

# WORK AND LIFE SKILLS

## STUDENT GUIDE AND LOGBOOK

LEVEL 3 DIPLOMA IN RETAIL SKILLS

(SALES PROFESSIONAL) (10294)

Within the Apprenticeship Framework for

# Retail

WORK AND  
LIFE SKILLS

OCR 

# STUDENT GUIDE

## INTRODUCTION

You are about to start an OCR Level 3 Diploma in Retail Skills (Sales Professional). 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/<br>FUNCTIONAL SKILLS/<br>ESSENTIAL SKILLS<br>WALES                | EMPLOYMENT RIGHTS<br>AND RESPONSIBILITIES  | PERSONAL LEARNING<br>AND THINKING SKILLS  |
|----------------------------------|---|---|--|---|
| Level 3 Diploma in Retail Skills | Level 3 Certificate in Retail Knowledge | Application of Number L2<br>Communications L2<br>or<br>Maths L2<br>English L2 | Employment Rights and Responsibilities is delivered and assessed as part of the Level 3 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 3 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 competence of candidates in the retail workplace.

The Level 3 Retail Skills qualifications are most appropriate for candidates who are already competent in a significant variety of retail work activities and require recognition for a wider and more complex range of abilities.

There is direct progression within the Retail Skills suite. Candidates may progress horizontally from a Level 3 Certificate on to Diploma, or vertically from the Level 1 qualifications through to the 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 3 qualifications will be appropriate for candidates who are already competent in a significant variety of retail work activities and requiring recognition for a wider and more complex range of abilities. The qualifications offer candidates a choice of three pathways: Sales Professional, Visual Merchandising and Management, and are designed to reflect the work of those employed in senior roles within the retail sector such as:

- Senior Sales Assistant
- Supervisor
- Assistant Department Manager
- Department Manager
- Floor Manager
- Assistant Store Manager
- Store Manager
- Visual Merchandising Manager
- Team Leader

The Retail Skills qualifications have been designed to encourage progression within the suite. For example, a candidate achieving the Level 3 Certificate may wish to progress horizontally onto the Level 3 Diploma.

Alternatively, candidates may wish to progress onto other OCR qualifications in areas such as Team Leading or Management.





LEVEL 3 DIPLOMA IN  
RETAIL SKILLS (SALES PROFESSIONAL) (10294)  
**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 3 Diploma in Retail Skills (Sales Professional) 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 3 DIPLOMA IN RETAIL SKILLS (SALES PROFESSIONAL)

To achieve a Level 3 Diploma in Retail Skills (Sales Professional), you must complete a **minimum of 43 credits**:

1. **10 credits** must be completed from the mandatory unit from **GROUP A**; and,
2. A **minimum of 23 credits** must come from **GROUP B**. The remaining credits can be from Groups B or C with a maximum of 10 credits from Group C. At least 33 credits must be achieved at Level 3.

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

## MANDATORY UNIT - GROUP A (10 CREDITS)

| UNIT NO | UNIT REFERENCE | UNIT TITLE   | CREDIT | LEVEL |
|---------|----------------|--|--------|-------|
| 1       | H/503/5729     | Work effectively and support others in a retail organisation | 10     | 3     |

## OPTIONAL UNITS - GROUP B

| UNIT NO | UNIT REFERENCE | UNIT TITLE  | CREDIT | LEVEL |
|---------|----------------|---|--------|-------|
| 2       | A/503/5669     | Audit stock levels and stock inventories in a retail environment                                | 6      | 3     |
| 3       | T/503/5671     | Source required goods and services in a retail environment                                      | 10     | 3     |
| 4       | L/503/5675     | Monitor and help improve food safety in a retail environment                                    | 11     | 3     |
| 5       | D/503/5681     | Manage staff to receive goods in a retail environment   | 5      | 3     |
| 6       | H/503/5682     | Organise and monitor the storage of stock in a retail environment                               | 6      | 3     |
| 7       | L/503/5692     | Maintain the availability of goods on display in a retail environment to promote sales          | 6      | 3     |
| 8       | R/503/5693     | Manage the payment transaction process in a retail environment                                  | 9      | 3     |
| 9       | J/503/5710     | Help customers to choose alcoholic beverages in a retail environment                            | 10     | 3     |
| 10      | M/503/5720     | Help customers to choose specialist products in a retail environment                            | 8      | 3     |
| 11      | Y/503/5730     | Deputise for the leader of a retail team  | 11     | 3     |
| 12      | D/503/5731     | Contribute to the continuous improvement of retail operations within own area of responsibility | 10     | 3     |
| 13      | H/503/5732     | Manage the prevention of wastage and loss in a retail environment                               | 11     | 3     |
| 14      | K/503/5733     | Produce staffing schedules to help a retail team to achieve its targets                         | 5      | 3     |
| 15      | F/503/5737     | Monitor and support secure payment point use during trading hours                               | 3      | 3     |

## OPTIONAL UNITS - GROUP C

| UNIT NO | UNIT REFERENCE | UNIT TITLE   | CREDIT | LEVEL |
|---------|----------------|--|--------|-------|
| 16      | K/503/5666     | Hand-process fish in a retail environment  | 6      | 2     |
| 17      | M/503/5667     | Process greengrocery products for sale in a retail environment                             | 7      | 2     |
| 18      | T/503/5668     | Finish meat products by hand in a retail environment                                       | 9      | 2     |
| 19      | A/503/5672     | Organise own work to meet a dough production schedule in a retail environment              | 10     | 2     |
| 20      | D/601/4551     | Select, weigh and measure bakery ingredients   | 3      | 2     |
| 21      | T/601/4555     | Hand divide, mould and shape fermented dough   | 4      | 2     |
| 22      | J/503/5674     | Maintain food safety while working with food in a retail environment                       | 6      | 2     |
| 23      | R/503/5676     | Pick products in a retail environment to fulfil customer orders                            | 4      | 2     |
| 24      | D/503/5678     | Check stock levels and sort out problems with stock levels in a retail environment         | 2      | 2     |
| 25      | R/502/0854     | Maintain moisture levels for crops or plants   | 2      | 2     |
| 26      | L/502/0853     | Provide nutrients to crops or plants   | 2      | 2     |
| 27      | Y/502/1214     | Remove unwanted plant growth to maintain development                                       | 5      | 2     |
| 28      | K/502/1511     | Identify and report the presence of pests, diseases and disorders                          | 3      | 2     |
| 29      | H/503/5679     | Finish bake-off food products in a retail environment                                      | 3      | 2     |
| 30      | Y/503/5680     | Glaze, coat or decorate bake-off products for sale in a retail environment                 | 3      | 2     |
| 31      | J/503/5688     | Demonstrate products to customers in a retail environment                                  | 3      | 2     |
| 32      | Y/503/5694     | Provide a bra fitting service in a retail environment                                      | 10     | 2     |
| 33      | R/503/5709     | Advise customers on the fixing and care of tiles   | 6      | 2     |
| 34      | L/503/5711     | Cash up in a retail environment  | 2      | 2     |
| 35      | R/503/5712     | Promote a retail store's credit card to customers in a retail environment                  | 3      | 2     |
| 36      | Y/503/5713     | Provide service to customers in a dressing room in a retail environment                    | 3      | 2     |
| 37      | D/503/5714     | Promote food or drink products by offering samples to customers                            | 2      | 2     |
| 38      | M/503/5717     | Help customers to apply for a retail store's credit card and associated insurance products | 4      | 2     |
| 39      | T/503/5718     | Help customers to choose delicatessen products in a retail environment                     | 3      | 2     |



| UNIT NO | UNIT REFERENCE | UNIT TITLE   | CREDIT | LEVEL |
|---------|----------------|--|--------|-------|
| 40      | A/503/5719     | Portion delicatessen products to meet customer requirements in a retail environment                | 2      | 2     |
| 41      | J/502/0771     | Merchandise plants and other relevant products   | 6      | 2     |
| 42      | T/503/5721     | Demonstrate make-up and skincare products to customers at a beauty counter in a retail environment | 4      | 2     |
| 43      | A/503/5722     | Operate a customer record card system on a beauty counter in a retail environment                  | 2      | 2     |
| 44      | Y/601/1230     | Organise the delivery of reliable customer service   | 6      | 3     |
| 45      | H/601/1232     | Improve the customer relationship  | 7      | 3     |
| 46      | D/601/1553     | Work with others to improve customer service   | 8      | 3     |
| 47      | J/601/1515     | Monitor and solve customer service problems  | 6      | 3     |
| 48      | H/601/1554     | Promote continuous improvement   | 7      | 3     |



## UNIT 1 (H/503/5729)

### WORK EFFECTIVELY AND SUPPORT OTHERS IN A RETAIL ORGANISATION

#### Learning Outcome 1 - Understand how own team contributes to the success of the wider organisation

| Assessment criteria. I can:   | Assessor initials | Date | Evidence reference | Type of evidence |
|---|-------------------|------|--------------------|------------------|
| 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                      |                   |      |                    |                  |

#### Learning Outcome 2 - Understand own role within a team in a retail environment

| Assessment criteria. I can:   | Assessor initials | Date | Evidence reference | Type of evidence |
|---|-------------------|------|--------------------|------------------|
| 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: <ul style="list-style-type: none"><li>existing workload</li><li>the degree to which interruptions and changes of plan are within own control</li></ul> |                   |      |                    |                  |
| 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   |                   |      |                    |                  |

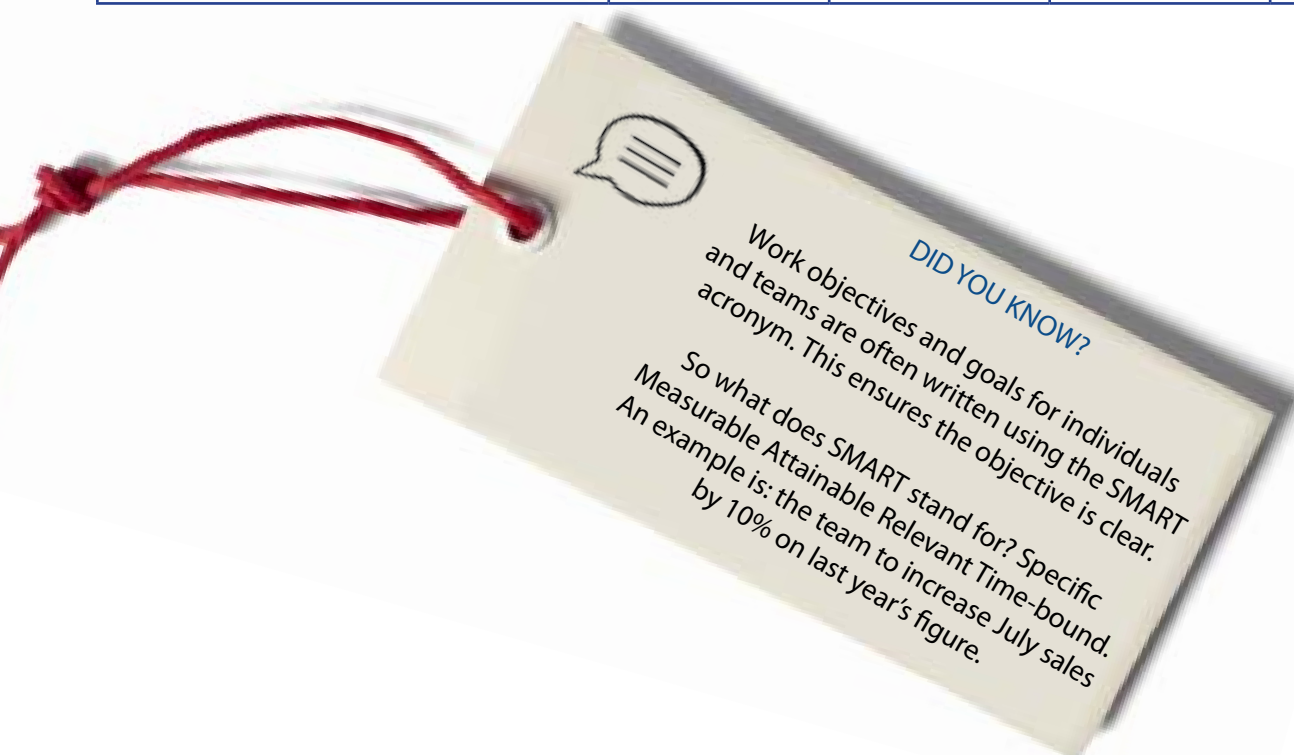
#### Learning Outcome 3 - Understand what motivates self and colleagues in a retail environment

| Assessment criteria. I can:  | Assessor initials | Date | Evidence reference | Type of evidence |
|--|-------------------|------|--------------------|------------------|
| 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   |                   |      |                    |                  |

**WORK EFFECTIVELY AND SUPPORT OTHERS IN A RETAIL ORGANISATION**

**Learning Outcome 4 - Be able to support effective working within a retail team**

| Assessment criteria. I can:  | Assessor initials | Date | Evidence reference | Type of evidence |
|--|-------------------|------|--------------------|------------------|
| 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: <ul style="list-style-type: none"> <li>• own team</li> <li>• the wider organisation</li> </ul> |                   |      |                    |                  |
| 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  |                   |      |                    |                  |



## UNIT 1 (H/503/5729)

### WORK EFFECTIVELY AND SUPPORT OTHERS IN A RETAIL ORGANISATION

#### Learning outcome 5 - Be able to improve own work performance in own retail team

| Assessment criteria. I can:   | Assessor initials | Date | Evidence reference | Type of evidence |
|---|-------------------|------|--------------------|------------------|
| 5.1 Identify knowledge and skills needed to improve own work performance  |                   |      |                    |                  |
| 5.2 Reach agreement with own line manager concerning: <ul style="list-style-type: none"><li>• learning and development goals</li><li>• action points and deadlines for own learning and development</li></ul> |                   |      |                    |                  |
| 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   |                   |      |                    |                  |

#### Learning outcome 6 - Be able to help others to learn in a retail environment

| Assessment criteria. I can:   | Assessor initials | Date | Evidence reference | Type of evidence |
|---|-------------------|------|--------------------|------------------|
| 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                    |                   |      |                    |                  |
| 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                                 |                   |      |                    |                  |

**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.

**Factors**

An event, circumstance, influence, or element that plays a part in bringing about a result. For example: an influence in meeting commitments could be customer requests; a delivery arriving late/not turning up; the priorities of your own workload.

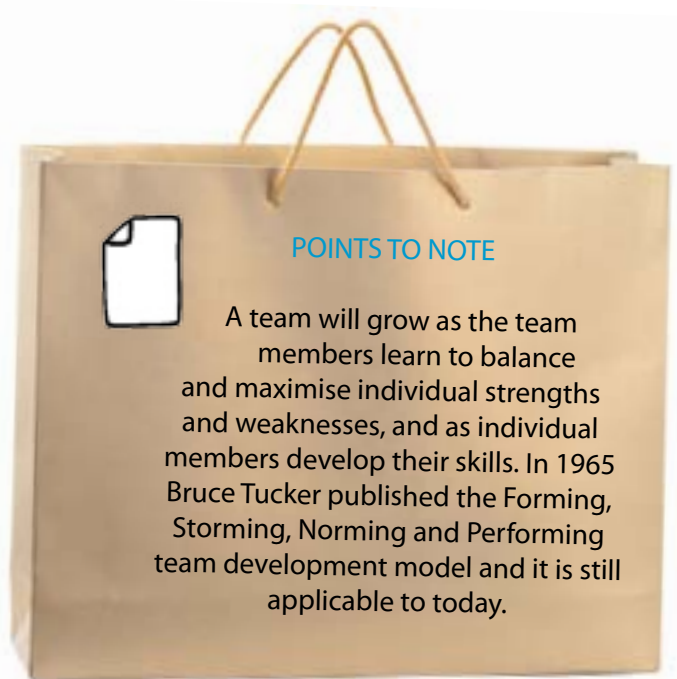
**Communicate**

Is to exchange information, messages and ideas using verbal and non-verbal processes; the giving and receiving of information, advice, instructions or feedback; providing information in a logical sequence such as instructions.

**Own work performance**

Completing tasks and meeting deadlines relevant to own and organisational objectives, an individual assessing own workload; an individual asking for feedback on work activities/targets; an individual identifying areas for improvement.

**WORK EFFECTIVELY AND SUPPORT OTHERS IN A RETAIL ORGANISATION**



## UNIT 1 (H/503/5729)

### WORK EFFECTIVELY AND SUPPORT OTHERS IN A RETAIL ORGANISATION

#### **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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