

apprenticeship FRAMEWORK

Retail Management Level 4 (Wales)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 14 OCTOBER 2016

Modifications to SASW came into effect on 14 October 2016. These changes relate to the Essential Skills and Employer Rights and Responsibilities requirements of a framework and they **ONLY** apply to new Apprenticeship starts on, or after, 14th October. Apprenticeship starts before this date must continue to meet the 2013 SASW requirements for Essential Skills and Employer Rights and Responsibilities.

For more details of the changes and how they will affect new apprenticeship starts, please read the following preface page to the framework document. NB: Please check the "Revising a Framework" section for information on any additional changes that may have been made to this framework.

Latest framework version?

For any previous versions of this framework: www.acwcerts.co.uk/framework_library

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Wales

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Retail Management Level 4 (Wales)

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Framework information

Information on the Issuing Authority for this framework:

People 1st

Apprenticeship sector for occupations in hospitality, catering, retail, leisure, travel, tourism and passenger transport.

Issue number: [1]	This framework includes:
Framework ID: [FR03116]	Level 2 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4-7 <input checked="" type="checkbox"/>
Date this framework is to be reviewed by: [31/07/2017]	This framework is for use in: Wales

Short description

The Higher Apprenticeship in Retail Management framework at Level 4 is designed to provide apprentices with the knowledge, skills and understanding they require to carry out their job role and to support their future progression as managers within the sector. Higher Level apprentices will train as:

- Sales Managers
- Specialist Retail Managers
- Independent Retail managers /Owners
- Heads of Departments (in Store)
- Store Managers operating in Multi-Disciplinary Environment
- Store operations - managing a store

Contact information

Proposer of this framework

The Higher Apprenticeship in Retail Management is a project led by Newham College of Further Education in partnership with a consortium of providers and supported by Skillsmart Retail UK Ltd. The Consortium has developed this framework using a number of mechanisms for engaging with its employers, including employer working groups, provider and college networks, associations and other bodies such as the National Skills Academy for Retail and awarding organisations. A number of key employers were involved in the development of this framework for example:

Aspers Casino, Kings Pet Shop, WH Smith etc

TCoes Department Store:

"After having had a look at the qualifications, the Higher Apprenticeship in Retail Management looks very interesting and stretching. The mandatory units would be very useful for us and the optional units cover the whole customer experience and this would also be very useful for us. Overall, it looks very good and I have in mind one of our staff members, who has been with us since school and is now 22 and has just been promoted to assistant manager, who this qualification would suit".

Halfords:

"The content has relevance to the retail sector. It appears to provide an appropriate balance of learning on and off the shop floor and this would appeal to retailers. It is absolutely right that retail is thought of as a profession and, with that in mind, I think it is right to have opportunities such as this Higher Apprenticeship to drive that forward and attract people into retail as a career rather than just a job".

A dedicated website has been built for employers, learners and providers to find out more about the Higher Apprenticeship in Retail. There is also marketing material for training providers to promote the Higher Apprenticeship to retail employers.

Website address: <http://www.retailmanagementskills.org>

The Wales Retail Consortium has identified a need for this framework to be made available in Wales in order to support career progression for those working in the sector.

Developer of this framework

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Revising a framework

Why this framework is being revised

[Framework Developer to complete with relevant info]

Summary of changes made to this framework

[Framework Developer to complete with relevant info]

Qualifications removed

[Framework Developer to complete with relevant info]

Qualifications added

[Framework Developer to complete with relevant info]

Qualifications that have been extended

[Framework Developer to complete with relevant info]

Purpose of this framework

Summary of the purpose of the framework

Summary of the purpose of the framework

An Apprenticeship is a job with an accompanying skills development programme under an Apprenticeship Agreement designed by employers in the sector. It allows the apprentice to gain technical knowledge and practical experience, along with functional and personal skills required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a work based context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs.

Prior to commencing an Apprenticeship, there must be an Apprenticeship Agreement between the employer and the apprentice. This can be used to reinforce the understanding of the requirements of the Apprenticeship.

On completion of the Apprenticeship, the apprentice must be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry.

The Retail Industry

The retail industry employs 2.77 million people in the UK

Retail is the UK's largest private sector employer.

Within retail there are an estimated 286,000 UK retail businesses selling a wide range of products, employing from one to thousands of people who do lots of different types of jobs.

The current UK retail market is dominated by a comparatively small number of large retailers who have 500+ employees. These large retailers employ 66% of all people working in retail and have 69% of the total annual turnover of retail businesses.

The largest number of businesses - approximately 83% of retailers - employ less than 10 people. These small retail outlets employ 29% of the retail workforce and take 19% of the annual turnover of retail businesses.

Retail accounts for £325 billion in sales and one-third of all consumer spending.

With more households using the Internet, online retail is increasing at a rapid rate.

A number of leading UK retailers are amongst the top performing in their sector in the European league: Tesco (No. 2), J Sainsbury (No. 11), Marks & Spencer (No. 22), Alliance Boots (No. 30),

Apprenticeships

As a result of people leaving the sector (replacement demands), retailers need to attract new entrants. Apprenticeships often prove to be an ideal means of attracting people suited to a career in retail.

The UKCES Report Sector Skills Insights Retail (July 12): highlights that the sector will require staff to acquire higher level skills at levels 4 and 5 to meet future challenges brought on by

technological advances, changing customer behaviour patterns, including greater use of e-retailing, and raised expectations that the in-store shopping experience should be more attractive and appealing. The units included in both qualifications aim to provide an opportunity for Apprenticeships to develop knowledge, understanding and skills to address these challenges.

Across the UK there are approximately 4.5 million managers and senior officials, including 1.75 million working within small and medium enterprises. To keep pace with demand, around 400,000 new managers and leaders are needed each year.

Retail is a major part of the UK economy, accounting for around 10 per cent of all employment and approximately five per cent of GDP. The sector is also important due to its direct supply of goods and services to consumers.

13% of people employed within retail do not have an NVQ qualification, 22% have a NVQ level 2 qualification and 34% have a NVQ level 3 or higher qualification.

There is a low percentage of managers that are qualified to Level 4 compared with the economy overall (64 per cent of managers and professionals in wholesale and retail without a Level 4 or equivalent compared with 39 per cent across all sectors) (LFS, ONS, 2010).

Approximately 8% of managers and senior occupations are filled by people below 25 years of age.

15% of UK retailers stated that they had skill gaps, predominantly in sales and customer service (12%) and managerial occupations (6%).

18% of the retail sectors total workforce are managers or senior officers The Higher Apprenticeship in Retail Management combines business and management skills with the specialist knowledge required by retail managers. Modules for teaching and assessment are designed to enhance knowledge and the ability to operate in this fast paced and rewarding environment.

Wales

There are around 14,010 retail businesses in Wales and 83% of those employ less than 10 people. Employment within the Welsh retail sector is around 141,000 people, which accounts for around 10% of all jobs.

Between 2007 and 2017, 9,000 new retail jobs are expected to be created in Wales, while a further 57,000 jobs will need to be filled as a result of people leaving the sector. This means that there is a total requirement of 66,000 people.

Retail establishments in Wales account for 5% of all retail establishments in the UK. The number of retail establishments in Wales increased between 2007 and 2008 by 5.9%. Approximately four out of five retailers in Wales are micro-businesses employing fewer than 10 people. There are only 75 retail establishments in Wales that employ more than 250 staff.

St Davids in Cardiff is commonly known to be the largest retail development in Wales, together with the Eagles Meadow Centre in Wrexham.

Workforce key statistics:

Sales and customer services accounts for 49% of the total retail employment in Wales. The next largest occupational group within the retail sector includes those employed in managerial and senior positions (16%), then 14% in elementary occupations.

49% of the workforce is employed full-time.

57% is female

17% is 16-19 years old, 16% 20-24 years old and 16% is 55-69 yearsold.

Asians and British Asians account for 1% of the Welsh retail workforce.

12% of the workforce is disabled.

Vacancies statistics:

17% of retailers in Wales have at least one staff vacancy.

Micro retail establishments (those employing less than 10 members of staff) account for 29% of all retail employment, but for 37% of all those claim to have vacancies.

7% of all retailers in Wales report at least one hard-to-fill vacancy.

Skill gaps statistics:

20% of retailers in Wales are reported to have skill gaps.

In terms of the number of employees, 8% of retail workers in Wales had skills gaps.

Retailers in Wales indicated that machine operatives (15%), sales and customer service (9%) and elementary (8%) staff were the three occupations most likely to demonstrate skill gaps.

Customer handling skills (68%), problem solving skills (63%) and communication skills (54%) are the three main areas that need improving amongst retail employees reported to have skills gaps.

Source: Wales National Background Brief 2008

Apprenticeships are seen as critical by employers as they are able to provide apprentices with a ready-made, high quality programme which they have helped to design and which gives them the skills they need. These Apprenticeships will encourage entry into the industry, attracting those from diverse groups, and providing progression pathways into higher level jobs. Apprenticeships also serve to upskill the workforce where currently over half do not have formal qualifications for their job.

A key reason why the Level 4 pathway has been developed is so that learners will have a structured and recognised programme to follow which will provide opportunities to progress their career and learning in higher level jobs in the retail industry. By providing nationally recognised qualifications, employability skills and a career route into management, staff are more likely to be motivated to stay. This in turn helps businesses to increase their productivity and remain profitable.

Specific job roles for Higher Apprentices at Level 4:

Store Operations

Management level jobs that fall under this area.

Director of operations

Regional Manager

Area Manager
Store Manager
Assistant Store Manager

Floor Manager
Department Manager
Assistant Department Manager
Supervisor

Employer support for the Retail Management Apprenticeship:

Apprenticeships are seen as critical by employers, as they are able to provide apprentices with a ready-made high quality programme which they have helped to design and which gives them the skills they need. These Apprenticeships will encourage entry into the industry, attracting those from diverse groups, and provide progression pathways into higher level jobs and into Apprenticeships to upskill the workforce, where currently over half do not have formal qualifications for their job.

Employers have been supporting retail Apprenticeships for a number of years with around 30,990 apprentices starting the programme each year across the UK and this is set to increase. A key reason why the Level 4 pathway has been developed is so that learners will have a structured and recognised programme to follow which will provide opportunities to progress their career and learning in higher level jobs in the retail industry.

Aims and objectives of this framework (Wales)

The aim of this framework is to attract and retain people from a wide range of backgrounds into higher level jobs within the retail sector, to replace those who leave or retire, and provide employers with the skills they need in order to help increase productivity and profitability.

The main objectives are to:

Build a competent retail management workforce, providing organisations of all sizes across all sectors with the staff needed to increase productivity and efficiency.

1. Tap into the skills and talents of a diverse population by providing flexible entry routes into a career in retail management.
2. Equip individuals with the skills, knowledge and experience needed to undertake retail management roles in a range of business settings.
3. Provide apprentices with an opportunity to develop the skills, knowledge and experience they will need to progress to higher level roles with additional responsibilities and onto further and higher education, if they wish to do so.
4. Provide small businesses with access to a high quality training programme to help their businesses to remain profitable.
5. Contribute towards providing professional career pathways to jobs, training and qualifications at Level 4 and higher, to aid retention.

6. Contribute towards providing professional career pathways to jobs, training and qualifications at Level 4 and higher, to aid retention.

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Entry conditions for this framework

[There are no mandatory entry requirements for this Apprenticeship framework. Apprentices must have significant experience of working at a supervisory level to ensure that they have the necessary foundations on which to further build their knowledge, experience and skills. This can be demonstrated by a portfolio of evidence to show that they have the potential to complete the Apprenticeship.

Examples of entry conditions for this pathway include:

Level 3 Apprenticeship in Retail Management Pathway; OR

Level 3 Apprenticeship in Visual Merchandising or Sales Professionals; OR

A range of vocational qualifications related to the Retail industry; OR

Level 3 Apprenticeship in Management; OR

Achieved GCSEs or A levels.

Initial Assessment

Training providers and employers will use initial assessment to ensure that applicants have a fair opportunity to demonstrate their ability and to tailor programmes to meet individual needs. This process will identify prior qualifications and experience which may count towards achievement of the framework. Where this is the case, apprentices will be encouraged to undertake new learning at a higher level and develop new skills. The minimum hours of employment for an apprentice should be at least 30 hours per week. By exception, where the individual's circumstances or the particular nature of employment in a given sector makes this impossible, then an absolute minimum of 16 hours must be met. In such cases the duration of the Apprenticeship should be extended.

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Level 4

Title for this framework at level 4

Higher Apprenticeship in Retail Management

Pathways for the framework at level 4:

Pathway 1: Retail Management

Level 4, Pathway 1: Retail Management

Description of this pathway

Total minimum credits: 108

Comprising:

Competence qualification (40 credits)

Knowledge qualification (50 credits)

Essential Skills Wales (18 credits)

The duration of the Apprenticeship is expected, at the very least must meet the minimum duration requirement as per the requirements of SASW. Learners aged 16-18 must spend a minimum of 12 months on this Apprenticeship programme. Also learners aged 19 and over must spend a minimum of 12 months on this apprenticeship.

The knowledge and competency certificates must be submitted to Apprenticeship Certificates Wales (ACW) when applying for an Apprenticeship completion certificate, together with a signed declaration. The declaration form can be downloaded at:

<https://acwcerts.co.uk/web/forms-documentation>.

Entry requirements for this pathway in addition to the framework entry requirements

None in addition to the general entry conditions.

Job title(s)	Job role(s)
Retail Supervisor or Team Leader	Manages smaller teams of individuals in medium to large stores.
Store/Department Manager	The aim of any retail store/department manager is to maximise profit while minimising costs. Retail managers ensure promotions are accurate and merchandised to the company's standards, staff are fully versed on the target for the day and excellent customer care standards are met.
Sales Managers	Retail sales managers supervise a team of salespeople to help retail stores meet their sales and profitability goals. Retail sales managers interact directly with customers. For this role you will need excellent customer service and interpersonal skills.
Assistant Store Manager	Assistant store managers help ensure the store is clean, well organised, and properly merchandised. It is also the assistant's responsibility to make sure all store policies, procedures and controls are followed, as well as planning, organising and delegating work among staff.
Operations Manager	Responsible for ensuring all operational and administrative procedures and requirements are delivered with maximum efficiency and consistency. Support other managers in their drive to maximise sales and profitability for their stores. Cost control and purchasing.

Qualifications

Competence qualifications available to this pathway

C1 – Level 4 Diploma in Retail Management (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/9313/4	ABC	40	180	X
C1b	601/4212/1	ICQ	40	180-215	

Knowledge qualifications available to this pathway

K1 – Level 4 Diploma in Retail Knowledge (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/9101/0	ABC	50	180	X
K1b	601/4238/8	ICQ	50	180-253	

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

The knowledge qualification provides wider underpinning knowledge to complement the Diploma in Retail Management (competency) qualification.

ABC has used existing units from the Ofqual unit bank where appropriate, as they are expected to do by the Regulator. They have written new units where there was no appropriate equivalent. For example, many existing units in the unit bank combine knowledge and skills in one unit - these units have been split to separate the knowledge and competence outcomes. Training providers must ensure that where candidates have accredited prior learning, they must be offered training which helps them to develop new skills and learning at a higher level.]

Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

Communication

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

Does this framework require Communication achievement above the minimum SASW requirement? YES NO

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Application of Number

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

Does this framework require Application of Number achievement above the minimum SASW requirement? YES NO

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework? **YES** **NO**

Digital Literacy (ICT)

Please note that there are currently no acceptable proxy qualifications for Digital Literacy (ICT).

For the current **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

Does this framework require Digital Literacy (ICT) achievement above the minimum SASW requirement? **YES** **NO**

If YES, please state the grade/level required for **Digital Literacy (ICT)** and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Progression routes into and from this pathway

This process will identify prior qualifications and experience which may count towards achievement of the framework. Where this is the case, apprentices will be encouraged to undertake "new learning" at a higher level and develop new skills:

Level 3 Apprenticeship in Retail.

Achieved QCF Certificates or Diplomas at Level 3 and above in Retail or Management.

Achieved a (14-19) Foundation or Higher Diploma with underpinning Management and Leadership themes.

Achieved GCSEs or A Levels.

Level 3 Apprenticeship in Management;

However, employers are looking to attract apprentices who have a strong interest in a career in management. They expect applicants to demonstrate a "can do" attitude and have at least basic numeracy, literacy and communication skills on which the Apprenticeship will build.

Entrants will come from a diverse range of backgrounds and will have a range of experience and, in some cases, prior qualifications and awards which may count towards the achievement of an Apprenticeship.

Progression from the Higher Apprenticeship in Retail Management could be into one or more of the following:

Jobs.

Higher Apprenticeship (Level 5) in Leadership and Management.

Higher Education.

If applicable, professional Body Membership.

Career progression:

On completion of the Apprenticeship, apprentices will be competent to work as a Team Leader/ Supervisor, Store Manager or Department Manager.

Following further training and development, apprentices may wish to progress to more senior roles such as Area Manager or into specialist areas such as learning and development or managing warehousing operations.

The web links below provide information about other management roles for progression:

<http://www.retailcareers.co.uk/>

<http://www.retailmanagementskills.org/>

UCAS points for this pathway:

[(no information)]

Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework? **YES** **NO**

Delivery and assessment

ERR Delivery

The nine outcomes for Employee Rights and Responsibilities are embedded in the mandatory units of the knowledge-based qualifications in this pathway. ERR is, therefore, delivered and assessed as part of these qualifications.

The nine national outcomes/standards for ERR require the apprentice to:

Know and understand employment law and legislation that may affect their work. This includes discrimination, equality, health and safety and knowing what the employer's responsibilities and duties are.

Know and understand procedures and documentation within their organisation, which recognise and protect their working relationships. This includes health and safety and equality and diversity.

Know and understand the range or sources of information and advice available to them, including Access to Work and Additional Learning and Support.

Understand the role their organisation plays in the industry.

Have an informed view of the different career pathways/opportunities available to them. Know the types of representative bodies or organisations and their relevance to their employment/industry.

Know where and how to get information and advice on their industry, occupation, training and career.

Work within their organisation's principles and codes of practice.

Recognise issues that may be of public concern that could affect their organisation and/or industry.

The apprentice's induction is an important way of meeting some of the ERR requirements and apprentices must cover health and safety at the beginning of the Apprenticeship.

Recording

Providers must ensure that apprentices use an awarding

organisation portfolio of evidence to record where and how they have learned about ERR.

Evidence of ERR

The ERR unit is contained within the knowledge qualification for all pathways, therefore, evidence for this will be the certificate for this qualification. The knowledge certificate must be submitted to People 1st when applying for an Apprenticeship completion certificate, together with a signed completion certificate claim form. This can be downloaded directly from ACW: <https://acwcerts.co.uk/web/apprentice-application-form>

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The remaining sections apply to all levels and pathways within this framework.

How equality and diversity will be met

The diverse nature of retail has led to the component qualifications within the apprenticeship framework being developed to ensure flexibility and choice within the rules of combination. Similarly, the units have been written in collaboration with a partner Awarding Organisation to ensure that they are free from bias, accessible to all learners and applicable to a wide range of roles and businesses within the retail sector.

The framework has been developed in line with regulations set out in key equality legislation such as the Equality Act 2010. The delivery model focuses on a flexible approach for retail organisations, to cover all relevant shift patterns as well as enabling companies to integrate the qualification into existing training schemes. This approach is predicated on the use of retailers' in-house training programmes being mapped, according to strict quality assurance guidelines, against the competence and knowledge components of the framework.

The retail sector provides initial entry into the labour market for many young people and is an important employer for women and ethnic minorities.

The profile of the retail sector is as follows:

A 60:40 gender split of women to men. Over 50% of employees work part-time.

A slightly higher proportion of people from ethnic minority backgrounds compared with the whole economy.

Almost a third of retail employees are under 25 years old.

There is a high proportion of women either entering the sector, or returning following the birth of a child. The nature of the work within the retail sector lends itself to a more flexible working pattern

Retail employs a far greater proportion of 19-25 year olds than the UK economy as a whole. 9% of the UK retail workforce is disabled. 31% of workforce is aged 16-24 years.

The Higher Apprenticeship consortium has worked with a partner Awarding Organisation to word units and develop the qualifications

in a manner which does not emulate the under-representation of certain groups within the sector. However, these are identified as trends which are specific to the nature of the retail sector and they do not represent a barrier to entry. For example, there is a high proportion of women either entering or returning to the sector following the birth of a child. The nature of the work within the sector lends itself to more flexible working patterns.

The component qualifications are designed to be flexible but also ensure that learners are not presented with any unnecessary barriers that would prevent them from undertaking any of the units. Flexibility has been written into the assessment practices to allow for simulation in the competence-based qualification where an unnecessary barrier may be presented.

Profile of apprentices Gender

This is a new pathway at level 4. Therefore, take up and achievement figures are not available yet. However, of those apprentices starting the retail framework at levels 2 and 3 in 2010/11, the split between male and female apprentices were 54% female and 46% male which is an encouraging balance.

Ethnicity

Although the white ethnic group makes up the majority of the retail workforce, it still only accounts for under 10% of the total white working population. Retail does seem to be a more popular destination for Asian and Asian British workers and those employees from the Other ethnic category. Retail employed more than a quarter (29%) of workers from the Other ethnic category.

Age

31% of workforce is aged 16-24 years. 22% are over 50 years.

43% of sales and customer services employees are below 25 years of age.

Approximately 8% of managerial and senior occupations are filled by people aged below 25 years.

43% of sales and customer services employees are below 25 years of age.

Retail employs a far greater proportion of 19-25 year olds than the UK economy as a whole. Training providers and employers must comply with the Equality Act 2010 to ensure that applicants are treated fairly and not discriminated against in terms of entry to and promotion within the industry, in relation to the nine protected characteristics of the Act which are as follows:

Age.

Disability.

Gender.

Gender reassignment. Marriage and civil partnerships. Pregnancy and maternity.

Race.

Religion and Belief.

Sexual orientation.

Download the guidance on the Equality Act here:

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/> |

On and off the job training

Summary of on- and off-the-job training

Summary of on- and off-the-job training

The training required to complete the Apprenticeships in Retail at level 4 is categorised as either being delivered on or off the job. The following sections provide information about the number of training hours that an apprentice must receive either on or off the job, in order to achieve the specific Apprenticeship pathways.

Level 4 Apprenticeship in Retail Management

The total minimum amount of training hours, which includes both on and off-the-job guided learning for the Level 4 Apprenticeship in Retail Management is 540 training hours. This is derived from a minimum of 360 training hours delivered off the job (which includes 180 hours from Essential Skills Wales) and a minimum of 180 hours delivered on the job. The remaining training hours are required to deliver the rest of the Essential Skills Wales qualifications, which can either be delivered on, or off the job, according to the requirement of the provider's delivery model.

Off-the-job training

Off the job training is defined as time for learning activities spent away from normal work duties. For this framework the amount of off-the-job training is as follows:

Level 4 Apprenticeship in Retail Management

The total minimum amount of off the job training for the Level 4 Apprenticeship in Retail management is 360 hours. This includes the 180 hours for the three Essential Skills Wales.

How this requirement will be met

Training hours delivered under an apprenticeship agreement may vary depending on the previous experience and attainment of the apprentice. The amount of off-the-job training required to complete the apprenticeship under the apprenticeship agreement may then be reduced accordingly, provided the total number of off-the-job hours for this framework can be verified for apprenticeship certification. A declaration form confirming this should be downloaded from: <https://acwcerts.co.uk/web/forms-documentation>

Previous attainment

Where a learner enters an apprenticeship agreement having previously attained parts or all of the relevant qualifications, this prior learning needs to be recognised using either QCF credit transfer for achievements within the QCF; or through recording of exemptions for certificated learning outside of the QCF; for example Principal Learning qualifications from within the Welsh Baccalaureate.

For apprentices who have already achieved the relevant qualifications, they must have been certificated within 5 years of applying for the Apprenticeship certificate.

Off-the-job training needs to:

- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, manager or mentor;

- allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager;

- be delivered during contracted working hours;

be delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching; mentoring, feedback and assessment; collaborative/networked learning with peers, guided study and induction.

The off the job training requirement will primarily be satisfied through the successful completion of the Retail Knowledge and Essential Skills Wales qualifications. Individual Learning Plans (ILPs) should be used to identify and record when and how off the job learning is to be delivered. Where the delivery of the Retail Knowledge qualifications and Essential Skills Wales qualifications do not give the learner the opportunity to satisfy the minimum off-the-job training requirements, the Individual Learning Plan should be used to indicate where training has been delivered off the job. This could be through appraisals, mentoring sessions, health and safety presentations, induction programmes etc. On application for the certification of the overall Apprenticeship, confirmation will be sought to ensure the learner has received the minimum off the job training hours.]

On-the-job training

[On-the-job training is defined as skills, knowledge and competence gained within normal work duties. For these frameworks the amount of on-the-job training is as follows:

Level 4 Apprenticeship in Retail Management

The total minimum amount of on-the-job training for the Level 4 Apprenticeship in Retail Management is 180 hours.

How this requirement will be met

These hours may vary depending on previous experience and attainment of the apprentice. Where a learner enters an apprenticeship agreement having previously attained or acquired the appropriate competencies or knowledge, this prior learning needs to be recognised and documented using the relevant QCF credit transfer, QCF exemption or Recognition of Prior Learning (RPL) procedures. The amount of on-the-job training required to complete the apprenticeship under the apprenticeship agreement may then be reduced accordingly, provided the total number of on-the-job hours can be verified for apprenticeship certification. A declaration form confirming this should be downloaded from:

<https://acwcerts.co.uk/web/form> s-documentation

For apprentices who have already achieved the relevant qualifications, they must have been certificated within 5 years from the date of application for the apprenticeship certificate. Job roles within the apprenticeship frameworks require a thorough level of technical competence and knowledge, which will be undertaken through work-based training, practice and experience.

The on the job training requirement will be satisfied by the successful completion of the competence-based elements of the Apprenticeship frameworks. The record of hours may need to be submitted to the Certifying Authority when applying for an apprenticeship completion certificate.]

Wider key skills assessment and recognition

While Wider Key Skills are not a **mandatory** part of the framework, training providers are encouraged to provide apprentices the opportunity to achieve them.

For this framework, there are natural opportunities for Wider Key Skills to be embedded within the mandatory units of the following qualifications:

[Enter Qualification Names]

Improving own learning and performance

[There are no requirements for the Improving Own Learning and Performance Wider Key Skill qualification as it is already covered in the mandatory unit of the Retail Skills and Retail Knowledge qualifications.

The Retail Skills mandatory unit, at both levels 2 and 3, are focussed on the learner's ability to work effectively as part of a retail organisation and a large proportion of the unit is about the learner's ability to review their learning style and to improve their own performance, both as a learner and as an employee.

Providers and apprentices are also encouraged to record where and when these Wider Key Skills are being used so that evidence can be gathered to allow apprentices to claim APL for these skills in the future. The Individual Learning Plan could prove to be an effective tool for identifying opportunities for the delivery of Wider Key Skills, and recording their achievement.]

Working with others

[There are no requirements for the Working with Others Wider Key Skill qualification as it is already covered in the mandatory unit of the Retail Skills and Retail Knowledge qualifications. Team working is a skill which is essential for working within a retail environment and there is a mandatory unit contained within the Retail Knowledge qualifications which specifically focusses on the learner's ability to work as part of a team. However, it has also been integrated into most of the mandatory and optional units within the two suites of qualifications.

Providers and apprentices are also encouraged to record where and when these Wider Key Skills are being used so that evidence can be gathered to allow apprentices to claim APL for these skills in the future. The Individual Learning Plan could prove to be an effective tool for identifying opportunities for the delivery of Wider Key Skills, and recording their achievement.

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Problem solving

[There are no requirements for the Problem Solving Wider Key Skill qualification as it is already covered in the mandatory unit of the Retail Skills and Retail Knowledge qualifications. Working within a retail environment it is essential that apprentices are able to deal effectively and efficiently with customers' problems. The mandatory units of both the Retail Skills and Retail Knowledge qualifications are written in order to enable a learner to develop skills in effective problem solving, through developing strategies for working through problems and issues within the retail setting.

Providers and apprentices are also encouraged to record where and when these Wider Key Skills are being used so that evidence can be gathered to allow apprentices to claim APL for these skills in the future. The Individual Learning Plan could prove to be an effective tool for identifying opportunities for the delivery of Wider Key Skills, and recording their achievement.]

apprenticeship FRAMEWORK

For more information visit-
www.acwcerts.co.uk/framework_library