

# WORK AND LIFE SKILLS

## STUDENT GUIDE AND LOGBOOK

LEVEL 2 DIPLOMA IN RETAIL SKILLS (10289)

Within the Apprenticeship Framework for

# Retail

WORK AND  
LIFE SKILLS

OCR 

# STUDENT GUIDE

## INTRODUCTION

You are about to start an OCR Level 2 Diploma in Retail Skills. We wish you every success and hope that this will be one of many OCR qualifications which you take throughout your life.

This guide has been designed to give you information about:

- the aims and structure of your qualification
- the people who will be involved in your qualification and what they will do
- the assessment process you will go through in order to gain your qualification
- how to plan, collect and organise information to show that you are competent at your job
- the evidence you have to collect to show you can work to those standards
- any extra forms you will use to help you



# ARE YOU STUDYING THIS QUALIFICATION AS PART OF AN APPRENTICESHIP FRAMEWORK?

The framework describes the qualifications that an apprentice has to achieve to successfully complete an Apprenticeship.

The components in this Apprenticeship are:

COMPETENCE	TECHNICAL KNOWLEDGE	KEY SKILLS/ FUNCTIONAL SKILLS/ ESSENTIAL SKILLS WALES	EMPLOYMENT RIGHTS AND RESPONSIBILITIES	PERSONAL LEARNING AND THINKING SKILLS
Level 2 Certificate in Retail Skills or Level 2 Diploma in Retail Skills	Level 2 Certificate in Retail Knowledge	Application of Number L1 Communications L1 or Maths L1 English L1	Employment Rights and Responsibilities is delivered and assessed as part of the Level 2 Retail Knowledge qualification	Personal Learning and Thinking Skills have been embedded within the mandatory units of the qualifications. Guidance is available on signposting to the Personal Learning and Thinking Skills.

This qualification satisfies the competence required to complete an Apprenticeship in Retail Skills.

# ABOUT THIS QUALIFICATION

The Retail Skills qualifications are competence-based and provide flexible routes to accreditation for members of the Retail workforce.

The suite assesses the skills, knowledge and understanding a candidate has within a real work situation. The qualifications are suitable for candidates of any age who have current work experience within the retail environment.

The flexible nature of the qualifications means that learning and achievement can happen in bite-sized chunks, allowing candidates to complete units at their own pace. Each of the units carries an individual credit value. The number of credits needed for achievement of each qualification is determined by the type of qualification the candidate is working towards.

## Qualification aims

The Level 2 Retail Skills qualifications comprise units which are based on the national occupational standards developed by Skillsmart Retail, the Sector Skills Council for the retail sector. The aim of the qualifications is to recognise the skills and competences of candidates in the retail workplace.

The Level 2 Retail Skills qualifications are most appropriate for candidates who wish to gain a good understanding of the retail workplace and roles within the sector.

There is direct progression within the Retail Skills suite. Candidates may progress horizontally from the Level 2 Award on to the Certificate or Diploma, or vertically from Level 1 to Level 3 qualifications.

## Qualification structure

The national occupational standards in your qualification have been grouped into the main activities which make up a job. These groups of activities are called units. There are two types of units:

- **Mandatory units** – you will have to achieve all of these to get your qualification. You may also have to achieve some optional units
- **Optional units** – you may be able to choose from a number of optional units. You will receive help to choose the best optional units to match your job or interests.

Each unit has:

- **a unit aim** - this explains what the unit is all about and relates the unit content to typical tasks you may carry out
- **learning outcomes** - these set out what you are expected to know, understand or be able to do as a result of the learning process
- **assessment criteria** - these detail the requirements that you will be assessed against in order to evidence the learning outcomes.



# WHO WILL BE INVOLVED IN YOUR QUALIFICATION

Assessment of your qualification is carried out at your centre. Your centre may be your place of work, a college, training agency or combination of these. The people involved in the assessment process are listed below.

An **assessor** (this maybe your manager or supervisor at work):

- will help you plan and organise your workload and evidence
- will provide feedback and offer advice
- will examine your portfolio of evidence
- will observe you carrying out your job over a period of time
- will ask you questions about the work you do
- will judge when you are competent and meet the national standards.

An **internal verifier**:

- is employed by your centre to maintain the quality of assessment within the centre
- will visit your place of work to see you being assessed and may wish to speak with you
- will check the assessment of your portfolio of evidence
- will check your assessor is following correct assessment procedures – the internal verifier is not checking you!

An **external verifier**:

- is contracted by OCR to ensure that your centre meets the required national standard
- will make visits to your centre to observe assessment and examine evidence in portfolios
- may wish to speak with you as part of this process
- will check the centre is following the correct assessment and verification procedures – the external verifier is not checking you!

## Witnesses

These are normally people in your workplace who regularly see you doing your job and know how your job should be done. As you plan your assessment with your assessor you will be asked to think about who these people are. They may be your supervisor or line manager.



# ASSESSMENT

In order for you to effectively progress towards meeting the requirements of each assessment criterion, teachers/tutors must make sure that the supporting knowledge, understanding and skills requirements for each criterion are fully addressed.

When your assessor is satisfied that you have met all of the requirements for a unit, they must confirm this by signing an evidence record sheet for that unit to show that the assessment process is complete.

## Initial assessment

Before you begin this qualification, you must have received some form of initial assessment. Initial assessment determines your starting point. It identifies any competence or knowledge you already have, and also shows where there are any gaps in your competencies and knowledge. Initial assessment is undertaken to help plan your progress through this qualification because it allows your assessor to help you understand the best place to start collecting evidence. It will also identify units which you might have difficulty finishing.

Your assessor will spend time with you at the start of your programme making sure that you:

- are taking the right level of qualification
- understand which mandatory units you have to take
- have chosen the optional units you want to take
- understand what you need to know or learn to gain the qualification
- understand what you have to do to collect evidence to show that you are competent
- agree an assessment plan
- agree and sign a learning contract.

## Assessment planning

Your assessor will agree a number of issues with you including:

- finding the best source of evidence to use for particular units
- finding the best way of assessing you
- confirming the best times, dates and places for the assessments to take place.

Your assessors will make a note of their assessment planning and regularly give you feedback.

With your assessor you will make and agree an assessment plan. This will show:

- the units the plan covers
- when you will be observed
- where you will be observed
- what you will be doing
- what evidence you will produce.

Your assessor will be looking to find tasks which you do at work which will produce evidence for more than one unit. You may be able to produce evidence for more than one unit at a time.

The assessment plan is very important as it will help you prepare for the assessment. You may need to agree with other people when you are to be assessed, especially if you work in a team. You must let your supervisor or manager know so that, as far as possible, your work does not change on the day the assessment is planned.

Each time you prepare with your assessor for an assessment in your workplace, you will make an assessment plan. You will review, update and amend your plan many times as you progress through your qualification. This is called the assessment planning cycle.

## Assessment evidence

There are various assessment methods that can be used as evidence for this qualification. These will be explained in more detail in the next section of this logbook.

## Assessment feedback

Your assessor will give you specific feedback on your performance after assessment. You will also meet regularly to review your progress and evidence, and update your assessment plan.

## Assessment decisions

When you think you have completed a unit, your assessor will make the final assessment decision. Remember that you must provide enough evidence to meet all the criteria in every unit you are claiming. You must meet all of the learning outcomes and assessment criteria.

Your assessor's decision will be either

- that you are competent or
- that you are not yet competent.

If you are not yet competent, you and your assessor will return to the assessment planning cycle and decide how you can collect further evidence.



# RECORDING EVIDENCE

It has been agreed that the following assessment methods are most suitable for this qualification:

- **direct observation** observation of practice by an assessor or by the expert witness for occupational specific units
- **examination** of evidence by an assessor
- **questioning** by an assessor
- inference of **knowledge** from direct observation
- professional **discussion** with an assessor.

In some situations, the assessor may speak to you to provide evidence of your performance and knowledge (see **Professional discussion**).

## Direct observation of practice

Direct observation is where the assessor watches what you are doing. They check your practice against the assessment criteria to determine if you are meeting the given standard.

You and your assessor should plan direct observations of practice together but it is the assessor's responsibility to record the observation properly.

After the observation has taken place, the assessor needs to record an assessment decision and the justification for the decision. The assessor must also give you feedback on your practice and the decision made.

## Examination of evidence

This is where the assessor reviews the evidence you have produced to see if it meets the assessment criteria.

Evidence can:

- be a reflection of how you carried out a process
- be the product of your work
- be a product relating to your competence.

For example:

The process that you carry out could be recorded in an observation or witness testimony. It is the assessor's responsibility to determine if the evidence you submit for assessment meets the requirements of the qualification.

Your work could be: notebook entries, completed forms, computer records, statements obtained, or reports completed. After the assessor has examined the evidence, the assessor must record an assessment decision and the justification for the decision. The assessor must also give you feedback on your evidence and the decision made.

## Questioning

Your assessor may question you or your witness for the assessment of these qualifications.

Questioning is normally an ongoing part of the assessment process, and is necessary to:

- test your knowledge of facts and procedures
- check if you understand principles and theories
- collect information on the type and purpose of the processes you have gone through.

Your assessor will record assessment decisions after they have questioned you. They will record enough information to justify the decisions they make. This does not mean that assessors will record, word for word, the questions put to you and the answers you give. However, assessors will record enough information about what they asked and how you replied to allow the assessment to be verified.



Questioning witnesses is normally an ongoing part of validating written witness statements. However, questioning witnesses should not just be used for this purpose. Assessors should be able to speak to witnesses and record, in whatever way is suitable, the verbal statements of these witnesses. A record of verbal statement is a form of witness statement and could provide valuable evidence to confirm your competence over a period of time.

## Professional discussion

Professional discussion is a structured, planned and in depth discussion recorded by your assessor. It allows you to present evidence of competence and to demonstrate your skills, knowledge and understanding through discussing the evidence and showing how it meets the requirements of the qualification. The assessor will guide the discussion by using open questioning, active listening and knowledge of the requirements of the assessment criteria.

## Witness statements/testimonies

Witness testimonies can be used as evidence of your performance. Such testimonies can be made verbally to the assessor or can be written in a short note.

If a witness provides a written statement they need to include the following information:

- your name
- the date, time and venue of the activity carried out
- a description of the activities you performed
- the date of writing the testimony
- a description of the witness' relationship to you
- their signature and job title
- their contact details (such as telephone number).

It is not appropriate for witness testimonies to contain a list of the skills to which it relates. Witnesses must direct the information in their testimonies to describing what you did. The assessor will then judge whether the activities demonstrate competence. It is not acceptable for you to produce written witness testimonies for witnesses to sign.



## Simulation

Sometimes it is not possible to do the activities that are set down in the assessment criteria. For example the assessment criteria may state that you need to evacuate a burning building. It may be that you never have to do this activity in real life. So for these types of activities simulation may be used.

Your assessor will know which assessment criteria can be evidenced through simulation.

Examples of where simulation may be used include:

- where performance is critical but events occur infrequently and yet a high degree of confidence is needed that you would act appropriately
- where performance is critical, happens frequently but where there is risk of harm to you in a real situation
- as a supplementary form of evidence.

Where simulations are used they must replicate working activities in a realistic workplace environment.

## Copyright and plagiarism

Assessors must be confident that the work they mark is your own work. This does not mean that you must be supervised throughout the completion of all work but the assessor must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of your work.

Students must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to you being disqualified. It is therefore important you understand that work you submit must be your own. You may refer to research, quotations or evidence but you must list your sources.

## YOUR PORTFOLIO

We have looked at the different types of evidence you might produce for your qualification. In this section we will look at how you should record your evidence.

### The portfolio

A portfolio is a well-organised collection of your evidence for your qualification. It can be any shape or size, depending on the type of evidence you want to have assessed. It can be paper based or in an electronic format.

Your centre will help you to decide which will be the best option for you when you start your qualification.

The portfolio belongs to you and it is your responsibility to keep it safe and secure. If the portfolio is lost or damaged you may have to reproduce some evidence, which may delay your progress towards your qualification. Your centre may arrange to store the portfolio for you if you decide this is the best way to keep it safe.

Sometimes your centre will need to store the portfolio so it can be checked by the internal and external verifiers. When you have completed your portfolio, the centre will usually keep it until the external verifier has visited. The portfolio will then be returned to you.

### Building a portfolio

It is your responsibility to collect your evidence and build a portfolio. Although your centre will help you to do this, it is up to you to make sure you agree a way of organising evidence that you are happy with.

Your portfolio must show how the evidence you have collected covers the standards. It should be clearly logged and referenced, so that your assessor and verifiers can check it easily. You must

show you have covered all of the learning outcomes and assessment criteria requirements in the qualification units.

We recommend that you use a simple referencing system for your evidence. You will often find that one piece of evidence can be used for more than one unit. In these cases, you should clearly cross-reference the evidence to the units and elements it covers, indicating specific assessment criteria.

There may be some evidence that you cannot put into your portfolio because it is too bulky, or because it is confidential. In these cases, you should make a note in your portfolio to explain where the evidence can be found.

## Portfolio contents

Whether you have an electronic or paper-based portfolio, it will need to contain the following information:

### Introductory section:

- your personal and contact details
- your centre contact details
- the name and scheme code for your qualification
- your OCR candidate number (you get this when the centre registers you with OCR for this qualification)
- your curriculum vitae, job description or personal statement
- names and contact details of staff involved assessing and verifying your qualification
- names and contact details of witnesses.

### Assessment section:

- a summary of your achievements
- an evidence log or locator to reference your evidence to the standards
- your assessment plans and reviews including
  - your assessment feedback
  - assessment decisions.

### Evidence section:

- index of evidence
- your pieces of evidence
- evidence assessment records such as records of observations and professional discussions
- records of questions and your answers
- unit progress and sign off record.

## Recording forms

There is a set of OCR Recording Forms you can use to help you build your portfolio. There are also completed examples to refer to, and blank forms which you can photocopy as required. Your centre has access to these on the OCR website.



# JOB ROLES AND PROGRESSION

The Level 2 qualifications are ideal for those with some experience of working in the retail sector. They may already have a basic competence in retail skills and require recognition for a wider range of abilities in retailing. Job roles include:

- Style Advisor
- Personal Shopper
- Sales Assistant
- Senior Sales Assistant
- Beauty Consultant
- Visual Merchandiser
- Baker
- Butcher
- Fishmonger
- Greengrocer
- Cleaner
- Shelf Filler
- Warehouse Assistant
- Cashier
- Customer Service
- Product Demonstrator
- Merchandiser.

Candidates may progress vertically from Level 2 to Level 3 qualifications. Alternatively, candidates may wish to progress onto other OCR qualifications in areas such as Retail Knowledge or Customer Service.



LEVEL 2 DIPLOMA IN  
RETAIL SKILLS (10289)

# STUDENT LOGBOOK

Candidate name: .....

Candidate number: .....

Unique learner number: .....

Centre name: .....

Centre number: .....

Centre contact: .....

Assessor name: .....

Assessor phone number: .....

Internal Verifier name: .....

Internal Verifier phone number: .....

# USING YOUR CANDIDATE LOGBOOK

This logbook will help you complete your Level 2 Diploma in Retail Skills qualification. It contains forms you can use to record and organise your evidence.

This logbook contains all the achievement records for recording your evidence. There is one record for each mandatory unit. Each achievement record contains the details of the standards you need to achieve for the work activities. Further achievement record sheets for the optional units are available from the OCR website.

Space is provided for you to record what you have done for your assessor to tick off those areas where you have met the National Standard.

Your assessor will explain how to fill out the achievement records and what is sufficient evidence. They will help you if you have difficulties.

The achievement records are very important. If you move jobs or colleges before you finish your qualification, you should take your records with you so that you can continue your qualification.

If you have already achieved some units towards your qualification before you leave, ask your employer or college to apply to OCR for a certificate that lists the units you have successfully gained.



# LEVEL 2 DIPLOMA IN RETAIL SKILLS

To achieve a Level 2 Diploma in Retail Skills, you must complete a **minimum of 37 credits**, of which **22 credits** must be selected from Level 2 units:

1. **8 credits** must be completed from the mandatory unit from **GROUP A**; and,
2. A **minimum of 14 credits** must come from **GROUP B**. The remaining credits can be from Groups B or C with a maximum of 15 credits from Group C. Within Group C candidates may achieve a maximum of 5 credits from Group C1 and a maximum of 15 credits from Group C2.

The following table contains the groups of mandatory and optional units:

## MANDATORY UNIT - GROUP A (8 CREDITS)

UNIT NO	UNIT REFERENCE	UNIT TITLE	CREDIT	LEVEL
1	T/503/5735	Work effectively in a retail team	8	2

## OPTIONAL UNITS - GROUP B

UNIT NO	UNIT REFERENCE	UNIT TITLE	CREDIT	LEVEL
2	R/503/5659	Receive goods and materials into storage in a retail environment	4	2
3	J/503/5660	Place goods and materials into storage in a retail environment	4	2
4	L/503/5661	Keep stock on sale at required levels in a retail environment	3	2
5	R/503/5662	Process customer orders for goods in a retail environment	3	2
6	Y/503/5663	Process returned goods in a retail environment	3	2
7	H/503/5665	Assemble products for display in a retail environment	2	2
8	K/503/5666	Hand-process fish in a retail environment	6	2
9	M/503/5667	Process greengrocery products for sale in a retail environment	7	2
10	T/503/5668	Finish meat products by hand in a retail environment	9	2
11	A/503/5672	Organise own work to meet a dough production schedule in a retail environment	10	2
12	D/601/4551	Select, weigh and measure bakery ingredients	3	2
13	T/601/4555	Hand-divide, mould and shape fermented dough	4	2
14	J/503/5674	Maintain food safety while working with food in a retail environment	6	2
15	R/503/5676	Pick products in a retail environment to fulfil customer orders	4	2
16	D/503/5678	Check stock levels and sort out problems with stock levels in a retail environment	2	2

UNIT NO	UNIT REFERENCE	UNIT TITLE	CREDIT	LEVEL
17	R/502/0854	Maintain moisture levels for crops or plants	2	2
18	L/502/0853	Provide nutrients to crops or plants	2	2
19	Y/502/1214	Remove unwanted plant growth to maintain development	5	2
20	K/502/1511	Identify and report the presence of pests, diseases and disorders	3	2
21	H/503/5679	Finish bake-off food products in a retail environment	3	2
22	Y/503/5680	Glaze, coat or decorate bake-off products for sale in a retail environment	3	2
23	M/503/5684	Display stock to promote sales to customers in a retail environment	5	2
24	T/503/5685	Help customers to choose products in a retail environment	6	2
25	A/503/5686	Carry out promotional campaigns in a retail environment	4	2
26	F/503/5687	Deal with customer queries and complaints in a retail environment	4	2
27	J/503/5688	Demonstrate products to customers in a retail environment	3	2
28	L/503/5689	Process payments for purchases in a retail environment	4	2
29	F/503/5690	Process applications for credit agreements offered in a retail environment	5	2
30	J/503/5691	Promote loyalty schemes to customers in a retail environment	3	2
31	Y/503/5694	Provide a bra fitting service in a retail environment	10	2
32	D/503/5695	Follow guidelines for planning and preparing visual merchandising displays	5	2
33	H/503/5696	Dress visual merchandising displays to attract customers	7	2
34	K/503/5697	Order and position signage and graphics for visual merchandising displays	3	2
35	M/503/5698	Dismantle and store props and graphics from visual merchandising displays	3	2
36	T/503/5699	Make props and decorate fixtures and panels for visual merchandising displays	10	2
37	D/503/5700	Assemble visual merchandising displays	4	2
38	J/503/5707	Follow point-of-sale procedures for age-restricted products in a retail environment	2	2
39	L/503/5708	Provide National Lottery products to customers	4	2
40	R/503/5709	Advise customers on the fixing and care of tiles	6	2
41	L/503/5711	Cash up in a retail environment	2	2
42	R/503/5712	Promote a retail store's credit card to customers in a retail environment	3	2



UNIT NO	UNIT REFERENCE	UNIT TITLE	CREDIT	LEVEL
43	Y/503/5713	Provide service to customers in a dressing room in a retail environment	3	2
44	D/503/5714	Promote food or drink products by offering samples to customers	2	2
45	H/503/5715	Deliver goods from a retail environment to the customer's delivery address	3	2
46	M/503/5717	Help customers to apply for a retail store's credit card and associated insurance products	4	2
47	T/503/5718	Help customers to choose delicatessen products in a retail environment	3	2
48	A/503/5719	Portion delicatessen products to meet customer requirements in a retail environment	2	2
49	J/502/0771	Merchandise plants and other relevant products	6	2
50	T/503/5721	Demonstrate make-up and skincare products to customers at a beauty counter in a retail environment	4	2
51	A/503/5722	Operate a customer record card system on a beauty counter in a retail environment	2	2
52	L/601/0933	Give customers a positive impression of yourself and your organisation	5	2
53	Y/503/5727	Protect own and others' health and safety when working in a retail environment	5	2
54	D/503/5728	Reduce security risks in a retail environment	5	2
55	A/503/5736	Prepare newspapers and magazines for return to merchandisers	2	2
56	J/503/5738	Check the accuracy of records of hours worked by staff in a retail environment	4	2

## OPTIONAL UNITS - GROUP C1

UNIT NO	UNIT REFERENCE	UNIT TITLE	CREDIT	LEVEL
57	D/503/5664	Sort donated goods for resale or recycling in a retail environment	3	1
58	F/503/5673	Maintain food safety while working with food in a retail environment	5	1
59	Y/503/5677	Load orders for despatch from a retail store to customers	3	1
60	L/601/5016	Provide a counter and takeaway service	3	1
61	K/503/5716	Contribute to monitoring and maintaining ease of shopping in a retail sales area	2	1

## OPTIONAL UNITS - GROUP C2

UNIT NO	UNIT REFERENCE	UNIT TITLE	CREDIT	LEVEL
62	A/503/5669	Audit stock levels and stock inventories in a retail environment	6	3
63	T/503/5671	Source required goods and services in a retail environment	10	3
64	L/503/5675	Monitor and help improve food safety in a retail environment	11	3
65	D/503/5681	Manage staff to receive goods in a retail environment	5	3
66	H/503/5682	Organise and monitor the storage of stock in a retail environment	6	3
67	L/503/5692	Maintain the availability of goods on display in a retail environment to promote sales	6	3
68	R/503/5693	Manage the payment transaction process in a retail environment	9	3
69	H/503/5701	Choose merchandise to feature in visual merchandising displays	6	3
70	K/503/5702	Manage the use of signage and graphics in visual merchandising displays	7	3
71	M/503/5703	Evaluate the effectiveness of visual merchandising displays	9	3
72	T/503/5704	Manage budgets for visual merchandising projects	10	3
73	A/503/5705	Contribute to improving a retail organisation's visual merchandising policy	8	3
74	F/503/5706	Design visual merchandising display layouts	10	3
75	J/503/5710	Help customers to choose alcoholic beverages in a retail environment	10	3
76	M/503/5720	Help customers to choose specialist products in a retail environment	8	3
77	Y/503/5730	Deputise for the leader of a retail team	11	3
78	D/503/5731	Contribute to the continuous improvement of retail operations within own area of responsibility	10	3
79	H/503/5732	Manage the prevention of wastage and loss in a retail environment	11	3
80	K/503/5733	Produce staffing schedules to help a retail team to achieve its targets	5	3
81	M/503/5734	Monitor and maintain health and safety in a retail environment	13	3
82	F/503/5737	Monitor and support secure payment point use during trading hours	3	3

# UNIT 1 (T/503/5735)

## WORK EFFECTIVELY IN A RETAIL TEAM

### THIS IS A MANDATORY UNIT

This unit assesses the occupational competence of individuals working in a retail environment, who are expected to work as part of a team. This includes being able to seek feedback about their own work performance.

For the purposes of this unit, the 'team' could be just the candidate and their manager.

The unit is divided into three outcomes:

1. Understand how to recognise discrimination, bullying and harassment in own workplace
2. Be able to work effectively in a retail team
3. Be able to improve own work performance in a retail team.



## UNIT 1 (T/503/5735)

### WORK EFFECTIVELY IN A RETAIL TEAM

#### Learning Outcome 1 - Understand how to recognise discrimination, bullying and harassment in own workplace

Assessment criteria. I can:	Assessor initials	Date	Evidence reference	Type of evidence
1.1 Explain how legislation and own employer define discrimination, bullying and harassment				
1.2 Explain own employer's procedures for dealing with discrimination, bullying and harassment				

#### Learning Outcome 2 - Be able to work effectively in a retail team

Assessment criteria. I can:	Assessor initials	Date	Evidence reference	Type of evidence
2.1 Ask for help and information from colleagues when needed				
2.2 Respond to colleagues' requests for help and information: <ul style="list-style-type: none"><li>• when own workload allows</li><li>• within the limits of own responsibility</li><li>• in ways that attempt to maintain working relationships</li></ul>				
2.3 Offer help to colleagues when own workload allows and within the limits of own responsibility				
2.4 Explain how to resolve difficulties with colleagues in a polite and constructive way				
2.5 Identify the people who can provide advice if problems in working with colleagues cannot be resolved without help				
2.6 Follow organisational procedures for safeguarding own and others' health and safety while at work				

**Learning Outcome 3 - Be able to improve own work performance in a retail team**

Assessment criteria. I can:	Assessor initials	Date	Evidence reference	Type of evidence
3.1 Explain the importance of being an effective learner at work				
3.2 Identify training needs to improve own work performance				
3.3 Agree own training programme, including action points and deadlines				
3.4 Explain the importance of asking for feedback on own work performance				
3.5 Request feedback on own work performance, including what is going well and what needs improving				
3.6 Evaluate own work performance against agreed training programme				



## UNIT 1 (T/503/5735)

### WORK EFFECTIVELY IN A RETAIL TEAM



### Key terms

#### Retail team

People and/or departments working together to bring products from manufacturers to the customers; a group of two or more people working together to achieve a common goal; people using their individual skills and attributes to support each other and work effectively to meet targets.

#### Procedures

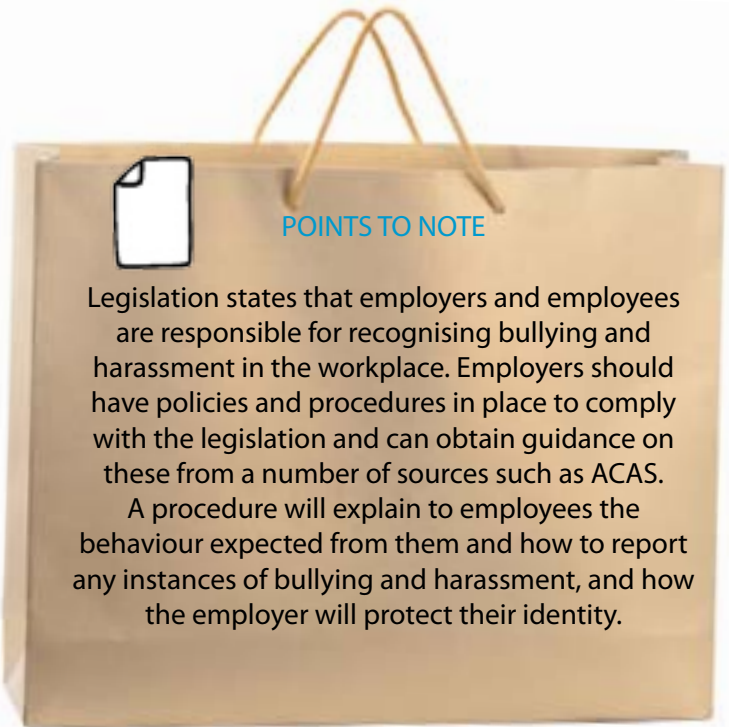
Written guidance on employer and employee legal responsibilities; the steps employees must follow to implement organisational policies; the reporting lines within the organisation; the timescales for dealing with grievances; the consequences of failing to follow procedures.

#### Workload

The routine and non-routine tasks allocated to an individual; the outcomes/targets an individual has to achieve within given timescales.

#### Own work performance

An individual assessing their own workload; an individual asking for feedback on their work activities/targets; an individual identifying areas for improvement and agreeing a training programme.



Legislation states that employers and employees are responsible for recognising bullying and harassment in the workplace. Employers should have policies and procedures in place to comply with the legislation and can obtain guidance on these from a number of sources such as ACAS.

A procedure will explain to employees the behaviour expected from them and how to report any instances of bullying and harassment, and how the employer will protect their identity.

**NOTES AND FEEDBACK**

Use this space to record any notes about your work. Your assessor will also use this space to give you some feedback.



## WORK AND LIFE SKILLS

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