Pearson
BTEC Level 3 National
Diploma in
Retail

Specification

First teaching from September 2016

First certification from 2018

Issue 2

BTEC

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Edexcel, BTEC and LCCI qualifications

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About Pearson

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Welcome

With a track record built over 30 years of learner success, BTEC Nationals are widely recognised by industry and higher education as the signature vocational qualification at Level 3. They provide progression to the workplace either directly or via study at a higher level. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications. What's more, well over 100,000 BTEC students apply to UK universities every year and their BTEC Nationals are accepted by over 150 UK universities and higher education institutes for relevant degree programmes either on their own or in combination with A Levels.

Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

When creating the BTEC Nationals in this suite, we worked with many employers, higher education providers, colleges and schools to ensure that their needs are met. Employers are looking for recruits with a thorough grounding in the latest industry requirements and work-ready skills such as teamwork. Higher education needs students who have experience of research, extended writing and meeting deadlines.

We have addressed these requirements with:

- a range of BTEC sizes, each with a clear purpose, so there is something to suit each learner's choice of study programme and progression plans
- refreshed content that is closely aligned with employers' and higher education needs for a skilled future workforce
- assessments and projects chosen to help learners progress to the next stage. This means some are set by you to meet local needs, while others are set and marked by Pearson so that there is a core of skills and understanding that is common to all learners. For example, a written test can be used to check that learners are confident in using technical knowledge to carry out a certain job.

We are providing a wealth of support, both resources and people, to ensure that learners and their tutors have the best possible experience during their course. See *Section 10* for details of the support we offer.

A word to learners

Today's BTEC Nationals are demanding, as you would expect of the most respected applied learning qualification in the UK. You will have to choose and complete a range of units, be organised, take some assessments that we will set and mark, and keep a portfolio of your assignments. But you can feel proud to achieve a BTEC because, whatever your plans in life – whether you decide to study further, go on to work or an apprenticeship, or set up your own business – your BTEC National will be your passport to success in the next stage of your life.

Good luck, and we hope you enjoy your course.

Collaborative development

Students completing their BTEC National in Retail will be aiming to go on to employment, often via the stepping stone of higher education. It was, therefore, essential that we developed these qualifications in close collaboration with experts from professional bodies, businesses and universities, and with the providers who will be delivering the qualifications. To ensure that the content meets providers' needs and provides high-quality preparation for progression, we engaged experts. We are very grateful to all the university and further education lecturers, teachers, employers, professional body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

Employers and professional bodies and that have worked with us include:

The Co-operative

These qualifications have also been approved by the following professional bodies as suitable qualifications for learners wanting to progress onto their approved courses at the appropriate level.

The professional bodies include:

CIPS – Chartered Institute of Procurement and Supply

In addition, universities, professional bodies and businesses have provided letters of support confirming that these qualifications meet their entry requirements. These letters can be viewed on our website.

Contents

Introduction to BTEC National qualifications for the retail sector

This specification contains the information you need to deliver the Pearson BTEC Level 3 National Diploma in Retail. The specification signposts you to additional handbooks and policies. It includes all the units for this qualification.

Within this suite are BTEC National qualifications for post-16 learners wishing to specialise in a specific industry, occupation or occupational group. The qualifications give learners specialist knowledge and technical skills, enabling entry to an Apprenticeship or other employment, or progression to related higher education courses. Learners taking these qualifications must have a significant level of employer involvement in their programmes.

In the business sector this qualification is:

Pearson BTEC Level 3 National Diploma in Retail (720 GLH) 601/7158/3

Some BTEC National qualifications provide a broad introduction that gives learners transferable knowledge and skills. These qualifications are for post-16 learners who want to continue their education through applied learning. The qualifications prepare learners for a range of higher education courses and job roles related to a particular sector. They provide progression either by meeting entry requirements in their own right or by being accepted alongside other qualifications at the same level and adding value to them. Learners wanting a qualification of this type could take a BTEC National in business.

This specification signposts all the other essential documents and support that you need as a centre in order to deliver, assess and administer the qualification, including the staff development required. A summary of all essential documents is given in *Section 7*. Information on how we can support you with this qualification is given in *Section 10*.

The information in this specification is correct at the time of publication.

Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
Pearson BTEC National Diploma in Retail	720 GLH Equivalent in size to two A Levels. 10 units of which 6 are mandatory and 2 are external. Mandatory content (66%). External assessment (33%)	The Diploma is designed to be the substantive part of a 16–19 study programme for learners who want a strong core of sector study and are preparing for roles in retail, for example working in a store or supporting online businesses in the sector. It may be complemented with other BTEC Nationals or A Levels or non-qualification elements to support progression to specific job roles or to Higher Apprenticeships in the retail sector.

Learners must not register on the BTEC Level 3 Nationals in Retail at the same time as the BTEC Level 3 Nationals in Business or the BTEC Level 3 Nationals in Enterprise and Entrepreneurship, due to the overlap of content and assessment.

Structures of the qualifications at a glance

This table shows all the units and the qualifications to which they contribute. The full structure for this Pearson BTEC Level 3 National in Retail is shown in *Section 2.* **You must refer to the full structure to select units and plan your programme.**

Key

	Unit assessed externally	**M**	Mandatory units	**O**	Optional units

Unit (number and title)	Unit size (GLH)	Diploma (720 GLH)
1 Investigating the Business Environment	120	M
2 Business Decision Making	120	M
3 Investigating Retail Business	60	M
4 Customer Service in Retail	60	M
5 Visual Merchandising	60	M
6 Team Building in Business	60	M
7 Retailing in Food and Fashion	60	O
8 Recruitment and Selection Process	60	O
9 Marketing Planning	60	O
10 Buying for Business	60	O
11 Supply Chain Operations	60	O
12 Work Experience in Retail	60	O

Qualification and unit content

Pearson has developed the content of the new BTEC Nationals in collaboration with employers and representatives from higher education and relevant professional bodies. In this way, we have ensured that content is up to date and that it includes the knowledge, understanding, skills and attributes required in the sector.

Each qualification in the suite has its own purpose. The mandatory content provides a balance of breadth and depth ensuring that all learners have a strong basis for developing technical skills required in the sector. Learners are then offered the opportunity to develop a range of technical skills and attributes expected by employers with some opportunity to select between optional units where a degree of choice for individual learners to study content relevant to their own progression choices is appropriate. It is expected that learners will apply their learning in relevant employment and sector contexts during delivery and have opportunities to engage meaningfully with employers.

The proportion of mandatory content ensures that all learners are following a coherent programme of study and acquiring the knowledge, understanding and skills that will be recognised and valued. Learners are expected to show achievement across mandatory units as detailed in *Section 2*.

BTEC Nationals have always required applied learning that brings together knowledge and understanding (the cognitive domain) with practical and technical skills (the psychomotor domain). This is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork, planning and completing tasks to high standards, which are valued in both the workplace and in higher education.

Our approach provides rigour and balance, and promotes the ability to apply learning immediately in new contexts. Further details can be found in *Section 2*.

Assessment

Assessment is specifically designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. There are three main forms of assessment that you need to be aware of: external, internal and synoptic.

Externally-assessed units

Each external assessment for a BTEC National is linked to a specific unit. All of the units developed for external assessment are of 120 GLH to allow learners to demonstrate breadth and depth of achievement. Each assessment is taken under specified conditions, then marked by Pearson and a grade awarded. Learners must achieve all external units at pass grade or above. The styles of external assessment used for qualifications in the Business suite are:

- examinations – all learners take the same assessment at the same time, normally with a written outcome
- set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task.

Some external assessments include a period of preparation using set information. External assessments are available once or twice a year and learners can have only one resit attempt during the programme. For detailed information on the external assessments please see the table in *Section 2*. For further information on preparing for external assessment see *Section 5*.

Internally-assessed units

Most units in the sector are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment of each unit, using the examples and support that Pearson provides. Before you assess you will need to become an approved centre, if you are not one already. You will need to prepare to assess using the guidance in *Section 6*.

In line with the requirements and guidance for internal assessment, you select the most appropriate assessment styles according to the learning set out in the unit. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners could be given opportunities to:

- demonstrate practical and technical skills using appropriate presentations and role plays
- complete realistic tasks to meet specific briefs or particular purposes
- write up the findings of their own research
- use case studies to explore complex or unfamiliar situations
- carry out projects for which they have choice over the direction and outcomes.

You will make grading decisions based on the requirements and supporting guidance given in the units. Learners may not make repeated submissions of assignment evidence. For further information see *Section 6*.

Synoptic assessment

Synoptic assessment requires learners to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector as relevant to a key task. BTEC learning has always encouraged learners to apply their learning in realistic contexts using scenarios and realistic activities that will permit learners to draw on and apply their learning. For these qualifications we have formally identified units to be a focus for synoptic assessment. Centres need to plan appropriate delivery of units with synoptic assessment to ensure that learners would be ready to take assessment as they are expected to be able to draw on a range of content. Synoptic units may be internally or externally assessed. The particular unit that you will need to treat synoptically for this qualification is shown in the structure in *Section 2.*

Language of assessment

Assessment of the internal and external units for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 6*.

Grading for units and qualifications

Achievement in the qualification requires a demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for employment or progression to HE, and successful development of transferable skills. Learners achieving a qualification will have achieved across mandatory units including external and synoptic assessment.

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. All mandatory and optional units contribute proportionately to the overall qualification grade, for example a unit of 120 GLH will contribute double that of a 60 GLH unit.

Qualifications in the suite are graded using a scale of P to D*, **or** PP to D*D*, **or** PPP to D*D*D* Please see *Section 9* for more details. The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of learner performance and in consultation with key users of the qualification.

Recognition by UCAS

We are in consultation with UCAS to ensure that these BTEC Nationals will continue to meet higher education requirements. Please go to the UCAS website for full details of points allocated.

1 Qualification purpose

Pearson BTEC Level 3 National Diploma in Retail

In this section you will find information on the purpose of this qualification and how its design meets that purpose through the qualification objective and structure. We publish a full 'Statement of Purpose' for each qualification on our website. These statements are designed to guide you and potential learners to make the most appropriate choice about the size of qualification suitable at recruitment.

Who is this qualification for?

The Pearson BTEC Level 3 National Diploma in Retail is intended as a Tech Level qualification for post-16 learners who want to continue their education through technical learning. It is equivalent in size to two A Levels, and has been designed as a full two-year programme. Learners who want to take this qualification will have successfully completed a Level 2 programme of learning with GCSEs or vocational qualifications. It is intended as a Tech level, and as such is designed to meet the Tech Bacc measure when studied alongside Level 3 mathematics and the Extended Project Qualification (EPQ).

The qualification provides a focused study on the retail sector. It is designed for learners who want to pursue a career in the retail sector, either via higher education in order to access graduate entry employment with businesses, or alternatively through junior retail employment.

What does this qualification cover?

This qualification has been developed in consultation with employers and professional bodies, to ensure that it gives students the opportunity to develop the knowledge, skills and behaviours appropriate for working in the retail sector. In addition, higher education representatives have been involved in order to confirm that the content is also appropriate for those interested in progressing into employment in the retail sector via a higher-level retail business qualification.

The qualification content and assessment has been mapped to the Trailblazer Apprenticeship standards for a Retail Team Leader, the national occupational standards in the retail industry, as well as the Chartered Institute of Procurement and Supply (CIPS) Level 3 Advanced Certificate in Procurement and Supply. This further supports the competencies that a student will be able to develop during the qualification.

Everyone taking this qualification will study six mandatory units:

- Investigating the Business Environment
- Business Decision Making
- Customer Service in Retail
- Team Building in Business
- Investigating Retail Business
- Visual Merchandising.

Students choose a further four option units from six, which have been designed to support progression to a range of in-demand retail sector-related areas, they are:

- Buying for Business (essential for CIPS)
- Supply Chain Operations (essential for CIPS)
- Marketing Planning (essential for CIPS)
- Recruitment and Selection Process
- Retailing in Food and Fashion
- Work Experience in Retail.

Students will be required to engage with employers as part of their course. This could be through work experience, or employers contributing to the delivery and assessment of particular units, including *Customer Service in Retail.*

Practical experience of the retail sector is valuable for all those students who aim to progress to a career in the industry, either directly after completing this qualification, or following further study.

What could this qualification lead to?

The content of this qualification has been designed primarily to support progression directly into employment in the retail sector, to carry out roles such as:

- assistant merchandiser
- sales consultant
- visual displays coordinator
- retail supervisor
- retail sales advisor
- assistant buyer
- customer services advisor
- allocation and distribution consultant.

Administration and junior management training programmes and apprenticeships are available in areas such as retail, sales or enterprise.

Will the qualification support progression to further learning, if so, what to?

In addition to the sector-specific content, the requirements of the qualification mean the student develops the transferable and higher-order skills that are highly regarded by both HE and employers.

The qualification is intended to carry UCAS points and is recognised by HE providers as meeting admission requirements to many relevant courses, for example, the following foundation degrees:

- FdA in Retail Management
- FdA in Visual Merchandising
- FdA in Fashion, Retail and Enterprise
- FdSc in Logistics and Supply Chain Management.

When studied with other qualifications within the study programme, such as an A level or BTEC Extended Certificate in a different complementary sector, such as Fashion, Hospitality or Sport, learners can progress into higher education on specialist degree courses, for example:

- BA (Hons) in Retail Management
- BA (Hons) in Retail Marketing
- BA (Hons) in Sports Business, Retailing and Merchandising
- BA (Hons) in Fashion and Textile Buying Management
- BSc (Hons) in Business with Retail Studies.

Students should always check the entry requirements for degree programmes at specific HE providers.

How does the qualification provide employability and technical skills?

In the BTEC National units there are opportunities during the teaching and learning phase to give learners practice in developing employability skills. Where employability skills are referred to in this specification, we are generally referring to skills in the following three main categories:

- **cognitive and problem-solving skills**: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- **intrapersonal skills**: communicating, working collaboratively, negotiating and influencing, self-presentation
- **interpersonal skills:** self-management, adaptability and resilience, self-monitoring and development.

There are also specific requirements in some units for assessment of these skills where relevant. For example, where learners are required to undertake real or simulated activities.

Many of mandatory and specified optional units encourage learners to develop the specific practical skills that employers are looking for.

How does the qualification provide transferable knowledge and skills for higher education?

All BTEC Nationals provide transferable knowledge and skills that prepare learners for progression to university or other higher study either immediately or for career progression. The transferable skills that universities value include:

- the ability to learn independently
- the ability to research actively and methodically
- to be able to give presentations and be active group members.

BTEC learners can also benefit from opportunities for deep learning where they are able to make connections among units and select areas of interest for detailed study. BTEC Nationals provide a vocational context in which learners can become prepared for life-long learning through:

- effective writing
- analytical skills
- creative development
- preparation for assessment methods used in degrees.

2 Structure

Qualification structure

Pearson BTEC Level 3 National Diploma in Retail

Mandatory units

There are 6 mandatory units, 2 external and 4 internal. Learners must complete and achieve at pass grade or above for all the units in group A. Learners must complete all 3 mandatory internal units in group B.

Optional units

Learners must complete at least 4 optional units from group C.

Pearson BTEC Level 3 National Diploma in Retail				
Unit number	Unit title	GLH	Type	How assessed
	Mandatory units group A — learners complete and achieve all units			
1	Investigating the Business Environment	120	Mandatory	External
2	Business Decision Making	120	Mandatory Synoptic	External
4	Customer Service in Retail	60	Mandatory Synoptic	Internal
	Mandatory units group B — learners complete all units			
3	Investigating Retail Business	60	Mandatory	Internal
5	Visual Merchandising	60	Mandatory	Internal
6	Team Building in Business	60	Mandatory	Internal
	Optional units group C — learners complete 4 units			
7	Retailing in Food and Fashion	60	Optional	Internal
8	Recruitment and Selection Process	60	Optional	Internal
9	Marketing Planning	60	Optional	Internal
10	Buying For Business	60	Optional	Internal
11	Supply Chain Operations	60	Optional	Internal
12	Work Experience in Retail	60	Optional	Internal

External assessment

This is a summary of the type and availability of external assessment, which is 33% of the total qualification GLH. See *Section 5* and the units and sample assessment materials for more information.

Unit	Type	Availability
Unit 1: Investigating the Business Environment	• A task set and marked by Pearson and completed under supervised conditions. • Learners will be given a case study two weeks before a supervised assessment period in order to carry out research. • The supervised assessment period is a maximum of three hours and can be arranged over a number of sessions. • Written submission. • 52 marks.	**Dec/Jan and May/June** **First assessment: June 2017**
Unit 2: Business Decision Making	• A task set and marked by Pearson and completed under supervised conditions. • The supervised assessment period is a maximum of three hours and can be arranged over a number of sessions in a period timetabled by Pearson. • Submission completed using a computer. • 70 marks.	**Dec/Jan and May/June** **First assessment: January 2018**

Synoptic assessment

The mandatory synoptic units require learners to apply learning from across the qualification to the completion of defined vocational tasks. *Unit 2: Business Decision Making* provides a synoptic assessment as the aim of this unit is to focus knowledge and skills acquired to enable learners to interpret data and to formulate solutions. They will need to use financial planning, marketing, business models, economic trends, legislation and quality mechanisms to make appropriate business decisions for the given complex business problems. Learners complete the task using knowledge and understanding from their studies of the sector, and apply both transferable and specialist knowledge and skills. For *Unit 4: Customer Service in Retail* learners will develop the skills required to manage customers expectations. Learners complete a varied range of activities using knowledge and understanding from their studies of the sector and apply both transferable and specialist knowledge and skills.

In delivering these units you need to encourage learners to draw on their broader learning so they will be prepared for the assessment.

Employer involvement in assessment and delivery

You need to ensure that learners on this qualification have a significant level of employer involvement in programme delivery or assessment. See *Section 4* for more information.

3 Units

Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way. There are two types of unit format:

- internal units
- external units.

This section explains how the units work. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme review this section.

Internal units

Section	Explanation
Unit number	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
Unit title	This is the formal title that we always use and it appears on certificates.
Level	All units are at Level 3 on the national framework.
Unit type	This shows if the unit is internal or external only. See structure information in *Section 2* for full details.
GLH	Units may have a GLH value of 120, 90 or 60 GLH. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit in brief	A brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures etc.
Unit introduction	This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
Learning aims	These help to define the scope, style and depth of learning of the unit. You can see where learners should be learning standard requirements ('understand') or where they should be actively researching ('investigate'). You can find out more about the verbs we use in learning aims in *Appendix 2*.
Summary of unit	This new section helps teachers to see at a glance the main content areas against the learning aims and the structure of the assessment. The content areas and structure of assessment are required. The forms of evidence given are suitable to fulfil the requirements.
Content	This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.'. Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.

Section	Explanation
Assessment criteria	Each learning aim has Pass and Merit criteria. Each assignment has at least one Distinction criterion.
	A full glossary of terms used is given in *Appendix 2*. All assessors need to understand our expectations of the terms used.
	Distinction criteria represent outstanding performance in the unit. Some criteria require learners to draw together learning from across the learning aims.
Essential information for assignments	This shows the maximum number of assignments that may be used for the unit to allow for effective summative assessment, and how the assessment criteria should be used to assess performance.
Further information for teachers and assessors	The section gives you information to support the implementation of assessment. It is important that this is used carefully alongside the assessment criteria.
Resource requirements	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see *Section 10*.
Essential information for assessment decisions	This information gives guidance for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard. This section contains examples and essential clarification.
Links to other units	This section shows you the main relationship among units. This section can help you to structure your programme and make best use of materials and resources.
Employer involvement	This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.

External units

Section	Explanation
Unit number	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
Unit title	This is the formal title that we always use and it appears on certificates.
Level	All units are at Level 3 on the national framework.
Unit type	This shows if the unit is internal or external only. See structure information in *Section 2* for full details.
GLH	Units may have a GLH value of 120, 90 or 60 GLH. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit in brief	A brief formal statement on the content of the unit.
Unit introduction	This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
Summary of assessment	This sets out the type of external assessment used and the way in which it is used to assess achievement.
Assessment outcomes	These show the hierarchy of knowledge, understanding, skills and behaviours that are assessed. Includes information on how this hierarchy relates to command terms in sample assessment materials (SAMs).
Essential content	For external units all the content is obligatory, the depth of content is indicated in the assessment outcomes and sample assessment materials (SAMs). The content will be sampled through the external assessment over time, using the variety of questions or tasks shown.
Grade descriptors	We use grading descriptors when making judgements on grade boundaries. You can use them to understand what we expect to see from learners at particular grades.
Key terms typically used in assessment	These definitions will help you analyse requirements and prepare learners for assessment.
Resources	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see *Section 10*.
Links to other units	This section shows the main relationship among units. This section can help you to structure your programme and make best use of materials and resources.
Employer involvement	This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.

Index of units

This section contains all the units developed for this qualification. Please refer to pages *pages 4–5* to check which units are available in all qualifications in the business sector.

Unit 1:   Investigating the Business Environment

Level: **3**

Unit type: **External**

Guided learning hours: **120**

Unit in brief

In this introductory unit, learners will examine different internal and external environments of a business and the context in which businesses operate.

Unit introduction

A business is any activity that provides goods or services, whether that is to make a profit or not. Customers today have a great deal of choice and are well informed. Therefore, a successful business is one that positively balances satisfying customers against selling products or providing services.

In this unit, you will gain an understanding of how a business operates. You will explore the activities associated with a business, the procedures followed and the issues emerging in today's economy. The unit will give you a broad exposure to business operations and a background to prepare you for additional business units.

This unit gives you a foundation for a number of other units and will help you to progress to employment, vocational training and higher apprenticeships or higher education by developing relevant business knowledge and understanding. It has been selected as an externally-assessed unit, as it includes the essential understanding required for a business qualification at this level.

Summary of assessment

This unit is externally assessed under supervised conditions. Pearson sets and marks the task. Learners will be given a case study two weeks before a supervised assessment period in order to carry out research over approximately six hours.

The supervised assessment period is a maximum of three hours, and can be arranged over a number
of sessions.

The assessment must be taken by learners under supervised conditions.

The number of marks for the unit is 52.

The assessment availability is December/January and May/June each year. The first assessment availability is May/June 2017.

Sample assessment materials will be available to help centres prepare learners for assessment. Specific arrangements for external assessment are available before the start of each academic year on our website.

Assessment outcomes

AO1 Demonstrate knowledge and understanding of the key concepts, processes and factors that contribute to a success of a business

AO2 Apply knowledge and understanding of the factors that determine a business's success and growth in real life scenarios

AO3 Analyse and evaluate evidence and data, demonstrating the ability to interpret the potential impact and influence of internal and external factors on the success of a business

AO4 Be able to make recommendations for business success and growth, in context, using a range of evidence to support answers

Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

A Explore the features of different businesses

A1 Features of businesses

* Ownership and liability:
  o Private – sole trader, partnership, private limited company, public limited company, cooperative, limited and unlimited liability
  o Public – government department, public corporation
  o not-for-profit – charitable trust, voluntary sector business.
* Purpose, supply of products or services, difference between for profit and not-for-profit businesses.
* Sectors: primary, secondary, tertiary, quaternary.
* Scope of business activities: local, national, international.
* Size, micro: up to 9 staff; Small and Medium Enterprises (SMEs): small – between 10 and 49 staff, medium – between 50 and 249 staff; large: more than 250 staff.
* Reasons for success: strong customer service, clarity of vision, innovative products or processes.

A2 Stakeholders and their influence

* Stakeholders:
  o internal: managers, employees, owners
  o external: shareholders (PLC) suppliers, lenders, competitors, debtors, creditors, customers, government agencies and departments (local, national, international), communities (local, national, international), pressure groups, interest groups.

A3 Effective business communications

Appropriate presentation and delivery of information to a given audience.

* Written presentations: financial, non-financial, formal and informal reports.
* Oral presentations: computer projection/slide show with speaker notes.

B Investigate how businesses are organised

B1 Structure and organisation

* Organisational structure: hierarchical, flat, matrix, holocratic.
* Functional/operational areas: human resources, research and development, sales, marketing, purchasing, production and quality, finance, customer service, IT, administration, security.

B2 Aims and objectives

* Aims of businesses in different sectors: mission, vision and values.
  o Private: making profits, profit maximisation, breakeven, survival, growth, market leadership, diversification
  o Public: service provision, cost control, value for money, service quality, meeting government standards
  o Not-for-profit: alleviating poverty, supporting communities, philanthropy.
  o Objectives: SMART (Specific, Measurable, Achievable, Relevant, Time constrained) objectives.

C Examine the environment in which businesses operate

C1 External environment

- Political: government support, membership of trading communities such as the European Union.
- Economic: fiscal, monetary and other government policies, supply side policy, economic growth, exchange rates.
- Social: attitudes to saving, spending and debt; social responsibility requirements; change, to demographic trends, consumers' tastes/preferences.
- Technological: change, automation, improved communications.
- Environmental factors and ethical trends: carbon emissions, waste, recycling, pollution.
- Legal environment: Charities Act 2011, Competition Act 1998, UK Corporate Governance Code, financial services regulation, industry regulators, health and safety legislation, employment and consumer protection.

(Statutes and regulations current at the time of teaching should be used. Outline understanding only is expected.)

C2 Internal environment

- Corporate culture.
- Leadership styles.
- Corporate Social Responsibility (CSR), ethical behaviour.

C3 Competitive environment

- Competition (local, national and international).
- Factors influencing competitive advantage: differentiation, pricing policies, market leadership, reputation, market share, cost control, technology relationships with customers, suppliers, employees.
- Benefits and importance of establishing and maintaining a competitive advantage.

C4 Situational Analysis

- Analysis of the business environment using various techniques, Political, Economic, Social, Technological, Environment and Legal (PESTEL) analysis, Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis, Porter's five forces.

D Examine business markets

D1 Different market structures

- Market structures: perfect competition, imperfect competition.
- Features of different market structures: number of firms, freedom of entry, nature of product.

D2 Relationship between demand, supply and price

- Influences on demand, affordability, competition, availability of substitutes, level of Gross Domestic Product (GDP), needs and aspirations of consumers.
- Influences on supply, availability of raw materials and labour, logistics, ability to produce profitably, competition for raw materials, government support.

E Investigate the role and contribution of enterprise and innovation, entrepreneur and intrapreneurship to business success

E1 Enterprise and Innovation

- Enterprise is the process of:
  o identifying and creating a market need for a product or service
  o identifying gaps in the market for existing products and services
  o creating products and services and identifying a market for them
  o managing risk.

- Innovation is the creative process of:
  - developing products or services
  - identifying new ways to increasing business efficiency or improve profitability
  - successfully exploiting a new idea
  - adding value to products, services or markets to differentiate the business from the competitors.

E2 Entrepreneurship and Intrapreneurship

- Entrepreneurship is the capacity and willingness to develop, organise and manage a business venture along with any of its risks, in order to make a profit.
- Intrapreneurship is acting like an entrepreneur in a large organisation, a person in a large organisation who takes direct responsibility for turning an idea into a profitable finished product, through assertive risk-taking and innovation.
- Forms of enterprise businesses: start-up, lifestyle business, social enterprise, franchise.

E3 Benefits and risks associated with innovation and enterprise

- Benefits: improvements to products, processes, services and customer experience, business growth, development of new and niche markets, offering unique selling points, improved recognition and reputation, smarter working.
- Risks: failing to meet operational and commercial requirements, failing to achieve a return on investment, cultural problems (resistance to change, unsupportive systems and processes, insufficient support from leadership and management).

F Understand the international environment in which businesses operate

F1 International trade and business

- Global trade factors and their impact on business:
  - World Trade Organization (WTO) and the liberalising of world trade
  - exchange rate fluctuations
  - international political and economic stability.
- European Union and its impact on business:
  - purpose – to foster economic cooperation, create custom unions, reduce barriers, encourage growth in trade
  - policies in respect of business, finance, growth, employment and the movement of labour
  - impact of membership/non-membership of EU/monetary union.

F2 The benefits of international trade and business

- Benefits to business:
  - growth – sales volumes, sales revenue, profits, employment
  - access to new markets
  - market diversification
  - increased market share
  - improved competitiveness.
- Risks to business:
  - failure to understand international business contexts (political, economic, social, technical, legal, environmental)
  - risks and uncertainty
  - exchange rate volatility
  - increased competition.

Grade descriptors

To achieve a grade a learner is expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

Level 3 Pass

Learners can demonstrate knowledge and understanding of the factors that contribute to business success, including the ways in which businesses can be organised and the impact of the external environment. They show understanding of the role of enterprise and innovation in establishing a business. Learners understand how different market structures can impact on supply and demand for products and services, as well as ways in which businesses can differentiate themselves. Learners can analyse unfamiliar information and data using common situational analysis tools, and consider the implications of information given, making appropriate justified recommendations for success and growth.

Level 3 Distinction

Learners can critically evaluate the factors that contribute to business success including the ways in which businesses can be organised and the impact of the external environment. They can apply key concepts and business models to complex situations, compare and contrast information from different data sources and assess the impact on a business of different interpretations of that information. Learners understand how different market structures can impact on supply and demand for products and services and can provide justified recommendations about how businesses can differentiate themselves. Learners can evaluate unfamiliar information and data using the most appropriate situational analysis tools, making appropriate fully justified recommendations for success and growth in context, demonstrating an understanding of the wider business environment.

Key words typically used in assessment

The following table shows the key words that will be used consistently by Pearson in its assessments to ensure students are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Executive Summary	Brief but comprehensive synopsis of a business plan or proposal
Formal report	This is a report written to an audience in appropriate business, language, layout and style
Informal report	This is a short report usually shared internally in a business less structure to a formal report
Presentation	Using a software to prepare the materials for a visual presentation
Using Situational Analysis	Research linked to PESTEL, SWOT or Porter's five forces.

Links to other units

This unit is an introductory unit, and is fundamental to and supports all other units in the qualification.

Employer involvement

This unit would benefit from employer involvement in the form of:
- guest speakers
- own business materials as exemplars
- support from local business staff as mentors
- visits to appropriate businesses.

Unit 2: Business Decision Making

Level: **3**

Unit type: **External**

Guided learning hours: **120**

Unit in brief

Learners study skills relating to business concepts, processes and data developed in earlier mandatory units to enable the formulation of business decisions and solutions.

Unit introduction

The aim of this unit is to consolidate understanding and skills to enable you to interpret data, and to formulate decisions and solutions to given complex business problems.

You will consider business situations/scenarios where you are required to select and use appropriate evidence from several sources to support your arguments. You will predict probable consequences, identify faulty arguments or misrepresentations of information or data, compare information and data, provide reasonable alternatives, and evaluate and justify your proposed solutions. In this unit, you will draw on your learning from across your programme to complete the assessment task.

This unit will help you to understand the importance of decision making and planning in a business and enable you to progress to employment, self-employment, training or higher education. This has been selected as an externally-assessed unit as it allows you to demonstrate your ability to extract relevant information and apply the knowledge and understanding you have developed.

Summary of assessment

This unit is assessed under supervised conditions. The supervised assessment period is a maximum of three hours during which learners will complete and submit a set task based on a case study/business scenario released in the supervised assessment period. The set task is provided and marked by Pearson. Learners will complete and submit their answers on screen.

The number of marks for the set task is 70.

The assessment availability is twice a year in December/January and May/June. The first assessment is available in January 2018.

Sample assessment materials will be available to help centres prepare learners for assessment.

Assessment outcomes

AO1 Demonstrate knowledge and understanding of the concepts, key terms, functions, processes and theories that determine business decisions

AO2 Apply knowledge and understanding of the factors that influence decision making to real-life business scenarios

AO3 Analyse and evaluate evidence and data, demonstrating the ability to interpret the potential impact and influence on complex business planning and development problems

AO4 Be able to recommend business solutions in context with appropriate justification, using a range of evidence to support arguments

Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

A Business plans

A1 Business ideas

Business ideas can be justified in different ways:

- 'start-up' business:
  - o gap in the market
  - o competitors
  - o current trends
  - o likely demand
- 'developing' business:
  - o changes in the economic climate
  - o trends
  - o competition may force diversification for survival.

A2 Purpose and structure of a business

- Aims and objectives.
- Product/service.
- Types of ownership.
- Reasons why a business may need to change its ownership.
- The structure of the business – flat, matrix, hierarchical.
- The location of the business – local, national, international.
- Evaluation, justification and synthesis of business ideas.

B Decision making in business

B1 Sources for data collection

- Primary sources.
- Secondary sources.
- Storage:
  - o security of information
  - o legislative
  - o regulatory and ethical issues.
- Analysis, comparison and evaluation of data to predict consequences, provide reasonable alternatives and justify solutions.

B2 The use of business models to aid decision making

- Porter's five forces model.
- 5Cs analysis.
- Ansoff Matrix.
- Boston Matrix.

B3 Techniques to analyse data effectively for business purposes

- Representative values:
  - o mean, median, mode
  - o calculation from raw data and frequency distributions using appropriate software
  - o using the results to draw valid conclusions.
- Measures of dispersion: standard deviation for small and large samples, typical uses (statistical process: control, buffer stock levels).
- Calculation: use of quartiles, percentiles, correlation coefficient.

B4 Appropriate formats for decision making in a business context

- Creation and interpretation of graphs using spreadsheets:
  o line
  o pie
  o bar charts
  o histograms.
- Scatter (XY) graphs and linear trend lines: extrapolation for forecasting (reliability).
- Presentations and report writing: utilisation of appropriate formats, presentation software and techniques.

B5 Software-generated information for decision making in a business

- Management information systems: computers and information processing tools for operational, tactical and strategic levels of the business.
- Project management: networking and critical path analysis, Gantt charts.
- Financial tools:
  o net present value
  o discounted cash flow
  o internal rates of return.

C Use of research to justify the marketing of a business

C1 Types of research

- Primary research:
  o survey
  o interview
  o observation
  o focus groups.
- Secondary research:
  o published reports
  o back data
  o industry reports
  o government data
  o consumer reviews.

C2 Competitor analysis

- Research and analyse the effect of competitors on the business:
  o the effect on the product/service to be offered
  o pricing strategies
  o location.

C3 Trends

- Economic trends.
- Market trends.
- Social trends.

C4 Marketing plan

- Elements of the 7Ps:
  o product
  o price
  o promotion
  o place
  o people
  o process
  o physical environment.

- Target market.
- USP.
- Segmentation.

D Efficient operational management of the business

D1 Legislation

Legislation has a huge influence on the manner in which a business can operate.

- Relevant industry legislation – a catering business would need to consider applicable food legislation.
- Health and Safety at Work etc Act 1974.
- Data Protection Act 1998.
- Employment Rights Act 1996.
- The Consumer Rights Act 2015.

(Statutes and regulations current at the time of teaching should be used. Outline understanding only is expected.)

D2 Quality issues

In order to keep customers, and attract new ones, a business must ensure the quality of the product/service and customer care.

- Quality control.
- Quality assurance.
- Benchmarking.
- Quality circles.
- Self-checking or inspection.
- ISO 9000.
- Total quality management (TQM).

E Understand the importance of managing resources

E1 Human resources

- Staff requirements for efficiency.
- Wages/salaries.
- Full time/part time.
- Recruitment process.
- Training requirements and cost of training. In-house versus external?

E2 Physical resources

- Premises decision to rent or buy.
- Equipment required.
- Vehicles.
- IT hardware and software.
- Suppliers and cost of equipment.

E3 Financial resources

- Sources of finance.
- Start-up and running costs.

F Creation and interpretation of financial forecasts

F1 Creation and analysis of a sales forecast

- Use data to predict sales over a 12-month period.

F2 Create and interpret a cash flow forecast

- Creation of a cash flow forecast from data given.
- Analysis of a cash flow forecast to predict consequences and suggest and justify solutions.

F3 Creation and interpretation of a break-even chart

- Creation of a break-even chart from data given.
- Analysis of a break-even chart to predict consequences and suggest and justify solutions.

F4 Creation and interpretation of an income statement

- Creation of an income statement from data given.
- Analysis of an income statement to predict consequences and suggest and justify solutions.

F5 Creation and interpretation of a statement of financial position

- Creation of a statement of financial position from data given.
- Analysis of a statement of financial position to predict consequences and justify solutions.

G Viability of a business

G1 Ratio analysis

- Calculation of liquidity, profitability and performance ratios from given data.
- Interpretation of ratios calculated.

G2 Threats and 'what if' scenarios

- SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis to identify possible threats.
- 'What if' scenarios to analyse how a proposed business/business development could be affected in a variety of alternative situations.
- PESTLE (Political, Economical, Social, Technological, Legal, Environmental) analysis to identify possible risks/opportunities for the proposed business/business development.

G3 Contingency plan

- Creation of a contingency plan.

H Demonstrate business skills/IT skills

H1 Business skills

- Consideration of all key factors and alternative approaches.
- Consideration of risk (legal, reputation, financial) when making final recommendations/judgements.

H2 Use IT skills to create appropriate documentation

- Appropriate software for the production of a formal business report/executive summary.
- Appropriate software for the production of a presentation.
- Programmes/software packages for production and manipulation of financial information, generation of graphs and 'what if' scenarios.

Grade descriptors

To achieve a grade a learner is expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

Level 3 Pass

Learners will be able to demonstrate knowledge and understanding of the factors that influence decision making in business and can apply this to real-life scenarios. They understand how existing businesses can be developed and the importance of planning for a new business. They can make recommendations for future actions in context resulting from interpretation of analysis and evaluation of the business information and financial data provided.

Level 3 Distinction

Learners will be able to critically evaluate and synthesise information relating to business viability and future business success. They can apply key concepts and business decision-making models to real-life scenarios, analyse complex information and financial data from different sources and assess its impact and influence on business decisions. Learners can consider the implications in the context of the business information and financial detail both given and created, making appropriate justified recommendations for necessary future actions.

Key terms typically used in assessment

The following table shows the key terms that will be used consistently by Pearson in our assessments to ensure students are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Business plan	A written document that comprises all areas of a business proposal.
Executive summary	Brief but comprehensive synopsis of a business plan or an investment proposal.
Formal report	This is a formal business report structured in an appropriate format and layout, using business languageand style.
Presentation	Using software to prepare the materials for a visual presentation.

Links to other units

This unit links to all other units as it is synoptic.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers from small businesses
- participation in audience assessment of presentations
- work experience
- business materials as exemplars
- support from local business staff as mentors.

Unit 3: Investigating Retail Business

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will explore the current structure of the retail sector and its supply chain through practical activities.

Unit introduction

Retail is a broad sector and encompasses businesses of all sizes. You will probably already have some experience of the sector, either simply through purchasing goods, or selling them – perhaps while employed in a part-time capacity in a clothing or food outlet.

In this unit, you will carry out research into local and national retail businesses, exploring how the supply chain supports retailing. You will consider how the sector responds to change, the opportunities for employment in the sector, and the types of job roles available. You will apply your research and findings to current businesses within the sector. In this unit you will draw on your learning from across your programme to complete the assessment tasks.

Retail is important for the UK economy and trends in retail sales often mirror those of the country's economy as a whole. It is a sector with good opportunities for your future career and there is a tradition amongst the larger employers of excellent in-house training schemes that support progression opportunities and career advancement for employees. The unit will provide a useful opportunity for you to develop knowledge and skills for the sector and consider whether you wish to pursue employment or further specialist study in retail management at higher education level.

Learning aims

In this unit you will:

A Explore the current structure of the sector through investigation of the local retail environment

B Investigate how the retail sector has responded to change and trends

C Examine the importance of the supply chain and stock control management to the success of retail business.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Explore the current structure of the sector through investigation of the local retail environment	**A1** The nature of retailing **A2** Classification of retailers **A3** Structure of retailing **A4** Employment in retail	An individual presentation with leaflet and report following a detailed investigation of the nature, structure and classification of the UK retail sector and employment opportunities locally. Impact of change in the UK and global retail environment and how retail businesses are responding to the changes, with particular emphasis on two selected UK retailers. Interview with current employees to see how changes have impacted on particular retail businesses.
B Investigate how the retail sector has responded to change and trends	**B1** The retail environment **B2** Impact of social change **B3** Changes due to new technologies used in the sector **B4** The competitive environment and trends	
C Examine the importance of the supply chain and stock control management to the success of retail business	**C1** Distribution channels **C2** Retail supply chains and logistic processes **C3** Stock control **C4** Impact of digital technology	A written report examining the role of retailing as part of the supply chain. Examination of the impact of digital technology on all participants in the supply chain. Two different retail businesses should be selected.

Content

Learning aim A: Explore the current structure of the sector through investigation of the local retail environment

A1 Nature of retail sector

- Definition of retailing, adding value to products and services, development of retailing, meeting customer needs through different retail formats and distribution channels, e.g. high street shopping, out of town shopping centres, direct delivery from internet orders, bricks and clicks.

A2 Classification of retail

- Store based, non-store based, product/service retailing.
- Ownership, e.g. independents, multiples, chain stores, franchises, co-operatives, social enterprises
    o size, e.g. number of employees, sales area, number of branches, turnover, type of activity, product range
    o location, e.g. town centre, local, out of town, retail parks, regional centres
    o store formats, e.g. convenience stores, department stores, supermarkets, hypermarkets, specialist/niche, premium/value.

A3 Structure of retail

- Retail sub-sectors, e.g. food, fashion, sports.
- Business models used by retail businesses: their advantages and disadvantages, e.g. value stores, premium brand stores, artisan stores.

A4 Employment in retail

- Job roles, training and promotion prospects in both small and large businesses.

Learning aim B: Investigate how the retail sector has responded to change and trends

B1 The retail environment

- Macro-environment, e.g. external factors including political, legal, economic, sociocultural and technological factors.
- Response to external changes, e.g. new products, new online formats, government policy on store trading hours and planning permission.
- Tensions and competing priorities, e.g., reorganisation in response to changing circumstances, environmental issues, sustainability, fair trade, packaging.

B2 Impact of social change

- Demographics, household occupancy, mobility, new technologies, diverse communities, ageing population, migration, changing lifestyles, cultural differences, leisure time.

B3 Technological change

- Growth of online shopping.
- Mobile apps for shopping.
- Chip and PIN and contactless payment.

B4 Competitive environment

- Competitors, market position, barriers to entry, pricing, product development.
- New products and services, retailers' power over manufacturers, new retail concepts, i.e. social enterprise stores.
- Global influences on UK retailing.

Learning aim C: Examine the importance of the supply chain and stock control management to the success of retail business

C1 Distribution channels

- Availability of products, e.g. time, place, quantity, movement of goods through the supply chain, different channels for different types of goods and services, the role of wholesalers, intermediaries, transport, storage, after-sales service.

C2 Retail supply chains and logistic processes

- Movement of goods and services, sourcing from the UK and internationally, suppliers, distributors, warehousing, transport, carriers, storage locations, disposal of unsold products, recycling, impact of ICT in supply chain management.
- Competing supply chain issues, e.g. communication, coordination, collaboration, costs, delays, targets, power issues in chains.

C3 Stock control

- Links to merchandising, business objectives.
- Types of stock control, e.g. manual and computerised.
- Factors affecting stock control, e.g. sales forecasts, planning, targets, risks.
- Stock management, e.g. Total Quality Management (TQM), stock management systems: Just in Time (JIT), Last in, First out (LIFO) and First in First out (FIFO).
- Stock control security systems, e.g. CCTV and tags.

C4 Impact of digital technology

- Information flows, supply and demand information between suppliers and customers, B2B and B2C, EDI, internet and electronic trading, networks, intranets, e-commerce, integrated systems.
- Customer Relationship Management (CRM) systems, Electronic Point of Sale (EPOS), Electronic Funds Transfer at the Point of Sale (EFTPOS), stock control systems, hands-free ordering.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the current structure of the sector through investigation of the local retail environment		
A.P1 Explore the retail provision in your local area including the current nature and structure. **A.P2** Investigate the range of job roles, entry points and progression opportunities available locally in contrasting retail businesses.	**A.M1** Analyse how local retail businesses are structured, satisfying differing customer needs.	**AB.D1** Evaluate how trends and changes in the UK consumer market have impacted on two contrasting national retailers.
Learning aim B: Investigate how the retail sector has responded to change and trends		
B.P3 Explain how the retail environment and social trends are affecting a local retail business.	**B.M2** Assess how a retail business' ability to respond to change improves its competitiveness.	
Learning aim C: Examine the importance of the supply chain and stock control management to the success of retail business		**C.D2** Evaluate the effectiveness of the supply chain and stock control on the success of a specific retail business. **C.D3** Evaluate the impact digital technology has had on processes of a specific retail business.
C.P4 Explain how the process of distributing goods through different channels from manufacturer to customer differs in two businesses **C.P5** Investigate the impact digital technology has on the retail and logistic processes of two contrasting businesses.	**C.M3** Analyse the impact of digital technological developments on retailing, the supply chain and stock control.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary with suitable forms of evidence. Further information on setting assignments is given on our website. *Section 6* gives information on setting assignments.

The maximum number of summative assignment for this unit is 2 and the relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, A.M1, B.M2, AB.D1)

Learning aim: C (C.P4, C.P5, C.M3, C.D2 C.D3)

Further information for teachers and assessors

Resource requirements

Learners will need access to a range of current business information from websites and printed resources.

Essential information for assessment decisions

Learning aims A and B

For distinction standard, learners will select two retail businesses and provide an individual evaluation on how developments and change in the UK and globally have impacted these two specific retail businesses. Clear examples of how and why should be evidenced. This could be, for example, linked to opening smaller stores in prime locations, going into partnerships, mergers or acquisitions, entering new markets or changes in employment patterns. At least two examples of change for each business would be expected in the evaluation. Clear speaker notes will be required to support the presentation.

For merit standard, learners will assess how one retail business has responded to change. This will need to be assessed in depth with examples included relating to how it has enhanced its competitiveness. Some evidence may be drawn from an interview conducted with a member of the retail profession. Learners may find this task easier if one large retail business is researched plus one which has expanded globally.

For pass standard, learners will clearly show in a leaflet the make-up of the local retail facilities. Evidence on employment and job roles in contrasting businesses in the sector will be included. The presentation will include an explanation on how the retail sector has responded to change and trends by perhaps streamlining its operations, expanding globally, looking at the size and location of its outlets or diversifying.

Learning aim C

It will be useful to use individual research from visits to retail businesses and interviews with employees to gain the information required for this assignment.

For distinction standard, learners will evaluate how important the management of the supply chain and stock control have been in one particular business. It is important that the right business is chosen to allow development of a detailed individual evaluation. The evaluation must be supported by appropriate examples. Learners will also evaluate how digital technology has impacted on the range of processes in a selected retail business.

For merit standard, learners will analyse, by reference to one sub-sector, how digital technology developments have impacted on retailing, the supply chain and how they are used for controlling stock and monitoring delivery to the end user.

For pass standard, learners will investigate the process of distribution from manufacture to end customer in two different businesses. The businesses need to be sufficiently different so that the processes are varied. Stock control methods in the different businesses will need to be explained. They will also need to explain the importance of digital technology on the retail and logistic process, and how integrated stock control systems are important.

Links to other units

This unit links to:

- Unit 1: Investigating the Business Environment
- Unit 4: Customer Service in Retail
- Unit 5: Visual Merchandising
- Unit 7: Retailing in Food and Fashion
- Unit 10: Buying for Business
- Unit 11: Supply Chain Operations
- Unit 12: Work Experience in Retail.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- own business material as exemplars
- participation in audience assessment of presentations
- opportunities to visit suitable businesses.

Unit 4: Customer Service in Retail

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will study how employee engagement and excellent customer service is of utmost importance in retail.

Unit introduction

As customers we have all felt irritation when shopping. No one likes to wait in long queues, be ignored or be served by inefficient staff. In today's market, customers can reject bad service if a competitor is offering the same products and price with better service. Today's successful retailers must have a clear customer service model as efficient customer service is no longer an option, but an integral part of a positive retail customer experience.

In this unit, you will learn how important customer service is in the retail industry. Every customer must be treated as an individual, if the retailer wants to maintain satisfaction and loyalty levels. Retail customer service strategies vary between larger chains and the smaller independents, with larger retailers having more formal strategies and formal training programmes in place. Customer service can be measured using mystery shoppers and the voice of the customer, and many retailers operate reward and recognition schemes based on the retail customer service experience. In this unit you will draw on your learning from across your programme to complete assessment tasks.

The unit will enable you to develop your customer service skills in retail and create a development plan for improvement. It will also support further training, study or employment in a business retail environment.

Learning aims

In this unit you will:

A Explore how customer service impacts on retail businesses

B Investigate the effectiveness of methods used to monitor and improve customer service in a retail business

C Demonstrate customer service in different retail situations, using appropriate behaviours to meet expectations

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Explore how customer service impacts on retail businesses	**A1** Retail businesses **A2** Customer types **A3** Characteristics of effective customer service delivery **A4** Impacts on the business **A5** Customer service legislation and regulations	Research into a number of retailers, leading to a report on a selected retail business that examines the customer service provision in a retail environment, and its impact on that business. This report will also focus on how a retailer monitors and reviews their customer service provision and the effectiveness of these methods.
B Investigate the effectiveness of methods used to monitor and improve customer service in a retail business	**B1** Monitoring and evaluating customer service provision in retail **B2** Improving customer service	
C Demonstrate customer service in different retail situations, using appropriate behaviours to meet expectations	**C1** Customer service skills and behaviours **C2** Dealing with customer service requests and complaints **C3** Individual skills audit and development plan	A demonstration of customer service skills dealing with customer queries, requests and problems in at least three different retail situations, and an evaluation that draws reasoned conclusions to how skills can be improved.

Content

Learning aim A: Explore how customer service impacts on retail businesses

A1 Retail businesses

* Retailing: commercial transaction in which a buyer intends to consume the good or service through personal, family, or household use
* Retail business sectors such as:
  o fashion
  o online
  o supermarkets
  o opticians
  o music
  o jewellery
  o sports
* Customer service: taking care of the customer's needs by providing and delivering professional, helpful, high quality service and assistance before, during, and after the customer's requirements are met; meeting the needs and desires of any customer, adhering to legislation
* Supported self-service: supporting the use of self-service technologies, such as self-service checkouts, scanners, touch screens

A2 Customer types

* Internal customers, e.g. colleagues, other departments, service providers
* External customers, e.g. families, individuals, different ages, different cultures
* Customer personalities, such as aggressive, passive, demanding
* Customers with special requirements, e.g. different language or culture, age, gender, families, special needs such as visual, hearing or mobility

A3 Characteristics of effective customer service delivery

* Responding to customer needs and exceeding customer expectations through providing additional help and assistance, dealing promptly with problems, offering discounts, offering additional products or services; providing exceptional help and assistance for customers with special requirements
  o Promptness: delivery of products or services must be on time; avoid delays and cancellations
  o Politeness: using good manners whether the customer makes a purchase or not
  o Professionalism: expect use of competence or skill by the professional to show the customer they are cared for
  o Personalisation: using the customer's name when appropriate, to build loyalty
* Understanding the risk to the business of not dealing with complaints efficiently, e.g. poor reviews resulting in the loss of customers and potential customers

A4 Impacts on the business

* Effective customer service delivery
  o Enhanced reputation, positive customer reviews and feedback
  o Customer demand and loyalty
  o Customer confidence and trust
* Poor customer service delivery
  o Complaints
  o Loss of current, potential and future customers
  o High staff turnover
  o Loss of profits

A5 Customer service legislation and regulations

- Industry and sector-specific codes of practice, ethical issues and standards
- Business implications for not meeting all legal and regulatory requirements, including consumer protection, distance selling, sale of goods, health and safety, data protection, equal opportunities

Learning aim B: Investigate the effectiveness of methods used to monitor and improve customer service in a retail business

B1 Monitoring and evaluating customer service provision in a retail business

- Monitoring customer service: using research from customers to identify improvements and monitor complaints such as:
  - customer profiles, data, e.g. types of customers, products or services provided, customer care and service
  - sources of information, e.g. customers, colleagues, management
  - methods, e.g. questionnaires, comment cards, quality circles, suggestion boxes, staff surveys, mystery shoppers, social media, recording and sharing information
- Evaluating customer service:
  - analysing responses, e.g. level of customer satisfaction, quality of product or service, meeting requirements, balancing cost and benefits
  - planning for change, resolving problems/complaints

B2 Improving customer service

- Training and development of employees to ensure that the business is efficient, customer-focused and profitable

Learning aim C: Demonstrate customer service in different retail situations, using appropriate behaviours to meet expectations

C1 Customer service skills and behaviours

- Communication skills:
  - face-to-face, written, email or other electronic media, telephone
  - verbal, e.g. pitch and tone of voice, open and closed questions, using the telephone
  - non-verbal, e.g. sign and body language, listening skills
  - barriers to communication
- Interpersonal skills:
  - personal presentation, approach, e.g. attitude, behaviour, hygiene, personality, conversation skills, giving a consistent and reliable response
- Behaviours, e.g. being positive, offering assistance, showing respect

C2 Dealing with customer service requests and complaints

- Customer service situations:
  - providing information, products or services, promoting additional products and services, giving advice, taking and relaying messages
  - limitations of role and authority, keeping records
  - dealing with problems, handling complaints, remedial measures, emergency situations, organisational policy

C3 Individual skills audit and development plan

- Skills audit of customer service skills
- Personal SWOT analysis to assess any gaps, e.g. interpersonal and communication skills – body language, listening skills, handling complaints, working with others
- Set objectives to meet skills development goals for a specified customer services role by:
  - identifying resources and support needed and available to meet the objectives
  - setting review dates to monitor the plan to assess progress against targets

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore how customer service impacts on retail businesses		
A.P1 Identify different approaches to customer service delivery in retail businesses. **A.P2** Identify the customer service legislation and regulations that would impact on a selected retail business.	**A.M1** Compare how two contrasting retailers have tailored their customer service provision, to legally meet customer needs and expectations.	**A.D1** Evaluate how the customer service delivery of a selected retailer has impacted on the business. **B.D2** Evaluate the effectiveness of the methods used by a selected retailer, to make improvements to their customer service provision.
Learning aim B: Investigate the effectiveness of methods used to monitor and improve customer service in a retail business		
B.P3 Describe the methods a retail business can use to monitor and improve the customer service provision.	**B.M2** Analyse the methods a retail business can use to monitor and improve the customer service provision.	
Learning aim C: Demonstrate customer service in different retail situations, using appropriate behaviours to meet expectations		
C.P4 Conduct interactions with customers effectively in complex retail situations through effective application of behaviours, skills and techniques. **C.P5** Demonstrate effectively how to deal with complaints in difficult retail situations. **C.P6** Complete a skills audit showing application of appropriate skills.	**C.M3** Assess own effectiveness in dealing with customers in retail situations through a detailed skills audit.	**C.D3** Justify how own skills and performance have been successful in drawing on an evaluation of customer expectations.

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P1, A.M1, A.D1) B (B.P3, B.M2, B.D2)

Learning aim: C (C.P4, C.P5, C.P6, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

Learners will need access to a range of current business information from websites and printed resources.

Essential information for assessment decisions

It is expected that this unit will be supported by a local retail business, and they will contribute towards the assessment of customer service skills either via the provision of work experience or by observations of role plays with the teacher. They may also offer material and examples of complex customer service situations.

Learning aims A and B

For distinction standard, learners will focus on research from a number of businesses, to allow one business to be effectively evaluated. The report will give details of what is required to ensure that good customer service leads to business success. It will include references to legislation and how a business ensures that customers' expectations are exceeded.

In the report there will be realistic examples of at least three types of monitoring, and how effective it can be in ensuring that customers are happy. Examples of how to enhance customer service will be original and imaginative.

For merit standard, learners will analyse the customer service of a retailer, giving examples from research of how it relates to ensuring business success. Details of how to make improvements and monitor customer service will be included, with examples of good practice.

For pass standard, learners will research and report on the approaches that businesses take to customer service, and will include details of how improvements can be made.

Learning aim C

This learning aim will be completed with a number of role-play activities or, if learners are working part-time in customer service in a retail environment, real evidence from their employment can be included in the form of witness statements. Activities and role plays should be developed to challenge learners and should include dealing with difficult situations.

For distinction standard, learners will demonstrate their skills, and then produce a reflective skills audit giving examples of good performance and realistic suggestions where skills still need development as to how they could enhance these. Learners will produce a clear analysis, highlighting their strengths and weaknesses. They will fully embrace the role-plays, demonstrating their skills with confidence and use initiative when dealing with challenging situations and customer expectations. Evidence will be supported with witness statements.

For merit standard, learners will produce a clear analysis of current skills and show how weaknesses could be improved. Participation in the role play will have been good, with levels of confidence shown across the activities.

For pass standard, learners will show effective customer service and communication skills in role plays when dealing with complex retail situations, and a realistic skill audit will be carried out.

Links to other units

This unit links to:

- Unit 3: Investigating Retail Business
- Unit 7: Retailing in Food and Fashion
- Unit 12: Work Experience in Retail.

Employer involvement

Centres may involve employers in the delivery of this unit if there are local opportunities.

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- own business material as exemplars
- participation in audience assessment of presentations
- opportunities to visit suitable businesses.

Unit 5: Visual Merchandising

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

In this unit, learners study the practice and techniques used to visually promote the sale of products in retail outlets.

Unit introduction

Every time you go into a shopping mall you are faced with stimulating and engaging displays designed to encourage the sales of products or services. Visual merchandising (or VM) is the art of setting out stores in ways that customers will find attractive and appealing. Window and internal displays, product positioning and effective promotional techniques are all important aspects of visual merchandising designed to increase store traffic and sales volume.

In this unit, you will look at different visual merchandising and display techniques. These techniques will vary according to the type and size of a retail business and the products it sells. If customers are to be persuaded to spend money there are many issues that have to be considered, such as health and safety and other legislation, as well as creative and psychological factors.

This unit will give you an insight into the elements used to create attractive displays, including product information, colour, light, space, smell, touch and sound. Digital technology can also be used to create displays and interactive installations. You will have the opportunity to investigate and demonstrate some of the practical skills and techniques that retailers use to tempt customers into their stores. The unit will also help you to decide if you would like to work in or continue to further study in this area.

Learning aims

In this unit you will:

A Explore how retail outlets apply visual merchandising and display techniques in line with legislation and safety considerations

B Examine the psychological and technological merchandising techniques used to influence customers

C Create a successful display for a retail outlet through the use of appropriate visual merchandising techniques.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Explore how retail outlets apply visual merchandising and display techniques in line with legislation and safety considerations	**A1** Visual merchandising **A2** Display techniques **A3** Legislation and safety considerations	A written report that examines the visual merchandising used by two contrasting retail businesses and that considers the effectiveness of the visual merchandising in each. This is to be supported by a presentation explaining the impact of legislation on visual merchandising.
B Examine the psychological and technological merchandising techniques used to influence customers	**B1** Psychology of visual merchandising **B2** Psychological techniques **B3** Technological techniques	
C Create a successful display for a retail outlet through the use of appropriate visual merchandising techniques	**C1** Retail outlets **C2** Success factors **C3** Legal and safety aspects	A practical demonstration of visual merchandising techniques to create a successful display suitable for an outlet of choice.

Content

Learning aim A: Explore how retail outlets apply visual merchandising and display techniques in line with legislation and safety considerations

A1 Visual merchandising

- Promoting the sale of products and services by the way they are presented in retail outlets; combining product, environment and space into a stimulating and engaging display to encourage the sale of a product or service; the physical display of goods in the most attractive manner possible.

A2 Display techniques

- Product placement: window, front end, aisle ends, near stairs, at entrance, near escalators/lifts, high traffic aisles, complementary merchandise placement.
- Product segmentation: by theme, promotion, event, and season; across business.
- Techniques: themes/stories, co-ordination, colour/style blocks, complementary/contrasting colours, repetition, mirror imaging and triangular formulation, focal points, branding/signage, mass display, micro-merchandising.
- Props: mannequins/busts/forms, furnishing enhancements, product demonstration.
- Fixtures: gondolas, end caps, dump tables/bins, garment rails, slat walls, counters, shelves, platforms, showcases, forms.
- Free-standing displays: stacks, islands.

A3 Legislation and safety considerations

- Point of sale (POS) and ticketing:
  - Price Marking Order 2004: obligation to indicate selling price in sterling on display, on goods, on shelf-edge price, ticket positioning.
  - product labelling: quantity, size, composition, origin.
- Trade Description Acts 1968 and 1972.
- Food Safety Act 1990.
- Display safety: height of merchandise, stability, weight distribution/capacity, correct temperature, signage.

Learning aim B: Examine the psychological and technological merchandising techniques used to influence customers

B1 Psychology of visual merchandising

- How consumers are influenced by the use of visual merchandising; effective use of an environment's design through visual communications, lighting, colours, music and scent to stimulate customers' perceptual and emotional responses, and ultimately to affect their purchasing behaviour.

B2 Psychological techniques

- Tangible techniques: store location, design and aesthetics, store windows, transition zones, use of company/brand names, fixtures positioning, signage, promotions, odd versus even pricing, fitting rooms, packaging design, angles and sight-lines, composition (vertical and horizontal), point of sale (POS), displays, in-store announcements.
- Intangible techniques: atmospherics (music, mirrors, lighting), sensual environment (sight, touch, scent, taste, sound, temperature), visual effects (light, colour, texture, shape and dimension combined).

B3 Technological techniques

- Electronic displays to broadcast in-store advertising messages and information on services.
- Demonstrations of new products and services.
- Interactive/touchscreen/windows, interactive point of sale, QR (Quick Response) codes, digital media.

Learning aim C: Create a successful display for a retail outlet through the use of appropriate visual merchandising techniques

C1 Retail outlets

- Department stores, discount stores, supermarkets, hypermarkets, convenience tobacco newsagents (CTNs), factory outlets, not-for-profit organisations, 'pop-up' shops, farm shops, outdoor/indoor markets.

C2 Success factors

- Appropriate merchandising style for product and outlet type, incorporation of appropriate props and displays, effective use of signage and graphics.

C3 Legal and safety aspects

- Health and safety, risk assessment, ticketing legislation.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore how retail outlets apply visual merchandising and display techniques in line with legislation and safety considerations		
A.P1 Investigate the visual merchandising and display techniques that can be used in retail outlets. **A.P2** Explain how visual merchandising is affected by legal and safety regulations.	**A.M1** Analyse the different approaches to visual merchandising used by contrasting businesses, supported by independent research.	**A.D1** Evaluate the extent to which different visual merchandising and display techniques contribute to the success of two contrasting businesses.
Learning aim B: Examine the psychological and technological merchandising techniques used to influence customers		**B.D2** Evaluate how psychological and technological techniques are used to increase business success.
B.P3 Explain how psychological techniques are used by two contrasting retail outlets. **B.P4** Explain how technological techniques are used by two contrasting retail outlets.	**B.M2** Analyse how psychological and technological techniques are used to increase business success.	
Learning aim C: Create a successful display for a retail outlet through the use of appropriate visual merchandising techniques		**C.D3** Demonstrate individual self-management and initiative in the presentation of a high quality successful display for a retail outlet through the creative use of visual merchandising.
C.P5 Produce a realistic plan for a visual merchandising display for a product or service in a retail outlet. **C.P6** Create a successful visual merchandising display for a product or service in a retail outlet.	**C.M3** Plan and create an individual visual merchandising display, using recommendations and feedback to assess the success of the project.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary with suitable forms of evidence. Further information on setting assignments is given on our website. *Section 6* gives information on setting assignments.

The maximum number of summative assignment for this unit is 2 and the relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, A.D1, B.D2)

Learning aim: C (C.P5, C.P6, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

Learners will need access to a range of current business information on websites and from printed resources.

Essential information for assessment decisions

Learning aims A and B

For distinction standard, learners will have relevant evidence from contrasting businesses of the differing approaches to visual marketing to support the evaluation given.

For merit standard, learners will demonstrate clear analysis of the range of approaches and techniques used in visual merchandising. Evidence of independent research should be included.

For pass standard, learners will explain how visual merchandising techniques can be affected by legislative and safety requirements. Learners should also explain how psychological and technological techniques are used in two contrasting retail outlets.

Learning aim C

For distinction standard, learners will participate in a practical activity to create a successful display that has been informed by their prior research. Learners should have demonstrated an independent approach throughout their work, together with good research skills, initiative and creativity that demonstrate a high standard of individual technical ability. There should be an attention to detail and precision throughout their work. A creative approach is one where a learner develops their own ideas or develops ideas in distinctive ways. It is not a measure of artistic design skills.

Preparation and planning documents, photographic evidence of the assembly and completion of a suitable display should evidence this criterion. Observation records and witness statements should also be included.

For merit standard, learners will create an individual display using recommendations and feedback from peers and others to contribute to its success.

For pass standard, learners will present evidence of planning and to produce an appropriate display.

Links to other units

This unit links to
- Unit 1: Investigating the Business Environment
- Unit 3: Investigating Retail Business
- Unit 4: Customer Service in Retail
- Unit 7: Retailing in Food and Fashion
- Unit 9: Marketing Planning.

Employer involvement

This unit would benefit from employer involvement in the form of:
- guest speakers and interview opportunities
- work experience
- own business material as exemplars
- participation in audience assessment of presentations
- opportunities to visit suitable businesses.

Unit 6: Team Building in Business

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners study the dynamics of team building, examine the underpinning theory and participate in team activities.

Unit introduction

The importance of teams that perform well cannot be underestimated. It is generally accepted that successful businesses have effective teams in place. An effective team is one that is led and managed well. The team is also motivated, well briefed, and communicates well.

In this unit you will learn how successful businesses draw on effective teams, for example Formula One® motor racing relies on excellent teamwork that is modelled by many businesses. A team allows its members to use their collective strength and to share ideas, perspectives and experiences. You will learn that nearly all individuals in a business belong to one or more groups or teams that contribute to the overall corporate strategy of the business. In this unit you will get to work in, and lead a team.

The unit and the team activities will give you the practical tools you need to support and lead a team. It develops key employability skills and will be useful both in the workplace and in your studies.

Learning aims

In this unit you will:

A Examine the benefits of teams in a business setting

B Investigate techniques and theories used for the development of an effective business team

C Develop effective team skills through practical activities.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Examine the benefits of teams in a business setting	**A1** The difference between a group and a team **A2** Types and purposes of business teams **A3** Characteristics and benefits of an effective team	A report that examines teams in business settings. It should consider types of teams and their purpose, and the benefits of these teams to the businesses A report that examines the effectiveness of a real team in a business setting. It should reflect on team theories, and make recommendations for improvement to the team
B Investigate techniques and theories used for the development of an effective business team	**B1** Team-building techniques **B2** Theories of team development **B3** Causes of team conflict	
C Develop effective team skills through practical activities	**C1** Being an effective team member **C2** Being an effective team leader	The evidence will focus on what went well and what did not in the team activities Learners should evaluate and self-critique their performance in a team, the development of their skills, and evaluate the effectiveness of the team

Content

Learning aim A: Examine the benefits of teams in a business setting

A1 The difference between a group and a team

- Definitions of a group and a team.

A2 Type and purpose of business teams

- Structure: formal, informal.
- Size: small, large.
- Type: temporary, permanent, remote/virtual, horizontal or vertical.
- Purpose: to achieve goals, increase efficiency and productivity, to be innovative.

A3 Characteristics and benefits of an effective team

- Characteristics:
  - sense of purpose
  - prioritisation of team goal
  - members have clear roles
  - clear lines of authority and decision making
  - conflict dealt with openly
  - personal traits appreciated and utilised
  - group norms set for working together
  - success shared and celebrated
  - trained and skilled members
  - good interpersonal relationships
  - all have opportunity to contribute.
- Benefits:
  - contribution to the productivity and effectiveness of the business
  - development of a common purpose
  - clarification of roles
  - reduction of alienation
  - sharing of expertise
  - identification and development of talent
  - increased motivation
  - fostering innovation
  - stretching people's talents.

Learning aim B: Investigate techniques and theories used for the development of an effective business team

B1 Team-building techniques

- Team membership and roles: team members have the required technical and role-based skills, leadership is established, clear lines of authority.
- Purpose and goal: purpose is communicated and agreed, all team members working towards a common goal, collaborative decision-making, responsibility for tasks.
- Communication:
  - vision/objectives/targets are shared
  - work proceeds more smoothly and efficiently
  - cooperation among team members is enhanced
  - feedback is encouraged
  - openness and trust are promoted
  - good work ethics and mutual respect are established
  - team is led by example
  - members are encouraged to deal with challenges without complaining
  - members support and respect each other.

- Rewards:
  - o regular positive and supportive feedback
  - o acknowledgement and recognition of team and individual success.

B2 Theories of team development

- Belbin's nine team roles: identification of people's behavioural strengths and weaknesses in the workplace to provide a balanced team, contributions and allowable weaknesses of each role.
- Tuckman's four stages of team development: the link between the relationships in the group and the focus on the task.

B3 Causes of team conflict

- Importance of group/team dynamics.
- Bell and Hart's eight causes of conflict: conflicting resources, conflicting work style, conflicting perceptions, conflicting goals, conflicting pressures, conflicting roles, different personal values, unpredictable policies.
- Non-compliance with rules and policies: personal non-compliance or disregard for company policy by colleagues (discriminatory behaviour, unacceptable language, poor attendance and timekeeping).
- Misunderstandings: poor communication leading to misunderstandings.
- Competition/rivalry: competition instead of collaboration, anti-productive behaviour.

Learning aim C: Develop effective team skills through practical activities

C1 Being an effective team member

- Skills:
  - o objective setting, common purpose
  - o trust and respect for all
  - o feedback: to be able to give and receive
  - o interpersonal and communication
  - o motivation
  - o responsibility
  - o clarifying objectives, agreeing tasks, working towards a common purpose.

C2 Being an effective team leader

- Skills:
  - o objective setting, common purpose
  - o motivation of others
  - o integrity
  - o managing aspirations and talent
  - o resolution of conflict
  - o leadership style.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine the benefits of teams in a business setting		
A.P1 Explain the purpose of a given team in a chosen business. **A.P2** Explain the characteristics of a given team in a chosen business.	**A.M1** Assess how and why a given team will benefit a chosen business.	**A.D1** Justify how and why a given team will benefit a chosen business. **B.D2** Evaluate the effectiveness of an existing business team to include overall team performance, individual performance and leadership linking to theory.
Learning aim B: Investigate theories and techniques used for the development of an effective business team		
B.P3 Discuss the roles within an existing team at a chosen business giving clear links and references to a recognised theorist. **B.P4** Discuss the dynamics of an existing team and how they work towards their goals.	**B.M2** Analyse the roles and dynamics of an existing business team and make recommendations for improvements to its cohesiveness.	
Learning aim C: Develop effective team skills through practical activities		
C.P5 Show the ability to work as a team leader and team member through active participation in team activity. **C.P6** Reflect on your own effectiveness in team activities and use feedback to plan improvement in performance.	**C.M3** Work efficiently as a member of a team and as a team leader and use feedback to assess how conflict was managed.	**C.D3** Demonstrate initiative, self-management and creativity in the professional development of team skills.

Essential information for assignments

The recommended structure of assessment is shown in the unit summary with suitable forms of evidence. Further information on setting assignments is given on our website. *Section 6* gives information on setting assignments.

The maximum number of summative assignment for this unit is 2 and the relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, AB.D1, AB.D2)

Learning aim: C (C.P5, C.P6, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

Learners will need access to a range of current business information from websites and printed resources.

Essential information for assessment decisions

Learning aims A and B

For distinction standard, learners will give examples of the types and purposes of business teams and the challenges in building an effective team. To support the evaluation, learners will use examples from their chosen business and from other businesses. They will evaluate the performance and leadership of their chosen team, linking relevant theory and including how the team works together.

For merit standard, learners will demonstrate clear analysis of the range of techniques used to build effective teams. Some of this analysis should be gained from a visit or interview. The report will analyse how the roles in a team support the outcomes of the effective team and this should be referenced to theory.

For pass standard, learners will discuss the roles and dynamics of a team in their chosen business, and how teams are used in a variety of ways. This will include reference to different types of teams. Team-building techniques and the theory of team development will be included in the report.

Learning aim C

Learners will participate in substantial team activities. Team activities will be full-day events or carried out in several sessions over a short time. Learners will have an opportunity to both lead a team and be a team member. Detailed peer and assessor observation/feedback sheets and an individual learner logbook will be completed so that information is available for review.

For distinction standard, learners will demonstrate a professional approach throughout the unit; they will have shown self-management together with initiative and creativity in their research and teamwork. An independent approach is one where a learner develops their own ideas or develops ideas in distinctive ways. They will demonstrate a professional approach to team work, and an attention to detail and precision throughout their work. A witness statement will be needed to support this.

For merit standard, learners will assess their individual performance both as team members and as team leaders. Learners will need to explain how conflict was managed.

For pass standard, learners will reflect on their skills, both as team members and as team leaders. Learners will explain how they deal with situations that arise during the activities in which they participate.

Links to other units

This unit links to:

- Unit 1: Investigating the Business Environment
- Unit 8: Recruitment and Selection Process.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- design/ideas to contribute to unit assignment/case study/project materials
- work experience
- own business materials as exemplars
- support from local business staff as mentors.

Unit 7: Retailing in Food and Fashion

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will examine different retailing operations and will undertake an in-depth study of one retail sector and present their findings.

Unit introduction

The retail industry is one of the largest and most dynamic areas in which you could work. Many established businesses are facing considerable change and challenge in their efforts to win customers. In this unit, you will focus on two specific sectors, one in depth.

You will examine the structure of both the food and fashion retailing sectors, the competitive nature of these sectors and the drivers for change. You will look in detail and evaluate the performance of major retailers in today's competitive climate. In this unit you will draw on your learning from across your programme to complete assessment tasks

You will develop a overview of the importance of retailing to the UK economy, and as such, this unit should be taken after, or alongside Unit 3 Investigating Retail. Completion of the unit will give you the skills to enable you to make an informed choice on the suitability of the Retail sector as a future employment or training possibility.

Learning aims

In this unit you will:

A Examine the structure, competitiveness and legislation affecting the food retailing industry

B Examine the structure, retail policies and trends of the fashion retailing industry

C Research the competitive environment and operational policies of a major food or fashion retailer

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Examine the structure, competitiveness and legislation affecting the food retailing industry	**A1** Size structure and segmentation of the food retailing sector **A2** Market developments **A3** Legislation	An individual report that follows a detailed examination of the food-retailing sector. The report would look at the structure of the sector and the changes that are taking place. There should also be an analysis of the impact of food hygiene legislation on the business under investigation. The report would then evaluate the impact on the business of the changing competitive nature and the food scandals that have affected the industry.
B Examine the structure, retail policies and trends of the fashion retailing industry	**B1** Characteristics of the target market **B2** Retail policies **B3** Meeting needs of target market	A report of target market, segment and the outlet types, and should also explain the various retail policies used by fashion retailers.
C Research the competitive environment and operational policies of a major food or fashion retailer	**C1** Competitive factors **C2** Operational policies **C3** Meeting needs of target market	A presentation on a successful food or fashion retailer focusing on how it responds to competition and adapts its operational and retail policies to maintain a competitive edge.

Content

Learning aim A: Examine the structure, competitiveness and legislation affecting the food retailing industry

A1 Size structure and segmentation of the food retailing sector

- Size and growth rate:
  o market share by retail format, by total consumer spend
  o turnover/profit – total and like for like
  o number of outlets
  o product range– dairy & frozen, fresh produce, meat and deli, bakery, alcohol, and general produce
- Structure:
  o market leaders
  o market followers
  o discounters
  o format – convenience, supermarket, out of town.
- Segmentation
  o age/Gender
  o ethnicity
  o region
  o life style
  o niche, e.g. health products and specialists foods

A2 Market developments

Change due to:

- consumer taste
- technology
  o consumer, e.g. self-service, click and collect
  o retailer, e.g. consumer tracking/loyalty cards
- work patterns
- life style
- ethical consumerism
- rise of alternative providers
- impact
  o revenues and Profits
  o jobs
  o store openings/closures
  o changes to strategy

A3 Legislation

- Health and safety for staff and consumers
- Organisational policies, e.g. food safety management
- Food Safety (General Food Hygiene) Regulations 2006

(Statutes and regulations current at the time of teaching should be used. Outline understanding only is expected.)

Learning aim B: Examine the structure, retail policies and trends of the fashion retailing industry

B1 Characteristics of the target market

- Types of outlet
  - o independent traders
  - o fashion house
  - o department store
  - o online
- Target market:
  - o gender
  - o personal characteristics
  - o socioeconomic factors
  - o ethnicity/culture
  - o life style

B2 Retail Policies

- Pricing.
- Opening hours
- Merchandising displays.
- Service levels.
- Sale of obsolete stock

B3   Meeting needs of the target market

- Extent of product range
- Retailer/brand image
- Price range
- Quality
- Frequency of style change
- Level of customer service.
- Trends and Drivers of change

Learning aim C: Research the competitive environment and operational policies of a major food or fashion retailer

C1 Competitive factors

- Market position
- Competitors
- Barriers to entry
- Pricing
- Impact of online/click and collect
- Product range and new product development
- New retailing opportunities

C2 Operational policies

- Health and safety/food hygiene
- Training and staff development
- Stock turnover
- Sales and discounting policies
- Uniform (or staff purchase of store branded goods for use as uniform)
- Environmental/CSR

C3 Measures of performance

- Revenue
- Like –for- like operating profit
- Growth
- Market share
- Customer retention
- New store openings

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine the structure, competitiveness and legislation affecting the food retailing industry		
A.P1 Explore the size, structure and segmentation of the food retail sector. **A.P2** Explain how developments in the consumer market have impacted on food retailing.	**A.M1** Analyse how health, safety and hygiene legislation has impacted on food retailers.	**A.D1** Evaluate the impact on a major food retailer of recent developments in the food retailing sector.
Learning aim B: Examine the structure, retail policies and trends of the fashion retailing industry		
B.P3 Explain the characteristics of the target markets for three different fashion retailers. **B.P4** Explain the retail policies of different fashion retailers in terms of their service offer.	**B.M2** Analyse the ways in which two contrasting fashion retailers meet the needs of their target market.	**B.D2** Evaluate the ways in which a fashion retailer has adapted in response to market change.
Learning aim C: Research the competitive environment and operational policies of a major food or fashion retailer		
C.P5 Present the outcomes of research into the competitive factors in the retail environment faced by a selected food or fashion retail business. **C.P6** Present the outcomes of research into key operational policies of a major food or fashion retailer.	**C.M3** Present a detailed analysis showing explanation of the competitive factors and operational policies of a food or fashion retailer.	**C.D3** Evaluate the detailed research of competitive factors and operational policies for a food or fashion retailer, demonstrating how the retailer adapts its polices to remain competitive.

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, B.M2, A.D1)

Learning aim: B (B.P3, B.P4, B.M2, B.D2)

Learning aim: C (C.P5, C.P6, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

Learners will need access to a range of current business information from web sites and printed resources.

Essential information for assessment decisions

Learning aim A

It is essential that learners individually select their own examples of businesses, legislation and the changes taking place. The selection should not be class/teacher-led. The legislation researched should consider a range of factors from food labelling to regulations for handling and storing food products. It will be beneficial for learners to conduct an interview with someone employed in the sector locally but learners should not all interview the same person research should be individual.

The final report needs to be evaluative and supported by research evidence.

For distinction standard, learners will provide a fully justified evaluation of the changes taking place in the food retailing industry. These changes could be driven by the changing competitive nature of the sector and the legislative environment driven by government, pressure groups and consumers. A wide range of factors will be considered and research presented will support the conclusions drawn. At least three different retailers will have been researched to enable sufficiently wide coverage. It would be beneficial for these to be from different target markets, for example a discounter, a mid-market provider and an up market provider.

For merit standard, learners will provide an analysis of the current legislative environment and its impact on one food retailer. Clear examples, taken from the individual research, will be provided of the legislation and its impact on the business. At least two retailers will have been investigated and this evidence used to present the analysis.

For pass standard, learners will produce a presentation that explains the size, structure and segmentation of the food-retailing sector. This presentation will also explain the developments taking place in the sector such as the rise in discounters and the move away from the larger out of town retail outlets.

Learning aim B

It will be essential to use individual research from a number of different fashion retailers to show the necessary depth of understanding to achieve the higher grades in this assignment. Again the choice of retailers should not be teacher-led. If candidates collaborate on data collection each will need to demonstrate individual analysis and evaluation.

For distinction standard, learners will show individuality, independence and good judgement in the selection of and use of evidence in their report. The report findings will be fully justified by the evidence collected by learners, and the work will effectively link the target market to the policies and competitive environment of the market place, explaining how the businesses respond to change.

For merit standard, learners will prepare a report that compares how two contrasting fashion retailers aim to meet the needs of their respective target markets, and then present an analysis of the competitive factors and operational and sales retail policies used by the chosen businesses.

For pass standard, learners will explain, in a short document or presentation, the characteristics of the target market for three fashion retailers and comment on the retail policies these retailers implement to satisfy customers. This work can then be extended to examine the competitive factors fashion retailers face and the organisational policies they use to remain competitive.

Learning aim C

The presentation with speaker notes will be professional, business-like and suitable for presentation to decision makers in a business. Learners should be prepared to answer audience questions on their presentation and show a firm grasp and understanding of the information presented, at all levels. A detailed observation statement should be provided for each learner.

A local retail business must be involved with the presentations for this task and will support the teacher with the completion of witness statements for the presentation.

For distinction standard, learners will present detailed research evidence. The presentation will first compare the ways in which the chosen business meets the needs of its target market with that of another, contrasting retail business. The presentation will then provide evidence of how one of those chosen retailers have responded to market change and, using the evidence collected, evaluate how effective they have been in adapting.

For merit standard, learners will present research that analyses how a fashion or food retailer respond to competitive factors and adapt their operational and sales retail policies.

For pass standard, learners will explain in a presentation the key competitive factors facing a food or fashion retailer and the operational policies they use to sell their products.

Links to other units

This unit links to:

- Unit 1: Investigating the Business Environment
- Unit 3: Investigating Retail Business
- Unit 5: Visual Merchandising.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- own business material as exemplars
- participation in audience assessment of presentations
- opportunities to visit suitable businesses.

Unit 8: Recruitment and Selection Process

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners explore how the recruitment process is carried out in a business. The unit gives them the opportunity to participate in selection interviews and review their performance.

Unit introduction

Recruiting the right people is essential to the success of a business. It is important that the processes and procedures involved in recruitment and selection meet the needs of the business and comply with current regulations. You will learn that successful recruitment is key to maintaining the success of a business, as people are often considered to be the most valued resource. You will explore the various selection tools and the enhanced use of technology in this area. Businesses with an effective recruitment process in place are more likely to make successful appointments. In a competitive labour market this is a major advantage and will support business success.

This unit gives you the opportunity, through role play, to take part in selection interviews. They will need to be organised and prepared so that they demonstrate your communication skills in this work-related competence.

This unit will give you a foundation for progression to employment, for example in a human resources role, or to higher education. Through undertaking recruitment activities the unit will help you to develop the skills needed in an interview situation. You will have an opportunity to review your individual performance and analyse your skills for development.

Learning aims

In this unit you will:

A Examine how effective recruitment and selection contribute to business success

B Undertake a recruitment activity to demonstrate the processes leading to a successful job offer

C Reflect on the recruitment and selection process and your individual performance.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Examine how effective recruitment and selection contribute to business success	**A1** Recruitment of staff **A2** Selection process **A3** Ethical and legal considerations in the recruitment process	A report that examines the recruitment process in a large business.
B Undertake a recruitment activity to demonstrate the processes leading to a successful job offer	**B1** Job applications **B2** Interviews and skills	Learners must participate in a recruitment and selection activity. They will need to interview and be interviewed, and complete the appropriate documentation. Learners will need to evidence all the documents created. Ability to self-critique performance, including what could have gone better and what skills need to be developed, so that learners can enhance their employability. SWOT analysis on performance on their interviewing activity linked to their personal future.
C Reflect on the recruitment and selection process and your individual performance	**C1** Review and evaluation **C2** SWOT and action plan	

Content

Learning aim A: Examine how effective recruitment and selection contribute to business success

A1 Recruitment of staff

* Workforce planning: in a large 250+ staff business, e.g. retail, a production company or financial organisation, look at the reasons for recruiting new staff, such as:
  o growth of the business: locally, nationally, globally
  o changing job roles
  o systems change
  o filling new vacancies created by more space or product development
  o vacancies caused by leavers/turnover of staff
  o internal promotions
  o new office or branch and need for additional staff
  o seasonal fluctuations leading to the requirement for temporary staff.
* Use of jobcentres and agencies, internal advertisements versus external advertisements, online recruitment and traditional methods.
* How the recruitment process links to business success.
* How a professional recruitment process leads to efficient staff integration.

A2 Recruitment and selection process

* Recruitment process: the purpose of the documents for internal and external recruitment:
  o job advertisement: placing of the advertisement, internal/external, journal/website
  o job analysis
  o job description: the content of the tasks and responsibilities of the job
  o person specification skills the position requires: are they essential or desirable?
  o CV versus application forms
  o letter of application
  o online recruitment and how the application process can be more cost-effective when using technology.
* Selection, including assessment centres and psychometric testing, group/team activity interviews (by telephone, face-to-face, group and panel), presentations in interviews, short tests at interviews:
  o interview protocol, type of selection and how it contributes to the process – advantages and disadvantages
  o initial selection processes with telephone screening interviews or short, online tests. appreciation that different processes are appropriate for different roles in a business
  o use of technology in the process, online applications, uploaded CVs or use of post
  o communication with prospective employees: are the channels easy to access, can the process be monitored?
  o quality of the process and the documents
  o linking the process to efficiency and business success.

A3 Ethical and legal considerations in the recruitment process

* Why recruitment processes have to be ethical and adhere to equal opportunities legislation; what the ethical responsibilities and the current legislation relating to equal opportunities are.
* Ethical considerations will include:
  o being honest in an advertisement
  o the maintenance of confidentiality
  o ensuring the same questions are asked to all in an interview
  o same criteria used for all applicants
  o disclosure if family or friends work for the same business.

- Current equal opportunities legislation with regard to gender, age, race, disability, minimum wage all impact on the recruitment process; issues can arise if all current law is not adhered to in this area.
- Current right-to-work legislation, document check.

Learning aim B: Undertake a recruitment activity to demonstrate the processes leading to a successful job offer

B1 Job applications

- Selection of a job role for the business as above and then preparation of all the relevant documents:
    o a job advertisement giving suitable examples of where it could be placed
    o job analysis
    o job description
    o person specification
    o application form
    o personal CV
    o letter of application.

B2 Interviews and skills

- Communication skills required for interview situations: body language and listening skills, professional approaches, formal language, skills and attitudes of both interviewer and interviewee, role play, body language, dress, interview questions.
- Designing interview questions.
- Interview feedback form.
- Observation form.
- Reviewing applications from peer group.
- Submitting applications to peer group.
- Demonstration of a work-related competence (interviewing and being interviewed) analysis of how the activity worked, if the correct questions were asked to achieve the desired outcome, if the advertisement, job description and person specification led to the application form and covering letter being completed with the right level of information; adherence to equal opportunities legislation.
- Evaluation of documentation produced for the process: was it prepared to select the right candidate; if the interview process forms/questions ensured the candidates demonstrated their skills effectively; could it have been improved?

Learning aim C: Reflect on the recruitment and selection process and your individual performance

C1 Review and evaluation

- Role-play activity.
- Individual appraisal of own roles in being interviewed, interviewing and observing.
- Review of communication skills.
- Review of organisational ability.
- Assessment of how the skills acquired support the development of employability skills.

C2 SWOT and action plan

- SWOT analysis on individual performance in the role-play activities.
- Self-critique of the events and documentation prepared and how it supported the activity.
- Review if the process was effective and how a learner feels they may need to develop skills further to be able to conduct and participate in interviews more effectively.
- Action plan to highlight how to address any weaknesses in skill set.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine how effective selection and recruitment contribute to business success		
A.P1 Explain how a large business recruits and selects giving reasons for their processes. **A.P2** Explain how and why a business adheres to recruitment processes which are ethical and comply with current employment law.	**A.M1** Analyse the different recruitment methods used in a selected business.	**A.D1** Evaluate the recruitment processes used and how they contribute to the success of the selected business.
Learning aim B: Undertake a recruitment activity to demonstrate the processes leading to a successful job offer		
B.P3 Prepare appropriate documentation for use in selection and recruitment activities. **B.P4** Participate in the selection interviews, as an interviewer and interviewee.	**B.M2** In recruitment interviews demonstrate analytical responses and questioning to allow assessment of skills and knowledge.	**B.D2** Evaluate how well the documents prepared and participation in the interview activities supported the process for a job offer. **C.D3** Evaluate how well the recruitment and selection process complied with best practice, drawing reasoned conclusions as to how it will support your future career.
Learning aim C: Reflect on the recruitment and selection process and your individual performance		
C.P5 Complete a SWOT analysis on your performance in role in the interviewing activities. **C.P6** Prepare a personal skills development plan for future interview situations.	**C.M3** Analyse the results of the process and how your skills development will contribute to your future success.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary with suitable forms of evidence. Further information on setting assignments is given on our website. *Section 6* gives information on setting assignments.

The maximum number of summative assignment for this unit is 2 and the relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, B.M2, C.P5, C.P6, C.M3, B.D2, C.D3)

Further information for teachers and assessors

Resource requirements

Learners will need access to a range of current business information from web sites and printed resources.

Essential information for assessment decisions

Learning aim A

Learners will write a report that includes information about how a business recruits employees. A large business of 250+ employees will be used as not all small businesses have a transparent easily accessible recruitment system. To ensure the material they require is available learners could research a few businesses before they select one for study.

For distinction standard, learners will evaluate the recruitment processes, reach a reasoned conclusion and make insightful reference to how it is linked to the success of a selected business. The report will consider the problems that can impact on a business if there are staff shortages or if unsuitable employees are selected because of ineffective recruitment systems.

For merit standard, learners will analyse the different recruitment methods, looking at the strengths and weaknesses of the systems in place. Learners will offer an individual, methodical and detailed comparison of the recruitment methods used.

For pass standard, learners will examine the factors for workforce planning and the reasons for businesses having to recruit additional employees. The report must demonstrate an understanding of the recruitment methods and why the different processes are used. Learners will indicate whether external bodies and/or agencies contribute to the process of assessment or interviewing, highlighting their specific contribution to the practice. The report will show a clear understanding of the importance of sequencing in the recruitment process and the use of technology/new technologies in this field.

Recent and relevant ethical and legal considerations must be stated in the report. The individual report must be written in appropriate business language.

Learning aims B and C

Learners will form part of an interview panel and be interviewed to enable skills to be developed for both roles. Witness statements will need to be completed by the teacher, recording participation and including feedback that the learner can use to help develop the SWOT.

Learners will demonstrate effective communication skills. They will design interview questions that clearly relate to the job role and which allow skills and competencies to be assessed. Learners will develop a fair system for monitoring answers in the interviews, selecting the most appropriate candidate. Documents should be included in their learner portfolios.

For distinction standard, learners will make an individual detailed evaluation of the documents used. The report will reach a reasoned conclusion on whether or not the interview documents were effective and if they fully supported the interview activity. It will also include a balanced evaluation, highlighting how well the processes were related to professional best practice. Learners will offer a detailed conclusion as to how this will support career progression.

For merit standard, learners will offer an individual analysis of the effectiveness of the interview questions in assessing skills and knowledge. A report will include clear analysis of the interview activity. Learners will show clear links between skills development and enhancement of their career prospects.

For pass standard, learners will use the business studied in assignment 1 to create the relevant recruitment selection documents for a specific job role. In order to contribute to the development of employability skills the role selected will be realistic to the learner's current skills. These documents could be shared among learners so that they can then apply for a position created by someone else, and then be interviewed for the role. Documents will be fit for purpose, professional and written in appropriate business language. Job application forms must be completed in full. Evidence will include a detailed SWOT analysis of the individual performance in the interview task that then leads to a development plan showing how a learner plans to enhance weaknesses and build confidence in the interview process. Details of any other personal experiences of employment interviews may be referred to here and used to support the development plan.

Links to other units

This unit links to:

- Unit 1: Investigating the Business Environment
- Unit 6: Team Building in Business.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- participation in audience assessment of presentations
- design/ideas to contribute to unit assignment/case study/project materials
- work experience
- own business materials as exemplars
- support from local business staff as mentors.

Unit 9: Marketing Planning

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will explore the approaches businesses take when developing successful marketing plans, and will apply this learning to a selected business.

Unit introduction

Marketing is a dynamic field central to the success of business. This unit will allow you to develop a broad understanding of how a marketing plan is developed. You will investigate the different stages in the process a business goes through when developing their products or services, new and old.

You will examine the specific aims and objectives of the marketing function. You will gain practical experience of researching the needs and wants of customers and develop your ability to communicate the findings of this research. You will use market intelligence to make recommendations about the type of marketing activity that a business should undertake.

This unit will give you an insight into how important marketing is in the business sector. It will enable you to make an informed choice as to whether you want to specialise in marketing in either employment or training.

Learning aims

In this unit you will:

A Examine the influence that marketing activities have on the success of different businesses

B Develop a marketing plan using research data that provides a viable business case

C Review the effectiveness of your marketing plan and make proposals for improvements.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Examine the influence that marketing activities have on the success of different businesses	**A1** The role of marketing in different businesses **A2** How marketing contributes to the success of businesses **A3** Influences on marketing activity	A written report on marketing by two businesses in different industries, to consider the effectiveness of their marketing activity.
B Develop a marketing plan using research data that provides a viable business case	**B1** Collect market research data **B2** Analyse market research **B3** Marketing plan activity	Presentation of analysis of research evidence and plan A written marketing plan for a selected product/service. Review of the plan produced. Observation statements.
C Review the effectiveness of your marketing plan and make proposals for improvements	**C1** Assess marketing activity **C2** Recommend improvements to marketing plan	

Content

Learning aim A: Examine the influence that marketing activities have on the success of different businesses

A1 The role of marketing in different businesses

- Definitions of marketing, including Kotler and Drucker.
- The marketing process, including understanding the market, designing a marketing strategy, planning marketing activities, building customer relationships, reviewing the success of marketing activity.
- Marketing aims and objectives, including market share, profitability, customer loyalty, the importance of setting SMART marketing objectives.
- Branding, including dimensions of a brand, development of a brand, brand equity, brand extensions.
- Similarities and differences in marketing activity between markets, including goods, services, business to business (B2B), business to consumer (B2C), consumer goods, capital goods.
- Similarities and differences in marketing activity between sectors including public sector, private sector, voluntary/charitable sector.
- Implications of business size for marketing activity, e.g. budgetary constraints, availability of specialist staff.
- Mass and niche market, including definitions, growth and decline, relationship to product lifecycles.

A2 How marketing contributes to the success of businesses

- Growth strategies, including Ansoff's Matrix.
- Customer relationships, e.g. building and retaining customer loyalty.
- Customer Relationship Management (CRM) techniques.
- Impact of marketing on business objectives.

A3 Influences on marketing activity

- Internal factors, e.g. availability of finance, capability of staff, organisational culture.
- External factors, e.g. ethical issues, consumer trends, political activity.
- Globalisation, including changes in the competitive environment, adaptation of marketing activity for different markets, including localisation versus standardisation.

Learning aim B: Develop a marketing plan using research data that provides a viable business case

B1 Collect market research data

- Appropriate sources of primary research, e.g. survey, interview, observation, trials.
- Appropriate sources of secondary research including published reports, back data, industry reports, government data.
- Importance of validity, reliability, currency.
- Quantitative and qualitative data, methods of collection, purpose of collecting.
- Data types.

B2 Analyse market research

- Analysis, including statistical methods, e.g. correlation, regression, descriptive statistics for measuring markets, including market size, market share, market growth.
- Present research data using situational analysis, including SWOT and PESTLE, for market positioning, e.g. perceptual mapping; market segmentation, such as methods of segmentation, including geographic, demographic, psychographic; selecting a target market, including understanding customer needs, matching needs to business offering.
- Use research data to conduct competitor analysis, e.g. determining objectives, identifying strategies, assessing strengths and weaknesses, estimating reactions, strong or weak competitors, determining close and distant competitors.

B3 Marketing plan activity

- Identify relevant market segments and the benefits of targeting a specific market segment, tailoring marketing mix elements to reflect the characteristics of customers.
- Product, including product lifecycles, product portfolios, e.g. Boston Consulting Group (BCG) Matrix, Unique Selling Proposition (USP), product range, including brand balance, levels of a product core, actual and augmented; adapting products for global markets, e.g. ergonomic factors, differences in tastes and fashions.
- Price, including pricing strategies, price adjustment strategies, pricing tactics, advantages and disadvantages of pricing strategies and tactics in the long- and short term, factors to consider when setting prices, including the impact of price elasticity on pricing decisions, customer perceptions of value; pricing in global markets.
- Promotion, including promotional channels, the promotional mix, selecting an appropriate promotional mix based on relevant factors, including target market, industry, brand image; above and below the line promotion; promotion in global markets including image across countries, localisation.
- Place, including supply chains; marketing channels, including design, management, logistics, customer trends, reducing the number of intermediaries in the marketing channel; online distribution, including bricks and mortar, bricks and clicks, pure clicks; globalisation.
- People, including staff training, consistent and reliable customer service, relationship between people and brand image.
- Process, including managing customer interactions consistently, mode of service consumption, adaptation for global markets.
- Physical environment, including reflecting brand image in physical environment, appropriateness to offering.

Learning aim C: Review the effectiveness of your marketing plan and make proposals for improvements

C1 Assess marketing activity

- Use key performance indicators to judge the success of the marketing plan, including sales revenue, profit, customer retention, lead generation.
- Explore the extent of the achievement of SMART objectives, e.g. marketing objectives, contribution to corporate objectives, use of Key Performance Indicators (KPIs) to judge achievement of objectives, return marketing investment.
- The extent to which marketing activity occurs within the scope of the law and regulations, including direct marketing code, advertising standards, relevant legislation relating to selling, supplying and describing goods; extent to which marketing activity is within budget.
- Reflect on the extent to which marketing activity reinforces and supports brand values; sustainability of marketing activities.
- Propose control measures relevant to marketing activity, e.g. designing reporting systems, variance analysis, CRM tools, and inventory management systems.

C2 Recommend improvements to marketing plan

Appropriateness of marketing plan in relation to a number of factors, including:

- relevance to business goals
- appropriateness to target market
- legal and ethical considerations
- industry standards and examples of good practice
- recommendations for improving the marketing plan; recommendations should take into account practical considerations, including the size of the chosen business, the marketing budget available and the skills and experience of marketing staff.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine the influence that marketing activities have on the success of different businesses		
A.P1 Explain how marketing activity is conducted by two contrasting businesses to achieve business objectives.	**A.M1** Analyse the different approaches to marketing used by contrasting businesses.	**A.D1** Evaluate the extent to which marketing activity contributes to the success of contrasting businesses.
A.P2 Investigate how marketing activities contribute to the growth and customer relationships of these businesses.		
A.P3 Explain how internal and external factors influence the marketing activities of these businesses.		
Learning aim B: Develop a marketing plan using research data that provides a viable business case		
B.P4 Interpret primary and secondary market research data from a range of relevant sources to support a marketing plan.	**B.M2** Professionally present an individual marketing plan analysing the research data used to inform the selected target market and competitor analysis.	**B.D2** Evaluate the extent to which the marketing plan delivers the business goals with reference to marketing principles.
B.P5 Individually produce and present a realistic marketing plan for a specified product or service.		**C.D3** Demonstrate, creativity and effective self-management in the production, presentation and review of the marketing plan, making innovative and high-quality justified recommendations.
Learning aim C: Review the effectiveness of your marketing plan and make proposals for improvements		
C.P6 Discuss the appropriateness of the marketing plan for a specific product or service using data and feedback.	**C.M3** Make recommendations for the improvement of the marketing plan using appropriate data and feedback.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.P3, A.M1, A.D1)

Learning aims: B and C (B.P4, B.P5, C.P6, B.M2, C.M3, B.D2, C.D3)

Further information for teachers and assessors

Resource requirements

Learners will need access to a range of current business information from websites and printed resources.

Essential information for assessment decisions

Learning aim A

The selection of two different businesses will be by industry, for example leisure and food, or by sector, for example a business selling goods and one selling a service. Learners should decide which businesses to investigate.

For distinction standard, learners will clearly evaluate how marketing activity contributes to success in two businesses; examples to underpin judgements will be included.

For merit standard, learners will analyse the different approaches to marketing, including a realistic selection of examples to support the analysis.

For pass standard, learners will conduct research into contrasting marketing activity for the businesses both internally and externally. They will explain how these activities link to improve customer relationships and business success.

Learning aims B and C

Learners will choose the product/service for their marketing plan.

For distinction standard, learners will carry out research and produce a marketing plan suitable for presentation to key decision makers. Learners will evaluate whether the plan achieves the business goals, referencing research evidence and appropriate marketing principles. Logical, reasoned judgements should show individual, insightful interpretation of the data used. Insightful could mean, for example, recognising how weaknesses and limitations in the market research could have an impact on the validity of a marketing campaign.

Learners will demonstrate a professional approach throughout the unit with a high degree of self-management. They will show initiative, innovation and creativity in the application of marketing principles, demonstrating a high standard of individual technical ability, attention to detail and precision. A creative approach is one where a learner generates their own ideas or develops given ideas in distinctive ways. It is not a measure of artistic or design skills.

For merit standard, learners will present their research and a suitable marketing plan to key decision makers. There will be a methodical and detailed analysis of the value of using market research data to inform marketing planning. Learners will comment on the advantages and weaknesses of using data to inform decision making with regard to the selection of a target market. There will be justified recommendations for any potential improvements to the plan.

For pass standard, learners will produce a marketing plan. There will be clear evidence of how the market research undertaken has been used as the basis for the development of a coherent plan. Learners will also discuss how and why the plan is suitable for the product or service selected, using data and audience feedback to justify comments made. Documents will be fit for purpose, professional and written in appropriate business language.

Links to other units

This unit links to:

- Unit 1: Investigating the Business Environment
- Unit 5: Visual Merchandising.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- design/ideas to contribute to unit assignment/case study/project materials
- work experience
- own business materials as exemplars
- support from local business staff as mentors.

Unit 10: Buying for Business

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will study the principles of procurement, focusing on how the efficient acquisition of resources and materials help businesses to remain competitive by controlling costs.

Unit introduction

Resources and materials are used in the production of goods and services, which are then sold and distributed to customers. For businesses to remain competitive, purchasers have specific requirements in respect of the quantity, quality and price, as well as expecting their purchases to be delivered on time and to the correct location. As materials are a significant input cost, it is the purchaser who directly works to control these costs, while at the same time ensuring the quality and continuity of supply to meet customer demand.

In this unit, you will examine how businesses efficiently buy materials they need. You will investigate how businesses calculate their purchasing requirements and synchronise these activities with the anticipated demand from customers. You will explore how financial considerations ensure all parties in the procurement process make profits, while the buyers' outcomes will focus on controlling costs. You will investigate the fundamental role of commercial agreements between buyers and suppliers and how they are formalised into binding contracts. You will learn how effective procurement practices ensure the continuity of cost effective, efficient business operations.

The knowledge you gain from this unit will help you to progress to a career in buying or to further specialist training in procurement.

Learning aims

In this unit you will:

A Explore the role of procurement in ensuring the sufficient levels of supply of goods and services

B Investigate the sourcing process for procuring resources cost effectively

C Examine the activities that support an efficient procurement process

D Investigate the role of negotiation and contracting in procurement.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Procurement in ensuring the sufficient levels of supply of goods and services	**A1** Supplies that meet purchasers' requirements **A2** Specifications **A3** Suppliers	An individual poster presentation with a supporting leaflet, highlighting the adoption of effective procurement activities for a business that is seeking to improve the efficiency of its operations.
B Investigate the sourcing process for procuring resources cost effectively	**B1** Identifying procurement requirements **B2** Sourcing supplies **B3** Ensuring quality supplies **B4** Securing supplies at required times	
C Examine the activities that support an efficient procurement process	**C1** Planning the procurement of goods from suppliers **C2** Calculating supply and demand requirements **C3** Procedural and regulatory requirements **C4** Supplier selection **C5** Pricing and finance	
D Investigate the role of negotiation and contracting in procurement	**D1** Negotiation **D2** The law of contract **D3** Agreements with suppliers **D4** Agreements with customers	A report evaluating the role of quotations, negotiations and contracts to secure products or service for two contrasting businesses.

Content

Learning aim A: Explore the role of procurement in ensuring the sufficient levels of supply of goods and services

A1 Supplies that meet purchasers' requirements

- Obtaining supplies of goods and services to meet the purchaser's requirements.
- The five rights of procurement:
  - right quality
  - right quantity
  - right price
  - right place
  - right time.

A2 Specifications

- Creating specifications for products and services using conformance and output/outcome based approaches.
- Types of specification such as drawings, samples, technical descriptions.
- Specifications and contracts with external customers and suppliers.
- The importance of specifications in the procurement process.

A3 Suppliers

- Surveying the supplier market for goods and services to identify the capacity of the market to supply goods and/or services.
- Appraising suppliers to ensure their:
  - ability to fulfil the five rights of procurement
  - financial viability.
- Competition among and collaboration with suppliers to secure the five rights.
- Measuring supplier performance against key performance indicators to ensure suppliers provide value for money for goods and services procured.

Learning aim B: Investigate the sourcing process for procuring resources cost effectively

B1 Identifying procurement requirements

- Liaison with users and customers to understand and review their commercial business needs.
- Make or buy decisions and the calculations required to support the decisions.

B2 Sourcing supplies

- Requests for information, quotations, tenders and proposals from suppliers.
- Comparing quotations to ensure they fulfil the five rights of procurement and provide value for money.
- Criteria for supplier selection and selecting a supplier to contract.
- Use of e-sourcing technologies to source supplies.

B3 Ensuring quality supplies

- Quality standards, processes and procedures.
- Quality assurance techniques in procurement and the assessment of the quality of supplies of products and services by applying specified standards.

B4 Securing supplies at required times

- Lead times including internal, external and total lead time.
- Expediting and measuring delivery performance.
- Planning milestones and activities for the supply of inventories.
- Use of scheduling in the timely supply of goods and services.
- Inventories and inventory holding costs.

Learning aim C: Examine the activities that support an efficient procurement process

C1 Planning the procurement of goods from suppliers

- Organisational policies and procedures that govern the procurement of goods and services.
- Planning horizons such as short term, medium term and long term.
- Objectives of the procurement process.
- Producing plans with SMART objectives to ensure continuity of supply in the production and distribution processes.

C2 Calculating supply and demand requirements

- Calculate potential demand on suppliers and from customers based on procurement and supply data using:
  - historic sources and patterns
  - market intelligence and market trend
  - demand forecasts models
  - extrapolation
  - confidence estimates.
- Reviewing and revising demand forecasts and establishing reasons for variances by considering internal and external factors.

C3 Procedural and regulatory requirements

- Documentation used in the procurement of goods and services such as purchase requisitions, purchase orders, goods received notes, inspection reports, goods returned notes and reconciliation of the information they contain.
- Transport documentation required for different goods, transport methods, routes and destination.
- Customs documentation required for different goods and services and goods in transit.
- Financial documentation.

C4 Supplier selection

- Selection criteria such as quality assurance, sustainability, environmental impact, technical capability, labour standards, financial capability, corporate responsibility.
- Contract award criteria such as price, life cycle costs, technical merit, value added.

C5 Pricing and finance

- Factors influencing product and service pricing based on an analysis of:
  - direct and indirect costs
  - full costs and marginal costs
  - break even
  - margins and mark ups
  - whole life costs
  - market factors.
- Pricing techniques such as pricing schedules, fixed pricing, cost plus, price indexation, incentivised pricing.
- Impact of pricing on profits/losses, cash flows, budgets.
- Use of financial data to assess the financial stability and profitability of businesses in procurement and supply.

Learning aim D: Investigate the role of negotiation and contracting in procurement

D1 Negotiation

- Approaches to use in commercial negotiations.
- Negotiation preparations.
- Factors that affect the negotiation process.
- Stages of a commercial negotiation.
- Calculating supply and demand requirements.

D2 The law of contract

- Law of contract in respect of procurement.
- Types of contract to include purchasing and the supply of services.
- Law relating to the hire and leasing of assets.

D3 Agreements with suppliers

- Requests for information, quotations, tenders and proposals from suppliers.
- Comparison of quotations to ensure they fulfil the five rights of procurement and provide value for money.
- Terms relating to prices, payment methods, delivery, quantities, conformance to order, liabilities, indemnity, insurance, guarantees.

D4 Agreements with customers

- Responses to requests for information, quotations and proposals from customers.
- Tenders for the supply of goods and services to include finding tender notices, evaluating tender requirements, expressing interest, submitting tenders that meet customer requirements in full.
- Terms relating to prices, payment terms, delivery, quantities, conformance to order and liabilities, indemnity, insurance, guarantees.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the role of procurement in ensuring the sufficient levels of supply of goods and services		
A.P1 Explain why it is necessary to specify procurement requirements when purchasing products and services. **A.P2** Explain the importance of a supplier meeting the purchaser's requirements when products and services are procured for use in the production process.	**A.M1** Assess the reasons why purchasers and suppliers create specifications for the procurement of products and services.	**A.D1** Evaluate the factors that purchasers and suppliers have to consider when sourcing products and services in order to ensure their continuing supply to maintain production.
Learning aim B: Investigate the sourcing process for procuring resources cost effectively		**BC.D2** Evaluate the contribution of efficient sourcing processes to business effectiveness.
B.P3 Describe the sourcing process for procuring resources cost effectively. **B.P4** Explain how quality assurance processes support effective procurement activities.	**B.M2** Analyse the importance to a business of having a secure supply of good quality goods and services.	
Learning aim C: Examine the activities that support an efficient procurement process		
C.P5 Explain the process of selecting suppliers for goods and services.	**C.M3** Analyse the techniques that are used by sellers and buyers to establish the prices in the procurement of products and services.	
Learning aim D: Investigate the role of negotiation and contracting in procurement		**D.D3** Evaluate the process procurement, negotiation and contracting has in securing a business's supply of goods and services.
D.P6 Explain the stages of a negotiation and contracting for the supply of goods or services.	**D.M4** Assess the impact of contractual obligations on the parties purchasing and supplying goods or services.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A, B and C (A.P1, A.P2, A.M1, A.D1, B.P3, B.P4, B.M2, C.P5, C.M3, CB.D2)

Learning aim: D (D.P6, D.M4, D.D3)

Further information for teachers and assessors

Resource requirements

Learners will need access to a range of current business information from websites and printed resources.

Essential information for assessment decisions

Learning aims A, B and C

The selection of businesses used as context to complete the task should be done by learners.

It will be beneficial for learners to conduct interviews with buyers or someone working in a purchasing environment. Research should be independent.

Evidence from specific case studies will be referenced for the posters and leaflet.

For distinction standard, learners will research a range of businesses and identify effective practices in the securing of goods and services for two contrasting businesses. From this learners will produce a number of posters to exhibit their evaluation of the market factors that purchasers and suppliers have to consider ensuring continuity of supply, and how effective sourcing contributes to the overall efficiencies of the businesses operations.

Clear examples of businesses using collaboration and competition in specific market conditions to secure supply should be evidenced.

Learners should provide the rationale behind supplier compatibility and performance management techniques in their evaluation. The poster presentation will target the sharing of best practice with businesses wanting to improve their operations efficiencies through procurement. The posters will be eye-catching, look professional and be at least A3 in size.

For merit standard, learners will assess the advantages of creating specifications when procuring goods and services. There should be clear examples of performance and conformance specifications and disadvantages of both should be evidenced. This will be clearly shown in a leaflet along with an analysis of the advantages of securing sustainable supply based on quality. Examples of the implications of not considering quality when securing supply should be clearly explained.

A clear analysis of at least three techniques used to establish the prices of products and services should be included in the leaflet along with an explanation of four factors which could initially influence the price such as direct and indirect costs; full costs and marginal costs; break-even; mark ups; whole life costs and market factors.

For pass standard, learners will include in their leaflet/poster presentation an account of how specific information is gathered and used in the selection process and the use of quality assurance process to support effective procurement of specific goods and services.

Learners will show how demand for goods and services can be calculated by using historical data, market analysis and estimating and forecasting models. Learners will describe with examples the criteria used for supplier selection, defining the difference between selection criteria and contract award criteria.

Learning aim D

For distinction standard, learners will evaluate the contribution the negotiation and contracting process makes to securing supply in their report. Reference will be made to the law of contract. This will be achieved by research into how these processes are met in a successful business.

For merit standard, learners will assess the impact of contractual agreements. They will assess the contents of agreements with suppliers and customers in relation to making the procurement process more efficient.

For pass standard, learners will ensure the report provides evidence which underpins a thorough investigation of the role of negotiation and contracting in procurement.

Links to other units

This unit links to:

- Unit 1: Investigating the Business Environment
- Unit 3: Investigating Retail Business
- Unit 7: Retailing in Food and Fashion
- Unit 11: Supply Chain Operations
- Unit 12: Work Experience in Retail.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- own business material as exemplars
- participation in audience assessment of presentations
- opportunities to visit suitable businesses.

Unit 11: Supply Chain Operations

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will examine how and why purchasing, production and distribution are co-ordinated to ensure the continuity of cost effective, efficient business activities.

Unit introduction

How do goods such as new fashion lines and upgraded computer tablets arrive in stores in sufficient quantities, on specific dates to meet customer demand, even though they have been designed many months previously and manufactured thousands of miles away?

This unit will allow you to examine the components of logistical operations such as inventory management, storage, handling and transportation. You will develop an awareness of how businesses buy materials and goods for their operational activities and then organise the delivery and distribution of their output to the next stage in the production process, which may also be to the final consumer You will investigate how businesses manage the movement of materials and manufactured goods from suppliers to customers, so that for all parties in the supply chain, production is not interrupted and products are always in stock. You will consider how the supply chain is managed to ensure it is fully integrated and operated reliably. You will explore how using techniques such as just-in-time, controls for inventory management, and technology provide real-time information to support efficient management of business operations.

The unit will help you to progress either to employment, by considering a career working in buying, logistics or supply chain management, or further specialist training in supply chain management.

Learning aims

In this unit you will:

A Examine the role of logistics operations in ensuring the effective supply chain operations

B Investigate the importance of supply chain organisation and operation to businesses

C Examine the impact of technology on the efficient management of supply chain operations

Summary of unit

Learning aim		Key content areas	Recommended assessment approach
A	Examine the role of logistics operations in ensuring the effective supply chain operations	**A1** Inventory management **A2** Storage and handling **A3** Transportation	A report on the operation of two supply chains from a growing national business and a growing international business. A report suggesting how downstream and upstream supply chain operations can be improved through greater integration.
B	Investigate the importance of supply chain organisation and operation to businesses	**B1** Supply chain components **B2** Integrating supply chains **B3** Managing the supply chain **B4** Benefits of supply chain integration	
C	Examine the impact of technology on the efficient management of supply chain operations	**C1** Technologies **C2** Technology and supply chain components **C3** The impact of technology	An individual presentation with a supporting leaflet and report that analyses the technology available and how it can be used to support and improve the management and operation of the supply chain for two contrasting organisations.

Content

Learning aim A: Examine the role of logistics operations in ensuring the effective supply chain operations

A1 Inventory management

- Logistics activity in the supply chain, to include materials handling, production, packaging, inventory management, warehousing, transportation and security of supplies.
- Purpose of inventories in providing buffers between different supply chain activities to ensure continuing supply chain operations.
- Types of inventory including opening stock, work in progress, finished goods and safety stocks.
- Costs of carrying inventories such as acquisition and holding costs.
- Techniques for the valuation of inventory such as last in first out (LIFO), first in first out (FIFO), average cost, standard cost.
- Monitoring and controlling inventory using:
  o Pareto analysis and ABC classifications
  o dependent and independent demand
  o materials resource planning (MRP and MRP II)
  o just in time supply and kanban systems
  o consignment stocking and vendor managed inventory.
- Calculating the inventory requirements recognising factors, including:
  o economic order quantity
  o reorder point
  o bullwhip effect
  o materials resource planning
  o service levels for inventory when working with manufacturing, sales and marketing
  o qualitative and quantitative approaches to forecasting.

A2 Storage and handling

- Warehouse location for ensuring efficient supply chain operations.
- Warehouse design to optimise flow, space utilisation and flexibility in handling inventories.
- Methods of efficient inventory handling such as palletisation and unit loads.
- Systems for product coding such as bar coding and radio frequency identification (RFID) to identify and track movements of products.

A3 Transportation

- Modes of freight transportation including road, rail, air and sea and the reasons for their use.
- International transportation use of incoterms (international commercial terms).
- Techniques for optimising transportation systems and goods movement.
- Reverse logistics to recapture value including:
  o return of merchandise
  o return of packaging
  o refurbishment
  o safe disposal.

Learning aim B: Investigate the importance of supply chain organisation and operation to businesses

B1 Supply chain components

- Supply chain components to include materials handling, manufacture, packaging, inventory management, warehousing, transportation and security.
- Prioritising customer needs at each stage in supply chain operations.
- Supply chain configurations such as linear and networked, the length of supply chains in terms of the number of supply chain businesses, the location of supply chain businesses and the geographic distance between the supply chain businesses.

B2 Integrating supply chains

- Linking the activities of all the businesses in the supply chain by:
  o identifying a supply chain strategy
  o specifying complementary objectives and policies
  o developing organisational structures to bridge functional barriers
  o sharing requirements and needs for goods and services
  o integrating computer systems that use data common to all businesses
  o common communication standards such as electronic data interchange (EDI)
  o agreement about quality standards
  o specifying and agreeing responsibilities of individual businesses
  o specifying service levels.

B3 Managing the supply chain

- Performance monitoring using key performance indicators (KPI), specific, measurable, achievable, realistic, time-constrained (SMART) targets, budgetary control.
- Sources of information; internal, external, formal reports, ad-hoc reports, anecdotal.
- Risks to supply chains including external shocks (earthquakes, tsunami), lack of capacity by businesses in the supply chain, reliance on a single business, computer system failures (information, finance), domination of the supply chain by an individual business, poor customer service, inter-organisational conflict.
- Managerial actions to restore and improve supply chain operations.

B4 Benefits of supply chain integration

- Advantages of integrated supply chains, including:
  o improved service to downstream and upstream businesses in the supply chain
  o harmonisation of activities between supply chain businesses
  o automation of activities
  o improved reliability and error reduction such as avoiding stock outs
  o reduced personnel costs
  o improved resource utilisation
  o reduced lead times through the use of just-in-time techniques
  o improved competitive advantage and reputational enhancement for the businesses in the supply chain.

Learning aim C: Examine the impact of technology on the efficient management of supply chain operations

C1 Technologies

- Software applications such as databases, spreadsheets and to manage resources and processes in supply chain operations.
- Enterprise resource planning (ERP) software for the collection, storage, management and interpretation of data and information in integrated ways for supply chain operations.
- Radio-frequency identification (RFID) for identifying and tracking progress of resources through the supply chain.
- Geographic information system (GIS) and global positioning system (GPS) in transport/logistics.
- Procurement to pay (P2P) to integrate procurement and invoicing operations.
- Communication systems for moving data and information across supply chain operations.

C2 Technology and supply chain components

- The use of technology for:
  - supply chain activities such as e-requisitioning, e-sourcing, e-ordering, e-bidding, e-auctioning, e-invoicing, e-payment
  - computer modelling
  - decision analysis
  - inventory management
  - facilities location
  - logistics
  - distribution.

C3 The impact of technology

- Managing information through the use of systems to:
  - keep supply chain stakeholders informed
  - synchronise activities across the supply chain
  - smooth fluctuations between demand and supply
  - reduce lead times
  - reduce costs
  - generate efficiencies across the supply chain.
- Provision of information in real time through the use of integrated, linked databases and ERP techniques to improve decision making by the businesses in the supply chain.
- Track and trace systems to determine the current and past locations and other information of individual items in the supply chain.
- Transport planning, modelling and routing software to ensure cost effective distribution in the supply chain.
- The integration and automation of the procurement process from requirements identification through to planning, budgeting, purchasing and payment.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine the role of logistics operations in ensuring the effective supply chain operations		
A.P1 Explain the role of inventory management in ensuring the uninterrupted operation of a supply chain. **A.P2** Explore the contribution made by a range of handling techniques and transportation methods to inventory management. **A.P3**	**A.M1** Assess how inventory requirements can be calculated to ensure cost effective and efficient management of inventories.	**A.D1** Evaluate the use of different inventory monitoring and control techniques to the efficient management of inventories. **B.D2** Evaluate the impact of an integrated supply chain on all businesses in the supply chain.
Learning aim B: Investigate the importance of supply chain organisation and operation to businesses		
B.P3 Compare the structure of the supply chains for a business operating nationally and internationally. **B.P4** Explain how efficient operations at each stage in the supply chain ensure the provision of goods and services that meet customers' needs.	**B.M3** Analyse the effectiveness of the techniques that are used to integrate supply chain operations.	
Learning aim C: Examine the impact of technology on the efficient management of supply chain operations		
C.P5 Describe the technologies used to support supply chain operations. **C.P6** Explain how technology can improve supply chain operations.	**C.M3** Analyse the impact of technology on the management of supply chains.	**C.D3** Evaluate a successful business's management of supply chain operations and technology.

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, A.M1, A.D1, BP.1, BP.2, B.M2, B.D2)

Learning aim: C (C.P5, CP6, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

Learners will need access to a range of current business information from websites and printed resources

Essential information for assessment decisions

Learning aims A and B

Learners should describe how a supply chain is organised and is key to a business's competitive advantage using the configurations of the diagrams of the supply chains of two successful businesses. Clear explanations of different activities are required, which link all the businesses in the specified supply chains, including the explanations of how the efficiency of the supply chains meets customer needs.

The report should provide specific considerations when increasing warehouse capabilities, including handling and transportation. Modes of different transportation should be explored and evident in the presentation, along with the principles of reverse logistics.

For distinction standard, learners will evaluate using different inventory management methods in two contrasting businesses. A range of monitoring and control techniques should be evaluated, with justification and relevant references presented in the report.

Learners should provide a comprehensive evaluation of the integrated supply chain in a specific organisation, comparing and contrasting the transferable benefits for growing businesses.

For merit standard, learners will provide detail of how inventory requirements of two organisations can be calculated. Clear activities that can be undertaken to integrate the supply chain should be explored and analysed to propose appropriate suitability for two selected businesses.

For pass standard, learners will present the definition of logistics and describe how logistics contribute to an effective supply chain operation through examples.

Learning aim C

For distinction standard, learners will evaluate the effectiveness of supply chain operations management including its technology. Clear examples of increased efficiencies and the information and systems utilised should be present. Learners will use a specific business from their research to contextualise the findings of the evaluation.

For merit standard, learners will provide an analysis of the technological impact on two contrasting businesses. Examples of specific technological advancements and their implementation in the two specific businesses will be assessed and linked to the businesses' improvements.

For pass standard, learners will present the range of technologies available for two contrasting businesses and the rationale for using each of the techniques identified to support their supply chain operation. The presentation will also include explanations about how each of the technologies contribute to improving both businesses' supply chain operations.

Links to other units

This unit links to:

- Unit 1: Investigating the Business Environment
- Unit 3: Investigating Retail Business
- Unit 7: Retailing in Food and Fashion
- Unit 10: Buying for Business
- Unit 12: Work Experience in Retail.

Employer involvement

This unit would benefit from employer involvement in the form of:

- work experience
- own business material as exemplars
- participation in audience assessment of presentations
- opportunities to visit suitable businesses.

Unit 12: Work Experience in Retail

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners study the benefits of work experience in a retail environment. They reflect on their practical workplace skills by completing 40 hours of appropriate work experience.

Unit introduction

Are you thinking about a career in retail? Would you like to gain experience in preparation for the kind of job you would like to do? Work-related learning can open your eyes to a range of opportunities in retail. It gives you first-hand, practical experience and the chance to see what a variety of different jobs are really like, including some you may never have considered. It will give you a means of documenting practical experience, planning for personal and professional development and reflecting on your own skills.

In this unit, you will learn about different types of work-related learning and their benefits. You will learn what information you need before starting the placement and how the placement can help you to develop key competencies needed for employability such as self-management, teamwork, problem-solving and communication skills. You will learn more about the expectations of different roles. You will research and take on relevant retail work experience, and evaluate your performance through a logbook where you will record the competencies and transferable skills demonstrated.

Work experience is highly valued by employers for a variety of careers in the retail sector; employers are looking to recruit those who have some knowledge of the world of work.
A record of your work experience is also an advantage for higher education study and courses.

Learning aims

In this unit you will:

A Investigate opportunities for work-related learning

B Carry out work experience in a retail environment in an appropriate and safe manner

C Reflect on work experience undertaken and its influence on own personal and professional development.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Investigate opportunities for work-related learning	**A1** Work-related learning **A2** Outcomes and benefits of work experience **A3** Planning for work experience	A resource portfolio, including details of research into a placement.
B Carry out work experience in a retail environment in an appropriate and safe manner	**B1** Induction **B2** Key competencies **B3** Learning from retail work placement	A logbook showing the tasks carried out and competencies shown. Reflection for a personal/ professional development portfolio (PDP).
C Reflect on work experience undertaken and its influence on own personal and professional development	**C1** Reflection on transferable skills used and gained **C2** Using feedback and setting goals	

Content

Learning aim A: Investigate opportunities for work-related learning

A1 Work-related learning (a minimum of 40 hours in total is required)

- Work experience opportunities, work placement: a period of work experience arranged with an employer.
- Voluntary work: any type of work undertaken for no payment.
- Part-time work: paid or unpaid work undertaken.

A2 Outcomes and benefits of work experience

- Clarifying career goals.
- Gaining insight into the way retail businesses operate and the challenges they face.
- Increasing skills and knowledge.
- Networking.
- Understanding a particular job in retail.
- Gaining referees.
- Attending in-house training courses.

A3 Planning for work experience

- Opportunities for work experience.
- Gaining information about the retail business, e.g. company leaflets, brochures or website, learners who have previously been on a work placement at the same retail business, staff from the retail business, conversation or correspondence with the retail business.
- Key information, e.g. hours of work, absence procedures, dress code, practical considerations such as DBS (Disclosure and Barring Service) checks.
- Application process.

Learning aim B: Carry out work experience in a retail environment in an appropriate and safe manner

B1 Induction

- Information about the retail business, e.g. structure, features.
- Work placement roles.
- Health and safety responsibilities, e.g. evacuation procedures, first-aid procedures, reporting hazards.
- Reporting absence and late arrival.
- Confidentiality.
- Shadowing.

B2 Key competencies

Competencies are the measurable or observable knowledge, skills, abilities, and behaviours (KSABs) critical to successful job performance, e.g.:

- customer relations skills – listening and asking questions, clarifying customer needs, handling complaints, deciding when to take action on own versus when to refer to a superior
- sales skills – applying product knowledge, verifying product is appropriate, offering alternative/additional options, identifying sales opportunities, recognising buying signals, closing a sale, assisting the customer in making purchase decisions
- safety skills – knowledge of safety policies, laws and regulations, skill in identifying safety threats and identifying and reporting unsafe and/or potentially unsafe conditions, e.g. slipping on wet floor, trip hazards, understanding of store emergency/disaster plan
- personal safe conduct – applying organisational procedures, following and upholding health and safety rules, safe lifting, applying guidelines from training manual, following dress codes, personal safety equipment.

B3 Learning from retail work placement

- Job knowledge gained:
  o knowledge of an area of interest in retail
  o knowledge of competencies required in retail
  o finding out further information about a career in the retail sector.
- Reflection on experiences gained:
  o identifying what went well and what could be improved
  o challenges faced
  o problems arising from lack of skills and/or knowledge, and how these were overcome or resolved.

Learning aim C: Reflect on work experience undertaken and its influence on own personal and professional development

C1 Reflection on transferable skills used and gained

- Decision making, problem solving and conflict resolution.
- Verbal and written communication.
- Active listening.
- Basic business maths and formulae.
- Ability to get on well with people.
- Able to work as part of a team.
- Friendly, polite and helpful.
- Calm, confident and tactful.
- Energetic.
- Reliable and responsible.
- Honest.
- Effective time management.

C2 Using feedback and setting goals

- Feedback from teachers, supervisors, mentors and peers, e.g. identifying areas of positive and constructive feedback, highlighting areas for improvement.
- Setting goals for personal and professional development, e.g. short-term, long-term, personal, work-related goals, skills development, qualifications targeted.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate opportunities for work-related learning		
A.P1 Describe three realistic opportunities for work experience in retail businesses and how each can prepare you for the workplace. **A.P2** Explain your preparation for a selected work experience opportunity.	**A.M1** Analyse the benefits of preparing for work experience and how it can support you in gaining a realistic understanding of opportunities in the retail sector	**A.D1** Evaluate how preparing for work experience can support your understanding of the workplace and appropriate retail career opportunities.
Learning aim B: Carry out work experience in a retail environment in an appropriate and safe manner		
B.P3 Explain the induction programme of the selected business **B.P4** Complete a logbook that explains your role and the activities you undertook in a selected appropriate work experience.	**B.M2** Analyse the importance of understanding the requirements of the job role to enable you to perform in a competent and safe manner.	**B.D2** Discuss how your knowledge of the requirements of the role was improved through the insight gained on work experience into what the job entails. **C.D3** Evaluate the skills you demonstrated on work experience, drawing reasoned conclusions as to how you can improve your competencies and transferable skills to support your career in retail.
Learning aim C: Reflect on work experience undertaken and its influence on own personal and professional development		
C.P5 Explain the competencies required by your work placement. **C.P6** Identify improvements to be made to own knowledge and skills in response to feedback from work experience.	**C.M3** Assess the competencies and transferable skills you demonstrated during work experience, making recommendations for personal and professional development.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, B.D2, C.D3)

Further information for teachers and assessors

Resource requirements

For this unit, a work placement of 40 hours in a retail environment is necessary.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will carry out in-depth research and select relevant evidence to show how they chose an appropriate work experience opportunity. Learners will successfully use a variety of research techniques to choose and procure an appropriate retail placement, and produce a fully supported evaluation of the benefits of preparing for the placement.

For merit standard, learners will select and apply relevant knowledge of work experience opportunities in the retail sector. Learners will demonstrate clear analysis of the benefits of preparing for work experience and how it can support them in gaining a realistic understanding of opportunities in the retail sector.

For pass standard, learners will carry out research that allows them to initially discuss appropriate retail work experience opportunities, then subsequently choose a work experience role.

Learning aims B and C

For distinction standard, learners will carry out in-depth reflection on their work experience and its benefits for their career. Learners will come to a reasoned conclusion, supported by relevant evidence and feedback from others, as to the insights they have gained into their role in retail, their strengths and weaknesses and reflect on opportunities for improvement. A comprehensive logbook will be completed, describing their role and highlighting the skills and competencies demonstrated.

For merit standard, learners will clearly analyse the importance of understanding the requirements of the job role. They will reflect on their experience, showing that they have assessed the workplace skills and competencies they have demonstrated and, listening to the feedback from others, the skills they will need in future workplaces. Learners will successfully support their assessment using tools such as the SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis. A detailed logbook will be completed, describing their role and highlighting the skills and competencies demonstrated.

For pass standard, learners will explain the induction programme and how it contributed to them working competently and safely. They will explain the competencies and skills required in the retail placement, showing show an understanding of the skills needed in the workplace, both personal and professional. They will identify improvements to be made to own knowledge and skills in response to feedback from others, using the feedback gained to suggest goals for improvement. A logbook will be completed, describing their role and highlighting the skills and competencies demonstrated.

Links to other units

This unit links with all other units in the specification.

Employer involvement

Centres may involve employers in the delivery of this unit if there are local opportunities.

This unit would benefit from employer involvement in the form of:

- guest speakers
- work experience
- own business materials as exemplars
- support from local business staff as mentors.

4 Planning your programme

How do I choose the right BTEC National qualification for my learners?

BTEC Nationals come in a range of sizes, each with a specific purpose. You will need to assess learners very carefully to ensure that they start on the right size of qualification to fit into their 16–19 study programme, and that they take the right pathways or optional units that allow them to progress to the next stage.

Some learners may want to take a number of complementary qualifications or keep their progression options open. These learners may be suited to take a BTEC National Certificate or Extended Certificate. Learners who then decide to continue with a fuller vocational programme can transfer to a BTEC National Diploma or Extended Diploma, for example for their second year.

Some learners are sure of the sector they want to work in and are aiming for progression into that sector via higher education. These learners should be directed to the two-year BTEC National Extended Diploma as the most suitable qualification.

As a centre, you may want to teach learners who are taking different qualifications together. You may also wish to transfer learners between programmes to meet changes in their progression needs. You should check the qualification structures and unit combinations carefully as there is no exact match among the different sizes. You may find that learners need to complete more than the minimum number of units when transferring.

When learners are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

Is there a learner entry requirement?

As a centre it is your responsibility to ensure that learners who are recruited have a reasonable expectation of success on the programme. There are no formal entry requirements but we expect learners to have qualifications at or equivalent to Level 2.

Learners are most likely to succeed if they have:

- five GCSEs at good grades and/or
- BTEC qualification(s) at Level 2
- achievement in English and mathematics through GCSE or Functional Skills.

Learners may demonstrate ability to succeed in various ways. For example, learners may have relevant work experience or specific aptitude shown through diagnostic tests or non-education experience.

What is involved in becoming an approved centre?

All centres must be approved before they can offer these qualifications – so that they are ready to assess learners and so that we can provide the support that it is needed. Further information is given in *Section 8*.

What level of sector knowledge is needed to teach these qualifications?

We recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme to prepare them for employment in the sector. As part of the requirements of the programme are to involve employers in delivery this should support centres in ensuring that they are following up to date practices when delivering the programme.

What resources are required to deliver these qualifications?

As part of your centre approval you will need to show that the necessary material resources and work spaces are available to deliver BTEC Nationals. For some units, specific resources are required. This is indicated in the units.

How can myBTEC help with planning for these qualifications?

myBTEC is an online toolkit that supports the delivery, assessment and quality assurance of BTECs in centres. It supports teachers with activities, such as choosing a valid combination of units, creating assignment briefs and creating assessment plans. For further information see *Section 10*.

Which modes of delivery can be used for these qualifications?

You are free to deliver BTEC Nationals using any form of delivery that meets the needs of your learners. We recommend making use of a wide variety of modes, including direct instruction in classrooms or work environments, investigative and practical work, group and peer work, private study and e-learning.

What are the requirements for meaningful employer involvement?

Requirements

This BTEC National Diploma in Retail is intended as a Tech Level qualification. As an approved centre you are required to ensure that during their study, every learner has access to meaningful activity involving employers. Involvement should be with employers from the retail sector and should form a significant part of the delivery or assessment of the qualification. Each centre's approach to employer involvement will be monitored in two ways. It will be monitored at centre level in the first term of each year as part of the annual quality management review process that addresses centre strategy for delivery, assessment and quality assurance, at which point when we will ask you to show evidence of how employer involvement is provided for all learners. You will need to show evidence in order to gain reporting clearance for certification. It will be monitored also at programme level as part of the standards verification process to confirm that plans for employer involvement meet the requirements of the specification. These approaches are designed to ensure additional activities can be scheduled where necessary so learners are not disadvantaged (see *Section 8: Quality assurance*).

We know that the vast majority of programmes already have established links with employers. In order to give you maximum flexibility in creating and strengthening employer involvement, we have not specified a particular level of input from employers. However, meaningful employer involvement, as defined below, should contribute significantly to at least two units of which one must be a mandatory unit.

This unit is mandatory and specifies where delivery and assessment must be linked to employers.

- Unit 4: Customer Service in Retail.

There are a number of other units which also provide the opportunity to link delivery and/or assessment to employers, of which at least one other should be chosen for verification as part of the standards verification process (see *Section 8*).

Also there are suggestions in many of the units about how employers could become involved in delivery and/or assessment. These suggestions are not exhaustive and there will be other possibilities at local level.

Definition

Activities that are eligible to be counted as meaningful engagement are:

- structured work experience or work placements that develop skills and knowledge relevant to the qualification
- projects or assessments set with input from industry practitioners
- master classes or guest lectures from industry practitioners
- 'expert witness' reports from practitioners that contribute to the assessment of a learner's work.

There may be other ways in which learners can benefit from contact with employers or prepare for employment, such as listening to careers talks or working in simulated environments. While they provide benefits to learners they do not count as meaningful engagement.

Support

It is important that you give learners high-quality opportunities that directly relevant to their study. We will support you in this through guidance materials and by giving you examples of best practice.

What support is available?

We provide a wealth of support materials, including curriculum plans, delivery guides, authorised assignment briefs, additional papers for external assessments and examples of marked learner work.

You will be allocated a Standards Verifier early on in the planning stage to support you with planning your assessments. There will be extensive training programmes as well as support from our Subject Advisor team.

For further details see *Section 10*.

How will my learners become more employable through these qualifications?

All BTEC Nationals are mapped to relevant occupational standards (see Appendix 1).

In the mandatory content and the selected optional units that focus on technical preparation learners will be acquiring the key knowledge and skills that employers need. Also employability skills, such as team working and entrepreneurialism, and completing realistic tasks have been built into the design of the learning aims and content. This gives you the opportunity to use relevant contexts, scenarios and materials to enable learners to develop a portfolio of evidence that demonstrates the breadth of their skills and knowledge in a way that equips them for employment.

5 Assessment structure and external assessment

Introduction

BTEC Nationals are assessed using a combination of *internal assessments*, which are set and marked by tutors, and *external assessments* which are set and marked by Pearson:

- mandatory units have a combination of internal and external assessments
- all optional units are internally assessed.

We have taken great care to ensure that the assessment method chosen is appropriate to the content of the unit and in line with requirements from employers and higher education.

In developing an overall plan for delivery and assessment for the programme you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place. Some units are defined as synoptic units (see *Section 2*). Normally, a synoptic assessment is one that a learner would take later in a programme and in which a learner will be expected to apply learning from a range of units. Synoptic units may be internally- or externally-assessed.

We have addressed the need to ensure that the time allocated to final assessment of internal and external units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferrable skills.

In administering internal and external assessment, the centre needs to be aware of the specific procedures and policies that apply, for example to registration, entries and results. An overview with signposting to relevant documents is given in *Section 7*.

Internal assessment

Our approach to internal assessment for these qualifications will be broadly familiar to experienced centres. It offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, which we explain in *Section 3*, and the requirements for delivering assessment given in *Section 6*.

External assessment

A summary of the external assessment for this qualification is given in *Section 2*. You should check this information carefully, together with the unit specification and the sample assessment materials, so that you can timetable learning and assessment periods appropriately.

Learners must be appropriately prepared for assessment.

Key features of external assessment in retail

In retail, after consultation with stakeholders, we have developed the following.

- *Unit1: Investigating the Business Environment*. In this introductory unit, learners study 21st century business operations. They will examine different internal and external environments of a business and the context in which businesses operate. They will explore the activities associated with a business, the procedures followed, and the issues emerging in today's economy. They will understand that business is any activity that provides goods or services, whether that is to make a profit or not. Customers today have a great deal of choice and are well informed, so a successful business is one that positively balances satisfying customers and selling products or providing services.

- *Unit 2: Business Decision Making*, learners will be drawing together learning from previous units in the qualification. The unit consolidates understanding and skills to enable the interpretation of data, and formulation of decisions and solutions to given complex business problems. Learners will consider business situations/scenarios where they are required to select and use appropriate evidence from several sources and support their arguments. They will be able to predict probable consequences, identify faulty arguments or misrepresentations of information or data, compare information and data, provide reasonable alternatives, and evaluate and justify proposed solutions.

Units

The externally-assessed units have a specific format which we explain in *Section 3*. The content of units will be sampled across external assessments over time through appropriate papers and tasks. The ways in which learners are assessed are shown through the assessment outcomes and grading descriptors.

Sample assessment materials

Each externally-assessed unit has a set of sample assessment materials (SAMs) that accompanies this specification. The SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment.

The SAMs show the range of possible question types that may appear in the actual assessments and give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners, as with any assessment the content covered and specific details of the questions asked will change in each assessment.

A copy of each of these assessments can be downloaded from our website. An additional sample of each of the Pearson-set units will be available before the first sitting of the assessment to allow your learners further opportunities for practice.

6 Internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *Pearson Quality Handbook*. All members of the assessment team need to refer to this document.

For BTEC Nationals it is important that you can meet the expectations of stakeholders and the needs of learners by providing a programme that is practical and applied. Centres can tailor programmes to meet local needs and use links with local employers and the wider vocational sector.

When internal assessment is operated effectively it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet national standards.

Principles of internal assessment

Assessment through assignments

For internally-assessed units, the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been delivered. An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity completed independently by learners that is separate from teaching, practice, exploration and other activities that learners complete with direction from, and formative assessment by, teachers.

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.

Assessment decisions thorough applying unit-based criteria

Assessment decisions for BTEC Nationals are based on the specific criteria given in each unit and set at each grade level. To ensure that standards are consistent in the qualification and across the suite as a whole, the criteria for each unit have been defined according to a framework. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualifications.

The assessment criteria for a unit are hierarchical and holistic. For example, if an M criterion requires the learner to show 'analysis' and the related P criterion requires the learner to 'explain', then to satisfy the M criterion a learner will need to cover both 'explain' and 'analyse'. The unit assessment grid shows the relationships among the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In *Appendix 2* we have set out a definition of terms that assessors need to understand.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given simply according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria), these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 3 of the national framework.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as Unclassified.

The assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your centre, each with different interrelated responsibilities, the roles are listed below. Full information is given in the *Pearson Quality Handbook*.

- The Lead Internal Verifier (the Lead IV) has overall responsibility for the programme, its assessment and internal verification to meet our requirements, record keeping and liaison with the Standards Verifier. The Lead IV registers with Pearson annually. The Lead IV acts as an assessor, supports the rest of the assessment team, makes sure that they have the information they need about our assessment requirements and organises training, making use of our guidance and support materials.

- Internal Verifiers (IVs) oversee all assessment activity in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Lead IV. Normally, IVs are also assessors but they do not verify their own assessments.

- Assessors set or use assignments to assess learners to national standards. Before taking any assessment decisions, assessors participate in standardisation activities led by the Lead IV. They work with the Lead IV and IVs to ensure that the assessment is planned and carried out in line with our requirements.

Effective organisation

Internal assessment needs to be well organised so that the progress of learners can be tracked and so that we can monitor that assessment is being carried out in line with national standards. We support you through, for example, providing training materials and sample documentation. Our online myBTEC service can help support you in planning and record keeping. Further information on using myBTEC can be found in *Section 10* and on our website.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

Learner preparation

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines, and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme, and how learners should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

Setting effective assignments

Setting the number and structure of assignments

In setting your assignments, you need to work with the structure of assignments shown in the *Essential information for assignments* section of a unit. This shows the structure of the learning aims and criteria that you must follow and the recommended number of assignments that you should use. For some units we provide authorised assignment briefs, for all the units we give you suggestions on how to create suitable assignments. You can find these materials along with this specification on our website. In designing your own assignment briefs you should bear in mind the following points.

- The number of assignments for a unit must not exceed the number shown in *Essential information for assignments*. However, you may choose to combine assignments, for example to create a single assignment for the whole unit.

- You may also choose to combine all or parts of different units into single assignments, provided that all units and all their associated learning aims are fully addressed in the programme overall. If you choose to take this approach you need to make sure that learners are fully prepared so that they can provide all the required evidence for assessment and that you are able to track achievement in the records.

- A learning aim must always be assessed as a whole and must not be split into two or more tasks.

- The assignment must be targeted to the learning aims but the learning aims and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.

- You do not have to follow the order of the learning aims of a unit in setting assignments but later learning aims often require learners to apply the content of earlier learning aims and they may require learners to draw their learning together.

- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.

- As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning aims. The specified content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out one practical performance, or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of what they have.

An assignment brief should have:

- a vocational scenario, this could be a simple situation or a full, detailed set of vocational requirements that motivates the learner to apply their learning through the assignment
- clear instructions to the learner about what they are required to do, normally set out through a series of tasks
- an audience or purpose for which the evidence is being provided
- an explanation of how the assignment relates to the unit(s) being assessed.

Forms of evidence

BTEC Nationals have always allowed for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim being assessed. For many units, the practical demonstration of skills is necessary and for others, learners will need to carry out their own research and analysis. The units give you information on what would be suitable forms of evidence to provide learners with the opportunity to apply a range of employability or transferable skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Full definitions of types of assessment are given in *Appendix 2*. These are some of the main types of assessment:

- written reports
- creation of financial documents
- projects
- posters, displays, leaflets
- recordings of interviews/role plays
- working logbooks, reflective journals
- presentations with assessor questioning

The form(s) of evidence selected must:

- allow the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when you are using performance evidence, you need to think about how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care that learners are enabled to produce independent work. For example, if learners are asked to use real examples, then best practice would be to encourage them to use their own or to give the group a number of examples that can be used in varied combinations.

Making valid assessment decisions

Authenticity of learner work

Once an assessment has begun, learners must not be given feedback on progress towards fulfilling the targeted criteria.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 7*

Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive. For example, the inclusion of a concluding section may be insufficient to satisfy a criterion requiring 'evaluation'.

Assessors should use the following information and support in reaching assessment decisions:

- the *Essential information for assessment decisions* section in each unit gives examples and definitions related to terms used in criteria
- the explanation of key terms in *Appendix 2*
- examples of assessed work provided by Pearson
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Pass and Merit criteria relate to individual learning aims. The Distinction criteria as a whole relate to outstanding performance across the unit. Therefore, criteria may relate to more than one learning aim (for example A.D1) or to several learning aims (for example DE.D3.). Distinction criteria make sure that learners have shown that they can perform consistently at an outstanding level across the unit and/or that they are able to draw learning together across learning aims.

Dealing with late completion of assignments

Learners must have a clear understanding of the centre policy on completing assignments by the deadlines that you give them. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with your centre policies.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by your planned deadline or the authorised extension deadline may not have the opportunity to subsequently resubmit.

If you accept a late completion by a learner, then the assignment should be assessed normally when it is submitted using the relevant assessment criteria.

Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence
- must be validated by an IV before it is given to the learner.

Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, for example that the learner has not performed as expected
- making sure that giving a further opportunity can be done in such a way that it does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the assessor considers that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

A resubmission opportunity must not be provided where learners:

- have not completed the assignment by the deadline without the centre's agreement
- have submitted work that is not authentic.

Retake of internal assessment

A learner who has not achieved the level of performance required to pass the relevant learning aims after resubmission of an assignment may be offered a single retake opportunity using a new assignment. The retake may only be achieved at a pass.

The Lead Internal Verifier must only authorise a retake of an assignment in exceptional circumstances where they believe it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity you should refer to the *BTEC Centre Guide to Assessment*. We provide information on writing assignments for retakes on our website (www.btec.co.uk/keydocuments).

Planning and record-keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will also work closely with us so that we can quality assure that national standards are being satisfied. This process gives stakeholders confidence in the assessment approach.

The Lead IV must have an assessment plan, produced as a spreadsheet or using myBTEC. When producing a plan the assessment team may wish to consider:

- the time required for training and standardisation of the assessment team
- the time available to undertake teaching and carry out assessment, taking account of when learners may complete external assessments and when quality assurance will take place
- the completion dates for different assignments
- who is acting as IV for each assignment and the date by which the assignment needs to be verified
- setting an approach to sampling assessor decisions though internal verification that covers all assignments, assessors and a range of learners
- how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
- how resubmission opportunities can be scheduled.

The Lead IV will also maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Quality Handbook.*

7 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It will be of value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to the *Information Manual* for information on making registrations for the qualification and entries for external assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

Access to assessment

Both internal and external assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires that all learners should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

Administrative arrangements for internal assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in the *Information Manual.* We may ask to audit your records so they must be retained as specified.

Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units.*

Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our policy *Enquiries and appeals about Pearson Vocational Qualifications.*

Administrative arrangements for external assessment

Entries and resits

For information on the timing of assessment and entries please refer to the annual examinations timetable on our website. Learners are permitted to have one resit of an external assessment where necessary.

Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what type of arrangements are available in place for them.

Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that we agree to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors to include:

- the needs of the learner with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs, timeframes or affects the integrity of the assessment.

Special consideration requests

Special consideration is an adjustment made to a student's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners that they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

Conducting external assessments

Centres must make arrangement for the secure delivery of external assessments. External assessments for BTEC qualifications include examinations, set tasks and performance.

Each external assessment has a defined degree of control under which it must take place. Some external assessments may have more than one part and each part may have a different degree of control. We define degrees of control as follows.

High control

This is the completion of assessment in formal invigilated examination conditions.

Medium control

This is completion of assessment, usually over a longer period of time, which may include a period of controlled conditions. The controlled conditions may allow learners to access resources, prepared notes or the internet to help them complete the task.

Low control

These are activities completed without direct supervision. They may include research, preparation of materials and practice. The materials produced by learners under low control will not be directly assessed.

Further information on responsibilities for conducting external assessment is given in the document *Instructions for Conducting External Assessments*, available on our website.

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

The procedures we ask you to adopt vary between units that are internally-assessed and those that are externally assessed.

Internally-assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Externally-assessed units

External assessment means all aspects of units that are designated as external in this specification including preparation for tasks and performance. For these assessments centres must follow the JCQ procedures set out in the latest version of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* (www.jcq.org.uk).

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

Heads of centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a JCQ Form M1 (www.jcq.org.uk/malpractice) and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc) to the Investigations Team at pqsmalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre malpractice

Heads of centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of centres are requested to inform the Investigations Team by submitting a JCQ M2(a) form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see *6.15 of JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures.*

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

* mark reduction for external assessments
* disqualification from the qualification
* being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

* working with you to create an improvement action plan
* requiring staff members to receive further training
* placing temporary blocks on your certificates
* placing temporary blocks on registration of learners
* debarring staff members or the centre from delivering Pearson qualifications
* suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from heads of centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and Appeals* policy, which is on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via pqsmalpractice@pearson.com who will inform you of the next steps.

Certification and results

Once a learner has completed all the required components for a qualification, even if final results for external assessments have not been issued, then the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Results issue

After the external assessment session, learner results will be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

Post-assessment services

Once results for external assessments are issued, you may find that the learner has failed to achieve the qualification or to attain an anticipated grade. It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

Changes to qualification requests

Where a learner who has taken a qualification wants to resit an externally-assessed unit to improve their qualification grade, you firstly need to decline their overall qualification grade. You may decline the grade before the certificate is issued. For a learner receiving their results in August, you should decline the grade by the end of September if the learner intends to resit an external assessment.

Additional documents to support centre administration

As an approved centre you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Lead Examiners' Reports*: these are produced after each series for each external assessment and give feedback on the overall performance of learners in response to tasks or questions set.
- *Instructions for the Conduct of External Assessments*: this explains our requirements for the effective administration of external assessments, such as invigilation and submission of materials.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  o adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
  o age of learners
  o centre guidance for dealing with malpractice
  o recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

8 Quality assurance

Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

Continuing quality assurance and standards verification

On an annual basis, we produce the Pearson Quality Handbook. It contains detailed guidance on the quality processes required to underpin planning for delivery including appropriate employer involvement, and for robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Level 3 include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- undertaking an overarching review and assessment of a centre's strategy for ensuring sufficient and appropriate engagement with employers at the beginning of delivery of any BTEC programme(s)
- undertaking a review of the employer involvement planned at programme level to ensure its appropriateness at a time when additional activities can be scheduled where necessary
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality-assuring its BTEC programmes.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for all BTEC Level 3 programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

9 Understanding the qualification grade

Awarding and reporting for the qualification

This section explains the rules that we apply in awarding a qualification and in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

The awarding and certification of these qualifications will comply with the requirements of the Office of Qualifications and Examinations Regulation (Ofqual).

Eligibility for an award

In order to be awarded a qualification a learner must complete all units and achieve a pass or above in all mandatory units in group A unless otherwise specified. Refer to the structure in *Section 2* for full information.

To achieve any qualification grade, learners must:

- complete and **report an outcome** (D, M P or U) for all units within a valid combination .
- achieve the **required units at pass or above** shown in section 2, and for the Diploma achieve a minimum of 600 GLH and Extended Diploma a minimum of 900 GLH **at pass or above**
- achieve the **minimum number of poin**ts at a grade threshold.

It is the responsibility of a centre to ensure that a correct unit combination is adhered to. Learners who do not pass all the required units shown in the structure will not achieve a qualification. For example, learners who have not passed some external units or who have not taken enough optional units will not achieve a qualification even if they have enough points.

Learners who do not achieve sufficient points for a qualification or who do not achieve all the required units may be eligible to achieve a smaller qualification in the same suite provided they have completed and achieved the correct combination of units and met the appropriate qualification grade points threshold.

Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number of optional units, the mandatory units along with the optional units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

BTEC Nationals are Level 3 qualifications and are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Certificate, Extended Certificate, Foundation Diploma	P to D*
Diploma	PP to D*D*
Extended Diploma	PPP to D*D*D*

The *Calculation of Qualification Grade* table, shown further on in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. In the event of any change, centres will be informed before the start of teaching for the relevant cohort and an updated table will be issued on our website.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. The *Information Manual* gives full information.

Points available for internal units

The table below shows the number of **points** available for internal units. For each internal unit, points are allocated depending on the grade awarded.

	Unit size	
	60 GLH	**90 GLH**
U	0	0
Pass	6	9
Merit	10	15
Distinction	16	24

Points available for external units

Raw marks from the external units will be awarded **points** based on performance in the assessment. The points scores available for each external unit at grade boundaries are as follows.

	Unit size	
	90 GLH	**120 GLH**
U	0	0
Pass	9	12
Merit	15	20
Distinction	24	32

Pearson will automatically calculate the points for each external unit once the external assessment has been marked and grade boundaries have been set. For more details about how we set grade boundaries in the external assessment please go to our website.

Claiming the qualification grade

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant *Calculation of Qualification Grade* table for the cohort.

Calculation of qualification grade

Applicable for registration from 1 September 2016.

Certificate		Extended Certificate		Foundation Diploma		Diploma	
180 GLH		**360 GLH**		**510 GLH**		**720 GLH**	
Grade	**Points threshold**	**Grade**	**Points threshold**	**Grade**	**Points threshold**	**Grade**	**Points threshold**
U	0	U	0	U	0	U	0
Pass	18	P	36	P	51	PP	72
						MP	88
Merit	26	M	52	M	73	MM	104
						DM	124
Distinction	42	D	74	D	104	DD	144
						D*D	162
Distinction*	48	D*	90	D*	130	D*D*	180

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.

Examples of grade calculations based on table applicable to registrations from September 2016

Example 1: Achievement of a Diploma with a PP grade

	GLH	Type (Int/Ext)	Grade	Unit points	
Unit 1	120	Ext	Pass	12	←
Unit 2	120	Ext	Pass	12	The learner has achieved a Pass or above in Units 1, 2, 3, 4, 5 and 6.
Unit 3	60	Int	Pass	6	
Unit 4	60	Int	Pass	6	
Unit 5	60	Int	Pass	6	
Unit 6	60	Int	Merit	10	←
Unit 7	60	Int	U	0	
Unit 8	60	Int	Merit	10	
Unit 9	60	Int	Pass	6	
Unit 10	60	Int	Merit	10	
Totals	**720**		**PP**	**78**	

The learner has sufficient points for a PP grade

Example 2: Achievement of a Diploma with a DD grade

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 1	120	Ext	Distinction	32
Unit 2	120	Ext	Pass	12
Unit 3	60	Int	Pass	6
Unit 4	60	Int	Distinction	16
Unit 5	60	Int	Distinction	16
Unit 6	60	Int	Merit	10
Unit 7	60	Int	Merit	10
Unit 8	60	Int	Distinction	16
Unit 9	60	Int	Distinction	16
Unit 10	60	Int	Distinction	16
Totals	**720**		**DD**	**150**

The learner has sufficient points for a DD grade

Example 3: An Unclassified result for a Diploma

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 1	120	Ext	Pass	12
Unit 2	120	Ext	U	0
Unit 3	60	Int	U	0
Unit 4	60	Int	Pass	6
Unit 5	60	Int	Pass	6
Unit 6	60	Int	Pass	6
Unit 7	60	Int	Distinction	16
Unit 8	60	Int	Merit	10
Unit 9	60	Int	Pass	6
Unit 10	60	Int	Merit	10
Totals	**720**		**U**	**72**

The learner has a U in Units 2 and 3.

The learner has sufficient points for a PP but has not met the minimum requirement for a Pass or above in units 1,2, and 4.

10 Resources and support

Our aim is to give you a wealth of resources and support to enable you to deliver BTEC National qualifications with confidence. On our website you will find a list of resources to support teaching and learning, and professional development.

Support for setting up your course and preparing to teach

Specification

This **specification** (for teaching from September 2016) includes details on the administration of qualifications and information on all the units for the qualification.

Delivery Guide

This free guide gives you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. It explains the key features of BTEC Nationals (for example employer involvement and employability skills). It also covers guidance on assessment (internal and external) and quality assurance. The Guide tells you where you can find further support and gives detailed unit-by-unit delivery guidance. It includes teaching tips and ideas, assessment preparation and suggestions for further resources.

Schemes of work

Free sample schemes of work are provided for each mandatory unit. These are available in Word™ format for ease of customisation.

Curriculum models

These show how the BTECs in the suite fit into a 16–19 study programme, depending on their size and purpose. The models also show where other parts of the programme, such as work experience, maths and English, tutorial time and wider study, fit alongside the programme.

Study skills activities

A range of case studies and activities is provided, they are designed to help learners develop the study skills they need to successfully complete their BTEC course. The case studies and activities are provided in Word™ format for easy customisation.

myBTEC

myBTEC is a free, online toolkit that lets you plan and manage your BTEC provision from one place. It supports the delivery, assessment and quality assurance of BTECs in centres and supports teachers with the following activities:

- checking that a programme is using a valid combination of units
- creating and verifying assignment briefs (including access to a bank of authorised assignment briefs that can be customised)
- creating assessment plans and recording assessment decisions
- tracking the progress of every learner throughout their programme.

To find out more about myBTEC, visit the myBTEC page on the support services section of our website. We will add the new BTEC National specifications to myBTEC as soon possible from January 2016 onwards.

Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC Nationals, including:

- textbooks in e-book and print formats
- revision guides and revision workbooks in e-book and print formats
- teaching and assessment packs, including e-learning materials via the Active Learn Digital Service.

Teaching and learning resources are also available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources can be found on our website.

Support for assessment

Sample assessment materials for externally-assessed units

Sample assessments are available for the Pearson-set units. One copy of each of these assessments can be downloaded from the website/available in print. For each suite an additional sample for one of the Pearson-set units is also available, allowing your learners further opportunities for practice.

Further sample assessments will be made available through our website on an ongoing basis.

Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences and to link with your local employment profile.

We do provide a service in the form of Authorised Assignment Briefs, which are approved by Pearson Standards Verifiers. They are available via our website or free on myBTEC.

Sample marked learner work

To support you in understanding the expectation of the standard at each grade, examples of marked learner work at PM/MD grades are linked to the Authorised Assignment Briefs.

Training and support from Pearson

People to talk to

There are many people who are available to support you and provide advice and guidance on delivery of your BTEC Nationals. These include:

- Standards Verifiers – they can support you with preparing your assignments, preparing learner work for sampling and ensuring that your assessment plan is set up correctly
- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment
- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling
- Regional Quality Managers – they are based around the UK, including Northern Ireland, and are BTEC experts who can advise you on quality of delivery and assessment for BTECs to help your centre develop high-quality provision
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

Pearson provides a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC National qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

'Getting Ready to Teach'

These events are designed to get teachers ready for delivery of the BTEC Nationals. They include an overview of the qualifications' structures, planning and preparation for internal and external assessment, and quality assurance.

Teaching and learning

Beyond the 'Getting Ready to Teach' professional development events, there are opportunities for teachers to attend sector- and role-specific events. These events are designed to connect practice to theory; they provide teacher support and networking opportunities with delivery, learning and assessment methodology.

Details of our training and professional development programme can be found on our website.

Appendix 1 Links to industry standards

BTEC Nationals have been developed in consultation with industry and appropriate sector bodies to ensure that the qualification content and approach to assessment aligns closely to the needs of employers. Where they exist, and are appropriate, National Occupational Standards (NOS) and professional body standards have been used to establish unit content.

In the retail sector, the following approaches have been used:

- the mandatory content has been mapped to the (Trailblazer) apprenticeship standards for level 3 Retail Team Leader to reflect the essential skills, behaviours and knowledge needed for entry to employment

- the optional units *Unit 9: Marketing Planning*, *Unit 10: Buying for Business* and *Unit 11: Supply Chain Operations* have been aligned to the CIPS standards for occupations in logistics and map into the CIPS Advanced Certificate in Procurement and Supply Operations.

A detailed mapping to CIPS Advanced Certificate in Procurement and Supply Operations can be found on our website.

Appendix 2 Glossary of terms used for internally-assessed units

This is a summary of the key terms used to define the requirements in the units.

Term	Definition
Analyse	Learners present the outcome of methodical and detailed examination either: • breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or • of information or data to interpret and study key trends and interrelationships. Analysis can be through activity, practice, written or verbal presentation.
Assess	Learners present a careful consideration of varied factors or events that apply to a specific situation or, to identify those which are the most important or relevant and arrive at a conclusion.
Compare	Learners can identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages. This is used to show depth of knowledge through selection of characteristics.
Communicate	Learners are able to convey ideas or information to others
Create/construct	Skills to make or do something, for example a display or set of accounts.
Discuss	Learners consider different aspects of: • a theme or topic; • how they interrelate; and • the extent to which they are important. A conclusion is not required.
Demonstrate	Learners show knowledge and understanding.
Develop	Learners grow or progress a plan, ideas, skills and understanding.
Evaluate	Learners' work draws on varied information, themes or concepts to consider aspects, such as: • strengths or weaknesses • advantages or disadvantages • alternative actions • relevance or significance. Learners' inquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion. Evidence will often be written but could be through presentation or activity.
Explore	Skills and/or knowledge involving practical research or testing.
Examine	Knowledge with application where learners are expected to select and apply to less familiar contexts.
Identify	Learners indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.

Term	Definition
Interpret	• Learners state the meaning, purpose or qualities of something through the use of images, words or other expressions.
Investigate	Learners conduct an inquiry or study into something to discover and examine facts and information.
Justify	Learners give reasons or evidence to: • support an opinion; or • prove something right or reasonable.
Manage	Learners can engage with and influence an activity or process.
Report	Learners can adhere to protocols, codes and conventions where, findings or judgements are set down in an objective way.
Research	Learners proactively seek information from primary and secondary sources.
Review	Learners make a formal assessment of work produced. The assessment allows learners to: • appraise existing information or prior events • reconsider information with the intention of making changes, if necessary.
Stage and manage	Organisation and management skills, for example running an event or a business pitch.
Undertake/carry out	Learners use a range of skills to perform a task, research or activity.

This is a key summary of the types of evidence used for BTEC Nationals.

Type of evidence	Definition and purpose
Case study	A specific example to which all learners must select and apply knowledge.
Project	A large-scale activity requiring self-direction of selection of outcome, planning, research, exploration, outcome and review.
Independent research	An analysis of substantive research organised by learners from secondary and if applicable primary sources.
Written task or report	Individual completion of a task in a work-related format, for example a report, marketing communication, set of instructions, giving information.
Simulated activity/role play	A multi-faceted activity mimicking realistic work situations.
Group task	Learners work together to show skills in defining and structuring activity as a group.
Presentation	Oral or through demonstration.
Production of plan/business plan	Learners produce a plan as an outcome related to a given or limited task.
Reflective journal/logbook	Completion of a journal/logbook from work experience detailing skills acquired for employability.
Poster/leaflet	Documents providing well-presented information for a given purpose.
Skills audit	An audit of relevant skills for a task/activity or job role.
SWOT analysis	Strengths, Weaknesses, Opportunities and Threats – an analysis using terms on a particular topic or skill.

Pearson
BTEC Level 3 Nationals
in
Retail

Diploma in Retail

First teaching from September 2016

First certification from 2018