within the customer, business, communication and brand reputation aspects of the standard be observed and passed during the practical observation component only. All other (unemboldened) areas have been identified as 'either/or' criteria and so may be carried over to the professional discussion, should the learner not have opportunity to meet them during the observation.

Highfield strongly recommends that observations are planned to allow the apprentice to achieve as much of the standard allocated to the observation as possible and keep any 'carry-over' to a minimum, as there is only a limited amount of time available to carry out the professional discussion.

For retailers working in a remote environment, such as in telephone, online or mail order retail, it is recognised that opportunities to merchandise, particularly if selling a utility or service rather than a product, may be limited. In these instances, the minimum observation requirements for merchandising do not need to be met. However, the apprentice must have gained the skills, knowledge and behaviour through their programme of learning and development, which may be obtained in a simulated environment. This inclusion ensures consistent coverage of the whole standard and aids the apprentice should they transfer to an on-site retail environment in the future.

The assessor will then incorporate merchandising into the professional discussion to assess the apprentice's competence in this area and it will not be required as part of the observation.

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. Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages.

Apprentices meeting all mandatory pass criteria will be awarded a pass. If all mandatory pass and all distinction criteria are met, then the result will be a distinction.

## Before the assessment

Employers/training providers should:

- plan a relevant observation activity, or series of activities, that provide the apprentice with the opportunity to demonstrate each of the required standards outlined in the following pages. The practical observation activities should provide the apprentice with opportunities to:
  - show direct customer contact
  - show contact with team members
  - make decisions
- ensure the apprentice knows the date, time and location of the assessment.
- brief the apprentice on the activities to be carried out and the duration of the assessment.
- ensure the apprentice knows which retailer 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.
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience in preparation for their assessment.

## Practical observation – mock assessment

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It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommends that the apprentice experiences a mock practical observation 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.

When planning a mock assessment, the employer/training provider should ensure the following elements are included:

- the mock observation should take place in a real workplace, or a realistic simulation if the real workplace does not present all the required assessment opportunities
- the participation of other personnel to play the parts of customers and team members. In this case, it is strongly recommended that:
  - the mock observation has been practised beforehand and all personnel involved are properly briefed on their roles
  - the roles should provide the opportunity for the apprentice to demonstrate both the 'pass' level and the 'distinction' level criteria
- a 2-hour time slot should be available for the complete practical observation, if it is intended to be a complete mock observation covering all relevant standards. However, this time may be split up to allow for progressive learning
- consider a video recording of the mock assessment, and allow it 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. Mock assessment sheets available to download from the Highfield website may be used for this purpose

A suggested split of the 2-hour time slot is below.

- Till point/ payment 15 to 20 minutes. This may cover:
  - communication
  - brand reputation
  - finance
  - legal
  - technical
- On the shop floor, re-stocking and filling up shelves 30 to 40 mins. This may cover:
  - marketing
  - legal
  - environment
  - merchandising

- Up to an hour should be spent on the shop floor interacting with customers. This may cover:
  - customer
  - sales
  - business
  - product
  - team
  - diversity

## Practical observation criteria

During the 2-hour practical observation, the following standards should be evidenced. Apprentices should prepare for the practical observation by considering how the criteria can be met. **The criteria emboldened within each unit are the mandatory criteria that the observation must cover to pass.** All other areas (including distinction criteria) have been identified as ‘either/or’ criteria and so may be carried over to the professional discussion, should the learner not have opportunity to meet them during the observation.

Customer	
To pass, the following must be evidenced	To gain a distinction
<p><b>CS13</b> Make every interaction with a customer an opportunity to increase, gain, maintain or re-establish their loyalty</p> <p><b>CS14</b> Clearly communicate accurate, relevant and helpful information to customers, checking their understanding</p> <p><b>CS15</b> Ask appropriate questions in order to help customers</p> <p><b>CS16</b> 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</p> <p><b>CS17</b> Deliver excellent customer service in line with the business’ culture and values in all activities</p> <p><b>CS18</b> Present the culture of the organisation through own personal presentation and interaction with customer</p>	<p><i>CS24 Go beyond customers’ expectations giving at least one example: how, what where, when e.g. turned a complaint into an opportunity to retain customer</i></p> <p><i>CS25 Uses initiative to improve sales and/or customer service</i></p>

Customer	
To pass, the following must be evidenced	To gain a distinction
CS19 Listen to and deal with customers' questions, queries and complaints effectively in line with business requirements	
CS20 Use methods of communication and rapport building that are in line with the business and adapt accordingly to different customers	
CS21 Use the business offer to support efforts to enhance customer loyalty	
CS22 Utilise understanding of customer profiles by quickly identifying what the customer needs and offering options that will meet or exceed their expectations	
CS23 Take a positive approach to receiving feedback and learn from the experience to improve own customer service offer	

Communications	
To pass, the following must be evidenced	To gain a distinction
<b>CO6 Communicate with an awareness of the situation, adapting as necessary, and responding appropriately</b>	<i>CO12 Recognised by all (e.g. customers, team, management) as "great" with people</i> <i>CO13 Demonstrates outstanding communication skills internally and externally</i>
<b>CO7 Support customer interactions by adapting body language and tone to the person/people being served</b>	
CO8 Use a range of communication styles according to the person being communicated to	
CO9 The typical style and methods of communication used by the business	
CO10 Has an awareness of own communication style and how to manage it depending on the circumstances	
CO11 Demonstrate empathy for the person being communicated with	

Business	
To pass, the following must be evidenced	To gain a distinction
<p><b>BU9</b> Interact with customers and build a rapport in a way that demonstrates an understanding of the business vision, objectives and brand standards</p> <p><b>BU10</b> Use service techniques and procedures that deliver the brand standards</p> <p><b>BU11</b> Carry out all activities in a manner that promotes the value of the business brand standards to customers, team members and other stakeholders (e.g. suppliers)</p>	<p><b>BU12</b> <i>Consistent representation of the business values</i></p> <p><b>BU13</b> <i>Being proud and passionate as a <b>brand ambassador</b></i></p>

Brand reputation	
To pass, the following must be evidenced	To gain a distinction
<p><b>BR4</b> Uphold and personally demonstrate a positive brand and business reputation at all times</p>	<p><b>BR5</b> <i>Understand how the following impact on brand and business reputation and how to apply them in own organisation: - media and social media - <b>business ethics and corporate social responsibility - political action</b> such as sabotage or terrorism - impact of business activities on people and the environment</i></p> <p><b>BR6</b> <i>Know how to and the importance of reporting situations that threaten brand and business reputation in a timely manner to the appropriate person</i></p> <p><b>BR7</b> <i>Know how to and the importance of following business policy/procedure if approached by the media</i></p> <p><b>BR8</b> <i>Follow procedures to prevent the misuse of social media</i></p>

Sales and promotion	
To pass, the following must be evidenced	To gain a distinction
<p>SP4 Selects and uses a range of selling techniques appropriate to situation, product and/or service being sold</p> <p>SP5 Talks to customers to identify sales opportunities</p> <p>SP6 Takes opportunities to increase the size of the sale (e.g. basket size, promoting offers and by-products)</p> <p>SP7 Actively sells without intimidating or pressurising the customer</p>	<p>There are no distinction criteria for this component</p>

Financial	
To pass, the following must be evidenced	To gain a distinction
<p>FN8 Use methods that will enhance sales and reduce costs for the business whilst delivering great customer service</p> <p>FN9 Use methods of financial control that are appropriate to the style of the business</p> <p>FN10 Use methods of work that will meet or exceed financial targets</p> <p>FN11 Deal with matters of financial loss (e.g. wastage, returned goods) in a manner that minimises further loss, but in accordance with the requirements of the business</p> <p>FN12 Handles matters appropriately to minimise the risk of financial loss (e.g. bad customer service can lead to additional costs and handling stock inappropriately can lead to damage and wastage)</p>	<p><i>FN14 Uses own initiative to have impact on one or more of the following:</i></p> <ul style="list-style-type: none"> <li>• <i>sales increase</i></li> <li>• <i>waste reduction</i></li> <li>• <i>quality of customer experience and retention</i></li> <li>• <i>cost-efficiency</i></li> </ul>



Financial	
To pass, the following must be evidenced	To gain a distinction
FN13 Acts responsibly and sensibly to reduce waste (e.g. looks for opportunities to reduce waste but doesn't take inappropriate risks that will compromise customer service)	

Marketing	
To pass, the following must be evidenced	To gain a distinction
<p>MA12 Use accurate information to explain product and service offers (e.g. the period the offer/promotion is available for), and price comparisons to customers</p> <p>MA13 Openly share knowledge with colleagues and customers</p> <p>MA14 Select best method of promoting a product or service to support business objectives</p> <p>MA15 Take every opportunity to promote the unique selling point of the business and or its products/services</p>	<p><i>MA16 Makes recommendation to improve marketing and promotion with examples given from continual assessment</i></p>

Legal and Governance	
To pass, the following must be evidenced	To gain a distinction
<p>LG9 Maintain the confidentiality and security of customer data when recording, retaining and sharing information</p> <p>LG10 Follow business procedures to comply with consumer protection law</p> <p>LG11 Follow business health and safety procedures when carrying out work activities</p> <p>LG12 Identify health, safety and security risks and minimise, deal with or report to the appropriate person in line with own limits of authority</p> <p>LG13 Deal with accidents and emergencies calmly and in line with business procedures</p> <p>LG14 Promote a safe and secure working environment by setting an example to others</p>	<p>There are no distinction criteria for this component</p>

Product and service	
To pass, the following must be evidenced	To gain a distinction
PS1 The importance of up to date product/service knowledge	<i>PS14 Comprehensive range of product, knowledge and understanding can be demonstrated over and above what a customer can find for themselves</i>
PS2 Where to identify product/service knowledge	<i>PS15 Breadth of knowledge around benefits, insight into usefulness of product specs</i>
PS3 How to keep up to date on business brands, products and services e.g. notice boards; internal newsletters; intranet; team briefings	<i>PS16 Use of devices and relevant merits of each</i>
PS4 Key facts of product/service knowledge needed to support and complete sales	<i>PS17 Genuine rapport with customer and going off-script when engaging with them</i>
PS5 If and how the product fits into a wider range of products and the differences/links between them	<i>PS18 Accurately describe the features and benefits of relevant products to customers in a way which helps them identify the differences</i>
PS6 The importance of identifying customer needs in order to sell products and services that will meet and /or exceed their expectations	<i>PS19 Can clearly and accurately summarise information to others in a way which is easily understood</i>
PS7 How to link product features and benefits to customer needs and profile	<i>PS20 Has pride in the delivery of products and services</i>
PS8 Ask customers questions about the products/services they are looking for and the features and benefits that will meet or exceed their needs	
PS9 Identify products/services which match customer requirements	
PS10 Discuss relevant options, giving customers opportunities to ask questions and clarify information	
PS11 Close the sale with the customer, confirming what they want to buy and provide relevant information e.g. any relevant customer rights	
PS12 Decide if it is appropriate to sell additional by-products/services to the customer and highlight them accordingly	
PS13 Displays energy and motivation	

## Merchandising

<i>To pass, the following must be evidenced</i>	<i>To gain a distinction</i>
ME4 Identify key areas to achieve maximum visual impact and create a display area that optimises the merchandise; props and materials and is aesthetically pleasing	ME13 <i>Understand how to maximise the creative use of space through the layout of the designated display area</i>
ME5 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)	ME14 <i>Understand how props and events are used in merchandising</i>
ME6 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)	ME15 <i>Understand how to plan and install window and store displays effectively and safely</i>
ME7 Follow business guidelines for displaying stock	ME16 <i>Understand the importance of and know how to prepare products for display</i>
ME8 Conduct checks to ensure the display result is safe, neat and tidy, clean, finished on time and in line with business expectations	
ME9 Maintain the display area so that at all time its presentation is in line with business expectations	
ME10 Evaluate the effectiveness of the window display in supporting the intended merchandise and brand	
ME11 Analyse feedback and respond appropriately making suggestions for improvements	
ME12 Listen, reflect and respond positively and constructively to feedback	

Team	
<i>To pass, the following must be evidenced</i>	<i>To gain a distinction</i>
TE16 Balance own priorities/work objectives at the same time as supporting team members as agreed	TE22 <i>Get involved in planning and leading sections meetings</i>
TE17 Keep team members informed on the progress towards joint tasks	TE23 <i>View difficult situations and issues from colleagues' perspective and provide support, where necessary, to move things forward</i>
TE18 Determine when and how to communicate matters that have implications on the business e.g. relating to service, safety and quality	TE24 <i>Identify conflicts of interest and disagreements with colleagues and respond to them in ways that minimise impact on the work being carried out</i>
TE19 Share knowledge and information with team members, selecting the appropriate communication method and time of day	TE25 <i>Provide feedback to colleagues on their performance and encourage them to feedback on own performance in order to identify areas for improvement</i>
TE20 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)	TE26 <i>Identify potential conflicts and take action to reduce or eliminate them</i>
TE21 Effectively participate in briefings/meetings, actively listening and asking questions to confirm understanding	

<b>Technical</b>	
<i>To pass, the following must be evidenced</i>	<i>To gain a distinction</i>
TC2 Identify types of technology and their uses in different types of business operation TC3 Identify technology and its uses within the business TC4 How to use relevant technology correctly TC5 Strictly follow instructions and procedures, including safety, when using technology TC6 Use technology safely and appropriately TC7 Identify the technology in the work environment and use it efficiently and effectively TC8 Know what to do when technology fails TC9 How technology supports the effective and efficient sale of products and services to customers	There are no distinction criteria for this component

<b>Diversity</b>	
<i>To pass, the following must be evidenced</i>	<i>To gain a distinction</i>
DI9 Use a range of communication styles to suit the person you are talking to DI10 Adapt communication in different contexts DI11 Make enough time and effort and respond flexibly and positively so that own working practice engages all customers DI12 Seek clarification and manage situations DI13 Use techniques to minimise misunderstanding and improve communication DI14 Demonstrate fairness and integrity in all work activities DI15 Display empathy towards others	There are no distinction criteria for this component

<b>Environment</b>	
<i>To pass, the following must be evidenced</i>	<i>To gain a distinction</i>
EN9 Carry out all work activities following the principles and/or procedures of the business e.g. when stock should be disposed of and in what manner; method of carrying out service activities to minimise waste EN10 Monitor stock/resources (and where relevant equipment that stock is contained within) as required by the business to ensure it maintains its quality EN11 Deliver service in a manner that minimises overall waste but is always in the best interest of the customer EN12 Take measures to prevent wastage EN13 Follow business requirements to identify and record the causes of wastage	There are no distinction criteria for this component

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## Assessing the professional discussion

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The 1-hour professional discussion will be a structured discussion between the apprentice and the end-point assessor. The employer may be present, to support, but not lead the apprentice and to confirm information, at the assessor's request. The employer will not be allowed to add any further information or examples to what the apprentice has stated or lead them in any way.

Highfield would encourage the employer/training provider and the apprentice to plan for the professional discussion and consider what resources they may bring with them to support them during their professional discussion. This must be their own work and will only be used to support their discussion. The professional discussion should take place after the practical observation, to establish the apprentice's understanding and application of the remaining knowledge, skills and behaviours that need to be carried over.

The professional discussion will need to take place in a suitable environment, away from any distractions.

The discussion will be assessed against the criteria outlined in the following pages, and it will be appropriately structured to draw out the best of the apprentice's energy, enthusiasm, competence and excellence. It will include areas of the standard not seen in the observation (carried over) plus key additional areas identified in the criteria section of this document.

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages. Apprentices meeting all pass criteria will be awarded a pass, and if all of the distinction criteria are also met the result will be a distinction.

For retailers working in a remote environment, such as in telephone, online and mail order retail, it is recognised that opportunities to control physical stock items and storage areas, particularly if selling a utility or service rather than a product, may be limited. All apprentices must have a full knowledge and understanding of stock as detailed in the apprenticeship standard and how this applies within their environment.

The purpose of the professional discussion is to clarify any questions the end-point assessor has for specified standards and to:

- confirm and validate judgements about the quality of work
- explore aspects of the work, including how it was carried out, in more detail
- discuss how the apprentice would behave in specific scenarios, should they not have occurred within the practical observation
- ask questions in relation to personal development and reflection
- provide a basis for the end-point assessor to make a decision about the grade to be awarded

## **Before the assessment:**

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which retailer 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



## 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 recommends 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.

When planning a mock assessment, the employer/training provider should consider the following elements:

- 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 to download from the Highfield website may be used for this purpose
- use structured 'open' questions 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 include:
  - **Business**
    - Does your company have a mission statement?
    - What does the mission statement mean to you?
  - **Stock**
    - How often is stock delivered to this store?
    - How does it arrive?
  - **Customer**
    - How could you ensure that each customer has a positive experience within this store?
    - Describe your typical customer

## Professional discussion criteria

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 distinction criteria, which is outlined in the distinction column.

Customer	
To pass, the following must be evidenced	To gain a distinction
CS1 The key features and benefits of excellent customer service as defined by the business and in contrast to other businesses in the industry	There are no distinction criteria for this component
CS2 The importance of excellent customer service to business success and the implications of poor customer service	
CS3 The importance of repeat business and ways to encourage customer loyalty in the retail industry	
CS4 What is meant by a 'customer experience'	
CS5 Where to find information on customers within the business	
CS6 Typical customer profile(s)	
CS7 An appreciation of different types of customer, their motivation to purchase products/service and their different needs	
CS8 The unique needs of certain customers and how to help them in line with business procedures and environment	
CS9 How to recognise and adapt approach to different customer behaviours, emotions and emotive needs	
CS10 Different methods customers want to use to purchase products	
CS11 How customers' purchasing habits are influenced through social trends and the media	
CS12 How the culture of different businesses impacts on the style of interaction with customers	

Business	
To pass, the following must be evidenced	To gain a distinction
<p>BU1 Where to identify the vision, objectives and brand standard/style of the business</p> <p>BU2 The purpose of a <b>vision statement</b>, the benefits to the business as a whole and how it impacts on own role</p> <p>BU3 The purpose of setting objectives and why they are important for businesses to be successful</p> <p>BU4 How objectives relate to own role in the business</p> <p>BU5 The importance of the business <b>brand standards</b>, in relation to the product and/or services it offers</p> <p>BU6 Positively presents the business <b>brand standards</b> in all communications with customers</p> <p>BU7 Has a conscientious attitude to deliver <b>brand standards</b> and protecting the reputation of the business, for example, always following service expectations or procedures</p> <p>BU8 Operates in an <b>accountable manner</b> taking ownership for own actions and their implications on the business</p>	<p>There are no distinction criteria for this component</p>

Marketing	
To pass, the following must be evidenced	To gain a distinction
MA7 What the unique selling point of the business is and how it compares to other organisations	There are no distinction criteria for this component
MA8 How businesses are positioned in the wider market alongside competitors	
MA9 How to promote products and services to achieve business objectives	
MA10 Where in the business to find the latest guidance and information on promotions and advertising campaigns	
MA11 How the business compares with its competitors in terms of <b>product offer</b> , pricing and service	

Sales and promotion	
To pass, the following must be evidenced	To gain a distinction
SP1 How sales targets differ according to the <b>retail calendar</b>	There are no distinction criteria for this component
SP2 Own contribution to meeting sales targets	
SP3 Different <b>selling techniques</b> and how and when to use them	

Brand reputation	
To pass, the following must be evidenced	To gain a distinction
BR9 Deal with relevant situations that may affect brand reputation in line with company policy	There are no distinction criteria for this component

Stock	
To pass, the following must be evidenced	To gain a distinction
ST4 Check storage areas are clean, tidy and have sufficient space for stock being delivered and deal with in line with business procedures if not	ST13 Shows integrity, fairness and consistency in decision making
ST5 Check delivery or holding areas are clean and tidy and necessary unloading equipment is available and in working order	
ST6 Check stock on delivery to make sure it is of the correct type, quantity and quality ordered	
ST7 Deal with incorrect type or quantities, faulty or substandard stock in line with business procedures	
ST8 Manage stock and carry out <b>correct rotation procedures</b> to maintain quality and prevent loss, damage or deterioration	
ST9 Complete all paperwork and records accurately and clearly in line with <b>business requirements</b>	
ST10 Follow the <b>business requirements</b> for the security of the storage of stock	
ST11 Has the confidence to return incorrect, faulty or substandard goods	
ST12 Takes a calm and considered approach when issues occur, minimizing the risk or disruption caused	

Team	
To pass, the following must be evidenced	To gain a distinction
TE1 What makes an effective team and what is meant by team dynamics	There are no distinction criteria for this component
TE2 Ways in which team members/teams work together, interact and provide support to each other to meet business objectives	
TE3 The implications when team members do not work together	
TE4 Different methods, including the use of effective negotiation, to positively influence a team	
TE5 The importance of positive listening, valuing difference of opinion and challenges in order to reach suitable agreements/actions	
TE6 The roles and responsibilities of team members	

Team	
To pass, the following must be evidenced	To gain a distinction
TE7 The information and resources that colleagues may need and where to obtain it if not known TE8 The importance of fulfilling agreements made with team members or keeping them informed if there is a problem TE9 Build <b>effective working relationships</b> with all team members TE10 Set an example to others through a professional and positive approach to all work activities TE11 Strengthen <b>team dynamics</b> agreements, taking a fair approach TE12 Demonstrate an interest in other team members' roles and how they relate to own TE13 Take a positive approach to helping team members to support the business, offering help to busy team members where possible TE14 Co-operate with team members at all levels TE15 Actively support other team members' learning	

Performance	
To pass, the following must be evidenced	To gain a distinction
PE1 How work objectives are agreed and recognise the benefits they can bring to the individual and the business PE2 How own roles and responsibilities impact on team goals PE3 The benefits to the business of more effective ways of working PE4 The benefits of performance improvement to the individual and business PE5 The benefits of a personal development plan PE6 How to identify own learning needs and improve own performance PE7 Demonstrate drive and commitment PE8 Take ownership for own performance and personal development	PE9 <i>Seeks opportunities for going beyond the basic requirements of the role</i> PE10 <i>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</i>

<b>Technical</b>	
<b>To pass, the following must be evidenced</b>	<b>To gain a distinction</b>
TC1 Takes action quickly and decisively when issues occur	There are no distinction criteria for this component

<b>Diversity</b>	
<b>To pass, the following must be evidenced</b>	<b>To gain a distinction</b>
D11 Different diverse cultures and backgrounds dependent on local demographics of the business D12 Implications of relevant diversity and equality legislation D13 Understand the importance of and how to follow policy in relation to equality and diversity D14 What local demographics mean in relation to the business products and services D15 The importance of understanding customers and local demographics to business success D16 Identify how to listen in a non-judgemental manner D17 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 D18 How to contextualise conversations	There are no distinction criteria for this component

Environment	
To pass, the following must be evidenced	To gain a distinction
EN3 The purpose and process of waste control and stock-taking requirements of the business	There are no distinction criteria for this component
EN4 The re-using and re-cycling expectations within the business and why these are important	
EN5 The principles or policies of the business relating to the environment and why it's important to follow them	
EN6 Actively promotes environmental initiatives /projects in the business	
EN7 Sets an example to others by working responsibly and efficiently to avoid waste, encouraging team members to do the same	
EN8 Take opportunities to use more environmentally aware methods in all work activities	

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