

**Performance Descriptions for
Foundation, Advanced and Higher
Principal Learning Qualifications in
Retail Business**

WITHDRAWN

This document has been removed or replaced



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Phase 3 Lines of Learning

Performance descriptions are statements that describe typical performance of candidates at the top and bottom of an acceptable range. They relate to whole principal learning qualifications rather than specific units.

Their purpose is to contextualise the Qualifications and Credit Framework (QCF) level descriptions for specific lines of learning in order to support the awarding process for principal learning qualifications.

The performance descriptions describe two levels of performance:

Pass

At the bottom of the acceptable range, this is the minimal level of performance for a learner to pass a principal learning qualification.

Top

At the top of the acceptable range, this is what can reasonably be expected of a high-attaining learner who has followed an appropriate course.

Performance descriptions are not competency definitions and need to have sufficient latitude to allow for 'best fit' marking grids to be written.

Performance descriptions have been written by awarding organisations and Diploma Development Partnerships against the relevant lines of learning criteria.

Performance descriptions are not intended to summarise the content of line of learning topics. Awarding organisations are required to ensure that full topic content is accurately reflected in specifications.

Foundation (Level 1)		Higher (Level 2)		Advanced (Level 3)	
Pass	Top	Pass	Top	Pass	Top
Use basic communication skills and techniques in routine situations.	Select and use basic communication skills and techniques in routine situations to achieve an agreed purpose .	Act as an advocate for views and beliefs that may differ from their own and select and use appropriate communication skills and techniques in routine situations to achieve an agreed purpose.	Act as an advocate for views and beliefs that may differ from their own and select and use appropriate communication skills and techniques in routine and non-routine situations, across, to achieve a range of purposes.	Act as an advocate for views and beliefs that may differ from their own and select and use appropriate skills and techniques in complex situations to communicate with audiences to achieve an agreed purpose. Negotiate and balance diverse views in routine situations to influence others.	Act as an advocate for views and beliefs that may differ from their own and select and use appropriate skills and techniques in complex situations to communicate effectively with different audiences to achieve an agreed purpose . Negotiate and balance diverse views in complex and non-routine situations to influence others.
Work as a member of a team in routine situations and know how their own contribution affects the team.	Work as a member of a team in routine situations and know how their own and other's contributions affect the team.	Contribute to the work of a team in routine situations and understand how their own and other's contributions affect the success of the team.	Make a valuable contribution to the work of a team in non-routine situations and understand how their own and other's contributions affect the success of the team.	Demonstrate basic leadership skills in routine contexts.	Show well-developed leadership skills in non-routine contexts, motivating and inspiring others.

Performance Descriptions for Foundation, Advanced and Higher Principal Learning Qualifications in Retail Business

<p>Basic awareness of retail business and its sub-sectors, and channels.</p> <p>Respond to change by recognising opportunities for enterprise.</p>	<p>Basic knowledge of retail business and its sub-sectors and channels.</p> <p>Respond to change by recognising how to realise opportunities for enterprise.</p>	<p>Detailed knowledge of retail business, its sub-sectors, channels and their inter-relationships.</p> <p>Respond to change by using enterprise skills with support to identify and realise enterprise opportunities.</p>	<p>Detailed knowledge of retail business, its sub-sectors, channels and some understanding of their inter-relationships.</p> <p>Respond to change by using enterprise skills effectively with limited support to identify and realise realistic enterprise opportunities.</p>	<p>In depth knowledge of retail business, and understanding of industry trends, drivers and their inter-relationships.</p> <p>Respond to change by using appropriate enterprise skills independently to identify and realise realistic opportunities in retail situations.</p>	<p>In-depth knowledge of retail business and in depth understanding industry trends, drivers and their inter-relationships.</p> <p>Respond to change by acting on own initiative, and using appropriate enterprise skills independently, to identify and realise realistic opportunities in a range of complex retail situations.</p>
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Performance Descriptions for Foundation, Advanced and Higher Principal Learning Qualifications in Retail Business

<p>Gather and record basic information, using simple techniques, some of which is relevant.</p> <p>Use information to make simple judgements.</p> <p>Know how to plan own work.</p> <p>Review own progress and outcomes and make simple observations.</p> <p>Ofqual 2011</p>	<p>Gather and record basic information, using simple techniques, much of which is relevant.</p> <p>Use information to make simple judgments some of which are relevant.</p> <p>Be able to prepare basic plans.</p> <p>Monitor and review own plans and outcomes and make simple recommendations.</p>	<p>Use simple and appropriate techniques to investigate and record relevant information, from a limited range of sources.</p> <p>Carry out basic analysis of information to inform decisions some of which are relevant.</p> <p>Use simple and appropriate techniques to plan and prioritise own work, with some support.</p> <p>Produce a basic evaluation of plans and outcomes.</p> <p>Use criteria to make appropriate simple recommendations, with limited supporting evidence.</p>	<p>Select and use simple and appropriate techniques to investigate and record relevant information from a wide range of sources.</p> <p>Analyse information thoroughly to inform relevant decisions.</p> <p>Select and use simple and appropriate techniques to plan and prioritise own work, with limited support.</p> <p>Produce a thorough evaluation of plans and outcomes.</p> <p>Use criteria to make appropriate in-depth recommendations, effectively supported by evidence.</p>	<p>Plan and use straightforward research techniques to gather and record relevant information from a range of sources, with limited support.</p> <p>Analyse information thoroughly to inform decisions.</p> <p>Select and use appropriate techniques to produce realistic plans for own and others' work.</p> <p>Critically evaluate plans and outcomes using appropriate criteria to make substantiated recommendations for improvement.</p>	<p>Plan and use sophisticated research techniques to gather and record clear relevant information from a range of sources, independently</p> <p>Select, record and critically analyse and synthesise relevant information to take effective decisions.</p> <p>Select and use appropriate techniques to produce clear, detailed and realistic plans, with contingencies, for own and others' work.</p> <p>Critically evaluate plans and outcomes using appropriate criteria, and effectively substantiated and well-argued recommendations for improvement.</p> <p>6</p>
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Performance Descriptions for Foundation, Advanced and Higher Principal Learning Qualifications in Retail Business

<p>Know how a limited range of retail business activities impact on local communities and individuals in straightforward situations.</p> <p>Know a limited range of legislation which affects routine retail business activities.</p>	<p>Know how a wide range of retail business activities impact on local communities and individuals in straightforward situations.</p> <p>Know how a limited range of legislation affects routine retail business activities.</p>	<p>Show a limited understanding of how a limited range straightforward ethical and wider issues impact on routine retail business activities.</p> <p>Show understanding of the implications of legislation on routine retail business activities.</p>	<p>Show in-depth understanding of how a range of straightforward ethical and wider issues impact on routine retail business activities.</p> <p>Show an in-depth understanding of the implications of legislation on routine and non-routine retail business activities.</p>	<p>Show understanding of how a range of complex ethical and wider issues impact on routine retail business situations and make substantiated recommendations that take account of them.</p> <p>Understand the impact of legislative requirements on routine and non routine retail activities and make substantiated recommendations that take account of them.</p>	<p>Show in-depth understanding of how a range of complex ethical and wider issues impact on routine and non-routine retail business situations and make well supported recommendations that take account of them.</p> <p>Show an in-depth understanding of the impact of a range of legislative requirements on routine and non-routine retail activities and make effectively substantiated and well-argued recommendations to take account of them.</p>
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<p>Use a limited range of creative skills to propose a limited range of ideas for solutions to simple retail problems /opportunities.</p>	<p>Use a limited range of creative skills to propose a limited range of practical ideas for solutions to simple retail problems /opportunities.</p>	<p>Use creative skills to propose a range of practical ideas for solutions to routine retail problems/ opportunities.</p>	<p>Use creative skills to propose a range of practical and imaginative ideas for solutions to routine and non-routine retail problems/ opportunities.</p>	<p>Select and use creative skills to propose a range of practical and substantiated ideas for solutions, which make some reference to constraints and opportunities, to common retailing and complex retail supply chain problems.</p>	<p>Select and use creative skills to propose a range of practical and well-substantiated, imaginative ideas for solutions, which take full account of constraints and opportunities, to common retailing and complex and unpredictable retail supply chain problems.</p>
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