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

# Contents

# 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.<br><br>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** and unpredictable **situations to communicate** effectively **with different audiences to achieve** an agreed **purpose.**<br><br>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. |

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| Basic awareness of retail business and its sub-sectors, and channels. | Basic knowledge of retail business and its sub-sectors and channels. | Detailed knowledge of retail business, its sub-sectors, channels and their inter-relationships. | Detailed knowledge of retail business, its sub-sectors, channels and some understanding of their inter-relationships. | In depth knowledge of retail business, and understanding of industry trends, drivers and their inter-relationships. | In-depth knowledge of retail business and in depth understanding industry trends, drivers and their inter-relationships. |
| Respond to change by recognising opportunities for enterprise. | Respond to change by recognising how to realise opportunities for enterprise. | Respond to change by using enterprise skills with support to identify and realise enterprise opportunities. | Respond to change by using enterprise skills effectively with limited support to identify and realise realistic enterprise opportunities. | Respond to change by using appropriate enterprise skills independently to identify and realise realistic opportunities in retail situations. | 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. |

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

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| Know how a limited range of retail business activities impact on local communities and individuals in straightforward situations.<br><br>Know a limited range of legislation which affects routine retail business activities. | Know how a wide range of retail business activities impact on local communities and individuals in straightforward situations.<br><br>Know how a limited range of legislation affects routine retail business activities. | Show a limited understanding of how a limited range straightforward ethical and wider issues impact on routine retail business activities.<br><br>Show understanding of the implications of legislation on routine retail business activities. | Show in-depth understanding of how a range of straightforward ethical and wider issues impact on routine retail business activities.<br><br>Show an in-depth understanding of the implications of legislation on routine and non–routine retail business activities. | 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.<br><br>Understand the impact of legislative requirements on routine and non routine retail activities and make substantiated recommendations that take account of them. | 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.<br><br>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. |

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| Use a limited range of creative skills to propose a limited range of ideas for solutions to simple retail problems /opportunities. | Use a limited range of creative skills to propose a limited range of practical ideas for solutions to simple retail problems /opportunities. | Use creative skills to propose a range of practical ideas for solutions to routine retail problems/ opportunities. | Use creative skills to propose a range of practical and imaginative ideas for solutions to routine and non-routine retail problems/ opportunities. | 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. | 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. |

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