Unit Title:	**Work effectively and support others in a retail organisation**
OCR unit number:	1
Sector unit number:	E.08
Level:	3
Credit value:	10
Guided learning hours:	50
Unit reference number:	H/503/5729

Unit purpose and aim

This unit assesses the occupational competence of a team leader or senior team leader within a retail team, to work effectively and support others to contribute to the success of the wider organisation.

Learning Outcomes	Assessment Criteria
The Learner will:	**The Learner can:**
1 Understand how own team contributes to the success of the wider organisation	1.1 explain own team's purpose, aims and targets in the context of the wider organisation 1.2 explain the roles and responsibilities of colleagues in own team 1.3 explain the importance of good working relations within own team
2 Understand own role within a team in a retail environment	2.1 explain own responsibility for contributing to own team's success, including helping colleagues to learn 2.2 explain the importance of being a reliable team member 2.3 explain the factors to take account of when making commitments, including: • existing workload • the degree to which interruptions and changes of plan are within own control 2.4 explain the importance of implementing the organisation's policies and procedures for health and safety, including the importance of setting a good example to colleagues

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Learning Outcomes	Assessment Criteria
3 Understand what motivates self and colleagues in a retail environment	3.1 explain the factors that can affect own and colleagues' motivation to carry out work in a retail environment, including skills and existing workload 3.2 explain potential circumstances that could affect morale in a retail environment
4 Be able to support effective working within a retail team	4.1 allocate work in ways that take account of own and colleagues' preferences, skills and available time 4.2 make and keep commitments to colleagues within: • own team • the wider organisation 4.3 agree alternative actions when it is not possible to keep commitments made to colleagues 4.4 interact with colleagues within own team and wider organisation in ways that attempt to maintain morale 4.5 explain to team members why it is important to treat each other fairly, politely and with respect 4.6 implement own organisation's health and safety procedures while working
5 Be able to improve own work performance in own retail team	5.1 identify knowledge and skills needed to improve own work performance 5.2 reach agreement with own line manager concerning: • learning and development goals • action points and deadlines for own learning and development 5.3 take measures to improve own performance 5.4 review own progress against an agreed learning and development plan, including seeking feedback from those in a position to give it
6 Be able to help others to learn in a retail environment	6.1 communicate to colleagues own willingness and availability to provide work-related information and advice 6.2 provide information and advice on request to colleagues where this is within own responsibility 6.3 provide advice and support to colleagues to help them meet the organisation's standards 6.4 communicate procedures to colleagues in a logical sequence to help them meet the organisation's standards 6.5 provide colleagues with opportunities to practise new skills 6.6 provide constructive feedback to colleagues on their progress in developing new skills

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Learning Outcomes	Assessment Criteria
	6.7 ensure that health, safety and security are not compromised when helping others to learn 6.8 refer colleagues to specialist advice as needed to support their learning

Assessment

This unit requires workplace assessment of occupational competence. It is internally assessed by centre staff and externally assessed by an OCR External Verifier.

The unit is competence-based. This means that it is linked to the candidate's ability to competently perform a range of tasks associated with their work.

This unit can be assessed independently of other units. However, it may be possible to generate some of the evidence for this unit holistically when gathering evidence for other units in the same qualification.

AC 4.5: 'Politely' means demonstrating respect and consideration for other people through the use of appropriate body language, verbal language, tone of voice (or the sign language equivalent) and facial expressions.

AC 6.6: 'Constructive' means objective (i.e. not personal), designed to help, and conveyed in a respectful manner.

The unit needs to be assessed in line with the relevant Sector Skills Council's (SSC's) Assessment Strategy or Principles. Skillsmart Retail's Assessment Principles for Retail Qualifications can be found on their website (www.skillsmartretail.com).

Assessment conducted by an external/peripatetic assessor must adhere to section 4.2.1 of Skillsmart Retail's '*Retail Qualifications Assessment Principles'*. As such, OCR requires the line manager or the owner/manager to sign and date the bottom of each unit Evidence Record Sheet (ERS) to both confirm their involvement and the candidate's competence. This should be on or prior to the signature and date provided by the assessor.

Evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing programmes of learning.

Guidance on assessment and evidence requirements

OCR provides the following as guidance when assessing the unit:

AC 2.4: When explaining the importance of implementing H&S procedures, the candidate should include legal consequences for both the individual and the business, customer impression, financial consequences, poor publicity.

AC 3.1 and **AC 3.2**: The candidate could consider factors that demotivate (for example, unrealistic target, poor leadership, personal issues, conflict, criminal activity) and measures that can boost morale (for example, positive feedback, acknowledgement of achievement, a good working atmosphere, bonuses and incentives).

AC 4.5: When explaining the importance of treating people fairly, politely and with respect, the candidate should be able to provide the benefits of such behaviour rather than simply referring to the avoidance of problems.

Where additional guidance has been provided, it is not intended to be exhaustive. Candidates may also use other relevant or appropriate examples.

You should refer to the 'Admin Guide: Vocational Qualifications (A850)' for Notes on Preventing Computer-Assisted Malpractice.

National Occupational Standards (NOS) mapping/signposting

This unit is based on the NOS reference SSR.E335, SSR.E336, SSR.E337

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		**Mathematics**		**ICT**	
Speaking and Listening	✔	Representing		Use ICT systems	✔
Reading		Analysing		Find and select information	
Writing	✔	Interpreting		Develop, present and communicate information	✔

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications' (A850)* on the OCR website www.ocr.org.uk .

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