

**Retail Leadership Integrated Degree
Apprenticeship Standard
Level 6**

End-Point Assessment Plan

Introduction and Overview

This document sets out the requirements for end-point assessment (EPA) for the Retail Leadership **integrated** degree apprenticeship standard. It is written for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Retail Leadership apprentices, their employers and training providers.

The Retail Leadership apprenticeship standard details the knowledge, skills and behaviours (KSBs) expected of a competent retail leader. Apprentices will typically spend 4 years working towards the apprenticeship standard, with a minimum 20% off-the-job training.

The EPA should only start once the employer is satisfied that the gateway requirements for EPA have been met and can be evidenced to an EPAO; and that the apprentice is consistently working at or above the level set out in the standard. Apprentices without level 2 English and maths will need to achieve this level prior to taking the end-point assessment. For those with an education, health and care plan or a legacy statement, the apprenticeships English and maths minimum requirement is Entry Level 3 and a British Sign Language qualification is an alternative to English qualifications for whom this is their primary language.

The EPA must be completed over a maximum period of 6 months, after the EPA gateway.

Performance in the EPA will determine the apprenticeship grade of fail, pass or distinction.

EPA must be conducted by independent assessors from an EPAO. EPAOs must be approved to deliver EPA for this apprenticeship standard, as shown on the Education & Skills Funding Agency's (ESFA) Register of End-Point Assessment Organisations (RoEPAO).

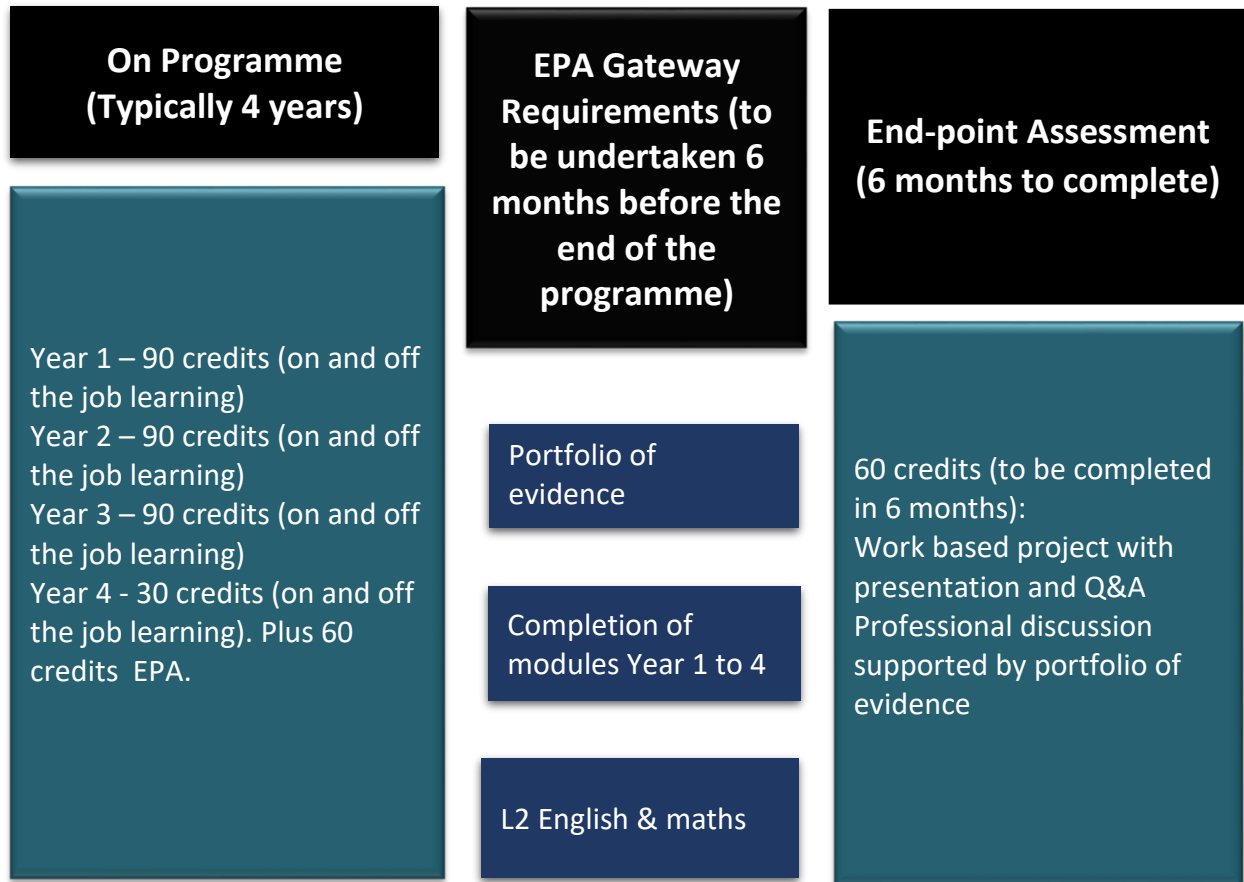
The EPA consists of 2 distinct assessment methods

1. A **work based project** followed by a **presentation of the work based project**, with questions and answers.
2. A **professional discussion** supported by a portfolio of evidence. The portfolio itself is not directly assessed or graded as part of the EPA.

To achieve final certification, the apprentice must have achieved a minimum of a pass in each assessment method. A pass in the EPA will demonstrate that the apprentice can apply the KSBs required by the apprenticeship standard. Apprentices achieving a distinction will be demonstrating performance above the minimum requirements of the standard.

Summary of Apprenticeship

Diagram 1. Retail Leadership apprenticeship journey



End-point Assessment Overview

Assessment Method	Area Assessed	Assessed by	Grading
Work based project followed by a presentation with Q&A	Apprentices will undertake research and produce a work based project agreed by the employer and independent assessor. The structured presentation will be between the apprentice and an independent assessor assessing a range of KSBs. This will be supported by Q&As.	EPAO	A minimum of a pass is required. Fail and distinction grades are also available.
Professional discussion supported by a portfolio of evidence	The professional discussion is a structured discussion between the apprentice and an independent assessor assessing a range of KSBs. This will be supported by a portfolio of evidence.	EPAO	A minimum of a pass is required. Fail and distinction grades are also available.

End-point Assessment Gateway

The EPA should only start once the employer is satisfied that requirements for EPA gateway have been met and can be evidenced to an EPAO; and that the apprentice is consistently working at or above the level set out in the standard. Employers may wish to take advice from their apprentice's training provider(s).

Apprentices must complete the gateway requirements below as a pre-requisite to EPA:

- Apprentices without level 2 English and maths will need to achieve this level prior to taking the end-point assessment. For those with an education, health and care plan or a legacy statement the apprenticeships English and maths minimum requirement is Entry Level 3 and a British Sign Language qualification is an alternative to English qualifications for whom this is their primary language.
- Complete the on programme modules of the degree. Document off-the-job training that the apprentice has completed; showing how a minimum of 20% of their employed time has been spent off-the-job training.
- Produce a portfolio of evidence.

End-point Assessment

EPA must be completed over a maximum period of 6 months, after the EPA gateway.

The EPA consists of 2 distinct assessment method

1. A **work based project** followed by a **presentation of the work based project**, with questions and answers.
2. A **professional discussion** supported by a portfolio of evidence. The portfolio itself is not directly assessed or graded as part of the EPA.

The work based project should be completed before the presentation. However the assessment methods can be taken in any order.

The EPA must be completed over a maximum period of 6 months, after the apprentice has met the EPA gateway requirements.

Apprentices will have 5 months to complete and submit a project report to their EPAO following the agreed project start date (this is agreed after the gateway process has been undertaken). This should be submitted two weeks before the presentation so that the independent assessor can grade it and prepare any questions prior to the presentation.

EPAOs must ensure that the presentation and questioning elements and professional discussion are conducted in a suitable controlled environment i.e. quiet room free from distraction and influence, with the necessary equipment for each assessment method e.g. computer, power-point facilities (if required by the apprentice). It is anticipated that EPAOs will use the apprentice's employer's premises wherever possible to minimise costs. The presentation and questioning elements and professional discussion may be conducted face-to-face or via an online platform e.g. video-conferencing. EPAOs must ensure appropriate

methods to prevent misrepresentation are in place should an online option be used. For example, a 360-degree camera function with an administrator/invigilator.

Requirements for each assessment method are detailed below and must take place in the following order.

Assessment Method 1

Part 1- Work based project

This is the first component of the EPA and will be a contextualised work-based project of 10,000 words (+/- 10%) excluding annexes. It will be started after the EPA gateway decision and developed over a period of 5 months in the final year of the programme. This allows one month for the presentation and professional discussion component of the EPA to take place (making 6 months in total).

The work-based project will be assessed for evidence that the knowledge, skills and behaviours required of a Retail Leader are inherent in the apprentice's practice and the content of the project must enable the following to be demonstrated:

- The approach to planning and completion of the project, including what has to be delivered on completion of the project.
- The application of the knowledge and skills to meet the outcomes in the standard.
- The application of behaviours from the standard.
- Evidence of learning and of clear outcomes for the apprentice, their organisation and the customer.
- The work-based project should cover the project context, the apprentice's responsibilities, action taken by the apprentice (planning and execution) and results. The evidence provided must be attributable to the apprentice.
- The End-point Assessment Organisation will liaise with the employer and apprentice to agree a suitable project topic and title for the work-based project to be undertaken. This will be completed during the first two weeks following the completed Gateway process. The apprentice will scope out and provide a brief summary of what the project will cover and present a terms of reference of what will be undertaken by themselves and an initial plan for agreement by the employer, and independent assessor. The terms of reference and plan are not assessed components of the work-based project and EPA.
- For those learners with a special learning need such as dyslexia the independent assessor will ensure that reasonable adjustments are in place where necessary.

A typical structure for the work-based project **report should** include:

- Introduction
- Background
- Aims and Objectives
- Literature Review
- Research Methodology
- Outcomes

- Discussion
- Business implications
- Conclusions
- Recommendations

The apprentice will be required to document their assumptions and to highlight the consequences of those assumptions, enabling them to demonstrate their understanding of commercial pressures, and the application of their thinking and problem-solving skills.

Input from the employer and HEI will be limited to guidance in terms of project topic, scope, and recommended reading.

Part 2

Presentation with questions and answers

A presentation with questions and answers will take place between the independent assessor and the apprentice. **The presentation will be a summary of the work based project,** and so a copy of the completed project must be given to the assessor two weeks before the presentation so that it can be graded, and the independent assessor can prepare questions for the presentation.

- The EPAO must schedule the presentation and questioning elements to take place within the 6 months of the apprentice successfully going through the gateway process **and after the completion of the work based project,** giving an apprentice a minimum of 2-weeks' notice of the time, date and venue.
- The presentation and questioning elements must take place on a one-to-one basis between an independent assessor and an apprentice.
- **The questioning should take place after the presentation.**
- Two weeks prior to the presentation and questioning, the independent assessor must have reviewed the apprentice's work based project (and prepared questions for the questioning element). However, the questions may be modified to take account of the presentation evidence.
- Apprentices must give a presentation on an evaluation of their project. This should include factors such as, what went well, lessons learned for future project activity, and any specific recommendations
- The presentation must take 20 minutes (+/- 10% **this will be at the discretion of the independent assessor in order to provide scope for an apprentice to demonstrate their full abilities**), followed by 15 minutes (+/- 10% **again at the discretion of the independent assessor**) minutes questions and answers.
- Apprentices can use presentation aides i.e. power-point, video clips, flip chart, work products, notes.
- EPAOs must ensure any reasonable presentational requirements are in place e.g. power-point facilities.
- Following the presentation, the independent assessor must ask the apprentice **six** open questions; follow up questions are allowed to seek clarification.

- EPAOs must develop ‘question banks’ of sufficient size to mitigate predictability and review them regularly to ensure they are fit for purpose. It is recommended that EPAOs develop assessment tools in consultation with representative employers; where they do this, they must put measures in place to ensure question security.
- Questions must seek to assess KSBs not evidenced through the presentation **and work based project** and/or depth of understanding to assess performance against the distinction criteria.
- Apprentices may refer to their work based project, evidence contained within the work based project annex, presentation or presentation aides when answering the questions.
- Independent assessors must assess the report, presentation and questioning using the grading criteria in Annex B

Assessment Method 2

Professional discussion supported by a portfolio of evidence.

The professional discussion is a structured one-to-one discussion between the apprentice and an independent assessor.

See annex 1 for KSBs that must be assessed by the professional discussion.

The professional discussion must be appropriately structured to draw out the best of the apprentice’s competence and excellence.

The professional discussion must be conducted in a ‘controlled environment’ i.e. a quiet room, free from distraction and influence, away from the apprentice’s work station e.g. onsite office or offsite location. This can also be taken via skype etc.

The professional discussion must last for 60 minutes (+/- 10% **this will be at the discretion of the independent assessor in order to provide scope for an apprentice to demonstrate their full abilities**). Additional interview time may be granted for apprentices with appropriate needs, for example where translation or signing services are required.

The supporting portfolio of evidence should have a minimum of 20 pieces of evidence and a maximum of 25 pieces of evidence. The portfolio of evidence can be electronic or paper-based (or a mixture of both) and will be made up of a collection of evidence in a variety of formats including written, audio, and video. **Reflective accounts and self-evaluation cannot be included as evidence.** Examples would be:

- Video / audio comments / extracts
- Written statements
- Project plans
- Reports / Minutes / Action logs
- Observations
- Discussions from Networks / Working Groups
- Presentations
- Feedback (managers and Peers)

- Papers written by apprentice
- Performance Reviews

Independent assessors must select questions from a bank of competency based questions to ensure a consistent approach is adopted, as well as ensuring all required areas of the standard are appropriately covered (see Annex A). Supplementary questions may be asked to elicit a more detailed response from the apprentice. A **template to record the professional discussion** must be developed by EPAOs. EPAOs must develop and maintain a question bank of sufficient size to mitigate predictability and review them annually to ensure they, and the questions they contain, are fit for purpose. EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

Independent assessors must be developed and trained in the conduct of professional discussions and reaching consistent judgement by their EPAO.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion.

The professional discussion should be graded fail, pass or distinction. The portfolio supports the **professional discussion** and will not be assessed or graded during the end-point assessment.

Independent assessors must allocate grades using the grading criteria in Annex B.

End-point Assessment/Apprenticeship Grading

Performance in the EPA will determine the apprenticeship grade of fail, pass, or distinction.

EPAOs must grade the EPA according to the requirements set out in this plan.

Restrictions on grading normally apply where apprentices re-sit/re-take an assessment method – see re-sit/re-take section below

Independent assessors must individually grade the two assessment methods as fail, pass or distinction.

To achieve a pass grade the apprentice **must achieve a minimum of a pass in each** assessment method.

Work based project and Presentation	Professional discussion	Final Grade Awarded
Fail	Fail	Fail
Fail	Pass	Fail
Pass	Fail	Fail
Pass	Pass	Pass

Distinction	Pass	Pass
Pass	Distinction	Pass
Distinction	Distinction	Distinction

To achieve a distinction, the apprentice must achieve all of the pass criteria and **all of** the distinction criteria.

The grades for each apprentice is calculated by the EPAO using the grades awarded for each of the two assessment methods of the EPA. This includes combining the assessment for part 1 (work-based project) and part 2 (presentation, question and answer) of the first assessment method.

Any requirements for moderation, or review must be applied before the final grade is awarded.

Re-sits/re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit/re-take. A re-sit does not require further learning, whereas a re-take does. Apprentices should have a supportive action plan to prepare for the re-sit/re-take. The apprentice's employer will need to agree that a re-sit/re-take is an appropriate course of action.

If an apprentice fails the project element of the end-point assessment they will be asked to rework the work based project taking into account the feedback from the independent assessor. They will not be asked to complete a new work based project. **The work based project will only be awarded a pass. The apprentice will not undertake the presentation with Q&A part of the assessment method until the project has been graded as a pass.**

Re-sits or re-takes must be completed within 3 months from the last method otherwise the entire EPA must be re-sat/re-taken, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

Re-sits/re-takes are not offered to apprentices wishing to move from pass to distinction. Where any assessment method has to be re-sat/re-taken, the apprentice may not be awarded a distinction, unless the EPAO determines there are exceptional circumstances requiring a re-sit/re-take. Under normal circumstances only a pass is available to apprentices who have re-taken or re-sat part of their EPA.

There is no limit to the number of re-sits or re-takes. This would be agreed by the employer.

End-point Assessment Organisations

EPA must be conducted by an independent assessor from an EPAO. EPAOs must be approved to deliver EPA for this apprenticeship, as shown on the Education & Skills Funding Agency's (ESFA) Register of End-Point Assessment Organisations (RoEPAO). As this is an integrated degree apprenticeship, the HEI delivering the training will not undertake the end-point assessment. The independent assessor must be totally independent to the training delivery and must not have been involved with the apprentice's employment. The independent assessor must be from another HEI.

Independent assessors must meet the following requirements:

Mandatory requirements:	Independent Assessors
Be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest	√
Have significant relevant practical experience as a senior retail leader within the professional retail industry, typically demonstrated by 5 years in the role	√
Hold or be working towards Assessor Award (A1/A2/D32/D33/TAQA or equivalent qualification)	√
Attend a minimum of 2 days EPAO standardisation sessions per year	√
Undertake a minimum of 2 days continuing professional development relating to the Retail sector a year.	√

The independent assessor will mark both assessment methods. There are no specific qualification or experience requirements for such personnel. They must be trained in the task(s) by their EPAO and operate according to their guidance.

EPAOs must employ internal quality assurance staff to verify independent assessor decisions. They must be independent of the apprentice, their employer and training provider i.e. there must be no conflict of interest.

EPAOs must develop:

- A bank of competency based questions for the professional dialogue, of sufficient size to mitigate predictability.
- Documentation for recording assessment decisions.

Internal Quality Assurance

Internal quality assurance refers to the requirements that EPAOs must have in place to ensure consistent, reliable, accurate and valid assessment decisions. EPAOs must undertake internal quality assurance as follows:

- Appoint independent assessors that meet the requirements as detailed in this plan – see above.
- Provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading.
- Have quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time.
- Operate regular standardisation events that enable assessors to attend a minimum of 2 events per year.
- Operate moderation of assessment activity and decisions, through examination of documentation and observation of activity. Moderation must be performed on a risk basis, i.e. new or poorly performing independent assessors must have every component of every assessment quality assured, but established, high performing independent assessors can be quality assured on a sampling basis, with at least one assessment component being subject to either desk based or live internal quality assurance activity.

External Quality Assurance

The Institute for Apprenticeships is exploring whether QAA can undertake external quality assurance for this standard, **arrangements are to be** confirmed.

Implementation

Affordability

The following factors should ensure the EPA is affordable:

- Employers' premises should be used for EPA venues where possible.
- Remote assessment is permissible, reducing travel costs.

Volumes

It is anticipated that there will be 40 starts in year 1 on this apprenticeship and 120 per year once established.

Annex A: Knowledge, skills and behaviours to be assessed by each assessment method

Key

Assessment method 1 - Work based project / presentation with question and answers (WBP)

Assessment method 2 - Professional Discussion (PD)

Ref	Criteria	Knowledge to be assessed	Assessment Method
K1	Retail Landscape – current and future	<ul style="list-style-type: none"> The key aspects of the retail sector including stakeholder location and its relevance to UK and Global economies. Key economic and political drivers, changes that affect the retail landscape and the impact of government legislation on the cost of retail operations. The overall retail landscape and concepts such as market share, and socio-economic trends, in a way that enables the development of a strategic plan for business growth 	PD
K2	Retail product life cycle	<ul style="list-style-type: none"> How product ranges are built and balanced between existing products, new products and seasonality How buying decisions are made by customers (Push v Pull) The attraction of products and brands (e.g. own label vs branded) The role played by pricing, merchandising, store layout, and online factors (eg website design) in improving business. 	WBP
K3	Retail innovation and the digital challenge	<ul style="list-style-type: none"> Strategic marketing plans, digital responses, and store propositions, as part of the omni-channel model. On-line only and / or store only operations and the impact of new purchasing methods. 'Bricks and Clicks' How new AI / digital and IT developments impact on the future of retailing, eg running a delivery / click and collect offer, and the impact of new / diverse revenue streams 	WBP
K4	Retail Marketing and the customer	<ul style="list-style-type: none"> The importance of 'The Brand', and how brand reputation is protected, enhanced or destroyed The purchasing, buying and loyalty behaviours of existing and potential customer groups, including the communities and customer profiles that are served and pricing strategies How to identify the customer's current and future needs and purchasing trends, including ethical and sustainable retailing The role of contact centres, advertising, promotions and the use of social media (eg social media platforms) 	PD

K5	Retail Supply Chains	<ul style="list-style-type: none"> • How to evaluate suppliers within a global and UK context. • Relationship between cost efficiency and customer experience, including future delivery methods, eg drones / AI • The need to have in place a 'just in time' approach to supply. 	PD
K6	Retail Finance, Data and MI	<ul style="list-style-type: none"> • The key financial levers that affect the overall performance and profit of the business • How to analyse, interpret and use data • The role that management information and 'Big Data' plays in supporting growth, and its use in a personalised approach to the retail customer. 	WBP
K7	The impact of change in Retail on our people	<ul style="list-style-type: none"> • How to deliver productivity for retail through different models • The impact that 24/7 retailing has on the sector's employees • The importance of recruiting, inducting and developing an effective team to drive the performance of the business across omni-channel streams • The impact of having a talent pipeline on all parts of a retail business • The concept of having a 'personal brand' and leadership approach within the context of the overall organisational brand and values. • The importance of GDPR legislation and how it will impact on the current and future use of customer data 	WBP

Ref		Skills to be assessed	Assessment Method
S1	Retail Landscape – current and future	<ul style="list-style-type: none"> • Construct the key plans for the business, and demonstrate creatively, clarity of thinking and decision making in delivering them both in-store and online. • Analyse and evaluate key economic and political trends, and how they impact upon the retail landscape, including technology and Artificial Intelligence (AI) • Consider the impact of different business models and propositions, including the move to on-line retailing 	PD
S2	Retail product life cycle	<ul style="list-style-type: none"> • Construct customer profiles to ensure buying and merchandising impact is maximized • Implement the link between product quality and customer satisfaction • Influence the design of an appropriate store / website layout based on current and customer buying patterns. 	WBP
S3	Retail innovation and the digital challenge	<ul style="list-style-type: none"> • Critically evaluate the most effective methods of digital delivery, and how they will impact on the product range. • Evaluate the impact digital channels play, and identify the likely impact of changes in digital / AI behaviour by customers 	WBP

		<ul style="list-style-type: none"> Critically evaluate the impact of new technology on the customer journey and experience 	
S4	Retail Marketing and the customer	<ul style="list-style-type: none"> Create an environment in which the brand and brand values underpin both colleague and customer understanding (internal and external). Consistently apply the retail brand ethos and values Using critical research, construct a customer engagement / pricing strategy By using data, analyse and predict the customer's current and future needs and purchasing trends, including how the customer journey is impacted 	PD
S5	Retail Supply Chains	<ul style="list-style-type: none"> Appraise the effectiveness of the overall supply strategy and approach of the business, which is ethical, sustainable and profitable. Anticipate future requirements for new products. Critically review the role of logistics, warehousing and transport operation within the retail business. 	PD
S6	Retail Finance, Data and MI	<ul style="list-style-type: none"> Review the performance of their business against key financial and performance data and ratios. Use consumer trend data, and sales MI to predict the reaction of customers, and respond accordingly Articulate the rationality behind the key business decisions (eg pricing strategy), and how they link with overall financial performance. 	WBP
S7	The impact of change in Retail on our people	<ul style="list-style-type: none"> Recognise the impact that the changing nature of retail has on people strategies, e.g. recruitment L&D, employee engagement and talent management. Allocate appropriate levels of resource to different methods of operation. Build teams, and empower and manage others to improve business performance. Utilise emotional and social intelligence to build and develop relationships both internally and externally. Demonstrate effective problem solving and time management skills, and an expert written and verbal communication style 	WBP

Ref		Behaviours to be assessed	Assessment Method
B1	An inspirational Retail Leader	<ul style="list-style-type: none"> Inspire those around them. Be resilient and a willing to implement change. 	PD
B2	Challenge and Innovate	<ul style="list-style-type: none"> Innovative and willing to experiment. Challenges the status quo and makes 'difficult' decisions. Is conscious of impact of own style 	WBP
B3	Passion for the Retail Sector	<ul style="list-style-type: none"> Be passionate and energised by the Retail Sector. Be an ambassador for the retail sector. Be customer centric. 	PD

Annex B: End-Point Grading criteria

Assessment Method 1 Work based project with presentation, questions and answers

KSBs to be assessed as shown in Annex A:			
Knowledge, Skills and Behaviours	Fail Criteria: the apprentice has not met the pass criteria.	Pass Criteria: the apprentice must display all of the following:	Distinction Criteria: the apprentice must display all of the pass criteria plus all of the following:
K2, S2 Retail Product Life cycle	The apprentice has not met the pass criteria.	<p>Explain the importance of brand, brand image, and the concept of push / pull.</p> <p>Uses an example to illustrate how brands can be enhanced or destroyed.</p> <p>Using an example of what they have done, can explain how product ranges are built and developed and the factors on them, such as new products, seasonality and pricing.</p> <p>Demonstrates the role played by merchandising, store or on-line layout in determining sales.</p>	<p>Is able to breakdown the concept of the brand and the factors that influence brand loyalty, promotion etc.</p> <p>Presents evidence of their understanding of the product range development for at least two examples in own business and how they influenced the development of them.</p> <p>Is able to present at least two examples of merchandising / on-line layout and how they used them to optimise the product life cycle.</p>
K3, S3 Retail Innovation and the digital challenge	The apprentice has not met the pass criteria.	<p>Is able to provide at least two examples as to why and how retail is changing, and the key influencers on changes to customer buying patterns and habits.</p> <p>Provides evidence as to how changes in IT have impacted on their role and the work they undertake for their business.</p> <p>Can give a specific example of where they have used innovative practice to influence the business.</p>	<p>Is able to identify how changes in IT and innovation have impacted on the business in the short-term, and outline what they believe the longer-term impact will be including any recommendations that they have made to reduce any potential risks to sales.</p> <p>Provides evidence of reviews they have undertaken on future digital challenges and how they have developed plans to limit risks to negative impact on sales and made recommendations on new products in order to increase sales.</p>

<p>K6, S6 Retail Finance, Data and MI</p>	<p>The apprentice has not met the pass criteria.</p>	<p>Is able to describe at least four of the key performance levers that affect the performance of the business and how they have used these to increase performance.</p> <p>Provides evidence of where they have analysed, interpreted and used data to increase the performance of the business</p> <p>Is able to describe the concept of 'Big Data' and how it applies to the retail sector and their role.</p>	<p>Provides evidence of where they have used key performance levers in the business, and how they have impacted on the business performance.</p> <p>Provides two examples of where they have used detailed analysis to improve business performance and what the recommendations for change were</p> <p>Provides evidence of how they have used 'Big Data' to drive business performance and what the results were.</p>
<p>K7, S7 The impact of change in retail on our people.</p>	<p>The apprentice has not met the pass criteria.</p>	<p>Provides evidence of how they recruit, train and manage a team of people in a retail environment.</p> <p>Demonstrates how on-line retailing impacts on the motivation and morale of employees and what they have done to reduce any negative impact on their team.</p> <p>Is able to describe the principles behind talent management and how they use this within their organisation to grow the careers of individuals in retail.</p> <p>Is able to describe the concept of a 'personal brand', and how different management styles can have impact including an example of how they have used this to grow the performance of their team.</p>	<p>Provides at least two examples of where the changing nature of retail operations have had a positive impact on the morale and motivation of their staff and the actions they took to resolve any negative impacts.</p> <p>Provides evidence of how they have applied the use of emotional and social intelligence to develop relationships within their teams and other organisations, and what the results of this has been.</p> <p>Gives an example of where they have resolved a real problem such as a change in the balance between in-store and on-line sales, giving details on how this has impacted on the business and recommendations they made for future change.</p>
<p>B2 Challenge and innovate</p>	<p>The apprentice has not met the pass criteria.</p>	<p>Is able to outline the use of innovation in their management style and where they have used this within the organisation.</p>	<p>Provides evidence of at least two examples on where they have experienced how different management styles impact upon the business and recommendations they made to ensure that any negative impact was minimalised.</p>

		Provides evidence of where they have dealt with a challenging situation and what difficult decisions they made to resolve this.	Provides an example of a difficult decision they have made, that required them to balance contrary aspects, and set out how they reach their decision and what impact it had.
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Assessment method 2 - Professional discussion supported by portfolio of evidence

KSBs to be assessed as shown in Annex A:			
Knowledge, Skills and Behaviours	Fail Criteria: the apprentice has not met the pass criteria.	Pass Criteria: the apprentice must display all of the following:	Distinction Criteria: the apprentice must display all of the pass criteria plus all of the following:
K1, S1 Retail Landscape Current and future	The apprentice has not met the pass criteria.	<p>Is able to describe the principle economic and political influences on the retail sector in general and how they have used these in their business in particular.</p> <p>Is able to explain the meaning behind at least three retail concepts such as market share, and socio-economic trends etc and how they have used these in their day to day work activities.</p>	<p>Is able to outline the context of their business within the UK and / or global environment and can explain such key indicators as what % of the market share the business achieves, and what growth targets are.</p> <p>Is able to describe an example of where changes in economic and political factors have impacted on their business, and what actions they took to rectify any negative impacts.</p> <p>Is able to outline how differing retail concepts have impacted upon their own business and the actions they took to increase sales as a result of this.</p>
K4, S4 Retail Marketing	The apprentice has not met the pass criteria.	Provides evidence of where they have used analytics to understand a customer's current and future needs.	Is able to give at least two examples of where effective marketing has had a real impact on sales within their business, and describe the factors that made them so successful.

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<p>and the customer</p>		<p>Is able to describe why it is important to identify current and future trends in determining product portfolios and give an example of where they have done this in their organisation.</p> <p>Is able to describe the role of such tools as contact centres, advertising, promotions and social media in driving sales and profit and how they use them in their day to day work activities.</p>	<p>Provides evidence of two examples of where retail tools, such as contact centres, advertising, promotions and social media have directly impacted on the business including what this impact was and any recommendations made.</p> <p>Is able to describe some of the pitfalls in the use of social media including examples of where the use of social media in their organisation has not had the required impact and any recommendations for change in how this is now used.</p>
<p>K5, S5 Retail Supply Chains</p>	<p>The apprentice has not met the pass criteria.</p>	<p>Is able to describe the important factors of using retail supply chains, and how they have used them in establishing and maintaining effective relationships with suppliers.</p> <p>Can explain the reasons why ethical and sustainable sources of supply are important in the retail sector and detail what their organisations are doing in this area.</p> <p>Is able to explain why the 'just in time' approach to supply is important in the retail sector and give an example of where they have used this.</p>	<p>Provides evidence of where they have made effective use of logistics and distribution and what benefits this has brought to their business.</p> <p>Is able to give at least one example of where ethical and sustainable supply has impacted on their own business and what recommendations they have made to improve this.</p> <p>Using 2 examples they can identify the steps that they have taken in responding to a 'just in time' supply failure and what the outcomes of their approach were.</p>
<p>B1 An inspirational Retail Leader</p>	<p>The apprentice has not met the pass criteria.</p>	<p>Is able to describe different types of management styles and how they use them in their day to day activities with their team and suppliers.</p> <p>Is able to outline their understanding of what is meant by leading by example and give an example of how they deliver this with their team.</p>	<p>Is able to describe an example of where they have used different management styles and how they have impacted upon the business.</p> <p>Is able to provide evidence of how they have provided effective leadership to others and what the results were on their team/individual.</p>

		Using an example, is able to describe the steps they have taken to implement a significant change programme and what the impact of this was on the organisation.	Is able to describe what changes they believe will impact on the retail sector in the future, and what possible impacts they will have.
B3 Passion for the Retail sector	The apprentice has not met the pass criteria.	Is able to demonstrate their knowledge of the retail sector, by giving an example of where they have acted as an ambassador for the customer. Is able to give an example where they have been motivated to be customer focused.	Using three examples from within their own business they talk with enthusiasm about the retail sector, and their role within it. Is able to articulate with conviction how they see being able to be customer focussed in a future digital retail world