

# Level 3 Retail Team Leader

EPA-Kit

## Assessing the Professional Discussion

- The Professional Discussion – Criteria
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## Professional Discussion Criteria

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Throughout the 1-hour professional discussion, the assessor will review the apprentice's competence in all of the pass criteria outlined in this document as a minimum, therefore apprentices should prepare for the professional discussion by considering how the criteria can be met. The professional discussion will be conducted in a 'controlled environment' i.e. a quiet room, away from the normal place of work.

The apprentice can only achieve a distinction by covering all of the distinction criteria, which is outlined in the distinction column.

The discussion be divided into three stages:

- A review of the period of learning, development and continuous assessment (approximately 10 minutes)
- Coverage of the remaining areas for the professional discussion as shown below (approximately 40 minutes)
- Personal development and reflection – focusing on professional development (approximately 10 minutes).

## Professional Discussion

To pass, the following must be evidenced	To gain a distinction
PD1 Clearly articulate examples from the workplace relevant to evidencing competence across the standard	PD11 Explains how effective retail management and contingency planning have been developed and implemented and how this has decreased vehicle down time and increased overall departmental performance
PD2 Explain why it is essential to instil the importance of following procedures to staff	PD12 Describe how recommendations for the improvement of quality, cost, value or efficiency have been made and implemented in the organisation
PD3 Provide examples of how staff are managed effectively, including motivation and development of teams and individual staff members	PD13 Demonstrates staff engagement, motivation, performance management and how this has led to increased performance
PD4 Provide an overview of how the retail operation meets the needs of the business	PD14 Demonstrate how a proactive approach to risk management has been implemented, including proactively educating and monitoring staff on health and safety and risk matters beyond the legislative minimum
PD5 Provide reasoned examples of how the operation operates efficiently	PD15 Provide examples of when improvement activities have been actively sought to develop own performance to raise standards in sales, promotions, team performance and customer service
PD6 Explain the importance of keeping up to date with current industry trends and provide examples of how this has been achieved	PD16 Provides mentorship to team members with measurable improvements to the performance of individuals and the team
PD7 Provide evidence to show they have been part of the budgeting and cost control in the organisation	PD17 Proactively invite feedback from all stakeholders and use this to develop and implement measurable improvements in performance of self and team
PD8 Describe how the retail operation meets legislative and regulatory needs	
PD9 Provide an effective evaluation of own performance, including behaviours, identifying where opportunities for improvement have been taken and results thereof evaluated	
PD10 Demonstrate how feedback has been sought from managers and customers and how this has been effectively dealt with	

## Professional Discussion – Mock Assessment

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It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommends that they experience a mock professional discussion in preparation for the real thing. The most appropriate form of mock assessment will depend on the apprentice's setting and the resources available at the time. In designing a mock assessment, the employer/training provider should consider the following elements in their planning:

- a 1-hour time slot should be available for the apprentice to complete the professional discussion, if it is intended to be a complete mock assessment covering all relevant standards, however this time may be split up to allow for progressive learning
- consider an audio recording of the mock, and to allow the mock to be observed by other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice, to complete the learning experience. The mock assessment document sheets later in this guide may be used for this purpose
- structured 'open' questions should be used as part of the professional discussion which do not lead the candidate, but allows them to express their knowledge in a calm and comfortable manner, some examples of this may include the following:
  - Marketing
    - Can you please tell me who are your main competitors?
    - How do you monitor their activities?
  - Stock
    - Does stock ever get damaged in your business?
    - Tell me what you do if it is?
  - Leadership
    - How do you plan each day?
    - How do you know what needs to be achieved on a daily/weekly basis?