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## Qualification Specification

### Highfield Level 4 Certificate in Retail Management (RQF)

Qualification Number: 603/4422/2

Version 1.1 September 2019

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## Highfield Level 4 Certificate in Retail Management (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.

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### Qualification regulation and support

The Level 4 Certificate in Retail Management has been developed and is 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.

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### Key facts

#### Highfield Level 4 Certificate in Retail Management (RQF)

<b>Qualification number:</b>	603/4422/2
<b>Learning aim reference:</b>	60344222
<b>Credit value:</b>	26
<b>Assessment method:</b>	Portfolio of Evidence
<b>Guided learning hours (GLH):</b>	174
<b>Total qualification time (TQT):</b>	260

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### Qualification overview and objective

This qualification has been developed to support learners completing the Retail Manager Apprenticeship Standard and can be used to assess their readiness for end-point assessment. It covers the knowledge pass criteria of the standard, as described in the relevant Assessment Plan (ST0325/AP02).

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

The objective of the qualification is to support a management 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 standalone qualification. The qualification provides learners with the knowledge retail such as:

- Understanding the key drivers of the customer journey
  - Recruiting, retaining and developing staff
  - Product ranges, brand development, promotions and trends
- 

### 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 minimum of Level 1 English
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## 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.

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## Guidance on delivery

The total qualification time for this qualification is 260 hours, of which 174 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.

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## Guidance on assessment

This qualification 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. Additional guidance is included at the bottom of each unit suggesting how assessment criteria can be 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.

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## Guidance on quality assurance

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

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## 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.

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## Assessor requirements

Highfield 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:
  - Qualifications in Management at Level 4 and above
  - Highfield Level 5 Diploma in Leadership and Management (RQF)
- 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

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## Internal quality assurance (IQA) requirements

Highfield strongly recommends internal quality assurers for this qualification 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:
  - Qualifications in Management at Level 4 and above
  - Highfield Level 5 Diploma in Leadership and Management (RQF)
- 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

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## Reasonable adjustments and special considerations

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

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## 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.**

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### Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking the following qualification:

- Highfield Level 5 Diploma in Leadership and Management (RQF)

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### Useful websites

- Apprenticeship standards: <https://www.gov.uk/government/collections/apprenticeship-standards>
- People 1st: [www.people1st.co.uk/](http://www.people1st.co.uk/)

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### 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 (26 credits).

### Mandatory Group

Unit reference	Unit title	Level	GLH	Credit
A/617/5778	Customer	4	6	1
T/617/5780	Financial	4	14	2
A/617/5781	Leadership	4	10	2
F/617/5782	Marketing	4	14	2
J/617/5783	Communications	4	20	3
L/617/5784	Sales and Promotion	4	16	2
R/617/5785	Product and Service	4	6	1
Y/617/5786	Brand Reputation	4	6	1
D/617/5787	Merchandising	4	14	2
K/617/5789	Stock	4	12	2
H/617/5791	Developing Self and Others	4	22	3
K/617/5792	Team Performance	4	20	3
M/617/5793	Legal and Governance	4	14	2

## Appendix 2: Qualification content

Unit 1: Customer			
Unit number: A/617/5778	Credit: 1	GLH: 6	Level: 4
Learning Outcomes		Assessment criteria	
<b>K.</b> Understand key drivers of customer journeys and how managing positive customer experiences increases sales, customer spend and loyalty, and the resulting financial impact on the business		CU1 Demonstrate understanding of how <b>feedback</b> can be sought from managers and customers and how this can be effectively dealt with	

Unit 1: Amplification and Guidance	
<b>CU1</b>	<ul style="list-style-type: none"> <li>○ <b>Feedback</b></li> <li>○ referring to positive customer feedback and how it influences sales, spend and loyalty</li> </ul>

Unit 2: Financial			
Unit number: T/617/5780	Credit: 2	GLH: 14	Level: 4
Learning Outcomes		Assessment criteria	
<p><b>K.</b> Understand the key drivers of profitable retail performance and the relationship of forecasting to the retail calendar; know how to analyse and use information for forecasting, and how to report on financial results</p> <p><b>K.</b> Identify the impact of different types of costs on the business and understand how to make effective use of resources</p>	FN1	Explain how to apply general principles of operating commercially in a retail environment	
	FN2	Explain scope and content of a business strategy and future plans/influencing factors	
	FN3	List profit margin specifications and implications thereof for different products/services	
	FN4	Discuss the principles of budgeting and forecasting	
	FN5	Explain the difference between a <b>budget, 'actuals' and cash flow</b>	
	FN6	Explain the <b>key financial data</b> in a retail business, it's importance and how it should be used to analyse performance and inform planning	
	FN7	Justify how they have been part of the budgeting and cost control in the organisation	

Unit 2: Amplification and Guidance	
<b>FN5</b>	<ul style="list-style-type: none"> <li>● <b>Budget, 'actuals' and cash flow</b></li> <li>○ including how to calculate each</li> </ul>
<b>FN6</b>	<ul style="list-style-type: none"> <li>● <b>Key financial data</b>, for example:                             <ul style="list-style-type: none"> <li>○ profit and loss statements</li> <li>○ current ratio (current assets divided by current liabilities, gross margins, gross profit, profit margins, stock control sheets)</li> </ul> </li> </ul>

Unit 3: Leadership			
Unit number: A/617/5781	Credit: 2	GLH: 10	Level: 4
Learning Outcomes		Assessment criteria	
<b>K.</b> Understand different leadership styles used in retail businesses and when to use them effectively to motivate and inspire the team to do their best		LE1 Explain <b>leadership styles</b> LE2 Explain <b>theories of motivation</b> LE3 Provide an understanding of how to effectively <b>evaluate own performance</b>	

Unit 3: Amplification and Guidance	
<b>LE1</b>	<ul style="list-style-type: none"> <li>● <b>Leadership styles</b>, for example:                             <ul style="list-style-type: none"> <li>○ laissez-faire</li> <li>○ autocratic</li> <li>○ democratic</li> <li>○ participative</li> <li>○ transactional</li> <li>○ transformational</li> </ul> </li> </ul>
<b>LE2</b>	<ul style="list-style-type: none"> <li>● <b>Theories of motivation</b>, for example:                             <ul style="list-style-type: none"> <li>○ Taylor</li> <li>○ Mayo</li> <li>○ Maslow</li> <li>○ Herzberg</li> </ul> </li> </ul>
<b>LE3</b>	<ul style="list-style-type: none"> <li>● <b>Evaluation of own performance</b>, including:                             <ul style="list-style-type: none"> <li>○ behaviours</li> <li>○ identifying where opportunities for improvement have been taken and results thereof evaluated</li> </ul> </li> </ul>

Unit 4: Marketing			
Unit number: F/617/5782	Credit: 2	GLH: 14	Level: 4
Learning Outcomes		Assessment criteria	
<p><b>K.</b> Know the key factors influencing a marketing plan such as product launch and life cycle, pricing, discount and special offers and ways of marketing via physical and other media</p> <p><b>K.</b> Understand how own business has formed marketing plan and how own role can best utilise marketing strategies to address demand throughout the retail calendar</p>	<p>MA1 Explain online, print and in-person marketing methods used in the retail industry, including the comparative benefits and limitations</p> <p>MA2 Explain product launch/product life cycle</p> <p>MA3 Explain principles of <b>price-based marketing</b></p> <p>MA4 Explain how <b>marketing strategies</b> link to the retail sales calendar</p>		

Unit 4: Amplification and Guidance	
<b>MA3</b>	<ul style="list-style-type: none"> <li>● <b>Price based marketing</b>, for example:                             <ul style="list-style-type: none"> <li>○ sales</li> <li>○ discounting</li> <li>○ special offers</li> </ul> </li> </ul>
<b>MA4</b>	<ul style="list-style-type: none"> <li>● <b>Marketing strategies</b>, for example:                             <ul style="list-style-type: none"> <li>○ new product</li> <li>○ brand awareness</li> <li>○ increasing sales of a current product or service</li> </ul> </li> </ul>

Unit 5: Communications			
Unit number: J/617/5783	Credit: 3	GLH: 20	Level: 4
Learning Outcomes		Assessment criteria	
<p><b>K.</b> Understand how to communicate and cascade information effectively at all levels and to a diverse audience</p> <p><b>K.</b> Know how to identify the information required for decision making, how it should be gathered and reported internally and externally</p>	<p>CO1 Explain the <b>variety of methods of communication</b> available and how to use these effectively depending on the situation and audience</p> <p>CO2 Explain 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 importance of giving <b>constructive feedback</b> and acting on feedback received</p> <p>CO6 Explain why it is essential to instill the importance of following procedures to staff</p>		

Unit 5: Amplification and Guidance	
<b>CO1</b>	<ul style="list-style-type: none"> <li>○ <b>Variety of methods of communication</b>, for example:</li> <li>○ face to face</li> <li>○ remote</li> <li>○ spoken</li> <li>○ written</li> <li>○ manual</li> <li>○ electronic methods</li> </ul>

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

<b>CO3</b>	<ul style="list-style-type: none"><li>• <b>Individuals</b><ul style="list-style-type: none"><li>○ includes team members and customers</li></ul></li></ul>
<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>Constructive feedback</b><ul style="list-style-type: none"><li>○ involves providing feedback to individuals, teams or wider business to let them know what is going well, and recognising some areas for improvement. It may also involve providing options for how improvements could be made</li></ul></li></ul>

### Unit 6: Sales and Promotions

Unit number: L/617/5784

Credit: 2

GLH: 16

Level: 4

#### Learning Outcomes

#### Assessment criteria

<p><b>K.</b> Understand how to set sales targets that are challenging but realistic and how to lead team members to achieve sales targets, maximising opportunities and reducing potential threats to sales across the retail calendar</p>	SP1	Explain the principles of setting <b>team and individual sales targets</b>
	SP2	Describe data analysis
	SP3	List threats to sales targets
	SP4	Describe the principles of the <b>retail calendar</b>
	SP5	Provide an overview of how the retail operation meets the needs of the business
	SP6	Explain how the operation operates efficiently

### Unit 6: Amplification and Guidance

<b>SP1</b>	<ul style="list-style-type: none"> <li>● <b>Team and individual sales targets</b>, including:                             <ul style="list-style-type: none"> <li>○ motivational techniques</li> <li>○ SMART targets</li> </ul> </li> </ul>
<b>SP4</b>	<ul style="list-style-type: none"> <li>● <b>Retail calendar</b> <ul style="list-style-type: none"> <li>○ outlines key times of the year for sales, promotions and busy periods</li> </ul> </li> </ul>

Unit 7: Product and Service			
Unit number: R/617/5785	Credit: 1	GLH: 6	Level: 4
Learning Outcomes		Assessment criteria	
<p><b>K.</b> Keep up to date knowledge of product ranges, brand development, promotions, current and future trends</p> <p><b>K.</b> Understand how to analyse, interpret and share information and brief relevant stakeholders on products and services</p>	PS1	Explain the importance of keeping up to date with current industry trends	

Unit 7: Amplification and Guidance	
<b>PS1</b>	<ul style="list-style-type: none"> <li>• <b>Examples</b> may include:                             <ul style="list-style-type: none"> <li>○ training records</li> <li>○ communication records – weekly updates</li> <li>○ annual training records</li> <li>○ know and understand the current requirements for the store</li> <li>○ reading list</li> <li>○ maintaining notice boards</li> <li>○ trade events</li> <li>○ changes to the high street</li> <li>○ current trends</li> <li>○ new developments</li> <li>○ online developments</li> <li>○ management briefings</li> <li>○ current in-store initiatives</li> </ul> </li> </ul>

Unit 8: Brand Reputation			
Unit number: Y/617/5786	Credit: 1	GLH: 6	Level: 4
Learning Outcomes		Assessment criteria	
<p><b>K.</b> Understand the importance of upholding brand reputation, how brand reputation can become compromised and the impact on the business, and how threats can be managed</p> <p><b>K.</b> Identify the impact of social media on the industry and how it is used in own organisation</p>		<p>BR1 Explain the principles of brand reputation</p> <p>BR2 Explain the importance of adhering to <b>brand standards</b>, branding and messaging</p>	
Unit 8: Amplification and Guidance			
<b>BR2</b>	<ul style="list-style-type: none"> <li>• <b>Brand standards</b> <ul style="list-style-type: none"> <li>○ standards applied across the organisation or brand to ensure guests and customers experience a consistent and uniform experience</li> </ul> </li> </ul>		

Unit 9: Merchandising			
Unit number: D/617/5787	Credit: 2	GLH: 14	Level: 4
Learning Outcomes		Assessment criteria	
<p><b>K.</b> Understand key features of merchandising and how these link with the business' merchandising plan to achieve sales targets</p> <p><b>K.</b> Know the particular requirements of related activities such as seasonal peaks and troughs over the retail calendar year</p>	ME1	Explain key <b>principles of merchandising</b> , including their impact on the retail calendar	
	ME2	Explain how local and national trends and requirements can influence merchandising	
	ME3	List the importance of following <b>merchandising plans</b>	
	ME4	Explain how online and in store promotions differ and can be used as part of a coherent merchandising strategy	

Unit 9: Amplification and Guidance	
<b>ME1</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>
<b>ME3</b>	<ul style="list-style-type: none"> <li>● <b>Merchandising plans</b> <ul style="list-style-type: none"> <li>○ increase profitability</li> <li>○ effectively promote key lines</li> <li>○ maximise sale potential</li> <li>○ minimise losses from markdowns</li> </ul> </li> </ul>

Unit 10: Stock			
Unit number: K/617/5789	Credit: 2	GLH: 12	Level: 4
Learning Outcomes		Assessment criteria	
<b>K.</b> Understand key features of merchandising and how these link with the business' merchandising plan to achieve sales targets  <b>K.</b> Know the particular requirements of related activities such as seasonal peaks and troughs over the retail calendar year	ST1	Explain the principles of managing an effective <b>stock control system</b>	
	ST2	Explain the financial and operational implications of effective/ineffective stock control	
	ST3	List the correct storage conditions for a range of stock	
	ST4	Explain the costs/benefits of manual and automated stock ordering systems	
	ST5	List the <b>legal requirements</b> relating to stock control, movement and sale	

Unit 10: Amplification and Guidance	
<b>ST1</b>	<ul style="list-style-type: none"> <li>• <b>Stock control systems, including:</b> <ul style="list-style-type: none"> <li>○ automatic stock ordering systems</li> <li>○ manual systems</li> <li>○ one-for-one replenishment systems</li> <li>○ distributing stock to best-selling stores</li> </ul> </li> </ul>
<b>ST5</b>	<ul style="list-style-type: none"> <li>• <b>Legal requirements</b> relating to stock control, including:                     <ul style="list-style-type: none"> <li>○ age restricted products such as fireworks</li> </ul> </li> </ul>

### Unit 11: Developing Self and Others

Unit number: H/617/5791

Credit: 3

GLH: 22

Level: 4

#### Learning Outcomes

#### Assessment criteria

- K.** Identify a variety of ways to inspire and motivate team members, how to positively influence their approach to work and how to pass on knowledge and experience
- K.** Understand the importance of, and process for, ensuring team members' and own development

- DS1 Explain training needs analysis
- DS2 Explain the **learning and development cycle**
- DS3 Describe the importance of feedback
- DS4 Describe **learning styles**
- DS5 Explain training plan design
- DS6 Provide **examples** of how staff can be managed effectively

### Unit 11: Amplification and Guidance

- |            |  |
|------------|--|
| <b>DS2</b> | <ul style="list-style-type: none"> <li>● <b>Learning and development cycle</b></li> <li>○ identifying learning needs</li> <li>○ plan and design learning</li> <li>○ deliver learning</li> <li>○ evaluate learning</li> </ul> |
| <b>DS4</b> | <ul style="list-style-type: none"> <li>● <b>Learning styles</b></li> <li>○ including VARK – Visual, Aural, Read/Write and Kinaesthetic</li> </ul>  |
| <b>DS6</b> | <ul style="list-style-type: none"> <li>● <b>Examples</b> should include:</li> <li>○ motivation</li> <li>○ development of teams and individual staff members</li> </ul>   |

Unit 12: Team Performance			
Unit number: K/617/5792	Credit: 3	GLH: 20	Level: 4
Learning Outcomes		Assessment criteria	
<b>K.</b> Know how to recruit, retain and develop the right people for the right roles		TP1	Explain the principles and legal requirements for <b>recruitment and selection</b>
<b>K.</b> Know the key theories of performance management and how to apply them to retail teams using own organisation’s tools and protocols to support them		TP2	Describe the factors that impact on retention of staff
		TP3	Explain the principles of an effective <b>performance management system</b>

Unit 12: Amplification and Guidance	
<b>TP1</b>	<ul style="list-style-type: none"> <li>● <b>Recruitment and selection</b> <ul style="list-style-type: none"> <li>○ considering the skills, expertise and potential for development, as well as the values and needs of the organisation</li> </ul> </li> </ul>
<b>TP3</b>	<ul style="list-style-type: none"> <li>● <b>Performance management system</b>, including:                     <ul style="list-style-type: none"> <li>○ setting goals and objectives</li> <li>○ conducting appraisals</li> <li>○ reviewing performance</li> <li>○ absence management, providing constructive feedback</li> <li>○ recognising achievements and good behaviour</li> <li>○ handling below-performance work</li> </ul> </li> </ul>

Unit 13: Legal and Governance			
Unit number: M/617/5793	Credit: 2	GLH: 14	Level: 4
Learning Outcomes		Assessment criteria	
<b>K.</b> Understand environmental, legislative, corporate, data protection and social responsibilities relating to retail businesses		LG1 Explain the <b>legal requirements</b> relating to managing a range of retail operations LG2 Explain health and safety LG3 Explain trading standards LG4 Explain data protection LG5 Explain corporate and social responsibility LG6 Describe how the retail operation can meet legislative and regulatory needs	

Unit 13: Amplification and Guidance	
<b>LG1</b>	<ul style="list-style-type: none"> <li>• <b>Legal requirements</b> <ul style="list-style-type: none"> <li>○ health and safety</li> <li>○ data protection</li> <li>○ licensing (where applicable)</li> <li>○ sale of goods</li> <li>○ consumer rights</li> <li>○ food safety (where applicable)</li> <li>○ trading standards</li> <li>○ employment law</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

<p>Once all assessment criteria and range have been met, the learner and assessor must sign and date this tracking sheet</p>	<p><b>Assessment method key:</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Obs</td> <td>Observation</td> <td style="width: 50%;">Wt</td> <td>Wt</td> </tr> <tr> <td>Pe</td> <td>Product evidence</td> <td>R</td> <td>R</td> </tr> <tr> <td>Q</td> <td>Questioning</td> <td>O</td> <td>O</td> </tr> <tr> <td>Sim</td> <td>Simulation/assignment</td> <td>PD</td> <td>Professional Discussion</td> </tr> </table>	Obs	Observation	Wt	Wt	Pe	Product evidence	R	R	Q	Questioning	O	O	Sim	Simulation/assignment	PD	Professional Discussion	<p>Fill in each assessment method used using the key</p>
Obs	Observation	Wt	Wt															
Pe	Product evidence	R	R															
Q	Questioning	O	O															
Sim	Simulation/assignment	PD	Professional Discussion															

  

Assessor Signature	Date:
.....	.....
IQA Signature (if sampled)	Date:
.....	.....
EQS Signature (if sampled)	Date:
.....	.....

□

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