



www.highfieldqualifications.com

# Qualification Specification

## Highfield Level 3 Certificate in Retail Team Leading (RQF)

Qualification Number: 603/4421/0

Version 1.1 September 2019

## Contents

Introduction .....	3
Qualification regulation and support.....	3
Key facts .....	3
Qualification overview and objective .....	3
Entry requirements.....	3
Guidance on delivery .....	4
Guidance on assessment.....	4
Guidance on quality assurance.....	4
Recognition of prior learning (RPL).....	4
Assessor requirements .....	5
Internal quality assurance (IQA) requirements .....	5
Reasonable adjustments and special considerations.....	5
ID requirements .....	5
Progression opportunities.....	6
Useful websites .....	6
Additional support/training .....	6
Appendix 1: Qualification structure.....	7
Appendix 2: Qualification content.....	8
Appendix 3: Sample Assessment Material .....	20

## Highfield Level 3 Certificate in Retail Team Leading (RQF)

### Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager.

---

### Qualification regulation and support

The Highfield Level 3 Certificate in Retail Team Leading has been developed and are awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual. It is also regulated by Qualification Wales.

---

### Key facts

#### Highfield Level 3 Certificate in Retail Team Leading

<b>Qualification number:</b>	603/4421/0
<b>Learning aim reference:</b>	60344210
<b>Credit value:</b>	14
<b>Assessment method:</b>	Portfolio of Evidence
<b>Guided learning hours (GLH):</b>	84
<b>Total qualification time (TQT):</b>	140

---

### Qualification overview and objective

This qualification has been developed to support learners completing the Retail Team Leader Apprenticeship Standard and can be used to assess their readiness for end-point assessment. This qualification covers the knowledge pass criteria of the standard, as described in the relevant Assessment Plan (ST0326/AP01).

The qualification is also designed as a stand-alone qualification for those learners wishing to gain a nationally-recognised qualification in retail team leading.

The objective of the qualification is to support a team leading role in a retail environment, giving learners the opportunity to learn and evidence their knowledge and competency either as part of an apprenticeship or as a stand-alone qualification. The qualification provides learners with the knowledge in retail such as:

- Understanding customer profiles and business requirements
- Understanding the brand standard and business objectives
- Understanding the business market position to maximise performance

---

### Entry requirements

To register on to this qualification, learners are required to meet the following entry requirements:

- be 16 years of age or above
- have a basic level of literacy and numeracy

## Centre requirements

There are no specific requirements for the centre, providing that each learner's workplace is suitably equipped for the chosen units to be delivered and assessed.

---

## Guidance on delivery

The total qualification time for this qualification is 140 hours, of which 84 are recommended as guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

---

## Guidance on assessment

The qualification is a combined knowledge and competence qualification. It is assessed through the completion of a portfolio of evidence, which must be internally assessed and quality assured by the centre. A portfolio of evidence gives centres flexibility in how individual assessment criteria are assessed.

Learners must achieve all of the pass criteria across all units, in order to be awarded a Pass. Examples of evidence for the portfolio could include:

- worksheets
- record of oral and written questioning
- assignments/projects/reports
- candidate and peer reports
- record of professional discussion

Assessors can use other methods of assessment, providing they are valid and reliable.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

---

## Guidance on quality assurance

Highfield Qualifications requires centres to have in place a robust mechanism for the quality assurance of training delivery and invigilated assessment arrangements.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

---

## Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing the learner for assessment.

For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) policy in the members' area of the Highfield Qualifications website. This policy should be read in conjunction with this specification and all other relevant Highfield Qualifications documentation.

---

### Assessor requirements

Highfield Qualifications strongly recommends nominated assessors for this qualification to meet the following:

- have current, relevant occupational expertise and knowledge that has been gained through ‘hands-on’ experience in the industry and could include qualifications such as:
  - Level 3 Diploma in Retail Knowledge
  - Highfield Level 3 Diploma in Retail Skills (Sales Professional)
  - Highfield Level 3 Diploma in Retail Skills (Management)
- hold or be working towards a recognised assessing qualification, which could include any of the following:
  - Level 3 Award in Assessing Competence in the Work Environment
  - Level 3 Certificate in Assessing Vocational Achievement
  - A1 Assess Learner Performance Using a Range of Methods
  - D32 Assess Learner Performance and D33 Assess Learner Using Different Sources of Evidence
- maintain appropriate continued professional development for the subject area

---

### Internal quality assurance (IQA) requirements

Highfield Qualifications strongly recommends internal quality assurers for this qualification to meet the following:

- have current, relevant occupational expertise and knowledge that has been gained through ‘hands-on’ experience in the industry and could include qualifications such as:
  - Level 3 Diploma in Retail Knowledge
  - Highfield Level 3 Diploma in Retail Skills (Sales Professional)
  - Highfield Level 3 Diploma in Retail Skills (Management)
- hold or be working towards a recognised internal quality assurance qualification, which could include any of the following:
  - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
  - D34 or V1 verifier awards
- maintain appropriate continued professional development for the subject area

---

### Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications’ Reasonable Adjustments Policy for further information/guidance.

---

### ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner’s identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner’s identity:

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

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

**For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.**

---

### Progression opportunities

On successful completion of these qualifications, learners may wish to continue their development by undertaking one of the following qualifications:

- Highfield Level 4 Certificate in Retail Management (RQF)
- Highfield Level 4 Diploma in Retail Management (RQF)

---

### Useful websites

- <https://www.gov.uk/government/collections/apprenticeship-standards>
- [www.people1st.co.uk/](http://www.people1st.co.uk/)

---

### Additional support/training

The National Counter Terrorism Security Office (NaCTSO) is a police unit that works alongside the Home Office to support the 'protect and prepare' areas of the government's counterterrorism strategy. One of their aims is to encourage the public to recognise and report suspicious activity and behaviour. You can find information, advice and guidance on recognising, acting on and reporting suspicious behaviour on the following website: <https://www.gov.uk/government/organisations/national-counter-terrorism-security-office>

As an apprentice you can access the free NaCTSO Action Counters Terrorism (ACT) Awareness e-learning course. This award-winning and invaluable training tool will help you to understand your role in recognising and reporting suspected terrorism and what to do in the event of a terrorist attack.

To access the course:

- follow the link: <http://ct.highfieldlearning.com/org/TheHighfieldGroup>
- answer the questions
  - click start

## Appendix 1: Qualification structure

To complete this qualification, learners must complete **all units** contained within the mandatory group (14 credits).

### Mandatory Group

Unit reference	Unit title	Level	GLH	Credit
R/617/5771	Financial	3	15	3
Y/617/5772	Communication	3	18	3
D/617/5773	Merchandising	3	12	2
H/617/5774	Stock	3	14	2
K/617/5775	Developing self and others	3	8	1
K/617/5775	Team performance	3	5	1
T/617/5777	Legal and Governance	3	6	1
F/617/5779	Diversity	3	6	1

## Appendix 2: Qualification content



Unit 1: Financial			
Unit number: R/617/5771	Credit: 3	GLH: 15	Level: 3
Learning Outcomes		Assessment criteria	
<p><b>K.</b> Understand how own actions and those of the team can contribute to the overall financial performance of the business by increasing sales e.g. through product positioning, and minimising costs through effective stock control and prevention of theft</p>		<p>FN1 Describe principles of <b>establishing, monitoring and reviewing sales targets</b></p> <p>FN2 Identify <b>key costs</b> for a retail team, including fixed and variable, stock, staff and overheads</p> <p>FN3 Explain <b>turnover, gross and net profit</b></p> <p>FN4 Explain ways to minimise costs and <b>wastage</b></p> <p>FN5 Explain <b>VAT</b></p>	

Unit 1: Amplification and Guidance	
<b>FN1</b>	<ul style="list-style-type: none"> <li>● <b>Establishing, monitoring and reviewing sales targets</b>, including:               <ul style="list-style-type: none"> <li>○ motivational techniques</li> <li>○ SMART targets</li> </ul> </li> </ul>
<b>FN2</b>	<ul style="list-style-type: none"> <li>● <b>Key costs</b>, including:               <ul style="list-style-type: none"> <li>○ stock</li> <li>○ cost of the premises</li> <li>○ equipment</li> <li>○ staff wages</li> <li>○ promotional materials</li> <li>○ tax</li> </ul> </li> </ul>

**Unit 1: Amplification and Guidance (continued)**

<b>FN3</b>	<ul style="list-style-type: none"><li>• <b>Turnover, gross and net profit</b><ul style="list-style-type: none"><li>○ including how to calculate each</li></ul></li></ul>
<b>FN4</b>	<ul style="list-style-type: none"><li>• <b>Wastage</b><ul style="list-style-type: none"><li>○ looks for opportunities to reduce waste but doesn't take inappropriate risks that will compromise customer service</li></ul></li></ul>
<b>FN5</b>	<ul style="list-style-type: none"><li>• <b>VAT, including:</b><ul style="list-style-type: none"><li>○ current UK rates</li><li>○ calculating VAT</li></ul></li></ul>

Unit 2: Communication			
Unit number: Y/617/5772	Credit: 3	GLH: 18	Level: 3
Learning Outcomes		Assessment criteria	
<p><b>K.</b> Understand how to support effective communication, quickly determining the situation and needs of individuals and how to respond in the most appropriate way using a variety of techniques and methods, for example face to face and/or remotely to include on-line.</p>		<p>CO1 Describe the <b>variety of methods of communication</b> available and how to use these effectively depending on the situation and audience</p> <p>CO2 Describe verbal/non-verbal/written, face to face, on-line, via telephone, brand standard/corporate image</p> <p>CO3 Explain how to establish the needs of <b>individuals</b></p> <p>CO4 Explain the principles of <b>active listening</b></p> <p>CO5 Explain the <b>importance of feedback</b></p>	

Unit 2: Amplification and Guidance	
<b>CO1</b>	<ul style="list-style-type: none"> <li>• <b>Variety of methods of communication</b>, for example:               <ul style="list-style-type: none"> <li>○ face to face</li> <li>○ remote</li> <li>○ spoken</li> <li>○ written</li> <li>○ manual</li> <li>○ electronic methods</li> </ul> </li> </ul>
<b>CO3</b>	<ul style="list-style-type: none"> <li>• <b>Individuals</b>, including:               <ul style="list-style-type: none"> <li>○ team members</li> <li>○ customers</li> </ul> </li> </ul>

**Unit 2: Amplification and Guidance (continued)**

<b>CO4</b>	<ul style="list-style-type: none"><li>● <b>Active listening</b><ul style="list-style-type: none"><li>○ really listening to what a person is saying to allow you to build a whole picture of what it is that they are trying to communicate</li><li>○ full attention should be given, therefore maintaining good eye contact and nodding your head to make the person feel at ease can be important</li><li>○ don't interrupt or simply wait to speak next, your focus should be on truly understanding the point and the overall substance that the speaker is communicating</li></ul></li></ul>
<b>CO5</b>	<ul style="list-style-type: none"><li>● <b>Importance of feedback</b>, including:<ul style="list-style-type: none"><li>○ developing the receiver's knowledge and understanding</li><li>○ allows individuals to improve</li><li>○ emphasises positives and negatives of performance</li><li>○ individuals feeling valued</li><li>○ decreases poor performance or behaviour</li></ul></li></ul>

Unit 3: Merchandising			
Unit number: D/617/5773	Credit: 2	GLH: 12	Level: 3
Learning Outcomes		Assessment criteria	
<b>K.</b> Know methods of merchandising throughout the retail operation, including point of sale, the retail calendar and local needs e.g. geographical, topical or weather based		ME1 Explain the <b>key principles of the retail calendar</b> ME2 Explain the <b>principles of merchandising</b> ME3 Explain how local needs can influence merchandising ME4 Explain the importance of following merchandising plans	

Unit 3: Amplification and Guidance	
<b>ME1</b>	<ul style="list-style-type: none"> <li>● <b>Key principles of the retail calendar</b></li> <li>○ busier times of the year depending on the type of retail business</li> </ul>
<b>ME2</b>	<ul style="list-style-type: none"> <li>● <b>Principles of merchandising</b>, for example:               <ul style="list-style-type: none"> <li>○ less is more</li> <li>○ pyramid principle</li> <li>○ odd rather than even</li> <li>○ repetition</li> </ul> </li> </ul>

Unit 4: Stock			
Unit number: H/617/5774	Credit: 2	GLH: 14	Level: 3
Learning Outcomes		Assessment criteria	
<p><b>K.</b> Understand the principles of stock control from sourcing to sale/supply</p> <p><b>K.</b> Understand the management of stock levels, security, restrictions (e.g. age restricted products), wastage and effective systems for recording them</p>		<p>ST1 Describe the <b>principles of stock control</b></p> <p>ST2 Explain the stock journey, from supply to sale</p> <p>ST3 Explain why storage conditions are important for effective stock control</p> <p>ST4 Describe how to manage stock levels</p> <p>ST5 Explain the <b>legal requirements</b> relating to stock control, movement and sale</p>	

Unit 4: Amplification and Guidance	
<b>ST1</b>	<ul style="list-style-type: none"> <li>● <b>Principles of stock control</b>, for example: <ul style="list-style-type: none"> <li>○ rotation of stock</li> <li>○ space</li> <li>○ frequency of use</li> </ul> </li> </ul>
<b>ST5</b>	<ul style="list-style-type: none"> <li>● <b>Legal requirements</b>, for example: <ul style="list-style-type: none"> <li>○ age restricted</li> <li>○ fireworks</li> <li>○ solvents</li> </ul> </li> </ul>

## Unit 5: Developing Self and Others

Unit number: K/617/5775

Credit: 1

GLH: 8

Level: 3

### Learning Outcomes

### Assessment criteria

**K.** Understand the knowledge, skills and behaviours required of self and others to develop a high performing team in the business

**K.** Understand team dynamics and the importance of enabling team members to appreciate their role in the wider organisation and in meeting business objectives

DS1 Explain team dynamics

DS2 Describe performance reviews, **SMART** planning and target setting to meet team and individual objectives

DS3 Explain **motivation** and **monitoring** of team members to achieve objectives

## Unit 5: Amplification and Guidance

**DS2**

- **SMART**
  - specific
  - measurable
  - achievable
  - realistic
  - time based

**DS3**

- **Motivation**
  - motivation techniques include:
    - setting goals and SMART objectives
    - offering CPD opportunities
    - providing staff incentives
    - recognising individual and team achievements

**Unit 5: Amplification and Guidance (continued)**

<b>DS3</b>	<ul style="list-style-type: none"><li>• <b>Motivation (continued)</b><ul style="list-style-type: none"><li>○ motivation models include:<ul style="list-style-type: none"><li>– Maslow’s hierarchy of needs</li><li>– Herzberg’s hygiene factors</li><li>– McGregor’s theory X and theory Y</li><li>– Vroom’s Expectancy Theory</li></ul></li></ul></li></ul>
<b>DS3</b>	<ul style="list-style-type: none"><li>• <b>Monitoring</b><ul style="list-style-type: none"><li>○ monitoring techniques include:<ul style="list-style-type: none"><li>– appraisals</li><li>– one to ones</li><li>– monitoring key performance indicators</li><li>– performance management</li></ul></li></ul></li></ul>



Unit 6: Team Performance			
Unit number: K/617/5775	Credit: 1	GLH: 5	Level: 3
Learning Outcomes		Assessment criteria	
<b>K.</b> Know how to identify and develop excellent team performance		TE1	Explain the <b>benefits</b> of team building
<b>K.</b> Understand how the performance of the team contributes to the overall success of the business		TE2	Describe identification and <b>resolution of conflict</b> within a team

Unit 6: Amplification and Guidance	
<b>TE1</b>	<ul style="list-style-type: none"> <li>● <b>Benefits</b> may include: <ul style="list-style-type: none"> <li>○ enabling groups to work together</li> <li>○ developing problem-solving skills</li> <li>○ motivating individuals</li> </ul> </li> </ul>
<b>TE2</b>	<ul style="list-style-type: none"> <li>● <b>Resolution of conflict</b>, for example: <ul style="list-style-type: none"> <li>○ negotiation skills</li> <li>○ active listening</li> <li>○ showing empathy</li> <li>○ mediation</li> </ul> </li> </ul>

## Unit 7: Legal and Governance

Unit number: T/617/5777

Credit: 1

GLH: 6

Level: 3

### Learning Outcomes

### Assessment criteria

- K.** Understand the importance of business compliance to legal requirements and supporting the team to operate in line with business policy and procedures
- S.** 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
- B.** Be responsible, advocate and adhere to the importance of working legally in the best interests of all people

- LG1 List the **legal requirements** relating to a range of retail operations
- LG2 Outline health and safety supervision and **risk analysis**

## Unit 7: Amplification and Guidance

**LG1**

- **Legal requirements**, relating to:
  - health and safety
  - age-restricted items
  - consumer rights
  - data protection

**LG2**

- **Risk analysis**
  - Identifying and controlling risks
  - Evaluating risks in relation to vulnerable groups of people

Unit 8: Diversity			
Unit number: F/617/5779	Credit: 1	GLH: 6	Level: 3
Learning Outcomes		Assessment criteria	
<b>K.</b> Understand how to work with and support people from a wide range of backgrounds and cultures and the business policy on diversity		<b>DI1</b> Explain the range of cultures, characteristics and individual requirements that can affect team members and customers and how and why these may <b>affect the operations/products</b> in a retail environment	

Unit 8: Amplification and Guidance	
<b>DI1</b>	<ul style="list-style-type: none"> <li>• <b>Affects on team members/customers/products/retail operations</b> <ul style="list-style-type: none"> <li>○ benefits of diverse teams, such as:               <ul style="list-style-type: none"> <li>– difference of opinions and experiences enabling creative solutions</li> <li>– range of skills and backgrounds bringing experience</li> <li>– valuing different characteristics</li> <li>– employing the right people</li> </ul> </li> <li>○ how to support individuals from a range of different cultures</li> <li>○ knowledge of local demographics and how these are reflected within products</li> <li>○ diversity training</li> <li>○ awareness during team building</li> </ul> </li> </ul>

## Appendix 3: Sample Assessment Material

We *listen* and *respond*



### + Evidence Tracking Sheet - Example

Learner Name			
Centre Name			
<b>Unit 1: Unit name (Unit no)</b>			
Knowledge Assessment Criteria			
Learning Outcome	Assessment Criteria	Evidence Type	Evidence Reference
1.	1.1	Obs	1
2.	2.1	D, Wt	2
	2.2	Sim	3, 5
4.	4.1	Q, D	8

Fill in the portfolio reference for each assessment criteria

Once all assessment criteria and range have been met, the learner and assessor must sign and date this tracking sheet

Assessment method key:  
 Obs Observation  
 Pe Product evidence  
 Q Questioning  
 Sim Simulation/assignment

WT  
 R  
 O  
 PD Professional Discussion

Fill in each assessment method used using the key

Insert the date that the assessment criteria was fully met

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor Signature \_\_\_\_\_ Date: \_\_\_\_\_

IQA Signature (if sampled) \_\_\_\_\_ Date: \_\_\_\_\_

EQS Signature (if sampled) \_\_\_\_\_ Date: \_\_\_\_\_

If sampled, the IQA/EQS must also sign and date this tracking sheet