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# Qualification Specification

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

Qualification Number: 603/4424/6

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## Highfield Level 4 Diploma 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 Diploma in Retail Management have 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 Diploma in Retail Management (RQF)

<b>Qualification number:</b>	603/4424/6
<b>Learning aim reference:</b>	60344246
<b>Credit value:</b>	44
<b>Assessment method:</b>	Portfolio of Evidence
<b>Guided learning hours (GLH):</b>	301
<b>Total qualification time (TQT):</b>	440

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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. This Diploma covers the knowledge, skills and behaviour pass criteria of the standard, as described in the relevant Assessment Plan (ST0325/AP02).

This Diploma 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, understanding and skills in retail such as:

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

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### 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

## Centre requirements

There are no specific requirements for the centre as long as 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 440 hours, of which 301 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:

Knowledge criteria:

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

Skills and behaviour criteria:

- assessor observation - completed observational checklists
- witness testimony
- record of professional discussion
- candidate and peer reports

Assessors can use other methods of assessment as long as they are valid and reliable.

Unit 14 Diploma requires learners to carry out a business project and submit the project as part of their portfolio of evidence. A sample project brief and further guidance is contained on page 34. Centres may use the sample project brief or devise their own briefs in line with the guidance.

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 (44 credits).

### Mandatory Group

Unit reference	Unit title	Level	GLH	Credit
L/617/5798	Dealing with Customer Feedback	4	10	2
A/617/5800	Finance	4	17	2
L/617/5803	Leadership and Mentoring	4	14	2
R/617/5804	Marketing and Products	4	24	3
D/617/5806	Communications in Retail Management	4	27	3
H/617/5807	Sales, Promotions and Targets	4	20	3
K/617/5808	Products and Services	4	10	2
M/617/5809	Brand Reputation and Standards	4	8	1
H/617/5810	Merchandising Principles and Practice	4	20	3
K/617/5811	Stock Control	4	17	2
M/617/5812	Development of Self and Others	4	32	4
T/617/5813	Managing Team Performance	4	28	3
A/617/5814	Legislation and Regulation	4	19	2
F/617/5815	Researching, Proposing and Managing a Retail Business Project	4	55	12

## Appendix 2: Qualification content

Unit 1: Dealing with Customer Feedback			
Unit number: L/617/5798	Credit: 2	GLH: 10	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	
<b>S.</b> Manage the customer experience, including remotely e.g. on-line, through ensuring the team deliver to customers a positive experience that benchmarks favourably to its main competitors and meets customer service objectives	CU1(i)	Demonstrate how feedback has been sought from managers and customers and how this has been effectively dealt with	
<b>B.</b> Take overall accountability and responsibility for the customers' experience	CU2	Proactively invite feedback from all stakeholders and use this to develop and implement measurable improvements in performance of self and team	
<b>B.</b> Make effective decisions by balancing the needs of the customer and the business			
Unit 1: Amplification and Guidance			
<b>CU1</b>	<ul style="list-style-type: none"> <li>• <b>Feedback</b> <ul style="list-style-type: none"> <li>○ referring to positive customer feedback and how it influences sales, spend and loyalty</li> </ul> </li> </ul>		



Unit 2: Finance			
Unit number: A/617/5800	Credit: 2	GLH: 17	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	
<p><b>S.</b> Manage the overall performance of the team to achieve financial targets taking into account the retail calendar year</p> <p><b>S.</b> Analyse reports to identify and determine key actions and recommendations.</p>	FN7(i)	With evidence, show they have been part of the budgeting and cost control in the organisation	

<p><b>S.</b> Produce and report on financial plans as required by the business, and identify and implement opportunities to increase profit and reduce waste</p>	
<p><b>B.</b> Demonstrate commercial acumen and confidence to initiate change to improve the financial performance and profitability in line with business policy, objectives and procedures</p>	<p>FN8 Describe how recommendations for the improvement of quality, cost, value or efficiency have been made and implemented in the organisation</p>

**Unit 2: Amplification and Guidance**

<p><b>FN5</b></p>	<ul style="list-style-type: none"> <li>● <b>Budget, 'actuals' and cash flow</b></li> <li>○ including how to calculate each</li> </ul>
<p><b>FN6</b></p>	<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 and Mentoring

Unit number: L/617/5803

Credit: 2

GLH: 14

Level: 4

#### Learning Outcomes

#### Assessment criteria

<p><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</p>	<p>LE1 Explain <b>leadership styles</b></p> <p>LE2 Explain <b>theories of motivation</b></p> <p>LE3 Provide an understanding of how to effectively <b>evaluate own performance</b></p>
<p><b>S.</b> Provide clear direction and leadership to the team, giving open and honest feedback</p> <p><b>S.</b> Apply and adapt own leadership style to different retail situations and people to achieve the desired outcome</p>	<p>LE3(i) Provide an effective evaluation of own performance</p> <p>LE4 Explains how effective retail management and contingency planning have been developed and implemented and how this has increased overall departmental performance</p>
<p><b>B.</b> Influence, challenge and involve others, aligning personal values with those of the company to instil a high-performance culture</p>	<p>LE5 Provides mentorship to team members with measurable improvements to the performance of individuals and the team</p>

**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 and Products

Unit number: R/617/5804

Credit: 3

GLH: 24

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>
<p><b>S.</b> Communicate marketing objectives to team members and drive results.</p> <p><b>S.</b> Analyse and evaluate the impact of marketing activities e.g. sales and customer feedback, and report the outcomes to senior management with relevant recommendations</p>	<p>MA1(i) Use online, print and in-person marketing methods in the retail industry, including the comparative benefits and limitations</p> <p>MA3(i) Put the principles of price-based marketing into practice</p>
<p><b>B.</b> Proactively seek to understand the marketing strategy of the business, gain knowledge of local area and competition, take action, or upwardly communicate recommendations on action, to improve the implementation and drive marketing activities in area of responsibility</p>	<p>MA4(i) Proactively seek to understand how marketing strategies 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 in Retail Management			
Unit number: D/617/5806	Credit: 3	GLH: 27	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>	CO1	Explain the <b>variety of methods of communication</b> available and how to use these effectively depending on the situation and audience	
	CO2	Explain verbal/non-verbal/written, face to face, on-line, via telephone, brand standard/corporate image	
	CO3	Explain how to establish the needs of <b>individuals</b>	
	CO4	Explain the principles of <b>active listening</b>	
	CO5	Explain the importance of giving <b>constructive feedback</b> and acting on feedback received	
	CO6	Explain why it is essential to instill the importance of following procedures to staff	
<p><b>S.</b> Establish clear communication objectives, lead communications in a style and manner that is relevant to the target audience and achieves an effective result for the business</p>	CO1(i)	Use the variety of communication methods available effectively	
	CO6(i)	Explain why it is essential to instill the importance of following procedures to staff	
<p><b>B.</b> Adapt style and method of communication to the circumstances and needs of individuals intuitively, demonstrating appropriate skills such as empathy, fairness and authority as appropriate; seek and provide feedback in a positive manner</p>	CO3(i)	Establish the needs of individuals and adapt communication methods appropriately	

**Unit 5: Amplification and Guidance**

<b>Unit 5: Amplification and Guidance</b>	
<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> <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, Promotions and Targets

Unit number: H/617/5807

Credit: 3

GLH: 20

Level: 4

Learning Outcomes		Assessment criteria	
<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	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	
<b>S.</b> Manage the team to achieve sales targets through regular monitoring of performance against results, identifying high and low performance products/services and taking timely action to find and implement appropriate solutions	SP1(i)	Set and monitor team and individual sales targets	
<b>B.</b> Think ahead and take positive actions to maximise opportunities for sales and effective marketing activities, make cost effective use of resources through robust processes to meet sales targets	SP6(i)	Demonstrate how positive actions have been taken to ensure 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: Products and Services			
Unit number: K/617/5808	Credit: 2	GLH: 10	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	
<p><b>S.</b> Analyse and interpret product/service sales information and use it to make recommendations for future planning e.g. of staff and resources, ideas for new initiatives. Research and demonstrate new products/ services or initiatives to the team</p>	PS1(i)	Keep up to date with current industry trends and provide <b>examples</b> of how this has been achieved	
<p><b>B.</b> Take ownership of the service offer, keeping self and team up to date with brand developments.</p> <p><b>B.</b> Passionately take pride in new products and services actively promoting these with colleagues and customers</p>	PS1(ii)	Keep up to date with current industry trends and provide <b>examples</b> of how ownership and pride has been taken when promoting products and services	

**Unit 7: Amplification and Guidance**

**PS1**

- **Examples** may include:
  - training records
  - communication records – weekly updates
  - annual training records
  - know and understand the current requirements for the store
  - reading list
  - maintaining notice boards
  - trade events
  - changes to the high street
  - current trends
  - new developments
  - online developments
  - management briefings
  - current in-store initiatives

### Unit 8: Brand Reputation and Standards

Unit number: M/617/5809

Credit: 1

GLH: 8

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>
<p><b>S.</b> Ensure the team carry out activities in line with business and brand values that actively market the business, support competitiveness and help meet business objectives</p> <p><b>S.</b> Identify possible risks to brand reputation and take action to prevent or minimise their impact</p> <p><b>B.</b> Champion the brand and work closely with team and management to ensure brand reputation is upheld at all times</p>	<p>BR2(i) Work closely with the team and management to ensure that brand standards, branding and messaging is adhered to and risks are mitigated</p>

#### Unit 8: Amplification and Guidance

- |                   |  |
|-------------------|--|
| <p><b>BR2</b></p> | <ul style="list-style-type: none"> <li>• <b>Brand standards</b></li> <li>○ standards applied across the organisation or brand to ensure guests and customers experience a consistent and uniform experience</li> </ul> |
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## Unit 9: Merchandising Principles and Practice

Unit number: H/617/5810

Credit: 3

GLH: 20

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>	<p>ME1 Explain key <b>principles of merchandising</b>, including their impact on the retail calendar</p> <p>ME2 Explain how local and national trends and requirements can influence merchandising</p> <p>ME3 List the importance of following <b>merchandising plans</b></p> <p>ME4 Explain how online and in store promotions differ and can be used as part of a coherent merchandising strategy</p>
<p><b>S.</b> Ensure effective merchandising set up, monitoring and maintenance in own area of business</p> <p><b>S.</b> Measure the impact of merchandising on sales and report the outcome to colleagues and senior managers, providing recommendations for improvements, and implementing changes within own remit</p>	<p>ME1(i) Measure the impact of merchandising principles on the retail calendar</p> <p>ME3(i) Follow merchandising plans</p>
<p><b>B.</b> Adapt merchandising principles to own environment, store configuration, local needs and sales patterns</p>	<p>ME4(i) Adapt online and in-store promotions to form part of a coherent merchandising strategy</p>

**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 Control			
Unit number: K/617/5811	Credit: 2	GLH: 17	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>	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	
<p><b>S.</b> Monitor the stock management system to minimise the cost of damage to stock and the loss of stock to the business.</p> <p><b>S.</b> Ensure audit compliance and react quickly to results to maintain business standards and stock requirements</p> <p><b>B.</b> Take ownership of stock management systems to meet current and projected business needs</p>	ST1(i)	Manage an effective stock control system	
	ST3(i)	Monitor and use the correct storage conditions for a range of stock	



**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: Development of Self and Others

Unit number: M/617/5812

Credit: 4

GLH: 32

Level: 4

Learning Outcomes	Assessment criteria
<p><b>K.</b> 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</p> <p><b>K.</b> Understand the importance of, and process for, ensuring team members' and own development</p>	<p>DS1 Explain training needs analysis</p> <p>DS2 Explain the <b>learning and development cycle</b></p> <p>DS3 Describe the importance of feedback</p> <p>DS4 Describe <b>learning styles</b></p> <p>DS5 Explain training plan design</p> <p>DS6 Provide <b>examples</b> of how staff can be managed effectively</p>
<p><b>S.</b> Work with team members to maximise their potential and achieve organisation's objectives</p> <p><b>S.</b> Implement effective and accurate training on products, services and legislation governing sales, such as age restricted products, trading standards and weights and measures</p>	<p>DS3(i) Provide feedback to team members</p> <p>DS5(i) Design a training plan</p> <p>DS6(i) Provide examples of how staff have been managed effectively</p>
<p><b>B.</b> Help team members balance work and life priorities, realise their potential and see the benefits of self-development and improvement</p> <p><b>B.</b> Demonstrate commitment to self-improvement, championing a culture of continual development and progression</p>	<p>DS7 Demonstrate staff engagement, motivation, performance management and how this has led to increased performance</p> <p>DS8 Provide examples of when improvement activities have been actively sought to develop own performance to raise standards in sales, promotions, team performance and customer service</p>

**Unit 11: Amplification and Guidance**

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

## Unit 12: Managing Team Performance

Unit number: T/617/5813

Credit: 3

GLH: 28

Level: 4

Learning Outcomes	Assessment criteria
<p><b>K.</b> Know how to recruit, retain and develop the right people for the right roles</p> <p><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</p>	<p>TP1 Explain the principles and legal requirements for <b>recruitment and selection</b></p> <p>TP2 Describe the factors that impact on retention of staff</p> <p>TP3 Explain the principles of an effective <b>performance management system</b></p>
	<p>TP1(i) Adhere to the legal requirements for recruitment and selection</p>
	<p>TP3(i) Implement an effective performance management system</p>
<p><b>S.</b> Comply with legal requirements to minimise risk and inspire customer confidence; minimising disruption to the business and maintaining the safety and security of people at all times</p>	
<p><b>B.</b> Work with integrity in an honest and trustworthy manner putting personal safety and that of others first</p>	

**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: Legislation and Regulation

Unit number: A/617/5814

Credit: 2

GLH: 19

Level: 4

#### Learning Outcomes

#### Assessment criteria

<p><b>K.</b> Understand environmental, legislative, corporate, data protection and social responsibilities relating to retail businesses</p>	<p>LG1 Explain the <b>legal requirements</b> relating to managing a range of retail operations</p> <p>LG2 Explain health and safety</p> <p>LG3 Explain trading standards</p> <p>LG4 Explain data protection</p> <p>LG5 Explain corporate and social responsibility</p> <p>LG6 Describe how a retail operation can meet legislative and regulatory needs</p>
<p><b>S.</b> Manage and continuously review adherence to legislation and regulations/policies for due diligence; handle audits and regulatory authorities such as the Environmental Health Officer appropriately</p>	<p>LG1(i) Monitor and review adherence to the legal requirements relating to managing a range of retail operations</p> <p>LG6(i) Demonstrate how the retail operation meets legislative and regulatory needs</p>
<p><b>B.</b> Be accountable, advocate and adhere to the importance of working legally in the best interests of all people</p>	<p>LG7 Demonstrate how a proactive approach to risk management has been implemented, including proactively educating and monitoring staff on health and safety and risk matters beyond the legislative minimum</p>

**Unit 13: Amplification and Guidance**

**LG1**

• **Legal requirements**

- health and safety
- data protection
- licensing (where applicable)
- sale of goods
- consumer rights
- food safety (where applicable)
- trading standards
- employment law

## Unit 14: Researching, Proposing and Managing a Retail Business Project

Unit number: F/617/5815

Credit: 12

GLH: 55

Level: 4

Learning Outcomes	Assessment criteria
<p><b>K.</b> Understand the vision of the business, its competitive position and own role and responsibility in the delivery of business objectives</p> <p><b>K.</b> Understand the market in which the business operates and how this impacts on the products/services it offers</p>	BP1 Give a general <b>introduction and background</b> to the retail business
	BP2 Outline the <b>problem, challenge or opportunity</b> identified
	BP3 State the <b>aims and objectives</b> of the project
	BP4 Identify how the potential changes would lead to <b>measurable improvements</b> and benefits to the retail business
<p><b>S.</b> Lead the team to achieve and exceed business objectives through forward planning, analysis and evaluation of own business area</p> <p><b>S.</b> Use sales and customer data to make sound and effective decisions which improve business performance</p>	BP5 Consult relevant <b>stakeholders</b> to inform the results and recommendations
	BP6 Provide a detailed analysis of <b>costs</b> associated with the proposed recommendations
	BP7 Identify applicable local and national <b>legislation</b> and ensure the proposal complies
	BP8 Provide research <b>methodology</b> to demonstrate a logical, coherent approach
BP9 Make clear recommendations for implementation	
<p><b>B.</b> Demonstrate personal responsibility for the strategic direction and objectives for own area of the business</p>	BP10 Provide concise validation and justification of recommendations



**Unit 14: Amplification and Guidance**

**Unit 14: Researching, Proposing and managing a Retail Business Project** is designed to showcase the candidate’s understanding of today’s industry and what the consumer wants in a retail business. The project will contain all of the assessment criteria listed on the page above and can be undertaken within the work environment, during training as an apprentice or by using realistic simulations or scenarios.

Examples of a business project may include preparing a two-year strategy for a department in a large retail manager, or an entire operation for a smaller organisation. It must look at opportunities and challenges, may incorporate new ideas and must lead to a coherent plan which would be appropriate for the business, match the organisation’s objectives, identify measurable improvements and make recommendations for implementation. The project should not focus on an immediate problem, opportunity or idea but look from a strategic, medium term perspective.

The recommended word count for the project is 2000 – 5000 words and must include details of how and what research was undertaken, costings and how the legal implications have been considered.


<p><b>BP1</b></p>	<ul style="list-style-type: none"> <li>● <b>Introduction and background</b> <ul style="list-style-type: none"> <li>○ including how this relates to the:                             <ul style="list-style-type: none"> <li>– wider organisation</li> <li>– local environment</li> <li>– national environment</li> </ul> </li> </ul> </li> </ul>
<p><b>BP2</b></p>	<ul style="list-style-type: none"> <li>● <b>Problem, challenge or opportunity</b> <ul style="list-style-type: none"> <li>○ looked at from a strategic, medium-term perspective</li> </ul> </li> </ul>
<p><b>BP3</b></p>	<ul style="list-style-type: none"> <li>● <b>Aims and objectives</b> <ul style="list-style-type: none"> <li>○ should be both relevant and clear</li> </ul> </li> </ul>

**Unit 14: Amplification and Guidance (continued)**

<p><b>BP4</b></p>	<ul style="list-style-type: none"> <li>● <b>Measurable improvements</b>, such as:                     <ul style="list-style-type: none"> <li>○ increase in customer spend</li> <li>○ increased sales</li> <li>○ increased profit</li> <li>○ reduction in waste</li> <li>○ improved processes that save time</li> <li>○ introduction of successful new products / service</li> <li>○ improved use of technology to streamline processes</li> </ul> </li> </ul>
<p><b>BP5</b></p>	<ul style="list-style-type: none"> <li>● <b>Stakeholders</b>, for example:                     <ul style="list-style-type: none"> <li>○ customers</li> <li>○ team members</li> <li>○ managers</li> </ul> </li> </ul>
<p><b>BP6</b></p>	<ul style="list-style-type: none"> <li>● <b>Costs</b> <ul style="list-style-type: none"> <li>○ including any opportunity costs</li> </ul> </li> </ul>
<p><b>BP7</b></p>	<ul style="list-style-type: none"> <li>● <b>Legislation</b> including:                     <ul style="list-style-type: none"> <li>○ health and safety</li> <li>○ GDPR</li> <li>○ sale and supply of goods</li> <li>○ licensing</li> <li>○ food safety</li> <li>○ age-restricted products</li> <li>○ Weights &amp; Measures Act</li> <li>○ local council bylaws</li> </ul> </li> </ul>

Unit 14: Amplification and Guidance (continued)	
<b>BP8</b>	<ul style="list-style-type: none"><li>• <b>Methodology</b><ul style="list-style-type: none"><li>○ including why that methodology was used and what research was conducted</li></ul></li></ul>
<b>BP9</b>	<ul style="list-style-type: none"><li>• <b>Clear recommendations</b><ul style="list-style-type: none"><li>○ based on the initial opportunities and challenges</li></ul></li></ul>
<b>BP10</b>	<ul style="list-style-type: none"><li>• <b>Validation and justification</b><ul style="list-style-type: none"><li>○ including how their recommendations support in:<ul style="list-style-type: none"><li>– meeting customer needs</li><li>– growing the business</li><li>– improving sales, service or productivity</li></ul></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

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      Wt Pe Product evidence      R Q Questioning              O Sim Simulation/assignment      PD Professional Discussion	Fill in each assessment method used using the key
Signature _____	Date: _____	Insert the date that the assessment criteria was fully met
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

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