

<b>Unit Title:</b>	Understanding how individuals and teams contribute to the effectiveness of a retail business
Level:	2
Credit value:	3
Guided learning hours:	22
Unit expiry date:	31.12.16

## Unit purpose and aim

The purpose of this unit is to provide learners with the knowledge and understanding of how to monitor their own performance and develop themselves to achieve higher standards. It looks at how working as a team and using effective communication skills can maximise overall productivity. The unit also covers employment rights and responsibilities.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
1. Know the employment rights and responsibilities of an employee and the employer	1.1 State the key requirements in a contract of employment in retail business 1.2 State which organisations are able to help individuals in the cases of violation of employee rights 1.3 State the key areas covered by 'equality' legislation 1.4 State the purpose of laws that promote equality within the workplace 1.5 Define diversity in relation to promoting equality and diversity within the workplace	1.1 For example, this may include: <ul style="list-style-type: none"> <li>The key content included in a contract of employment (eg working hours)</li> <li>The requirements for a contract to be issued (eg timescales for issue, type of contract required etc)</li> </ul> 1.2 For example, this may include the organisations that are directly involved, or those who can provide advice, such as: <ul style="list-style-type: none"> <li>ACAS</li> <li>Citizens Advice Bureau</li> <li>Trade Unions</li> <li>Equality and Human Rights Commission</li> </ul> 1.3 Candidates will need to have an awareness of the acts that relate to equality, such as: <ul style="list-style-type: none"> <li>Sex Discrimination Act</li> <li>Disability Discrimination Act</li> <li>Equal Pay Act</li> </ul>

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		<ul style="list-style-type: none"> <li>• Race Relations Act</li> <li>• Employment Equality Regulations</li> </ul> <p>1.4 Candidates will be expected to know the purpose of the laws in terms of what they promote and what they aim to eliminate</p> <p>1.5 Candidates will be expected to be able to define the term 'diversity' in this context, and also recognise its use in a given context</p>
<p>2. Understand the importance and characteristics of effective team work in retail business</p>	<p>2.1 Explain what is meant by 'team work' in retail business</p> <p>2.2 Describe the benefits that team work can bring to team members and to retail business as a whole</p> <p>2.3 Describe the general qualities and abilities required to be an effective member of a team in retail business</p>	<p>2.1 and 2.2</p> <p>For example, these may include:</p> <ul style="list-style-type: none"> <li>• Flexibility, being able to compromise</li> <li>• Valuing and utilising team members' strengths</li> <li>• Showing fairness and consideration to others</li> <li>• Resolving conflict, discussing disagreements</li> <li>• Communicating, co-operating, contributing</li> <li>• Progressing towards common goals</li> <li>• Provides support, purpose and recognition</li> </ul> <p>2.3 For example, these may include:</p> <ul style="list-style-type: none"> <li>• Flexibility, being able to compromise and co-operate</li> <li>• Discussing disagreements</li> <li>• Contributing</li> <li>• Listening</li> <li>• Responding positively to advice</li> <li>• Valuing the skills and opinions of others</li> <li>• Can-do attitude, decision making</li> </ul>

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<p>3. Understand the impact of effective communication skills when working in a retail team</p>	<p>3.1 Describe the relevance and importance of communication skills in clarifying and resolving misunderstandings</p> <p>3.2 Describe effective methods of communication used within teams</p> <p>3.3 Describe how poor communication skills can affect a team's performance</p>	<p>3.1 Candidates will be expected to recognise the methods/skills used, eg:</p> <ul style="list-style-type: none"> <li>• Asking questions to clarify</li> <li>• Listening skills</li> <li>• Discussing disagreements to reach agreement/compromise</li> </ul> <p>They will also be expected to recognise <i>how</i> these methods impact upon the team to resolve issues (eg positive staff morale, resolving disagreements before they escalate etc)</p> <p>3.2 Candidates will be expected to identify the methods that may be used, eg:</p> <ul style="list-style-type: none"> <li>• Asking questions to clarify</li> <li>• Listening skills</li> <li>• Reaching agreement, compromise</li> <li>• Team meetings/briefs</li> <li>• Regular face-to-face communication</li> <li>• Negotiation/ understanding rather than demands/threats</li> </ul> <p>They will also be expected to contextualise effective methods in scenario contexts</p> <p>3.3 Candidates will be expected to identify poor communication methods that may be used, eg:</p> <ul style="list-style-type: none"> <li>• Negative body language</li> <li>• Reliance upon e-mail</li> <li>• Irregular or unstructured updates/briefs</li> <li>• Criticism and blame</li> <li>• Not listening</li> <li>• Inappropriate questioning</li> </ul> <p>They will also be expected to recognise <i>how</i> these methods impact upon the team's performance, eg:</p> <ul style="list-style-type: none"> <li>• demoralised staff</li> <li>• high staff turn-over</li> </ul>

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		<ul style="list-style-type: none"> <li>• resentment/ disagreement</li> <li>• under-achievement against targets</li> </ul>
<p>4. Understand how the roles and responsibilities of retail teams relate to the structure and function of organisations</p>	<p>4.1 Describe broad functional teams in retail and identify the different job roles and career pathways within these</p> <p>4.2 Describe the relationships between different job roles within functional teams and identify the lines of accountability in retail business</p>	<p>4.1 Candidates will be expected to understand team structures across the retail field, and the roles and progression pathways within these teams</p> <p>Human Resources will be referred to as HR in the OCR assessments</p> <p>4.2 Candidates will be expected to understand the roles, responsibilities and accountabilities of different roles across the retail field and how these relate to each other</p>
<p>5. Understand how to improve personal performance</p>	<p>5.1 Explain the benefit to individual employees and the retail business as a whole of a personal development plan</p> <p>5.2 Describe the range of methods available to identify own learning needs</p> <p>5.3 Explain the main learning styles and state which learning methods and activities suit each style</p> <p>5.4 Identify potential learning resources available for improving own performance</p>	<p>5.1 Candidates will be expected to understand what a development plan is, its usual content and its purpose, in order to recognise its benefits</p> <p>5.2 Candidates will be expected to identify a range of development methods, and understand the appropriateness of each to given situations. These may include, for example:</p> <ul style="list-style-type: none"> <li>• Skills scans</li> <li>• Management feedback</li> <li>• Annual/regular appraisals</li> <li>• Peer reviews</li> </ul> <p>5.3 Candidates will be expected to recognise the types and characteristics of different learning styles. Learning styles may include, for example:</p> <ul style="list-style-type: none"> <li>• Visual</li> <li>• Kinesthetic</li> <li>• Auditory</li> </ul> <p>Candidates will also need to correlate the learning methods that suit each style, for example:</p> <ul style="list-style-type: none"> <li>• Job shadowing</li> <li>• Training course</li> <li>• Verbal instruction</li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		5.4 Candidates will be expected to understand and recognise appropriate learning resources for the retail environment, and be able to contextualise these to specific scenarios
6. Understand how personal performance contributes to business success	6.1 Explain how work objectives are agreed and state the benefits they can bring to the individual and the retail business  6.2 Explain how a team's goals impact on the roles and responsibilities of individual team members  6.3 Describe the benefits to the retail business of identifying more effective ways of working	6.1 Candidates will be expected to understand that targets should be SMART (specific, measurable, achievable, realistic and time-bound)  They should understand, for example: <ul style="list-style-type: none"> <li>• how personal objectives relate to team objectives and benefit both the individual and the business</li> <li>• how work objectives are set and agreed</li> <li>• the personnel involved in this process</li> </ul> 6.2 For example, this may include: <ul style="list-style-type: none"> <li>• Progressing towards common goals</li> <li>• Contribution by all team members</li> <li>• Individual objectives feeding into the team objectives</li> </ul> 6.3 For example, this may include the impact on: <ul style="list-style-type: none"> <li>• profits</li> <li>• staff motivation/staff turnover</li> <li>• customer service/customer complaints</li> </ul>

## Assessment and evidence requirements

There are **two** assessment routes available to candidates and centres can use both routes within the Level 2 qualification. Candidates can achieve the full award/certificate via on-screen multiple-choice tests **and/or** can provide evidence of their knowledge and skills, collated in an evidence booklet or a portfolio. The evidence is internally assessed and externally moderated. Centres must select the most appropriate assessment route for the candidate.

**E-assessment:**

The on-screen test for this unit will be 40 minutes in length and consist of 25 questions. Results will be graded pass or fail.

Each test will consist of multiple-choice questions which will test candidates' knowledge and understanding across the learning outcomes and associated assessment criteria. Candidates will be required to have knowledge and understanding of all assessment criteria within the unit, as all assessment criteria will be covered within any one test.

A number of multiple-choice question types may be used. These could include: closed questions; statements for completion; multiple response questions; true/false questions or ordering questions (including a maximum of 4 steps).

In order to deliver the on-screen test for this unit, centres will need to meet minimum hardware requirements as specified in the Surpass System Requirements. This document is available from the [e-assessment area](#) of our website.

For further information on the e-assessment route please refer to the centre handbook which is available on our [website](#).

**Postal moderation:**

Evidence booklets must be completed by the candidate under supervised conditions. The candidate's responses and evidence in the booklet must be internally assessed by centre staff (e.g. teachers/tutors, assessors) before being submitted to OCR for external moderation. Results will be graded pass or fail.

We have created OCR Candidate Evidence Booklets for each unit which are available to download from the qualification page of our [website](#).

Centres are permitted to devise their own evidence booklets. If they choose to devise their own evidence booklets they must, however, also use the OCR Evidence Checklists.

For further information on the postally moderated route please refer to the centre handbook which is available on our [website](#).