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

End-Point Assessment Kit

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

EPA-Kit

Contents

Please click on the headings below to navigate to the associated section of the EPA kit.

How to use this EPA Kit

Welcome to the Highfield End-Point Assessment Kit for the Retail Team Leader apprenticeship standard.

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

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

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

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

Key facts	
Apprenticeship standard:	Retail Team Leader
Level:	3
On-programme duration:	Minimum of 12 months
End-point assessment duration:	3 months
Grading:	Pass/distinction
End-point assessment methods:	On-demand test Business project Professional discussion

In this kit, 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

Retail team leaders offer a critical support to managers, delivering exceptional customer service and a positive experience to customers, and may have to deputise for managers in their absence. The role is dynamic and in one day can involve a variety of different functions. Most significantly, retail team leaders guide and coordinate the work of the team to complete tasks, identify and explore opportunities that drive sales, ensuring team members maintain business standards in relation to merchandising, service and promotional activities, in line with procedures. Retail team leaders gain the most from their team on a day-to-day basis, ensuring they are fully trained and work effectively and to the best of their ability.

On-programme requirements

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

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

Use of Artificial Intelligence (AI) in the EPA

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

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

Readiness for end-point assessment

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

- the apprentice must have achieved level 2 English and maths.
- the line manager (employer) must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and that the apprentice is competent in performing their role. 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

There is no stipulated order of assessment methods. This will be discussed with the apprentice, training provider and/or employer with our scheduling team when scheduling the assessments to ensure that the learner is provided with the best opportunity to attempt the assessment.

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The Highfield approach

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

Documents used in developing this end-point assessment

Standard (2016)

Retail team leader / Institute for Apprenticeships and Technical Education

End-point assessment plan (2019 ST0326 AP02)

https://www.instituteforapprenticeships.org/media/6890/st0326_retail-team-leader_l3_revised-ap-for-publication_23012023-1.pdf

Common approach	People 1st - Edition 3, March 2018 / Edition 5, February 2020
Employer Occupational Brief	People 1st - October 2016

Specific considerations

As per People 1st EPAO update April 2018, the order of assessments has been relaxed, so therefore assessments can be completed in any order. Also, the timings for the on-demand test, apprentices are given 5 minutes to read the question paper before attempting to provide any answers. In total the apprentice, therefore, has 65 minutes in the test situation.

As per People 1st EPAO update February 2020, there are 3 pass criteria for the business project that have been placed in the distinction criteria, that should remain as pass criteria. Also, there was an addition to the pass criteria for the on-demand test covering diversity 'The range of cultures, characteristics and individual requirements that can affect team members and customers and how and why these may affect the operations / products in a retail environment'. Coverage of diversity is a mandatory requirement in accordance with the Retail Team Leader standard.

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

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Gateway

How to prepare for gateway

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

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

- customer feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

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

In advance of gateway, apprentices will need to have:

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

Therefore, apprentices should be advised by employers and providers to gather this evidence and undertake these qualifications during 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 an hour and must be completed on or after the apprenticeship on-programme end date. It should be attended by the apprentice and the relevant people who have worked with the apprentice on-programme, such as the line manager/employer or mentor, the on-programme trainer/training provider and/or a senior manager (as appropriate to the business).

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

The report should then be submitted to Highfield to initiate the end-point assessment process. If you require any support completing the Gateway Readiness Report, please contact your EPA customer engagement manager at Highfield Assessment.

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

Reasonable adjustments and special considerations

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

ID requirements

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

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

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

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The Retail Team Leader apprenticeship standard

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

<table>
<tr><th colspan="3">Financial</th></tr>
<tr><th>Knowledge</th><th>Skills</th><th>Behaviour</th></tr>
<tr><td>Understand how own actions and those of the team can contribute to the overall financial performance of the business by increasing sales e.g. through product positioning, and minimising costs through effective stock control and prevention of theft</td><td>Support the achievement of financial targets by planning and monitoring resources. Use resources effectively and efficiently to meet expected demand. Oversee the areas that impact on financial performance in own area of the business in line with business procedures</td><td>Demonstrate commercial awareness and act responsibly and with integrity to protect the financial position of the business</td></tr>
<tr><th colspan="3">On-demand test</th></tr>
<tr><td colspan="3">FN1 Principles of establishing, monitoring and reviewing sales targets
FN2 Key costs for a retail team, including fixed and variable, stock, staff and overheads
FN3 Turnover, gross and net profit
FN4 Ways to minimise costs and wastage
FN5 VAT</td></tr>
<tr><th colspan="3">Amplification and guidance</th></tr>
<tr><td colspan="3">• Key costs may include:
○ stock
○ cost of the premises
○ equipment
○ staff wages
○ promotional materials
○ tax</td></tr>
</table>

Communication	
Knowledge	**Skills**
Understand how to support effective communication, quickly determining the situation and needs of individuals and how to respond in the most appropriate way using a variety of techniques and methods, for example face to face and/or remotely to include on-line	Adapt style of communication according to the audience, monitor the effectiveness of and encourage excellent communications across all operations that achieve the best result for the business including verbal, written and on-line communications

On-demand test

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

Amplification and guidance

- **Methods of communication** in the workplace may include**:**
  - in-person communication may include:
    - meetings – formal or informal
    - conversations
    - presentations
    - ‘town hall’ meetings
  - written communication may include:
    - posters
    - signage
    - flyers
    - letters
    - memos
    - retail magazines
  - digital communication may include:
    - email
    - social media

        - instant messaging apps

- **Verbal/non-verbal:**
    - verbal communication may include:
        - face-to-face conversations
        - telephones calls
        - video calls
        - written words
    - non-verbal communication may include:
        - active listening
        - body language
        - facial expressions
        - gestures

- **Needs of individuals** refers to the understanding of what each individual requires to perform optimally or achieve satisfaction. By accurately identifying these needs, you can tailor your approach to support both your team and your customers more effectively. This may include:
    - identifying needs of employees may include:
        - through one-to-one meetings
        - performance reviews
        - feedback and surveys
        - observations
    - identifying the needs of customers may include:
        - customer feedback
        - direct interaction
        - sales data analysis
        - market research

- **Principles of active listening** may include:
    - being fully present by giving your complete attention to the speaker
    - showing empathy towards speaker's feelings and perspectives
    - provide feedback by offering verbal and non-verbal feedback to show you are engaged and understand the message

  - ask clarifying questions to gain a deeper understanding
  - reflect and summarise the key points to confirm understanding
  - avoid interrupting by allowing the speaker to finish their thoughts before responding
  - use non-verbal cues, such as nodding and eye contact, to show that you are engaged

- **Importance of feedback** could include:
  - feedback is a critical component in the workplace, serving as a tool for growth, improvement and engagement for both individuals and teams. The importance of giving feedback may include:
    - performance improvement - as feedback helps individuals understand their performance, identify areas for improvement and align their efforts with organisational goals
    - employee engagement and motivation - regular feedback can enhance employee engagement by making team members feel valued and recognised for their contributions.
    - skills development - feedback provides valuable insights that support skill enhancement and professional growth
    - fostering open communication – a feedback-rich culture encourages open communication, transparency and trust within the team
    - allows for in-the-moment feedback to be given - this provides employees with the ability to effectively communicate openly as soon as possible, when needed
    - identifying strengths and weaknesses - feedback helps individuals recognise their strengths and address weaknesses, contributing to personal and professional growth

Merchandising
Knowledge
Know methods of merchandising throughout the retail operation, including point of sale, the retail calendar and local needs e.g. geographical, topical or weather based
On-demand test
ME1 **Key principles of the retail calendar** **ME2** **Principles of merchandising** **ME3** How local needs can influence merchandising **ME4** The importance of following **merchandising plans**
Amplification and guidance

- **Key principles of the retail calendar** may include:
    - key dates
    - busier times of the year depending on the type of retail business

- **Principles of merchandising** could include:
    - less is more
    - pyramid principle
    - repetition
    - focal points
    - symmetry
    - visual merchandising:
        - product positioning in store, co-ordinating items and window displays
        - best practice communication to stores for effective visual merchandising displays
        - add-on/complementary items
        - knowledge of hot spots, key product placement locations within the store
    - retail calendar supports product launches by effective planning, utilising the retail calendar to not clash with other item launches and promotions
    - positioning of impulse/add-on products and their value to retailers

- **Merchandising plans** outline the strategies for product placement, display and promotion within a retail store. They are designed to enhance the shopping experience and drive sales. The key components in a merchandising plan may include:
    - product placement:
        - the strategic positioning of products to maximise visibility and accessibility, for example, placing high-demand products at eye level or near the entrance
    - visual displays:
        - creating appealing and engaging displays to capture customer interest, for example, highlighting seasonal promotions
    - promotional activities:
        - co-ordinating in-store promotions and marketing efforts to boost sales, for example, organising special discount events
    - inventory management:
        - ensuring that the correct products are available at the appropriate time and in the right quantities, for example, monitoring stock levels and replenishing fast-selling items to prevent stockouts

Stock
Knowledge
Understand the **principles of stock control** from sourcing to sale/supply. Understand the management of **stock levels**, security, restrictions (e.g. age restricted products), wastage and effective systems for recording them
On-demand test
ST1 The **principles of stock control** **ST2** The stock journey, from supply to sale **ST3** Why storage conditions are important for effective stock control **ST4** How to manage **stock levels** **ST5** **Legal requirements** relating to stock control, movement and sale (e.g. age restricted, fireworks)
Amplification and guidance

- **Principles of stock control** may include:
  - rotation of stock
  - space
  - security
  - sell-by and best-before dates
  - frequency of use

- **Stock levels** may include:
  - efficient management
  - returned stock
  - wastage

- **Legal requirements** could include:
  - certain products are age-restricted and can only be sold to customers above a certain age, for example, alcohol, tobacco, fireworks and knives. The legal obligation for these products may include:
    - the customer's age must be verified before purchasing age-restricted products using a valid identification, such as a passport or driver's licence
    - employees should be trained to understand how to handle sales of age-restricted products

        - appropriate signage must be displayed, informing customers of age restrictions
    - products must have accurate labelling and safety information. The legal obligations for this may include:
        - ensuring all products comply with relevant safety standards, for example, providing use-by and best before dates
        - labels must provide correct information about the product, including ingredients, usage instructions and any hazards
    - environmental regulations may apply to the disposal of certain products, such as electronic waste. The legal obligations for this may include:
        - follow proper procedures for disposing of waste products in accordance with environmental laws
    - comply with any mandatory recycling or disposal programmes for specific product categories

Developing self and others
Knowledge
Understand the knowledge, skills and behaviours required of self and others to develop a high performing team in the business. Understand team dynamics and the importance of enabling team members to appreciate their role in the wider organisation and in meeting business objectives
On-demand test
DS1 Team dynamics **DS2** **Performance reviews**, **SMART planning** and target setting to meet team and individual objectives **DS3** **Motivation** and **monitoring** of team members to achieve objectives
Amplification and Guidance

- **Performance reviews** are important opportunities to assess how well team members are doing in meeting objectives. It allows reflection on strengths, areas for improvement and how the feedback can support future performance and development.
  - The learning and development cycle can be used during performance reviews as this is a structured approach to enhancing employees' skills and competencies. It ensures that training and development activities are systematically planned, executed and reviewed to support both individual growth and organisational goals. The key stages of the learning and development cycle may include:
    - identify the skills and knowledge gaps within your team or organisation to determine what training is required
    - define clear, specific and achievable objectives for the training programme to ensure it meets the identified need
    - plan and design learning that includes the content, methods and resources needed to achieve the learning objectives
    - deliver the learning to suit individual/team and learning need(s)
    - evaluate the impact of the training on the learners and the organisation to determine if the objectives were met and identify areas for improvement
    - regularly review the training and development processes to ensure they remain relevant and effective, adjusting as necessary
  - implementing training plan designs to ensures that training activities meet the needs of the team and support the overall goals of the business. A well-structured training plan helps in organising and delivering training in a systematic manner, ensuring that all necessary topics are covered and that training is aligned with the business objectives. Methods of applying training plan designs may include:
    - identifying training needs through personal development plan (PDP)
    - setting specific, measurable, achievable, relevant and time-bound (SMART) objectives
    - including personal development reviews

- **SMART planning** is an approach to setting clear and achievable goals. Each goal should be Specific, Measurable, Achievable, Relevant and Time-bound. When planning, consider how SMART goals can help the team stay focused and organised.

- **Motivation** may include:
  - individual
  - team
  - methods

- **Monitoring** methods may include:
  - personal development plans (PDP)
  - feedback
  - training

Team performance

Knowledge

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

On-demand test

TE1	Benefits of team building
TE2	Identification and **resolution of conflict** within a team

Amplification and guidance

- **Resolution of conflict** may include:
  - negotiation skills
  - active listening
  - showing empathy
  - mediation

Legal and governance		
Knowledge	**Skills**	**Behaviour**
Understand the importance of business compliance to **legal requirements** and supporting the team to operate in line with business policy and procedures	Ensure self and team always comply with **legal requirements**, respond quickly to identified risks and ensure they are dealt with in line with business procedures and reported to the appropriate member(s) of the management team	Be responsible, advocate and adhere to the importance of working legally in the best interests of all people
On-demand test		
LG1 **Legal requirements** relating to a range of retail operations **LG2** **Health and safety** supervision and risk analysis		
Amplification and Guidance		

- **Legal requirements** may include:
  - Sale of goods
  - Trading standards
  - Food safety
  - Fire safety
  - Employment laws
  - Health and safety and management of health and safety
  - Risk assessments
  - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
  - General Data Protection Regulation (GDPR)
  - Licensing
  - Consumer rights

- **Health and safety** could include:
  - Health and Safety at Work etc. Act
  - Control of Substances Hazardous to Health (COSHH) Regulations

- Management of Health and Safety at Work Regulations
- The Fire Safety Order
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- Workplace (Health, Safety and Welfare) Regulations
- Manual Handling Operations Regulations
- Personal Protective Equipment (PPE) at Work Regulations
- First Aid Regulations

Diversity

Knowledge

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

On-demand test

DI1	**The range of cultures, characteristics and individual requirements** that can affect team members and customers and how and why these may affect the operations/products in a retail environment

Amplification and guidance

- **The range of cultures, characteristics and individual requirements** may include:
  - advantages of employing a diverse workforce, application of principles of diversity to the retail sector
  - how can diversity have a positive impact on the retail sector

Business project

Business project		
Business		
Knowledge	**Skills**	**Behaviour**
Understand the purpose of the business including its vision, objectives and brand / business standards, how they compare to its competitors and how own role, and the team, help to achieve them	Work with the team to maintain brand / business standards at all times and identify and address any potential risks according to business procedures	Demonstrate personal responsibility for meeting the objectives of the team and the business
Leadership		
Knowledge		
Understand how to organise the team on a daily basis to achieve objectives, and recognise the importance of contingency planning to meet business requirements; know limits of authority when deputising for line manager		
Marketing		
Knowledge		
Understand how the brand / business is positioned externally, particularly in relation to local and online competitors and how its products / services meet consumer trends. Understand how own actions, and those of the team can impact on customers' perception of the brand / business		
Sales and promotion		
Knowledge	**Skills**	**Behaviour**
Understand the factors which can determine and affect sales and promotions throughout the retail year and how to coordinate and implement them to support business objectives	Communicate sales targets to the team and support them, recognising and acting on opportunities to maximise revenue, for example through link selling and drawing customers' attention to promotional offers	Proactive in looking for cost effective sales opportunities and ways to enhance revenue

Merchandising	
Skills	**Behaviour**
Ensure team replenish and maintain merchandising according to business requirements, the retail calendar and local needs e.g. geographical, topical or weather based	Communicate and encourage the merchandising principles, standards and commerciality to the team

Stock	
Skills	**Behaviour**
Ensure team complies with stock procedures to minimise stock damage or loss, maximise income and comply with legal requirements; and take appropriate action to sell stock that is near the end of its product, promotional or shelf life	Take a proactive approach and lead the team to effective stock management, ensuring stock is accessible and available in line with quality requirements, where and when needed

Technology
Knowledge
Understand how current and emerging technologies support retail operations and sales whether customer facing or remote, and how best to operate them to achieve an efficient and effective service

To pass, the following must be evidenced	*To gain a distinction, the following must be evidenced*
BP1 Give a general introduction and background to department, team or area of work, including how this relates to the rest of the business unit (if applicable) **BP2** Outline the problem, challenge or opportunity identified **BP3** State the aims and objectives of the project **BP4** Identify how the potential changes would lead to **measurable improvements** and benefits to the department, team or area of working **BP5** Consult relevant stakeholders (e.g. customers, team members, managers) to inform the results and recommendations **BP6** Provide an indication of **costs** associated with the **proposed recommendations**	***BP11*** *Give a detailed introduction and background of the department, team or working area wider business unit (e.g. other departments, head office, local community/customer profile)* ***BP12*** *Outline the current situation which has led to the identification of a challenge or opportunity* ***BP13*** *Provide detailed aims and objectives for the project, linking to the current situation* ***BP14*** *Identification of measurable improvements and benefits to the organisation* ***BP15*** *Provide evidence of wide consultation and show how responses have been included in the recommendation*

BP7 Identify applicable legislation and ensure the **proposal complies** where necessary **BP8** Provide research methodology to demonstrate a logical, coherent approach **BP9** Make clear recommendations for implementation **BP10** Concise validation and justification of recommendation	***BP16*** *Review the project to ensure it meets organisational and legal requirements* ***BP17*** *Show a range of **qualitative and quantitative** research has been used effectively* ***BP18*** *Detailed **recommendations for implementation*** ***BP19*** *Detailed **validation and justification of recommendations*** **BP20** *Proposed **timeframes for implementation***

Amplification and guidance

- **Measurable improvement** may include:
  - store profit
  - customer base
  - average transaction value (ATV)
  - units per transaction (UPT)
  - basket size
  - footfall
  - footfall conversion rate
  - lowered costs
  - customer satisfaction
  - staff productivity

- **Costs**
  - financial may include:
    - wages
    - rent
    - heating, lighting and energy bills (HLP)
    - stationary
    - consumables
  - non-financial may include:

        - opportunity cost
        - attrition/staff turnover

- **Proposed recommendations** may include:
    - goals and aims
    - scope
    - what will be delivered
    - risks
    - timescales

- **Qualitative and quantitative**
    - qualitative data collected in the workplace may include:
        - interview
        - observations
        - documents
    - quantitative use data and information in a numerical context which can be utilised may include:
        - graphs
        - tables

- **Recommendations for implementation** may include:
    - roles of stakeholders involved
    - deadlines
    - scope
    - reviews
    - meetings

- **Validation and justification of recommendations** may include:
    - management support

- define the focus of recommendation
- budgeting constraints
- contingency planning
- risk assessments

- **Timeframes for implementation** may include:
    - proposed timescales for each element of the project
    - what will be done and when by whom
    - timeline relating to goals
    - expected improvements at each stage/milestone

Professional discussion

The professional discussion will recognise areas which have already been covered in the retail business project so as not to re-assess an area in which the apprentice has already demonstrated competence.

Professional discussion		
Customer		
Knowledge	**Skills**	**Behaviour**
Understand the customer profile of the business, their purchasing habits across a retail calendar year and how to meet and exceed their needs. Know the best ways to drive the team to increase sales, secure customer loyalty and attain business targets	Monitor customers' enquiries and service requirements; coach and support team members to use appropriate methods e.g. face to face or remote such as on-line facilities, to deliver consistent and exceptional service that provides customers with a positive experience	Act as a role model to champion excellent customer service by always looking to improve customers' experience through a welcoming and professional approach which builds strong customer relationships
Leadership		
Knowledge	**Skills**	**Behaviour**
Understand how to organise the team on a daily basis to achieve objectives, and recognise the importance of contingency planning to meet business requirements; know limits of authority when deputising for line manager	Use available information to coordinate the work of the team so that the right people and resources are in the right place at the right time to ensure consistent brand / business standards are delivered. Deputise for line manager within limits of own authority	Display decisive thinking when making decisions that are in the best interest of the business. Use sound judgement; take prompt action in the case of problems relating to resources
Marketing		
Knowledge	**Skills**	**Behaviour**
Understand how the brand / business is positioned externally, particularly in relation to local and online competitors and how its products / services meet consumer trends. Understand how own actions, and those of the	Support the team to ensure they understand and engage in the marketing activities and plans of the business and help ensure that customers have the best possible experience	Proactively seek to understand local consumer trends, competitors' offers and promotions, and customer needs and expectations, report to manager, seek feedback and take action in area of responsibility

team can **impact** on customers' perception of the brand / business		
Communications		
Behaviour		
Demonstrate positive verbal and body language using concise and clear methods of communication, taking on board other peoples' points of view and responding in a way that is considerate to the audience		
Product and service		
Knowledge	**Skills**	**Behaviour**
Know and promote the features and benefits of products / services, their unique selling points, the skills required to sell them, where items fit into product ranges, associated products and services, where to find detailed information if required and other relevant information such as delivery lead time, accessibility and source	Maximise opportunities to increase sales by ensuring team know and understand the features, benefits, unique selling points and other relevant information relating to products, product ranges and services offered by the business	Promote all products and services confidently, demonstrating excellent knowledge and understanding of them

Merchandising	
Skills	**Behaviour**
Ensure team replenish and maintain merchandising according to business requirements, the retail calendar and local needs e.g. geographical, topical or weather based	Communicate and encourage the merchandising principles, standards and commerciality to the team
Stock	
Skills	**Behaviour**
Ensure team complies with stock procedures to minimise stock damage or loss, maximise income and comply with legal requirements; and take appropriate action to sell stock that is near the end of its product, promotional or shelf life	Take a proactive approach and lead the team to effective stock management, ensuring stock is accessible and available in line with quality requirements, where and when needed

Technology	
Skills	**Behaviour**
Oversee the appropriate use of technology in line with business policy and follow the appropriate procedures to deal with service issues	Is an advocate for the effective and efficient use of technology
Developing self and others	
Skills	**Behaviour**
Plan, organise, prioritise and oversee own and team members' activities, supporting their induction, training, development and coaching, and delegating tasks fairly and appropriately to meet business objectives	Take responsibility for own performance, learning and development. Develop positive relationships with team members, embracing new and better ways of working
Team performance	
Skills	**Behaviour**
Lead the team on a daily basis, setting targets and reviewing progress against them. Motivate team members, provide coaching and on job training. Identify conflict within the team and work to resolve this with support from others	Positively and confidently challenge poor performance and reward excellent performance in line with business procedures
Diversity	
Skills	**Behaviour**
Ensure team members are aware of and follow business policies relating to diversity. Make reasonable adjustments as required for customers or team members	Operate in an empathic, fair and professional manner with all individuals regardless of background and circumstances
To pass, the following must be evidenced	***To gain a distinction, the following must be evidenced***
PD1 Describe the organisation's customer profile, how their purchasing habits are monitored across the retail calendar year and explain how the team are supported to ensure their individual needs are met or exceeded **PD2** State how they act as a role model to motivate the team to increase sales, merchandise products effectively, attract customer loyalty and meet business / brand targets	***PD9*** *Evaluate customer feedback to justify evidence that customer expectations are met or exceeded* ***PD10 Analyse data*** *evidence to support the meeting of organisation's targets and objectives* ***PD11*** *Measure individual and team development and performance*

PD3 Describe how to organise day-to-day activities, plan for contingencies and escalate to the manager as appropriate **PD4** Explain the **position** of the business / brand and how the team can **impact** the reputation within the market **PD5** Demonstrate understanding of the full range of products / services offered by the brand / business and how **technology** is used to promote these to the customer **PD6** Explain how to lead the team in effective stock management to meet legal and business requirements **PD7** Demonstrate how own and team development is planned and managed detailing the benefits of development to individuals and the business **PD8** Describe how the team work positively, professionally within a diverse culture	

Amplification and guidance

- **Impact** may include:
  - brand reputation
  - charity events
  - community events

- **Position** within retail market may include:
  - price
  - product
  - customer service

- **Technology** may include:
  - social media
  - leaflet drops
  - mailing lists

promotional magazines

- **Analyse data** to help meet targets and objectives may include:
    - sales reports
    - wastage
    - staffing

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Assessment Summary

The end-point assessment for the Retail Team Leader apprenticeship standard is made up of 3 assessment methods:

1. A 60-minute, with 5 minutes given to read the paper, on-demand test, consisting of 40 questions
2. A retail business project and 30-minute presentation with question and answer
3. A 1-hour professional discussion

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

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

On-demand test

Total marks available are 40. The on-demand test is graded at a pass only.

- To achieve a **pass**, apprentices must achieve at least 60% (24 out of 40)
- **Unsuccessful** apprentices will have scored 23 or below

The test may be delivered online or be paper-based and should be in a 'controlled' environment.

Retail business project

Apprentices will be marked against the pass and distinction criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all the pass **and** all the distinction criteria
- **Unsuccessful** apprentices will not have achieved all of the pass criteria

The retail business project and presentation should be conducted in a suitable location such as an employer's or training provider's premises.

Professional discussion

Apprentices will be marked against the pass and distinction criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all the pass **and** all the distinction criteria
- **Unsuccessful** apprentices will not have achieved all of the pass criteria

The professional discussion may be conducted using technology such as video link, as long as fair assessment conditions can be maintained.

Grading

The apprenticeship includes pass and distinction grades, with the final grade based on the apprentice's combined performance in each assessment method.

To achieve a pass, the apprentice is required to pass each of the 3 assessment methods.

To achieve a distinction, the apprentice must achieve a distinction in the retail business project and at least a pass in the on-demand test and professional discussion.

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

On-demand test	Retail business project	Professional discussion	Overall grade awarded
Fail any of the 3 assessment methods			**Fail**
Pass	Pass	Pass	**Pass**
Pass	Pass	Distinction	**Pass**
Pass	Distinction	Pass	**Distinction**
Pass	Distinction	Distinction	**Distinction**

Retake and resit information

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

The resit is usually expected to take place after all the required assessments have been taken and the individual assessment results and overall apprenticeship result has been given to the apprentice. There is no limit on the number of times an apprentice can resit a single failed activity. For any assessment activity where a resit is necessary, the grade will be limited to a pass.

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

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

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Assessing the on-demand test

The on-demand test consists of **40 scenario based multiple-choice questions** and will last **60 minutes**. The apprentice will be given **5 minutes** to read the question paper before attempting to provide any answers, so in total the examination will last **65 minutes**. The pass mark is 24 out of 40 (60%).

The multiple-choice test may be delivered online or be paper-based and should be taken in a 'controlled' and invigilated environment. The test is closed book which means that the apprentice cannot refer to reference books or materials.

The topics covered within the test have been broken down into 8 sections and are listed below.

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

In each paper, questions will cover each of the areas above, however not every aspect of every area will be covered in every test.

The individual marking sections are detailed in the table below:

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

Before the assessment

The employer/training provider should:

- brief the apprentice on the areas that will be assessed by the on-demand test
- in readiness for end-point assessment, set the apprentice a mock on-demand test. A test is available to download form the Highfield Assessment website. The mock tests are available as paper-based tests and also on the mock e-assessment system.

On-demand test criteria

Financial	
FN1	Principles of establishing, monitoring and reviewing sales targets
FN2	Key costs for a retail team, including fixed and variable, stock, staff and overheads
FN3	Turnover, gross and net profit
FN4	Ways to minimise costs and wastage
FN5	VAT

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

Merchandising	
ME1	Key principles of the retail calendar
ME2	Principles of merchandising
ME3	How local needs can influence merchandising
ME4	The importance of following merchandising plans

Stock	
ST1	The principles of stock control
ST2	The stock journey, from supply to sale
ST3	Why storage conditions are important for effective stock control
ST4	How to manage stock levels
ST5	Legal requirements relating to stock control, movement and sale (e.g. age restricted, fireworks)

Developing self and others	
DS1	Team dynamics
DS2	Performance reviews, SMART planning and target setting to meet team and individual objectives
DS3	Motivation and monitoring of team members to achieve objectives

Team performance	
TE1	Benefits of team building
TE2	Identification and resolution of conflict within a team

Legal and governance	
LG1	Legal requirements relating to a range of retail operations
LG2	Health and safety supervision and risk analysis

Diversity	
DI1	The range of cultures, characteristics and individual requirements that can affect team members and customers and how and why these may affect the operations/products in a retail environment

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Assessing the retail business project

This end-point assessment method consists of 2 components:

- business project
- presentation with questions and answers

Component 1: business project

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

The project topic should focus on an immediate problem, opportunity or idea in line with the scope of the apprentice's day-to-day role. For example, a potential cost saving for the business through improving efficiency, reducing waste or finding alternative ways of working to achieve the business's objectives and should include a research proposal, identify measurable improvements and make recommendations for implementation. The project should focus on an immediate problem, opportunity or idea in line with the scope of their day-to-day role.

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

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

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

- introduction and background
- outline of the challenge or opportunity
- aims and objectives
- identification of measurable improvements and benefits to the organisation
- evidence of consultation and engagement of stakeholders
- analysis of costs and commercial context

- legislative requirements that have been explained and adhered to
- evidence of effective research
- justified recommendations for implementation
- proposed timeframes for implementation

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

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

Apprentices are free to present this information in whichever way they feel is most appropriate, for example in a business report, but must include details of how and what research was undertaken, costings and how the legal implications have been considered.

Component 2: presentation with questions and answers

The presentation will take place in a controlled environment either on or offsite. A controlled environment is defined as a quiet room, away from the normal place of work with access to all the equipment the apprentice requires to deliver the presentation.

The apprentice will have **30 minutes** to deliver their presentation this includes time for questions and answers at the end. The employer can be present during the presentation as an observer only and will not interact with the assessment activity.

The apprentice is required to provide supporting evidence to show that they have completed each of the underpinning activities to lead them to the recommendations presented to the independent end assessor. The presentation time is not in itself sufficient to cover the full requirements so apprentices must also supply supporting information to evidence the process undertaken, which must be with the independent end assessor no less than 5 working days prior to the presentation.

Before the assessment

Employers/training providers should:

- give the apprentice time to work on their retail business project during the end-point assessment window
- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which retail team leader criteria will be assessed (outlined on the following pages)

- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard and identify real-life examples
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Grading the retail business project

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under retail business project criteria).

- To achieve a **pass**, apprentices must meet all of the pass criteria.
- To achieve a **distinction**, apprentices must meet all of the pass criteria **and** all of the distinction criteria.
- **Unsuccessful** apprentices will have not achieved all of the pass criteria.

Retail business project mock assessment

It is suggested that a mock assessment is carried out by the apprentice in advance of the end-point assessment with the training provider/employer giving feedback on any areas for improvement. It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment and Highfield recommend that the apprentice experiences a mock presentation 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 include the following elements:

- mock presentation should be **30 minutes**, including time for questions and answers at the end.
- consider a recording of the mock assessment and allow it to be played back to 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 are available to download from the Highfield Assessment website and may be used for this purpose
    - structured 'open' questions should be used as part of the questions and answers that do not lead the candidate but allow them to express their knowledge in a calm and comfortable manner.

Retail business project criteria

Throughout the retail business project, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the retail business report by considering how the criteria can be met and reflecting on their past experiences.

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

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Assessing the professional discussion

The professional discussion is a structured discussion between the apprentice and their assessor. The employer will be present at this discussion to provide further examples and support (but not lead) the apprentice. It allows the independent end assessor to ask the apprentice questions in relation to:

- the period of learning, development and continuous assessment (recommended 10 minutes)
- coverage of the standard (recommended 40 minutes)
- personal development and reflection (recommended 10 minutes)

The apprentice will be informed of the requirements prior to the discussion at least **5 days** in advance and may bring materials to assist them to demonstrate their competence. The professional discussion will be conducted in a 'controlled environment' such as a quiet room, away from the normal place of work. The professional discussion may be conducted using technology such as video link, as long as fair assessment conditions can be maintained.

The professional discussion will typically last **1 hour**.

The professional discussion will recognise areas which have already been covered in the retail business project so as not to re-assess an area in which the apprentice has already demonstrated competence.

Before the assessment

Employers/training providers should:

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

Grading the professional discussion

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under 'Professional discussion criteria').

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria and all of the distinction criteria
- **Unsuccessful** apprentices will have not achieved all of the pass criteria

Professional discussion - mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommends that the apprentice experience a mock professional discussion in preparation for the real thing. The most appropriate form of mock professional discussion will depend on the apprentice's setting and the resources available at the time.

In designing a mock assessment, the employer/training provider should consider the following elements in their planning:

- the mock professional discussion should take place in a suitable location.
- a **1-hour** time slot should be available to complete the professional discussion, if it is intended to be a complete professional discussion covering all relevant standards. However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock professional discussion and allow it to be available to 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 are available to download from the Highfield Assessment website and may be used for this purpose.
- use structured, 'open' questions that do not lead the apprentice but allows them to express their knowledge and experience in a calm and comfortable manner. For example:
    - marketing
        - Can you please tell me who are your main competitors?
        - How do you monitor your competitors activities?
    - stock
        - Does stock ever get damaged in your business?
        - What do you do if stock is damaged within your business?
    - leadership
        - How do you plan for each day?
        - How do you know what needs to be achieved on a daily or weekly basis?

Professional discussion criteria

Throughout the **1-hour** professional discussion, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the professional discussion by considering how the criteria can be met.

Professional discussion
To pass, the following must be evidenced
PD1 Describe the organisation's customer profile, how their purchasing habits are monitored across the retail calendar year and explain how the team are supported to ensure their individual needs are met or exceeded. **PD2** State how they act as a role model to motivate the team to increase sales, merchandise products effectively, attract customer loyalty and meet business / brand targets **PD3** Describe how to organise day-to-day activities, plan for contingencies and escalate to the manager as appropriate **PD4** Explain the position of the business / brand and how the team can impact the reputation within the market **PD5** Demonstrate understanding of the full range of products / services offered by the brand / business and how technology is used to promote these to the customer **PD6** Explain how to lead the team in effective stock management to meet legal and business requirements **PD7** Demonstrate how own and team development is planned and managed detailing the benefits of development to individuals and the business **PD8** Describe how the team work positively, professionally within a diverse culture
To gain a distinction, the following must be evidence
PD9 Evaluate customer feedback to justify evidence that customer expectations are met or exceeded **PD10** Analyse data evidence to support the meeting of organisation's targets and objectives **PD11** Measure individual and team development and performance

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