



Evidence Booklet

OCR Level 2 Award/Certificate in Retail Knowledge

10360/10361

Unit 4: Understanding how individuals and teams contribute to the effectiveness of a retail business

Level 2

Candidate’s name (Block capitals).....

Instructions to candidates

Read the instructions carefully and complete all tasks in this booklet.

I confirm that

- the work in this booklet is my own work.
- I have not copied from anyone or any other sources.
- I have not allowed anyone to copy my work.

Candidate’s signature..... Completion date.....

When your evidence booklet is complete, sign and date the following declaration.

Centre assessor’s name (Block capitals).....

I confirm that I have read the *Introduction for Tutors* overleaf.

I confirm that I have authenticated the candidate’s work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

I confirm that

- all tasks have been completed
- I have marked the work following the assessment guidance
- the work meets the assessment criteria.

Centre assessor’s signature..... Completion date.....

(If applicable)

Internal quality assurer’s (IQA) name (Block capitals)

I confirm that I have checked this booklet and agree with the assessment decision.

IQA’s signature..... Date of quality assurance.....

(If applicable)

Scribe’s name (Block capitals).....

I confirm that I have transcribed the candidate responses using their own words.

Scribe’s signature..... Date.....

Introduction for tutors

The purpose of this evidence booklet is to provide a simple and manageable solution for gathering evidence for Unit 4 of this qualification.

ASSESSMENT AND QUALITY ASSURANCE

All evidence **must** be marked before submission. This should be indicated through a tick and/or feedback comment on each answer. Tutors should check that there are no gaps in the evidence. Incomplete evidence must not be submitted. The relevant Assessment Criterion (AC) is listed against the title of each Task.

Scribed work **must** be annotated with the scribe's initials. If candidates require a scribe, further guidance can be found in the JCQ document: *Access Arrangements, Reasonable Adjustments and Special Consideration 2012-2013*. The application form for reasonable adjustments is available to download from the JCQ website: <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/forms/form-vq-ia>

Centres should have an internal standardisation process in place to ensure consistency of assessment across assessors. For further guidance refer to the centre handbook which is available to download from the OCR website: www.ocr.org.uk

SUBMITTING EVIDENCE

Answers should be individual to the candidate and his/her own work. Staple together the tasks in numerical order. Do not submit evidence booklets in folders or plastic pockets. Do not submit group coursework, handouts or downloads.

All evidence submitted must be legible. If evidence is scanned for electronic submission, please ensure that the scanned copy is clearly legible and that pages are in the correct sequence and orientation.

A Candidate Submission Sheet must be completed in line with OCR Administration Guide. The sheets are available to download from the qualification pages on the OCR website: www.ocr.org.uk

Please note that OCR is unable to return candidate work to centres, so centres may wish to take a copy before submitting evidence.

FEEDBACK TO CENTRES

Examiner-moderators will complete an electronic Centre Feedback Report Form (e-NQF6) for each batch submitted. Reports are accessed through OCR Interchange.

KEEPING UP-TO-DATE

Occasionally OCR may up-date these booklets. Please refer to the relevant qualification page on our website: www.ocr.org.uk for the most up-to-date version.

QUALIFICATION DETAILS

OCR Level 2 Award in Retail Knowledge – 500/6718/7

OCR Level 2 Certificate in Retail Knowledge – 500/6736/9

The QCA Accreditation Number for this unit is:

Unit 4: Understanding how individuals and teams contribute to the effectiveness of a retail business – J/502/5789

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Unit 4: Understanding how individuals and teams contribute to the effectiveness of a retail business

CANDIDATE EVIDENCE BOOKLET

CENTRE NUMBER:	CANDIDATE NAME:
Learning Outcome 1. Know the employment rights and responsibilities of an employee and the employer	
1a) Identify four pieces of information that should be included in a contract of employment. (AC1.1)	
1	
2	
3	
4	
1b) Name two organisations able to help retail employees who feel their rights have been violated. (AC1.2)	
Organisation 1:	
Organisation 2:	

1c) State the purpose of the Equality Act 2010 in promoting equality in the workplace. Identify two ways it affects employees and two ways it affects retail businesses. (AC1.3, 1.4)	
Its purpose is:	
Ways it affects employees	Ways it affects retail businesses
1	1
2	2
1d) State what is meant by diversity in the workplace and give two examples of promoting diversity in a retail workplace. (AC1.5)	
Diversity in the workplace means:	
Example 1:	Example 2:

Learning Outcome 2. Understand the importance and characteristics of effective team work in retail business

2a) In the table below provide **one** example of a situation requiring team work in **each** of the listed retail business areas. For **each** example describe how team work benefits the team members and how it benefits the retail business as a whole. (AC2.1, 2.2)

Business area	A situation requiring team work	A benefit to team members	A benefit to the retail business
Stock Control			
Customer service (cashiers/front of house)			
Delivery			

2b) Describe four qualities and/or abilities required to be an effective member of a team in retail business. (AC2.3)	
Quality and/or ability	Why is this required to be an effective team member?
1	
2	
3	
4	

Learning Outcome 3. Understand the impact of effective communication skills when working in a retail team		
<p>3a) For each of the following situations identify two communication skills that can be used.</p> <p>For each situation give one reason why the chosen communication skills are relevant and important in clarifying and resolving the situation. (AC3.1)</p>		
Situation	Communication skills	How would the use of these communication skills clarify/resolve the situation?
1. A supervisor receives a complaint from a team member that s/he is being bullied by a colleague	1	
	2	
2. One colleague asks you to help on the tills as it is busy and, at the same time, another colleague asks you to update the SEL (Shelf Edge Labels)	1	
	2	

3b) For **each** of the following situations choose **one** of the listed communication methods and describe how **the chosen** method would be used. Use each method once only. (AC3.2)

Situation	Method of communication (Circle your choice)	How would it be used in this situation?
1. A visual merchandising supervisor needs to brief the team on a planned change of floor displays	Face to face with team Face to face individual Written – memo, email Telephone	
2. A store manager needs to inform supervisors of each teams new sales targets	Face to face with team Face to face individual Written – memo, email Telephone	
3. A stockroom assistant needs to inform the sales supervisor of a delay to an urgent delivery	Face to face with team Face to face individual Written – memo, email Telephone	
4. A sales assistant needs to pass over a customer, and their query, to the customer service desk	Face to face with team Face to face individual Written – memo, email Telephone	

3c) Give **two** examples of poor communication skills and for each describe how it could affect a team's performance. (AC3.3)

Poor communication skill **1**:

The affect on a team's performance:

Poor communication skill **2**:

The affect on a team's performance:

Learning Outcome 4. Understand how the roles and responsibilities of retail teams relate to the structure and function of organisations

4a) (i) Given below is an example of a functional team and **two** job roles in the team. For **each** job role identify a career pathway opportunity. (AC 4.1 part)

An example of a functional team	Job roles	Career pathway
Logistics	1 Van driver	
	2 Warehouse assistant	

4a) (ii) Choose a functional team in retail different to the example above. Give **two** job roles in your chosen team. For **each** job role identify a career pathway opportunity. (AC 4.1 part)

My chosen functional team	Job roles	Career pathway
	1	
	2	

4b) Choose a different functional team to those identified in 4(a) i) and ii). Give an example of how **two** job roles within the chosen functional team can work together. Identify the reporting line for **each** job role. (AC4.2)

The functional team I have chosen is:

An example of two job roles working together:

Reporting line job role **1**:

Reporting line job role **2**:

Learning Outcome 5. Understand how to improve personal performance	
5a) Explain how personal development plans benefit individual employees and the retail business as a whole. (AC5.1)	
Benefit to individual employees	Benefit to the business
5b) Describe three different methods a sales assistant could use to identify their own learning needs. (AC5.2)	
Method	Description of method
1	
2	
3	

5c) For each of the following learning styles, explain why the suggested learning method is appropriate for that learning style. (AC5.3)		
Learning style	Learning method	Why is this learning method appropriate to the learning style?
1. Visual	Watching a demonstration	
2. Kinaesthetic	On the job training	
3. Auditory	Verbal instruction from a colleague	
5d) For each of the following scenarios identify a potential learning resource. In total identify two different learning resources. (AC5.4)		
Scenario 1 – a sales assistant in a high street music store has been moved to the classical music section	Learning resource 1:	
Scenario 2 – a newly appointed stockroom assistant in a large supermarket	Learning resource 2:	

Learning Outcome 6. Understand how personal performance contributes to business success	
6a) Give two examples of how work objectives are agreed. State one benefit that setting work objectives can bring to the individual and one benefit it can bring to the retail business. (AC6.1)	
Example 1:	Example 2:
A benefit to the individual of setting work objectives:	
A benefit to the retail business of setting work objectives:	
6b) Give two examples of how a team’s goals impact on the roles and responsibilities of individual team members. (AC6.2)	
Example 1:	Example 2:

6c) Describe two benefits to the retail business of identifying more effective ways of working. (AC6.3)	
Benefit 1:	Benefit 2:

END OF EVIDENCE BOOKLET