



# PROSPECTUS

## 2018-2019

This prospectus outlines the services offered by  
Davidson Training UK Ltd Version 8 – August 2019

### DAVIDSON TRAINING UK LTD

Unit 1 Ascension Business Park  
Fleming Road  
Chafford Hundred.  
Grays. Essex.RM16 6HH.  
Tel: 01375 480088  
email: [lorrainebunyard@davidsontraining.com](mailto:lorrainebunyard@davidsontraining.com)  
Website: [www.davidsontraining.com](http://www.davidsontraining.com)



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## An introduction to Davidson Training UK Limited

Davidson Training UK Limited was incorporated in 1999 with our Head Office based in Chafford Hundred, Essex on the outskirts of Lakeside Shopping Centre.

We are a Grade 1 Ofsted Private Training Provider and deliver training across all areas of London, Essex, Kent and surrounding areas. We also hold Beacon Status. We are passionate about training and our motto is 'To be the best that you can be'.

We work with a number of larger and smaller employers across London and have excellent success rates. We are also in a position to support your organisation in developing and implementing your own Training Academy with Davidson Training as your preferred supplier of the NVQ and Apprenticeship training. This takes the strain away from you the employer.

We will work with you in developing tailored training programmes for all your staff to suit your organisational needs.

As part of the government's drive to ensure apprenticeships are high-quality and to deliver the skills our economy needs, apprenticeship frameworks have been replaced by employer-designed standards.

### **Our Key Values are:**

- Learn today to do better tomorrow
- Remember, everyone's an individual
- We embrace our responsibility to develop individuals to be the best that they can be.
- Making a difference to people's lives through learning and development.
- Share what you know with others.

We offer Apprenticeships across the following Occupational Areas:

### ***New Apprenticeship Standards – Ready for delivery***

- Customer Service Practitioner Level 2
- Customer Service Specialist Level 3
- Retailer Level 2
- Retail Team Leader Level 3
- Retail Manager Level 4
- Management Team Leader/Supervisor Level 3
- Management Operations/Departmental Manager Level 5
- Business Administrator
- Supply Chain Warehouse Operative
- Recruitment Resourcer
- Recruitment Consultant

## Benefits of Apprenticeships

Davidson Training work closely with a large number of employers in the development of their organisation and the delivery of Apprenticeships.

Frameworks/Standards are selected to assist staff to grow within their job role developing their skills and inspiring them to evaluate areas and enhance not only their own skills but their career progression within the organisation.

Employers are finding increased staff retention as they invest in their future. By liaising with the employers, we are tailoring the training programmes so that they meet their organisations specific requirements increasing staff motivation, an increase in customer base, excellent customer awareness and service delivered and meeting customer expectations.

Employers of all shapes and sizes are benefitting from working with apprentices. Apprentices are enthusiastic and motivated, bringing a fresh perspective to your business and willing to learn in a supportive environment.

Employers have found that a good apprenticeship programme promotes loyalty and leadership, resulting in exceptional productivity, great ambassadors and a reputational boost for the business.

We ensure that training is directly tailored to the needs of the organisation.

### **Business Benefits:**

An Apprentice can be trained to suit the requirements of your business, address skills gaps and have a positive impact on the business by potentially raising the standards of all staff through identification of training needs in the workplace.

### **Individual Benefits:**

The Apprenticeship allows people to develop competence and confidence in their work and will increase their value in the employment market.

### **Delivery Method:**

Apprenticeships are achieved through a blended learning approach, incorporating workplace learning, workshops and online learning. One to one support, training and advice is available from our team of experienced and qualified trainers ensuring that the needs of employers and employees are met.

Learners will have access to a range of engaging e-learning platforms. City and Guilds Dynamic Learning helps develop functional skills in Maths, English and ICT. E-track provides live data on course progress and portfolio documentation.

## Eligibility for Apprenticeships

**We can only use funds in the employer's digital account or government-employer co-investment for eligible apprentices. You will need to provide evidence of learner's eligibility at the start of their apprenticeship.**

**To use funds in the employer's digital account or government-employer co-investment, the individual must:**

- **Start their apprenticeship after the last Friday in June of the academic year in which they have their 16th birthday.**
- **Be able to complete the apprenticeship within the time they have available.**
- **Not be enrolled on another apprenticeship at the same time as any new apprenticeship they start.**
- **Not be asked to contribute financially to the direct cost of learning or use a student loan to pay for their apprenticeship.**
- **Spend at least 50% of their working hours in England over the duration of the apprenticeship.**
- **Have the right to work in England and work for at least 30 hours a week.**
- **Be either: a citizen of a country within the European Economic Area (EEA) (including other countries determined within the EEA or those with bilateral agreements), or have the Right of Abode in the UK, and have been ordinarily resident in the EEA (including other countries determined within the EEA or those with bilateral agreements), for at least the previous three.**
- **OR: a non-EEA citizen with permission from the UK government to live in the UK, (not for educational purposes) and have been ordinarily resident in the UK for at least the previous three years before the start of learning.**

## Recruitment and Selection Process

We offer a free of charge apprentice recruitment and selection process, from advertising and screening providing you with a select number of candidates to interview.

When employers have selected and appointed their apprentice, Davidson Training UK Limited will deliver the apprenticeship programme in the workplace, working closely with the employer and apprentice.

### Davidson Training will:

- Meet with you to discuss your requirements, identify the apprenticeship funding available to you and the most suitable provision to meet your needs.
- Agree a job description with basic terms and conditions of employment for new apprentices.
- Advertise your vacancy through Recruit an Apprentice to attract potential candidates.
- Screen all applicants.

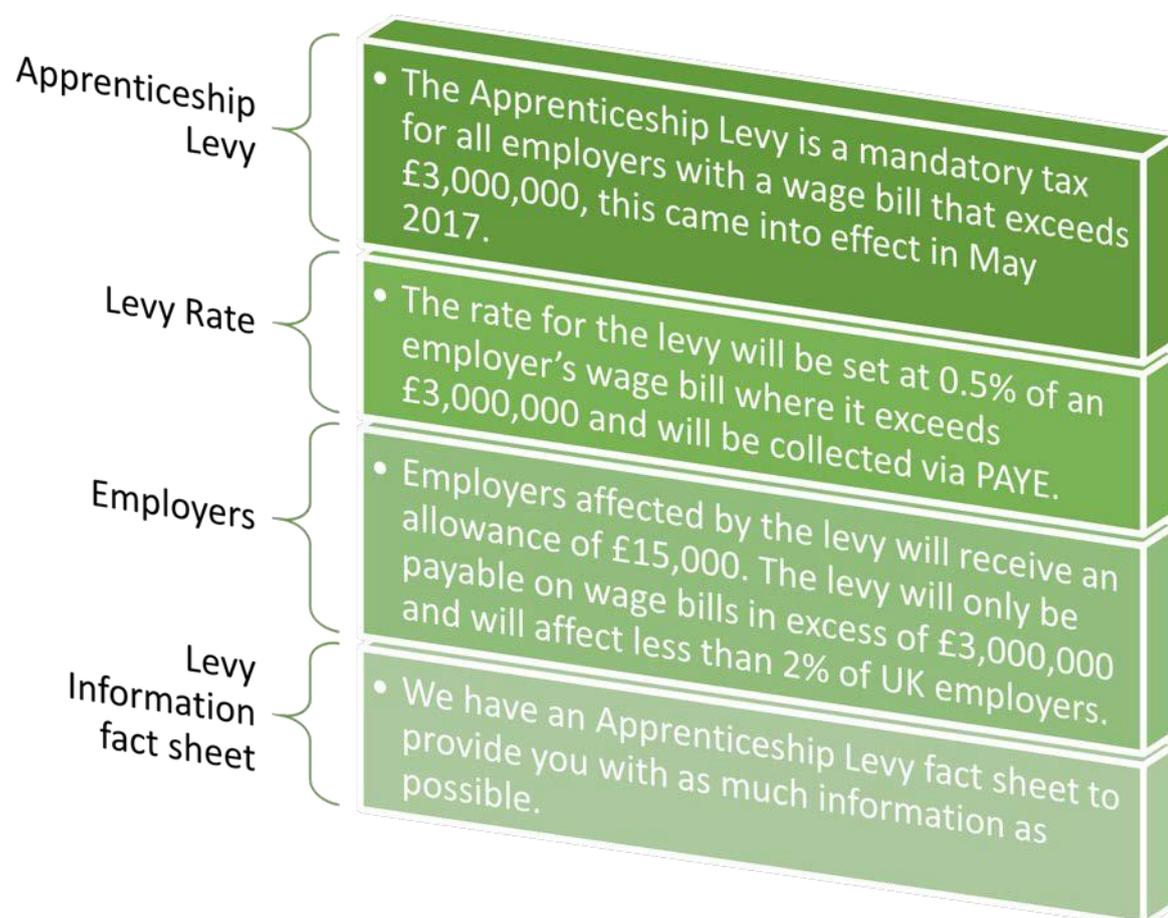
### As the Employer, you will be responsible for the following:

- Job role and responsibilities.
- Contract of employment.
- Induction into the role.
- On-the-job training.
- Apprentice salary.
- Time for off-the-job learning.

### Once you have made an offer of employment, we will:

- Arrange an appointment to carry out a pre-programme induction and complete all the necessary details.
- Complete an Apprenticeship Agreement and enrolment paperwork.
- Confirm details of induction, trainer visits and e-learning available.

## Apprenticeship Levy



### Davidson Training UK Limited will:

- Provide you with a **FREE** no obligation consultation to support your understanding of the levy and co-financing and ensure you take full advantage of apprenticeship opportunities.
- Support you to upskill your existing staff and recruit new talent into your organisation.
- Provide you with the latest updates of government policy that may affect your organisation.
- Create a partnership, working closely with you, with regular progress reports and meeting reviews.
- If you are a levied employer, support you in setting up your Digital Apprenticeship Service (DAS) and in processing your levy spend and maximize the benefits.

### What if your wage bill is under £3,000,000?

Employers with a wage bill below £3 million, will have to pay towards the cost of an apprenticeship. This is called '**Co-investment**' (see below). Those employers are expected to pay a 5% contribution and the government will pay the remaining 95%. We can support you with advice/guidance to make the most of your apprenticeship spend.

#### Co-investment

This determines how much an employer will be required to pay towards apprenticeship training and assessment if they do not pay the levy, or, if they pay the levy but do not have sufficient funds in their digital account to cover the training and assessment costs in a month.

The government proposes that employers co-invest 5% of the costs, with government paying the remaining 95%.

If you're an organisation with 50 staff or fewer, the government will be providing 100% of funding for **16-18 Apprentices**. You will also receive an incentive payment of £1,000.00 which is payable in 2 stages.

## Costs

### LEVY Employers that pay the Apprenticeship Levy

When you agree to buy Apprenticeship training from a provider, monthly payments will be automatically taken from your digital account and sent to the provider. This spreads the cost over the lifetime of the Apprenticeship. You don't need to have enough funds in your digital account to cover the entire cost of the training at the start.

As payments are taken from the digital account monthly, you just need to have enough funds in your account to cover the monthly cost of each Apprenticeship you have chosen.

BIS will make sure your payments reach the provider. Costs are calculated on a monthly basis.

#### **Will all funds be taken out monthly?**

No, 20% of the cost of the Apprenticeship will be held back and taken from the digital account at the end of the Apprenticeship. This is a reflection of the fact employers will increasingly move to training apprentices on apprenticeship standards, where there is an end point assessment.

### Non Levy Employers where they are required to pay a co-investment.

If you are a non-levy employer and recruit an apprentice aged 19+ and/or are a non-levy employer and have in excess of 50 staff members, as described earlier in this prospectus you will be required to co-invest at 5%.

### English and Maths.

The government is committed to helping apprentices gain the minimum standard of Level 2 in English and Maths. The government will pay training providers to deliver these qualifications.

APPRENTICESHIP STANDARDS			
Training Programme	Upper Funding Band Cost	Programme Length	5% Co-Investment where required
Customer Service Practitioner (Level 2)	£3,500.00	13 Months	£175.00
Customer Service Specialist (Level 3)	£4,000.00	13 Months	£200.00
Retailer (Level 2)	£4,000.00	13 Months	£200.00
Retail Team Leader (Level 3)	£5,000.00	13 Months	£250.00
Retail Manager (Level 4)	£6,000.00	18 Months	£300.00
Team Leader/Supervisor (Level 3)	£4,500.00	13 Months	£225.00
Operations/Departmental Manager (Level 5)	£7,000.00	18 – 24 Months	£350.00
Business Administrator (Level 3)	£5,000.00	13 Months	£250.00
Supply Chain Warehouse Operative (Level 2)	£3,000.00	13 Months	£150.00
Recruitment Resourcer (Level 2)	£5,000.00	13 Months	£250.00
Recruitment Consultant (Level 3)	£5,000.00	13 Months	£250.00

# APPRENTICESHIP STANDARDS

*Davidson Training deliver the following New Apprenticeship Standards*

**Customer Service Practitioner Level 2**

**Customer Service Specialist Level 3**

**Retailer Level 2**

**Retail Team Leader Level 3**

**Retail Manager Level 4**

**Management Team Leader/Supervisor Level 3**

**Management Operations/Departmental Manager Level 5**

**Business Administrator Level 3**

**Recruitment Resourcer Level 2**

**Recruitment Consultant Level 3**

## Customer Service Practitioner Level 2 Apprenticeship Standard

The role of a customer service practitioner is to deliver high quality products and services to the customers of their organisation. The responsibility will be to provide a high quality service to customers which will be delivered from the workplace, digitally, or through going out into the customer's own locality. These may be one-off or routine contacts and include dealing with orders, payments, offering advice, guidance and support, meet-and-greet, sales, fixing problems, after care, service recovery or gaining insight through measuring customer satisfaction. The Apprentice may be the first point of contact and work in any sector or organisation type.

Apprentices' actions will influence the customer experience and their satisfaction with their organisation. They will demonstrate excellent customer service skills and behaviours as well as product and/or service knowledge when delivering to customers. They will provide service in line with the organisation's customer service standards and strategy and within appropriate regulatory requirements. Customer interactions may cover a wide range of situations and can include; face-to-face, telephone, email, text and social media.

**Duration:** The apprenticeship will take a minimum of 12 months to complete

**Entry requirements:** Apprentices will be required to have or achieve level 1 English and Maths and to have taken level 2 English and Maths tests prior to completion of their Apprenticeship.

**Link to professional registration:** Completion of this apprenticeship will lead to eligibility to join the Institute of Customer Service as an Individual member at Professional level.

### On-Programme Learning

The period of learning, development and continuous assessment is managed by the employer with the support of Davidson Training. The on-programme pace will be driven by individuals as well as by the breadth of experience an employer can offer prior to the minimum of 12 months after which end-point assessment will take place.

Employers will work closely with Davidson Training to plan and deliver support and training appropriately. This will add value to the employer as it centres on real work competencies demonstrated in a real work environment. Davidson Training will support ensuring the requirements of the apprenticeship standard are reflected in the above processes, and by filling any gaps through their work with apprentices.

To drive quality and consistency through on-programme learning employers may wish to consider the use of their normal performance management processes to monitor the progress of the apprentice, provide feedback and guide development.

We will carry out joint reviews of progress at regular intervals, involving apprentices, line managers and others with a direct relationship, e.g. mentors, workplace coaches, etc.

Apprentices may develop and maintain examples of their work throughout their apprenticeship that cover the full standard. This could be in the form of a portfolio or other tracking method to be reviewed on- programme at intervals of 3, 6 and 9 months.

### End Point Assessment

The end point assessment is synoptic and takes place at the end of the apprentice's learning and development, after a minimum of 12 month's on programme learning.

There are three assessment methods and for each of these, all pass criteria (100%) must be achieved to progress and complete the apprenticeship programme. For a distinction to be awarded, apprentices must also achieve a distinction in each assessment methods. The assessment method are; Apprentice Showcase, Practical observation and a professional discussion.

**For more details of this standard we will be happy to issue you with an electronic or printed version of Standard Assessment Plan. Please contact us by email if this is required.**

## Overview - Customer Service Practitioner Apprenticeship Standard

Knowledge	
<b>Knowing your customers</b>	Who customers are. The difference between internal and external customers. Different needs and priorities of customers and the best way to manage their expectations, recognising and knowing how to adapt style to be highly effective.
<b>Understand the organization</b>	Purpose of the business and what 'brand promise' means. Organisations core values and how they link to the service culture. Internal policies/procedures, incl. complaints processes/digital media policies.
<b>Meeting regulations and legislation</b>	Legislation and regulatory requirements that affect your business. Responsibility in relation to this and how to apply it when delivering service.
<b>Systems and Resources</b>	Different forms of communication and their application and communicate effectively Chair meetings, hold challenging conversations, provide constructive feedback.
<b>Your role and Responsibility</b>	Your role and responsibility within your organisation and the impact of your actions. The targets and goals you need to deliver against.
<b>Customer Experience</b>	How establishing the facts enable you to create a customer focused experience and appropriate response. How to build trust with a customer and why this is important.
<b>Product Service knowledge</b>	Understand the products or services that are available from your organisation and keep up-to-date
Skills	
<b>Interpersonal skills</b>	Questioning skills, including listening and responding in a way that builds rapport, determines customer needs and expectations and achieves positive engagement.
<b>Communication</b>	Appropriate verbal and non-verbal communication skills, along with summarising language during face-to-face communications; and/or Appropriate communication skills, along with reinforcement techniques (to confirm understanding) during non-facing customer interactions.
<b>Influencing skills</b>	Provide clear explanations and offer options in order to help customers make choices that are mutually beneficial to both the customer and your organisation.
<b>Personal Organization</b>	Be able to organise yourself, prioritise your own workload/activity and work to meet deadlines.
<b>Dealing with customer conflict and challenge</b>	Demonstrate patience and calmness. Understand the customer's point of view. Appropriate sign-posting or resolution to meet your customers' needs and manage expectations.
Behaviours/Attitude	
<b>Developing self</b>	Take ownership for keeping your service knowledge and skills up-to-date. Consider personal goals and propose development that would help achieve them.
<b>Being open to Feedback</b>	Act on and seek feedback from others to develop or maintain personal service skills and knowledge.
<b>Team working</b>	Communicate and work with others in the interest of helping customers efficiently. Share personal learning and case studies with others.
<b>Equality – treating all customers as Individuals</b>	Treat customers as individuals to provide a personalised customer service experience. Uphold the organisations core values and service culture through your actions.
<b>Presentation – dress code, professional Language</b>	Demonstrate personal pride in the job through appropriate dress and positive and confident language.
<b>“Right first time”</b>	Communication behaviours that establish clearly what each customer requires and manage their expectations. Take ownership from the first contact and fulfil promise.

## Customer Service Specialist Level 3 Apprenticeship Standard

The main purpose of a customer service specialist is to be a 'professional' for direct customer support within all sectors and organisation types. You are an advocate of Customer Service who acts as a referral point for dealing with more complex or technical customer requests, complaints, and queries. You are often an escalation point for complicated or ongoing customer problems. As an expert in your organisation's products and/or services, you share knowledge with your wider team and colleagues. You gather and analyse data and customer information that influences change and improvements in service. Utilising both organisational and generic IT systems to carry out your role with an awareness of other digital technologies. This could be in many types of environment including contact centres, retail, webchat, service industry or any customer service point.

**Duration:** The apprenticeship will take a minimum of 12 months to complete

**Entry requirements:** Apprentices will be required to have or achieve level 2 English and Maths tests prior to completion of their Apprenticeship.

**Link to professional registration:** Completion of this apprenticeship will lead to eligibility to join the Institute of Customer Service as an Individual member at Professional level.

### On-Programme Learning

The period of learning, development and continuous assessment is managed by the employer with the support of Davidson Training. The on-programme pace will be driven by individuals as well as by the breadth of experience an employer can offer prior to the minimum of 12 months after which end-point assessment will take place.

Employers will work closely with Davidson Training to plan and deliver support and training appropriately. This will add value to the employer as it centres on real work competencies demonstrated in a real work environment. Davidson Training will support ensuring the requirements of the apprenticeship standard are reflected in the above processes, and by filling any gaps through their work with apprentices.

To drive quality and consistency through on-programme learning employers may wish to consider the use of their normal performance management processes to monitor the progress of the apprentice, provide feedback and guide development.

We will carry out joint reviews of progress at regular intervals, involving apprentices, line managers and others with a direct relationship, e.g. mentors, workplace coaches, etc.

Apprentices may develop and maintain examples of their work throughout their apprenticeship that cover the full standard. This could be in the form of a portfolio or other tracking method to be reviewed on- programme at intervals of 3, 6 and 9 months.

### End Point Assessment

The end point assessment is synoptic and takes place at the end of the apprentice's learning and development, after a minimum of 12 month's on programme learning.

There are three assessment methods and for each of these, all pass criteria (100%) must be achieved to progress and complete the apprenticeship programme. For a distinction to be awarded, apprentices must also achieve a distinction in each assessment methods. The assessment methods are; Work Based Project supported by an interview, Practical observation with Questions and Answers and a Professional discussion supported by a Portfolio of Evidence

**For more details of this standard we will be happy to issue you with an electronic or printed version of Standard Assessment Plan. Please contact us by email if this is required.**

## Overview - Customer Service Specialist Apprenticeship Standard

Knowledge	
<b>Business Knowledge and Understanding</b>	<p>Understand your organisation's current business strategy in relation to customers and make recommendation for its future.</p> <p>Understand the impact your service provision has on the wider organisation and the value it adds.</p> <p>Understand what continuous improvement means in a service environment and how your recommendations for change impact your organisation.</p> <p>Understand the principles and benefits of being able to think about the future when taking action or making service related decisions.</p> <p>Understand a range of leadership styles and apply them successfully in a customer service environment.</p>
<b>Customer Journey knowledge</b>	<p>Understand and critically evaluate the possible journeys of your customers, including challenges and the end-to-end experience.</p> <p>Understand the reasons why customer issues and complex situations sometimes need referral or escalation for specialist attention.</p> <p>Understand the underpinning business processes that support you in bringing about the best outcome for customers and your organisation.</p> <p>Understand commercial factors and authority limits for delivering the required customer experience.</p>
<b>Knowing your customers and their needs/Customer Insight</b>	<p>Know your internal and external customers and how their behaviour may require different approaches from you</p> <p>How to analyse, use and present a range of information to provide customer insight</p> <p>Understand what drives loyalty, retention and satisfaction and how they impact on your organisation</p> <p>Understand different customer types and the role of emotions in bringing about a successful outcome</p> <p>Understand how customer expectations can differ between cultures, ages and social profiles</p>
<b>Customer service culture and environment awareness</b>	<p>Keep current, knowledge and understanding of regulatory considerations, drivers and impacts in relation to how you deliver for customers</p> <p>Understand your business environment and culture and the position of customer service within it</p> <p>Understand your organisation structure and what role each department needs to play in delivering Customer Service and what the consequences are should things go wrong</p> <p>Understand how to find and use industry best practice to enhance own knowledge</p>
Skills	
<b>Business focused service delivery</b>	<p>Demonstrate a continuous improvement and future focused approach to customer service delivery including decision making and providing recommendations or advice</p> <p>Resolve complex issues by being able to choose from and successfully apply a wide range of approaches</p> <p>Find solutions that meet your organisation's needs as well as the customer requirements</p>
<b>Providing a positive customer experience</b>	<p>Through advanced questioning, listening and summarising negotiate mutually beneficial outcomes</p> <p>Manage challenging and complicated situations within your level of authority and make recommendations to enable and deliver change to service or strategy</p> <p>Use clear explanations, provide options and solutions to influence and help customers make choices and agree next steps</p> <p>Explore and interpret the customer experience to inform and influence achieving a positive result for customer satisfaction</p> <p>Demonstrate a cost-conscious mind-set when meeting customer and the business needs</p> <p>Identify where highs and lows of the customer journey produce a range of emotions in</p>

	<p>the customer</p> <p>Use written and verbal communication to simplify and provide complex information in a way that supports positive customer outcome in the relevant format</p>
<b>Working with your customers / customer insights</b>	<p>Proactively gather customer feedback, through a variety of methods. Critically analyse, and evaluate the meaning, implication and facts and act upon it</p> <p>Analyse your customer types, to identify or anticipate their potential needs and expectations when providing your service</p>
<b>Customer service performance</b>	<p>Maintain a positive relationship even when you are unable to deliver the customer's expected outcome</p> <p>When managing referrals or escalations take into account historical interactions and challenges to determine next steps</p>
<b>Service improvement</b>	<p>Analyse the end to end service experience, seeking input from others where required supporting development of solutions</p> <p>Make recommendations based on your findings to enable improvement</p> <p>Make recommendations and implement where possible, changes in line with new and relevant legislation, regulations and industry best practice</p>
<b>Behaviours</b>	
<b>Develop self</b>	<p>Proactively keep your service, industry and best practice knowledge and skills up-to-date</p> <p>Consider personal goals related to service and take action towards achieving them</p>
<b>Ownership Responsibility</b>	<p>Personally commit to and take ownership for actions to resolve customer issues to the satisfaction of the customer and your organisation</p> <p>Exercises proactivity and creativity when identifying solutions to customer and organisational issues</p> <p>Make realistic promises and deliver on them</p>
<b>Team working</b>	<p>Work effectively and collaboratively with colleagues at all levels to achieve results</p> <p>Recognise colleagues as internal customers</p> <p>Share knowledge and experience with others to support colleague development</p>
<b>Equality</b>	<p>Adopt a positive and enthusiastic attitude being open minded and able to tailor your service to each customer</p> <p>Be adaptable and flexible to your customer needs whilst continuing to work within the agreed customer service environment</p>
<b>Presentation</b>	<p>Demonstrate brand advocacy, values and belief when dealing with customer requests to build trust, credibility and satisfaction</p> <p>Ensure your personal presentation, in all forms of communication, reflects positively on your organisation's brand</p>

## Team Leader/Supervisor Apprenticeship Standard

The Team Leader/Supervisor Apprenticeship is for someone who can take responsibility for managing a team and for individuals working in various job roles including supervisors, managers, or for anyone who is looking to develop their Management skills in preparation for enhanced career prospects. They can support, manage and develop team members, manage projects, plan and monitor workloads and resources. They can take responsibility for delivering operational plans, resolving problems, and building relationships. It is applicable to professional team leaders, first line managers and supervisors from all sectors and all sizes of organisation. It will typically take up to 18 months to complete, although the exact duration will be dependent on the previous experience of the individual.

This apprenticeship has been designed to provide access to development opportunities for as wide a range of individuals as possible. This includes individuals who are at the start of their career in leadership and management and who wish to take their first steps into professional management. It is also appropriate for those already in management roles who may already have developed practical experience but who wish to develop their theoretical understanding of management skills. On completion, apprentices may choose to register as Associate members with the Chartered Management Institute and/or the Institute of Leadership & Management, to support their professional career development and progression.

The assessment approach is critical, being robust, challenging and testing, and will ensure that apprentices meet the skills, knowledge and behaviour outcomes as defined in the Standard.

**Duration:** The apprenticeship will take a minimum of 12 months to complete

**Entry requirements:** Apprentices will be required to have or achieve level 2 English and Maths.

### On-programme assessment

On programme assessment of knowledge, skills and behaviour outcomes en-route to the final end point assessment takes place.

This comprise of:

- Completion and achievement Level 3 Diploma in Management.
- Regular performance reviews between trainer, apprentice and line manager.
- Registration with a relevant professional body to provide access to management resources, wider networks, and CPD activities.
- Development of a portfolio of evidence including reports, assignments, and evidence of tasks undertaken, demonstrations, presentations.
- Observations (recorded by the training provider).
- Ongoing professional discussions between apprentice and training provider relating to projects and assignments (recorded by the training provider).
- Feedback from line manager, direct reports and peers including 180/360 degree feedback approaches.

### Synoptic End Point Assessment

The End Point Assessment will test the entire Standard, and be undertaken as follows:

- Assessment of knowledge through a test using scenarios, questions and responses.
- Assessment of competency through competency based interview.
- Assessment of portfolio of evidence.
- Continuing Professional Development Log reviewed and professional discussion/question and answer session.

**For more details of this standard we will be happy to issue you with an electronic or printed version of Standard Assessment Plan. Please contact us by email if this is required.**

## Overview - Team Leader/Supervisor Apprenticeship Standard

<b>Knowledge and Skills - Interpersonal excellence – managing people and developing relationships</b>	
<b>Leading People</b>	Leadership styles and the benefits of coaching to support people and improve performance. Organisational cultures, equality, diversity and inclusion. Organisation strategy. Development of the team, role modelling values and behaviours, and managing change effectively.
<b>Managing People</b>	People and team management models, team dynamics, motivation techniques. HR systems and legal requirements, and performance management techniques. Build a high-performing team by supporting and developing individuals. Motivating them to achieve and set operational and personal goals and objectives.
<b>Building Relationships</b>	Approaches to customer and stakeholder relationship management. Facilitate cross team working to support delivery of organisational objectives. Building trust with and across the team, using effective negotiation/influencing skills. Identify and share good practice across teams and build relationships with customers.
<b>Communication</b>	Different forms of communication and their application and communicate effectively Chair meetings, hold challenging conversations, provide constructive feedback.
<b>Knowledge and Skills - Organisational Performance - delivering results</b>	
<b>Operational Management</b>	Organisational strategy and how it's developed and communicate and deliver the strategy against operational plans Implement operational/team plans. Managing change within the team. Understand data management, and the use of different technologies in business. Adapt to change, identifying challenges and solutions. Organise, priorities and allocate work, and effectively use resources. Collate and analyses data, and create reports.
<b>Project Management</b>	Project lifecycle and roles and deliver a project using relevant tools. Organise, manage resources and risk, and monitor progress against project plan. Take corrective action to ensure successful project delivery.
<b>Finance</b>	Organisational governance and compliance, and how to deliver Value for Money. Monitor budgets to ensure efficiencies and that costs do not overrun.
<b>Knowledge and Skills - Personal Effectiveness – managing self</b>	
<b>Awareness of Self</b>	Be self-aware and understand unconscious bias and inclusivity. Learning styles, feedback mechanisms, using emotional intelligence. Able to reflect on own performance, seek feedback, understand why things happen, and make timely changes by applying learning from feedback received.
<b>Management of Self</b>	Time management techniques and tools, prioritise activities and approaches to planning. Create an effective personal development plan.
<b>Decision Making</b>	Effective problem solving and decision making techniques, analyse data. Make decisions relating to delivery using information from the team.
<b>Knowledge and Skills - Personal Effectiveness – managing self</b>	
<b>Personal Organization</b>	Be able to organise yourself, prioritise your own workload/activity and work to meet deadlines.
<b>Dealing with customer conflict and challenge</b>	Demonstrate patience and calmness. Understand the customer's point of view. Appropriate sign-posting or resolution to meet your customers' needs and manage expectations.
<b>Behaviours/Attitude</b>	
<b>Takes Responsibility</b>	Drive to achieve in all aspects of work. Demonstrates resilience and accountability. Determination when managing difficult situations.
<b>Inclusive</b>	Open, approachable, authentic, and able to build trust with others. Seeks views of others.
<b>Agile</b>	Flexible to the needs of the organisation. Creative, innovative and enterprising when seeking solutions to business needs. Positive and adaptable, responds well to feedback and need for change.

## Operational/Departmental Manager Apprenticeship Standard Level 5

### Level 5 Programmes

The Level 5 Higher Apprenticeship in Operations/Departmental Manager has been developed to support those working as managers, senior managers, and heads of department, directors and those working in a range of other senior management positions.

There are no qualification entry requirements for this Higher Apprenticeship. However it is expected that Level 5 Higher Apprentices will have significant experience of working at a middle management level, to ensure they have the suitable foundations on which to further build their knowledge and skills.

An operations/departmental manager is someone who manages teams and/or projects, and achieving operational or departmental goals and objectives, as part of the delivery of the organisations strategy.

They are accountable to a more senior manager or business owner. Working in the private, public or third sector and in all sizes of organisation, specific responsibilities and job titles will vary, but the knowledge, skills and behaviours needed will be the same. Key responsibilities may include creating and delivering operational plans, managing projects, leading and managing teams, managing change, financial and resource management, talent management, coaching and mentoring. Roles may include: Operations Manager, Regional Manager, Divisional Manager, Department Manager and specialist managers.

This apprenticeship has been designed to provide access to development opportunities for as wide a range of individuals as possible. This includes individuals who are at the start of their career and who wish to take their first steps into professional management, as well as those who may already have developed practical experience but who wish to develop their theoretical understanding of management skills.

On completion, apprentices can register as full members with the Chartered Management Institute and/or the Institute of Leadership & Management, and those with 3 years' of management experience can apply for Chartered Manager status through the CMI.

**Duration:** The apprenticeship will take a minimum 24 months to complete

**Entry requirements:** Apprentices will be required to have or achieve level 2 English and Maths.

### On-programme assessment

On programme assessment of knowledge, skills and behaviour outcomes en-route to the final end point assessment takes place.

This comprise of:

- Completion and achievement of a relevant Level 5 Diploma in Management.
- Work based projects
- Regular performance reviews between trainer, apprentice and line manager.
- Registration with a relevant professional body to provide access to management resources, wider networks, and CPD activities.
- Development of a portfolio of evidence including reports, assignments, and evidence of tasks undertaken, demonstrations, presentations.
- Feedback from line manager, direct reports and peers including 180/360 degree feedback approaches.

### Synoptic End Point Assessment

The End Point Assessment will test the entire Standard, and be undertaken as follows:

- Assessment of knowledge through a test using scenarios, questions and responses.
- Assessment of competency through competency based interview.
- Assessment of portfolio of evidence.
- Presentation on work based project with Question and Answer session
- Continuing Professional Development Log reviewed and professional discussion/question and answer

**For more details of this standard we will be happy to issue you with an electronic or printed version of Standard Assessment Plan. Please contact us by email if this is required.**

## Overview - Operational/Departmental Manager Apprenticeship Standard Level 5

<b>Knowledge and Skills - Interpersonal excellence – managing people and developing relationships</b>	
<b>Leading People</b>	Leadership styles, lead multiple and remote teams and manage team leaders. Motivate and improve performance, support development using coaching and mentoring. Organisational cultures/diversity and impact on leading and managing change. Delegate effectively. Communicate vision/goals and how these to apply to teams. Enable/support high performance working. Support the management of change within the organisation.
<b>Managing People</b>	Manage multiple teams, and develop high performing teams. Performance management techniques, talent management models, how to recruit and develop people. Manage talent and performance. Develop, build and motivate teams, identify their strengths and enabling development within the workplace. Delegate and enable delivery through others
<b>Building Relationships</b>	Approaches to customer, stakeholder and supplier relationship management. Negotiation, influencing, and effective networking. Collaborative working techniques to enable delivery through others, sharing best practice. Manage conflict. Build trust, and use effective negotiation and influencing skills and manage conflict. Identify and share good practice, work collaboratively with others both inside and outside of the organisation. Use specialist advice and support to deliver against plans.
<b>Communication</b>	Interpersonal skills and different forms of communication and techniques and how to apply them. Communicate effectively, be flexible in communication style. Chair meetings and present using a range of media. Active listening, challenge and give feedback.
<b>Knowledge and Skills - Organisational Performance - delivering results</b>	
<b>Operational Management</b>	Operational management approaches and models, creating plans to deliver objectives and setting KPIs. Business development tools, continuous improvement. Operational business planning techniques, manage resources, development of sales and marketing plans, setting targets, monitoring performance. Management systems, processes and contingency planning. Initiate, manage and support change by identifying and overcoming barriers. Data security and management, effective use of technology. Input into strategic planning, create plans. Commercial awareness, and identify and shape new opportunities. Creation and delivery of operational plans, monitoring performance. Producing reports, on management information based on the collation, analysis/interpretation of data.
<b>Project Management</b>	Set up/manage a project using relevant tools and techniques, understand process management. Approaches to risk management. Plan, organise, and manage resources to deliver outcomes. Monitor progress, identify risk and mitigation. Project management.
<b>Finance</b>	Business finance: how to manage budgets, financial forecasting. Monitor budgets, provide reports, and consider financial implications of decisions and adjust
<b>Knowledge and Skills - Personal Effectiveness – managing self</b>	
<b>Self-Awareness</b>	Own impact and emotional intelligence. Different and learning and behaviour styles. Able to reflect on own performance, working style and its impact on others.
<b>Management of self</b>	Time management techniques/tools, and how to prioritise activities and the use of different approaches to planning, including managing multiple tasks. Create a personal development plan. Use of time management and prioritisation techniques.
<b>Decision making</b>	Problem solving/decision making techniques, including data analysis. Organisational values and ethics and their impact on decision making. Undertake critical analysis/evaluation to support decision making. Effective problem solving techniques
<b>Behaviours/Attitude</b>	
<b>Takes responsibility</b>	Drive to achieve in all aspects of work. Demonstrates resilience and accountability. Determination when managing difficult situations. Seeks new opportunities.
<b>Inclusive</b>	Open, approachable, authentic, and able to build trust with others. Seeks the views of others and values diversity.
<b>Agile Professionalism</b>	Flexible to the needs of the organisation. Is creative, innovative and enterprising when seeking solutions to business needs. Positive and adaptable, responding well to feedback and need for change. Open to new ways of working. Sets an example, and is fair, consistent and impartial. Open and honest. Operates within organisational values

## Retailer Apprenticeship Standard Level 2

The main purpose of a retailer is to assist customers when they purchase products and services, which requires a good understanding of the stock being sold, the variety of ways customers can shop and the ability to process payments, for example, using a till. Retailers must be passionate about delivering a quality service that always aims to exceed customers' expectations. Therefore, retailers enjoy direct contact with a wide range of people and are motivated by completing a sale and knowing a customer is happy with their purchase. They can work in a variety of shops and other retail establishments: small boutiques, large high street chains, supermarkets and well-known department stores are just some examples. More specialist retailers include funeral services, garden centres, delicatessens and people who work in remote environments for example in telephone, on-line and mail order retail. Regardless of the type of products and services being sold, a wide representation of employers from across the retail industry have defined this standard and agreed that the knowledge, skills and behaviours that apprentices must have to do their job are the same.

**Duration:** The apprenticeship will take a minimum of 12 months to complete

**Entry requirements:** Apprentices will be required to have or achieve level 1 English and Maths and to have taken level 2 English and Maths tests prior to completion of their Apprenticeship.

### On-programme assessment

On programme assessment of knowledge, skills and behaviour outcomes en-route to the final end point assessment takes place.

This comprises of:

- Throughout the period of learning and development, and at least every two months, the apprentice will meet with the on-programme assessor to record their progress against the standard using the on- programme progression template.
- The maintenance of an on-programme record to support the apprentice, monitoring the progress of learning and development.
- Regular performance reviews between trainer, apprentice and line manager.
- Development of a portfolio of evidence including reports, assignments, and evidence of tasks undertaken, demonstrations, presentations.
- Observations (recorded by the training provider).
- Ongoing professional discussions between apprentice and training provider relating to projects and assignments (recorded by the training provider).

### Synoptic End Point Assessment (Pass/Distinction/Fail)

The End Point Assessment will test the entire Standard, and be undertaken as follows:

- 30 minute on demand multiple choice test Scenario based questions, usually taken on screen.
- Practical observation: 2 hour observation of the apprentice in the workplace by the independent end assessor.
- Professional discussion: 1 hour structured meeting.

**For more details of this standard we will be happy to issue you with an electronic or printed version of Standard Assessment Plan. Please contact us by email if this is required**

## Overview - Retailer Apprenticeship Standard Level 2

<b>Knowledge and understanding, Skills and Behaviour (Know it, Show it, Live it)</b>	
<b>Customer</b>	<p>Know the customer profile of the business, appropriate methods for communicating with customers. Customers' purchasing habits, how to support and increase sales, encourage customer loyalty and achieve repeat business.</p> <p>Positively interact with customers, using business relevant methods for example face to face or on-line, to support and increase sales by providing useful information and service. Adopt an approachable and friendly manner, interacting with customers in line with the style of the business, showing a genuine interest in meeting their needs and actively seeking feedback to improve own quality of service provision.</p>
<b>Business</b>	<p>Know the vision, objectives and brand standards of the business and how to contribute towards their success.</p> <p>Establish a good rapport with customers, serve them in line with brand standards and promote the values of the business in all work activities.</p> <p>Demonstrate personal drive and a positive regard for the reputation and aim of the business.</p>
<b>Financial</b>	<p>Principles of operating commercially and supporting the overall financial performance of the business.</p> <p>Deliver a sales service that meets customers' needs and balances the financial performance of the business.</p> <p>Act credibly and with integrity on all matters that affect financial performance.</p>
<b>Marketing</b>	<p>Know how the business positions itself in order to increase its market share and compete against its main competitors.</p> <p>Influence customers' purchasing decisions by providing accurate guidance on product and price comparisons and sharing knowledge on local offers and variances.</p> <p>Take an interest in the position of the business within the wider industry.</p>
<b>Communication</b>	<p>Identify and determine individuals' situation and needs and how to respond in the most appropriate way in line with the business culture.</p> <p>Use effective methods of communication that achieve the desired result, according to the purchasing process e.g. face to face, via the telephone or on-line.</p> <p>Take a positive interest in customers, actively listening or taking due care to understand written or on-line communications and respond appropriately.</p>
<b>Sales and Promotion</b>	<p>Sales opportunities that exist across the year within the business and industry and the need to know customers' buying habits during these periods, seasonal product / service knowledge, and stock requirements at different times of the year.</p> <p>Sales techniques when providing customers with information that are appropriate to the business and actively sell the benefits of seasonal offers.</p> <p>Pro-actively seek ways of enhancing sales whilst being sensitive to the needs of the customer and encourage team members to do the same.</p>
<b>Product and service</b>	<p>Know information on the brands, products and services as required by the business.</p> <p>Help match products and services to customers' needs and increase the amount they spend for example through the sale of associated products and services.</p> <p>Confidently demonstrate a belief in the products and services the business offers.</p>
<b>Brand Reputation</b>	<p>Know and understand the importance of brand and business reputation.</p> <p>Respond to situations that threaten brand and business reputation in line with company policy and alert the relevant person if a threat is identified.</p> <p>Uphold and personally demonstrate a positive brand and business reputation.</p>

<b>Knowledge and understanding, Skills and Behaviour (Know it, Show it, Live it)</b>	
<b>Merchandising</b>	<p>Understand how increase sales through product placement by utilising 'hot spots' and recognising the relationship between sales and space.</p> <p>Actively use techniques to optimise sales through effective product placement, ensuring product displays remain attractive, appealing and safe to customers.</p> <p>Make recommendations for merchandising as necessary to enhance sales and customer satisfaction.</p>
<b>Stock</b>	<p>Maintain appropriate levels of the right stock to meet customer demand, taking into account marketing activities and seasonal variations and conditions they are stored.</p> <p>Maintain levels of the right stock to meet customer demand, ensure it is kept in the correct condition and minimise stock loss through accurate administration, minimising wastage and theft.</p> <p>Take ownership and responsibility to identify stock issues and take action to address.</p>
<b>Technical</b>	<p>Operate technology such as customer payments and understand how changing technology, for example social media support the sale of products and facilitates the use technology appropriately and efficiently in line with company policy.</p> <p>Embrace the use of technology, use it responsibly and take an interest in new developments, for example in social media that could support the business.</p>
<b>Team</b>	<p>Support and influence the team positively.</p> <p>Support team members to ensure that the services provided are of a high quality, delivered on time and as required.</p> <p>Demonstrate pride in own role through a consistently positive and professional approach, and be aware of the impact of personal behaviour within the team.</p>
<b>Performance</b>	<p>Personal performance contributes to the success of the business and increasing sales and achieving customer loyalty.</p> <p>Challenge personal methods of working and implement improvements.</p> <p>Take responsibility for own performance, learning and development.</p>
<b>Legal and governance</b>	<p>Legislative responsibilities relating to the business and the products and/or services.</p> <p>Protecting peoples' health, safety and security, and the consequences of not following legal guidelines.</p> <p>Comply with legal requirements to minimise risk minimising disruption to the business and maintaining the safety and security of people at all times.</p> <p>Work in an honest and trustworthy manner, put personal and others safety first.</p>
<b>Diversity</b>	<p>How to work with people from a wide range of backgrounds and cultures.</p> <p>How local demographics can impact on the product range of the business.</p> <p>Put people at ease helping them to feel welcome and supported and provide them with information that is relevant to their needs.</p> <p>Operate in an empathic, fair and professional manner.</p>
<b>Environment</b>	<p>Take responsible decisions to minimise negative effects on the environment.</p> <p>Minimise effect of work activities on the environment by managing wastage and loss.</p> <p>Demonstrate personal commitment to minimising the effect of work activities on the environment and make recommendations for improvement if identified.</p>

## Retail Team Leader Apprenticeship Standard Level 3

Retail team leaders are a critical support to managers, delivering exceptional customer service and a positive experience to customers, and may have to deputise for managers in their absence. The role is dynamic and in one day can involve a variety of different functions.

Most significantly retail team leaders guide and coordinate the work of the team to complete tasks, identify and explore opportunities that drive sales, ensuring team members maintain business standards in relation to merchandising, service and promotional activities, in line with procedures.

Retail team leaders gain the most of their team on a day to day basis, ensuring they are fully trained and work effectively and to the best of their ability.

On completion of this standard, apprentices will demonstrate a range of excellent retail team leader, customer, product knowledge and industry relevant knowledge, skills and behaviours.

The apprenticeship standards “knowledge, skills and behaviours” are developed over the course of the programme via scheduled learning interventions with employer mentors and Davidson Training trainers. Learning activities and coaching sessions are aligned to support the learner to learn, practice and prepare for End Point Assessment.

Retail Team Leaders enjoy direct contact with a wide range of people and can work in a variety of shops and other retail establishments: small boutiques, large high street chains, supermarkets and well-known department stores are just some examples. More specialist retailers include funeral services, garden centres, delicatessens and people who work in remote environments for example in telephone, on-line and mail order retail.

**Duration:** The apprenticeship will take a minimum of 12 months to complete

**Entry requirements:** Apprentices will be required to have or achieve level 2 in English and Maths.

### On-programme assessment

On programme assessment of knowledge, skills and behaviour outcomes en-route to the final end point assessment takes place.

This comprise of:

- Throughout the period of learning and development, and at least every two months, the apprentice will meet with the on-programme assessor to record their progress against the standard using the on- programme progression template.
- The maintenance of an on-programme record to support the apprentice, monitoring the progress of learning and development.
- Regular performance reviews between trainer, apprentice and line manager.
- Development of a portfolio of evidence including reports, assignments, and evidence of tasks undertaken, demonstrations, presentations.
- Observations (recorded by the training provider).
- Ongoing professional discussions between apprentice and training provider relating to projects and assignments (recorded by the training provider).

### Synoptic End Point Assessment (Pass/Distinction/Fail)

The End Point Assessment will test the entire Standard, and be undertaken as follows:

- 60 minute on demand multiple choice test Scenario based questions, usually taken on screen.
- Retail Business project requiring the apprentice to look at an immediate opportunity, problem, challenge or idea within their retail environment.
- Professional discussion: 1 hour structured meeting.

**For more details of this standard we will be happy to issue you with an electronic or printed version of Standard Assessment Plan. Please contact us by email if this is require**

## Overview of the Retail Team Leader Apprenticeship Standard Level 3

<b>Knowledge and understanding, Skills and Behaviour (Know it, Show it, Live it)</b>	
<b>Customer</b>	<p>Customer profile of the business, purchasing habits and how to meet and exceed needs.            Best ways to drive the team to increase sales, secure customer loyalty and meet targets.            Monitor customers' enquiries and service requirements; coach and support team members.            Act as a role model to champion excellent customer service by looking to improve customers' experience through a welcoming and professional approach.</p>
<b>Business</b>	<p>Understand purpose of the business including vision, objectives and brand.            How they compare to its competitors and how own role, and the team, help to achieve them.            Work with the team to maintain brand / business standards at all times and identify and address any potential risks according to business procedures.            Demonstrate personal responsibility for meeting the objectives of the team/business.</p>
<b>Financial</b>	<p>How own actions and those of the team can contribute to the overall financial performance of the business by increasing sales e.g. through product positioning, and minimising costs through effective stock control and prevention of theft.            Support achievement of financial targets by planning and monitoring resources.            Use resources effectively and efficiently to meet expected demand.            Oversee areas that impact on financial performance in own area of the business.            Demonstrate commercial awareness and act responsibly and with integrity.</p>
<b>Leadership</b>	<p>How to organise the team on a daily basis to achieve objectives, and recognise the importance of contingency planning to meet business requirements; know limits of authority when deputising for line manager.            Use available information to coordinate work of team so that the right people and resources are in the right place at the right time to ensure consistent brand / business standards are delivered. Deputise for line manager within limits of own authority            Display decisive thinking when making decisions. Use sound judgment; take prompt action in the case of problems relating to resources</p>
<b>Marketing</b>	<p>Understand how the brand / business is positioned externally, particularly in relation to local and online competitors and how its products / services meet consumer trends.            Understand how own actions, and those of the team can impact on customers' perception of the brand / business.            Support the team to ensure they understand and engage in the marketing activities and plans of the business and help ensure that customers have the best possible experience.            Proactively seek to understand local consumer trends, competitors' offers and promotions, and customer needs and expectations, report to manager, seek feedback and take action in area of responsibility.</p>
<b>Communication</b>	<p>Understand how to support effective communication, quickly determining the situation and needs of individuals and how to respond in the most appropriate way using a variety of techniques and methods, for example face to face and / or remotely to include on-line.            Adapt style of communication according to the audience, monitor the effectiveness of and encourage excellent communications across all operations that achieve the best result for the business including verbal, written and on-line communications.            Demonstrate positive verbal and body language using concise and clear methods of communication, taking on board other peoples' points of view and responding in a way that is considerate to the audience.</p>
<b>Sales and Promotion</b>	<p>Understand the factors which can determine and affect sales and promotions throughout the retail year and how to coordinate and implement them to support business objectives.            Communicate sales targets to the team and support them, recognising and acting on opportunities to maximise revenue, for example through link selling and drawing customers' attention to promotional offers.            Proactive in looking for cost effective sales opportunities and ways to enhance revenue.</p>

<b>Knowledge and understanding, Skills and Behaviour (Know it, Show it, Live it)</b>	
<b>Product and service</b>	<p>Know and promote features and benefits of products / services, their unique selling points, skills required to sell them, where items fit into product ranges, associated products and services, where to find information if required and other relevant information such as delivery lead time, accessibility and source.</p> <p>Maximise opportunities to increase sales by ensuring team know and understand the features, benefits, unique selling points and other relevant information relating to products ranges and services offered by the business.</p> <p>Promote all products and services confidently, demonstrating excellent knowledge and understanding of them.</p>
<b>Merchandising</b>	<p>Methods of merchandising throughout the retail operation, including point of sale, the retail calendar and local needs e.g. geographical, topical or weather based.</p> <p>Ensure team replenish and maintain merchandising according to business requirements, the retail calendar and local needs e.g. geographical, topical or weather based.</p> <p>Communicate and encourage merchandising principles, standards and commerciality.</p>
<b>Stock</b>	<p>Understand the principles of stock control from sourcing to sale / supply. Understand the management of stock levels, security, restrictions (e.g. age restricted products), wastage and effective systems for recording them.</p> <p>Ensure team complies with stock procedures to minimise stock damage or loss, maximise income and comply with legal requirements; and take appropriate action to sell stock that is near the end of its product, promotional or shelf life.</p> <p>Take a proactive approach and lead the team to effective stock management, ensuring stock is accessible and available in line with quality requirements, where and when needed.</p>
<b>Technology</b>	<p>Understand how current and emerging technologies support retail operations and sales whether customer facing or remote, and how best to operate them to achieve an efficient and effective service.</p> <p>Oversee the appropriate use of technology in line with business policy and follow the appropriate procedures to deal with service issues.</p> <p>Is an advocate for the effective and efficient use of technology?</p>
<b>Developing self and others</b>	<p>Knowledge, skills and behaviours required of self and others to develop a high performing team in the business.</p> <p>Team dynamics and enabling team members to appreciate their role in the wider organisation and in meeting business objectives.</p> <p>Plan, organise, prioritise and oversee own and team members' activities, supporting their induction, training, development and coaching, and delegating tasks fairly and appropriately to meet business objectives.</p> <p>Take responsibility for own performance, learning and development.</p> <p>Develop positive relationships with team embracing new and better ways of working.</p>
<b>Team performance</b>	<p>Identify and develop excellent team performance.</p> <p>How performance of the team contributes to the overall success of the business.</p> <p>Lead the team, setting targets and reviewing progress against them.</p> <p>Motivate team members, give coaching and on job training.</p> <p>Identify conflict and work to resolve this with support from others.</p> <p>Positively and confidently challenge poor performance and reward excellent performance.</p>
<b>Legal and governance</b>	<p>Importance of compliance to legal requirements and supporting the team in these.</p> <p>Respond quickly to identified risks and ensure they are dealt with in line with procedures.</p> <p>Responsible, advocate and adhere to working legally in the best interests of all people.</p>
<b>Diversity</b>	<p>How to work with and support people from a wide range of backgrounds/cultures.</p> <p>Ensure team members are aware of and follow policies relating to diversity.</p> <p>Make reasonable adjustments as required for customers or team members.</p> <p>Empathic, fair and professional with all individuals regardless of background/circumstances.</p>

## Retail Manager Apprenticeship Standard Level 4

Retail managers are responsible for delivering sales targets and a positive experience to customers that will encourage repeat custom and loyalty to the brand / business.

It is a diverse role that includes leading and developing a team to achieve business objectives and work with a wide range of people, requiring excellent communication skills.

Maximising income and minimising wastage are essential to the job and therefore individuals must develop a sound understanding of business and people management principles to support the achievement of the vision and objectives of the business.

Retail managers champion the way for personal development, training and continuous improvement, encouraging their team to develop their own skills and abilities to enhance business performance and productivity.

Retail managers are responsible for delivering sales targets and a positive experience to customers that will encourage repeat custom and loyalty to the brand / business. It is a diverse role that includes leading and developing a team to achieve business objectives and work with a wide range of people, requiring excellent communication skills. Maximising income and minimising wastage are essential to the job and therefore individuals must develop a sound understanding of business and people management principles to support the achievement of the vision and objectives of the business. Retail managers champion the way for personal development, training and continuous improvement, encouraging their team to develop their own skills and abilities to enhance business performance and productivity.

### On-programme assessment

On programme assessment of knowledge, skills and behaviour outcomes en-route to the final end point assessment takes place.

This comprise of:

- Throughout the period of learning and development, and at least every two months, the apprentice will meet with the on-programme assessor to record their progress against the standard using the on- programme progression template.
- The maintenance of an on-programme record to support the apprentice, monitoring the progress of learning and development.
- Regular performance reviews between trainer, apprentice and line manager.
- Development of a portfolio of evidence including reports, assignments, and evidence of tasks undertaken, demonstrations, presentations.
- Observations (recorded by the training provider).
- Ongoing professional discussions between apprentice and training provider relating to projects and assignments (recorded by the training provider).

### Synoptic End Point Assessment (Pass/Distinction/Fail)

The End Point Assessment will test the entire Standard, and be undertaken as follows:

- Written: 2 hour written exam with a combination of short and extended answer questions, some incorporating scenarios.
- Retail Business project requiring the apprentice to look at an immediate opportunity, problem, challenge or idea within their retail environment.

Professional discussion: 1 hour structured meeting

**For more details of this standard we will be happy to issue you with an electronic or printed version of Standard Assessment Plan. Please contact us by email if this is required**

## Overview - Retailer Manager Apprenticeship Standard Level 4

<b>Knowledge and understanding, Skills and Behaviour (Know it, Show it, Live it)</b>	
<b>Customer</b>	<p>Key drivers of customer journeys and how managing customer experiences increases sales, customer spend and loyalty, and the resulting financial impact on the business.</p> <p>Manage customer experience, including remotely e.g. on-line, through ensuring the team deliver to customers a positive experience that benchmarks favourably to its main competitors and meets customer service objectives.</p> <p>Take accountability and responsibility for the customers' experience. Make effective decisions by balancing the needs of the customer and the business.</p>
<b>Business</b>	<p>Vision of the business, its competitive position and own role and responsibility.</p> <p>Understand the market in which the business operates and how this impacts on the products / services it offers.</p> <p>Lead team to achieve and exceed business objectives through forward planning, analysis and evaluation. Use sales and customer data to make sound and effective decisions.</p> <p>Demonstrate personal responsibility for the strategic direction and objectives for own area of the business.</p>
<b>Financial</b>	<p>Key drivers of profitable retail performance and the relationship of forecasting to the retail calendar; how to analyse and use information for forecasting, how to report on financial results. The impact of different costs on the business and effective use of resources.</p> <p>Manage overall performance of team to achieve financial targets taking into account the retail calendar year. Analyse reports to identify key actions. Produce and report on financial plans, identify and implement opportunities to increase profit/reduce waste.</p> <p>Demonstrate commercial acumen and confidence to initiate change to improve the financial performance and profitability in line with business policy, objectives and procedures.</p>
<b>Leadership</b>	<p>Different leadership styles in retail and when to use them effectively to motivate/inspire</p> <p>Provide clear direction and leadership to the team, giving open and honest feedback.</p> <p>Apply and adapt own leadership style to different retail situations and people</p> <p>Influence, challenge and involve others, aligning personal values with those of the company to instill a high performance culture.</p>
<b>Marketing</b>	<p>Key factors influencing a marketing plan (product launch, life cycle, pricing, discount and special offers) and ways of marketing via physical and other media. How own business has formed marketing plan and how own role can best utilise marketing strategies.</p> <p>Communicate marketing objectives to team members and drive results. Analyse and evaluate the impact of marketing activities e.g. sales and customer feedback, and report the outcomes to senior management with relevant recommendations.</p> <p>Proactively seek to understand the marketing strategy of the business, gain knowledge of local area and competition, take action, or communicate recommendations on action, to improve the implementation and drive marketing activities in area of responsibility.</p>
<b>Communication</b>	<p>How to communicate and cascade information effectively at all levels. Know how to identify information required for decision making, how it should be gathered and reported.</p> <p>Establish clear communication objectives, lead communications in a style and manner that is relevant to the target audience and achieves an effective result for the business.</p> <p>Adapt style and method of communication to the circumstances and needs of individuals.</p> <p>Seek and provide feedback in a positive manner.</p>
<b>Sales and Promotion</b>	<p>Set sales targets that are challenging realistic and lead team members to achieve, maximising opportunities and reducing potential threats to sales across the retail calendar.</p> <p>Manage team to achieve sales targets through monitoring of performance against results, identifying high/low performance taking action to find/implement appropriate solutions.</p> <p>Think ahead and take positive actions to maximise opportunities for sales and effective marketing activities, make cost effective use of resources to meet sales targets.</p>

<b>Knowledge and understanding, Skills and Behaviour (Know it, Show it, Live it)</b>	
<b>Product and service</b>	Up to date knowledge of product ranges, brand development, promotions, current and future trends. How to analyse, interpret and share information. Analyse and interpret product/service sales information and use it to make recommendations for future planning Take ownership of the service offer, keeping self and team up to date with brand developments. Take pride in new products/services promoting these.
<b>Brand Reputation</b>	Importance of upholding brand reputation, how it can become compromised and impact on the business, and how threats can be managed. Identify impact of social media on the industry and how it is used in own organisation. Ensure team carry out activities in line with business and brand values that actively market the business, support competitiveness and help meet business objectives. Identify possible risks to brand reputation and take action to prevent/minimise impact. Champion brand and work closely with team and management to ensure brand reputation is upheld at all times
<b>Merchandising</b>	Key features of merchandising and how they link with merchandising plan to achieve sales. Requirements of related activities such as seasonal peaks and troughs. Effective merchandising set up, monitoring and maintenance in own area of business. Measure the impact of merchandising on sales and report the outcome, providing recommendations for improvements, and implementing changes within own remit. Adapt merchandising principles to own environment.
<b>Stock</b>	Manage effective stock control system; recognise financial implications to business and own responsibility to manage stock to meet targets, marketing activities and business objectives. Monitor stock management system to minimise the cost of damage to stock and loss. Ensure audit compliance and react quickly to results to maintain business standards. Take ownership of stock management systems to meet current/projected business needs.
<b>Technology</b>	Technology requirements of the business and how to manage them effectively. Identify commonly used and emerging technology and its current and potential impact. Ensure technology is sourced, located, available, maintained and secured; identify/make recommendations for improvement. Drive efficiency in the implementation and use of new opportunities in technology for retail that will provide benefits to the business.
<b>Developing staff and others</b>	Ways to inspire and motivate team members, positively influence their approach to work and pass on knowledge and experience. Team members and own development. Work with team to maximise potential and achieve objectives. Implement effective and accurate training on products, services and legislation, such as age restricted products, trading standards and weights and measures. Help team members balance work and life priorities, see their potential and see benefits of self- development and improvement. Demonstrate commitment to self-improvement, championing a culture of continual development and progression.
<b>Team performance</b>	Recruit, retain and develop the right people for the right roles. Key theories of performance management and how to apply them using organisation's tools and protocols to support. Recruit right people into right job, monitor team performance and recognises excellence, effectively manage performance that is below standard. Orchestrate effective team dynamics, build effective relationships selecting right person for right task, recognises individual styles and preferences and use these to build a strong team.
<b>Legal and governance</b>	Environmental, legislative, corporate, data protection and social responsibilities. Manage and review adherence to legislation and regulations / policies for due diligence; handle audits and regulatory authorities appropriately. Be accountable, advocate and adhere to the importance of working legally.
<b>Diversity</b>	Demographics impact on business, customers, staff and products and how this impacts the business policies on diversity and equal opportunities, Implement business policy on diversity, ensuring team are aware of and know how to work effectively with colleagues customers and other stakeholders. Instill values embracing benefits of working in a culturally diverse environment,

## Recruitment Resourcer Apprenticeship Standard Level 2

A recruitment resourcers' role is to identify, attract and shortlist candidates for the recruitment process to fulfil the requirements of the business brief and provide resourcing support to the recruitment function.

They may also be required to identify new business opportunities. Typical responsibilities for a recruitment resourcer are:

1. Research/identify/attract/shortlist candidates for the recruitment process to the requirements of the business.
2. Identify new business opportunities through a variety of means and refer these opportunities to a recruiter.
3. Meet all procedures and carry out relevant processes to ensure industry codes of ethics and relevant legislation are adhered to.

A career in recruitment can appeal to those individuals who possess an entrepreneurial outlook. It provides the opportunity for reward and high earning potential. Many opportunities arise for professional and personal development within the recruitment sector with transferable skills being respected throughout industry as a whole.

**Duration:** The apprenticeship will take a minimum of 12 months to complete

**Entry requirements:** Apprentices will be required to have or achieve level 1 English and Maths and to have taken level 2 English and Maths tests prior to completion of their Apprenticeship.

**Link to professional registration:** The role of recruitment resourcer is one of the roles at the beginning of a career in recruitment and this apprenticeship can provide a progression into a number of other roles within the industry. One such route of progression is to a level 3 apprenticeship in recruitment consultancy. Learners who complete these qualifications above will also be eligible for professional registration of the Institute of Recruitment Professionals or Institute of Recruiters.

### On-Programme Learning

The period of learning, development and continuous assessment is managed by the employer with the support of Davidson Training. The on-programme pace will be driven by individuals as well as by the breadth of experience an employer can offer prior to the minimum of 12 months after which end-point assessment will take place.

The apprentice will need to achieve the following qualifications as specified in the Standard.

- Level 2 Certificate in Recruitment Resourcing (Knowledge).
- Level 2 NVQ Certificate in Recruitment Resourcing (Competency/Skills).

The apprentice will complete Level 2 English and Maths (if not already achieved).

Employers will work closely with Davidson Training to plan and deliver support and training appropriately.

This will add value to the employer as it centres on real work competencies demonstrated in a real work environment. Davidson Training will support ensuring the requirements of the apprenticeship standard are reflected in the above processes, and by filling any gaps through their work with apprentices.

To drive quality and consistency through on-programme learning employers may wish to consider the use of their normal performance management processes to monitor the progress of the apprentice, provide feedback and guide development.

We will carry out joint reviews of progress at regular intervals, involving apprentices, line managers and others with a direct relationship, e.g. mentors, workplace coaches, etc.

Apprentices will develop and maintain examples of their work throughout their apprenticeship that cover the full standard. This will be in the form of a portfolio to be reviewed on- programme at intervals of 3, 6 and 9 months.

### End Point Assessment

The end point assessment is synoptic and takes place at the end of the apprentice's learning and development, after a minimum of 12 month's on programme learning.

There are two assessment methods and for each of these, a pass criteria of 55% must be achieved to complete the apprenticeship programme. For a Merit 55% - 79% and a Distinction 79%+. The assessment method are; Resourcing Project Assignment and a professional discussion.

**For more details of this standard we will be happy to issue you with an electronic or printed version of Standard Assessment Plan. Please contact us by email if this is required**

## Overview - Recruitment Resourcer Apprenticeship Standard Level 2

HIGH LEVEL KNOWLEDGE	
<b>Business Development</b>	Recruitment sales techniques and processes and how to support them.
<b>Candidate Sourcing</b>	The candidate attraction and selection processes. Market rates and conditions within their sector.
<b>Candidate Management</b>	How to initiate, build and maintain relationships with candidates. The principles and importance of using research, for resourcing, including: Quantitative and qualitative research methods; Research validity and reliability; Sources of research information.
<b>Compliance</b>	Legal, regulatory and ethical requirements and codes of practice when resourcing. Agreed job related Key Performance Indicators (assessment completed, interviews etc.) and how they will be assessed and measured during the apprenticeship. The recruitment industry and the principles of the recruitment models. Employee rights and responsibilities including equality, diversity and inclusion.
HIGH LEVEL SKILLS	
<b>Business Development</b>	Identify and progress leads as required. Proactively and consistently strive to identify new candidate and client opportunities.
<b>Candidate Sourcing</b>	Research/identify/attract candidates using appropriate methods to satisfy job req's. Write, place and update adverts in line with company procedures. Monitor responses/applications received and processed efficiently.
<b>Candidate Management</b>	Qualify, shortlist and present suitable candidates. Assist in the recruitment and selection processes by effectively liaising with the candidates and internal teams. Initiate, manage and develop candidate relationships. Seek and provide feedback in a professional manner at all times to candidates.
<b>Compliance</b>	Contribute to the development of a recruitment resourcing plan. Provide first line support for all enquiries. Provide pre-employment and compliance checks in line with company policy and relevant legislation. Provide support to ensure that the candidates and clients receive a professional and comprehensive recruitment service at all times. Accurately record candidate and client information on the recruitment database. Utilise database information in line with relevant legislation and best practice. Escalate non-compliance where appropriate. Meet agreed Key Performance Indicators (e.g. interviews arranged, candidates)
BEHAVIOURS	
<b>Self-motivation</b>	Someone who takes independent action to fulfil work tasks
<b>Tenacity and resilience</b>	Someone who continues to make effective candidate resourcing contacts despite initial setbacks.
<b>Ambition, drive and determination</b>	An individual who is clear on their personal objectives and plans accordingly
<b>Ability to prioritise and escalate where necessary</b>	Someone who can plan workloads and undertake tasks systematically. If no clear priority is found then they will seek help.
<b>Innovative</b>	Someone who seeks new ways to achieve tasks.
<b>Attention to detail</b>	Accurate data entry of candidate details.
<b>Ethical customer focused approach</b>	An individual who operates under the spirit of codes of practice, ethics and the law.
<b>Are very organised</b>	An organised individual would be able to organise their time in an efficient manner.
<b>Good questioning and listening</b>	Someone who can pay attention, interact and support a conversation, probing for further information when required.

## Business Administrator Apprenticeship Standard Level 3

Business administrators have a highly transferable set of knowledge, skills and behaviours that can be applied in all sectors. This includes small and large businesses alike; from the public sector, private sector and charitable sector. The role may involve working independently or as part of a team and will involve developing, implementing, maintaining and improving administrative services. Business administrators develop key skills and behaviours to support their own progression towards management responsibilities.

The responsibilities of the role are to support and engage with different parts of the organisation and interact with internal or external customers. With a focus on adding value, the role of business administrator contributes to the efficiency of an organisation, through support of functional areas, working across teams and resolving issues as requested. The flexibility and responsiveness required allows the apprentice to develop a wide range of skills. The business administrator is expected to deliver their responsibilities efficiently and with integrity – showing a positive attitude. The role involves demonstrating strong communication skills (both written and verbal) and adopting a proactive approach to developing skills. The business administrator is also expected to show initiative, managing priorities and own time, problem-solving skills, decision-making and the potential for people management responsibilities through mentoring or coaching others.

**Duration:** The apprenticeship will take a minimum 12 to 18 months to complete

**Entry requirements:** Apprentices will be required to have or achieve level 2 English and Maths.

### On-programme assessment

Learning progress to be supported by regular 1-to-1s between the apprentice and the employer.

These sessions should:

- set learning goals
- track apprentice progress
- create a forum for coaching and guidance
- Co-ordinate 20% of apprentice time being spent in off-the-job training.

It is recommended that the training provider should periodically make contact with the employer; typically for 15-30 minutes every 6 weeks. Any gaps should be identified that may prevent the apprentice meeting the learning outcomes of the apprenticeship.

On-programme reviews and records are important to support the apprentice, on-programme assessor and employer in monitoring the progress of learning and development and to determine when the apprentice has achieved full competence in their job role and is ready for independent end assessment.

- Development of a portfolio of evidence including reports, assignments, and evidence of tasks undertaken, demonstrations, presentations.

### Synoptic End Point Assessment (EPA)

The EPA consists of three elements, all of which may be completed online. All assessment methods need to be passed. Each assessment method should directly assess the knowledge, skills and behaviours of the Standard. The assessor has the final decision.

- The apprentice undertakes a multi-choice test to last a maximum of 60 minutes and include 50 equally weighted multi-choice questions with four possible answers each. The assessment should typically be passed before the apprentice progresses to the interview and presentation.
- Portfolio-based Interview: The interview is for 30-45 minutes and scored out of 100 by the Independent End-point Assessment Organisation (EPAO). The Portfolio of Learning provides a structure for this conversation. The Portfolio should provide at least one piece of evidence for each of the minimum KSBs outlined in the Assessment Methods and Grading annexed table.
- Project Presentation: The apprentice delivers a presentation to the EPAO on a project they have completed or a process they have improved. The presentation lasts 10-15 minutes, with a further 10-15 minutes for a Q&A session.

## Overview - Business Administrator Apprenticeship Standard Level 3

<b>Knowledge - (in-depth knowledge of organisation and wider business environment).</b>	
<b>The organisation</b>	Understands organisational purpose, activities, aims, values, vision for the future, resource and the way that the political/economic environment affects the organisation.
<b>Value of their skills</b>	Knows organisational structure and demonstrates understanding of how their work benefits the organisation. Knows how they fit within their team and recognises how their skills can help them to progress their career.
<b>Stakeholders</b>	Has a practical knowledge of managing stakeholders and their differing relationships to an organisation. This includes internal and external customers, clients and/or suppliers. Liaises with internal/external customers, suppliers or stakeholders from inside or outside the UK. Engages and fosters relationships with suppliers and partner organisations.
<b>Relevant regulation</b>	Understands laws and regulations that apply to their role including data protection, health & safety, compliance etc. Supports the company in applying the regulations.
<b>Policies</b>	Understands the organisation's internal policies and key business policies relating to sector.
<b>Business fundamentals</b>	Understands the applicability of business principles such as managing change, business finances and project management.
<b>Processes</b>	Understands the organisation's processes, e.g. making payments or processing customer data. Is able to review processes autonomously and make suggestions for improvements. Applying a solutions-based approach to improve business processes and helping define procedures. Understands how to administer billing, process invoices and purchase orders.
<b>External environment factors</b>	Understands relevant external factors e.g. market forces, policy & regulatory changes, supply chain. Where necessary understands the international/global market in which the employing organisation is placed.
<b>Skills - (advancing key skills to support progression to management)</b>	
<b>IT</b>	Skilled in the use of multiple IT packages and systems relevant to the organisation in order to: write letters or emails, create proposals, perform financial processes, record and analyse data. Examples include MS Office or equivalent packages. Able to choose the most appropriate IT solution to suit the business problem. Able to update and review databases, record information and produce data analysis where required.
<b>Record and document production</b>	Produces accurate records and documents including: emails, letters, files, payments, reports and proposals. Makes recommendations for improvements and present solutions to management. Drafts correspondence, writes reports and able to review others' work. Maintains records and files, handles confidential information in compliance with the organisation's procedures. Coaches others in the processes required to complete these tasks.
<b>Decision making</b>	Exercises proactivity and good judgement. Makes effective decisions based on sound reasoning and is able to deal with challenges in a mature way. Seeks advice of more experienced team members when appropriate.
<b>Interpersonal skills</b>	Builds and maintains positive relationships within their own team and across the organisation. Demonstrates ability to influence and challenge appropriately. Becomes a role model to peers and team members, developing coaching skills as they gain area knowledge.
<b>Communications</b>	Demonstrates good communication skills, whether face-to-face, on the telephone, in writing or on digital platforms. Uses the most appropriate channels to communicate effectively. Demonstrates agility and confidence in communications, carrying authority appropriately. Understands and applies social media solutions appropriately. Answers questions from inside and outside of the organisation, representing the organisation or department.

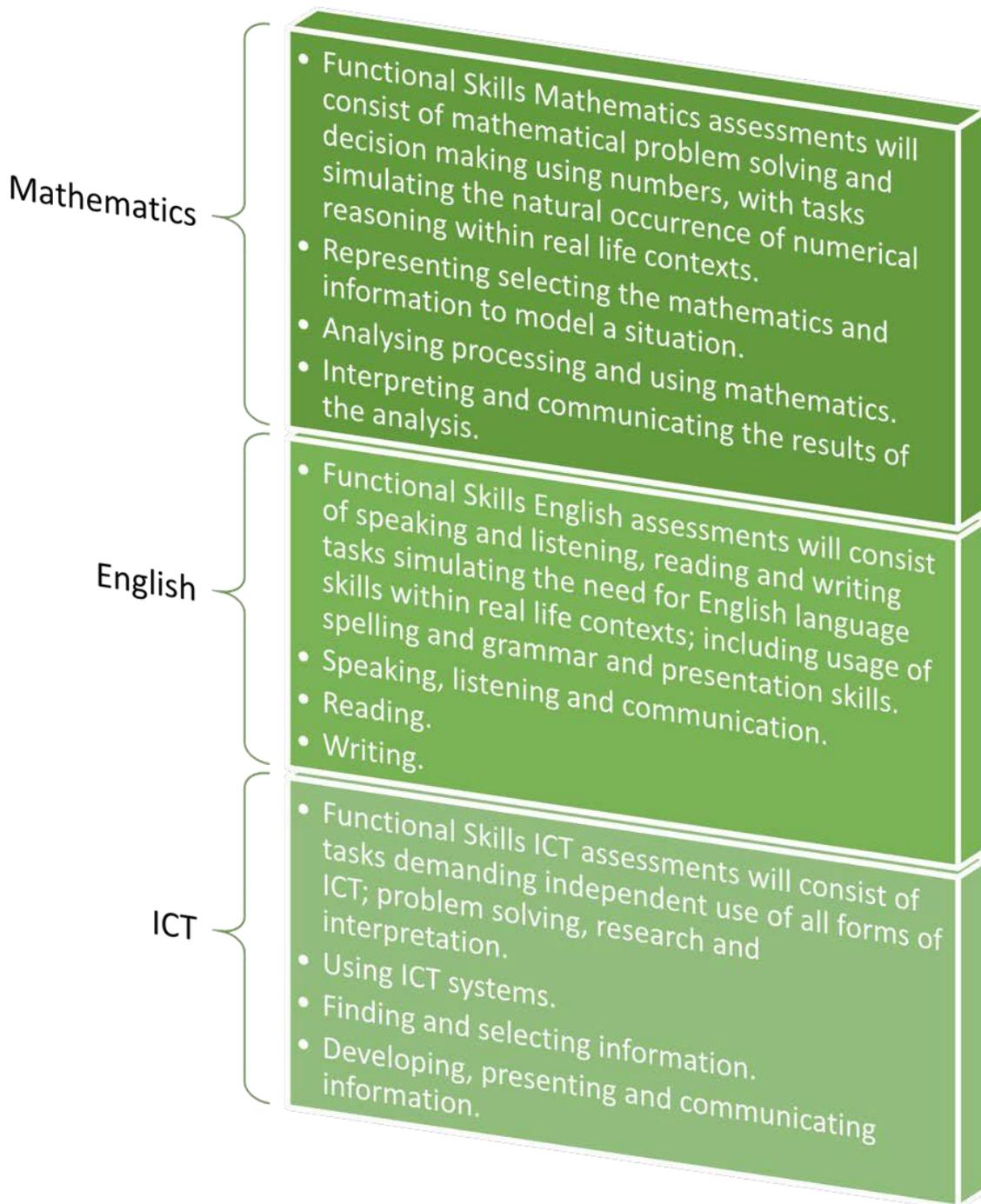
<b>Quality</b>	Completes tasks to a high standard. Demonstrates the necessary level of expertise required to complete tasks and applies them self to continuously improve their work. Is able to review processes autonomously and make suggestions for improvements. Shares administrative best-practice across the organisation e.g. coaches others to perform tasks correctly. Applies problem-solving skills to resolve challenging or complex complaints and is a key point of contact for addressing issues.
<b>Planning and organisation</b>	Takes responsibility for initiating and completing tasks, manages priorities and time in order to successfully meet deadlines. Positively manages the expectations of colleagues at all levels and sets a positive example for others in the workplace. Makes suggestions for improvements to working practice, showing understanding of implications beyond the immediate environment (e.g. impact on clients, suppliers, other parts of the organisation). Manages resources e.g. equipment or facilities. Organises meetings and events, takes minutes during meetings and creates action logs as appropriate. Takes responsibility for logistics e.g. travel and accommodation.
<b>Project management</b>	Uses relevant project management principles and tools to scope, plan, monitor and report. Plans required resources to successfully deliver projects. Undertakes and leads projects as and when required.
<b>Behaviours/Attitude - (Role-model behaviours and positive contribution to culture).</b>	
<b>Professionalism</b>	Behaves in a professional way. This includes: personal presentation, respect, respecting and encouraging diversity to cater for wider audiences, punctuality and attitude to colleagues, customers and key stakeholders. Adheres to the organisation's code of conduct for professional use of social media. Acts as a role model, contributing to team cohesion and productivity – representing the positive aspects of team culture and respectfully challenging inappropriate prevailing cultures.
<b>Personal qualities</b>	Shows exemplary qualities that are valued including integrity, reliability, self-motivation, being pro-active and a positive attitude. Motivates others where responsibility is shared.
<b>Managing performance</b>	Takes responsibility for their own work, accepts feedback in a positive way, uses initiative and shows resilience. Also takes responsibility for their own development, knows when to ask questions to complete a task and informs their line manager when a task is complete. Performs thorough self-assessments of their work and complies with the organisation's procedures.
<b>Adaptability</b>	Is able to accept and deal with changing priorities related to both their own work and to the organisation.
<b>Responsibility</b>	Demonstrates taking responsibility for team performance and quality of projects delivered. Takes a clear interest in seeing that projects are successfully completed and customer requests handled appropriately. Takes initiative to develop own and others' skills and behaviours.

## Functional Skills in Mathematics, English and Information Communication Technology (ICT)

Functional Skills are the essential skills needed for **ENGLISH, MATHS** and **ICT**, vital for young people and adults to participate in life, learning and work.

The development of Functional Skills is seen by the Government as essential to address employers' concerns that young people and adults are not achieving a firm enough grounding in the basics.

Assessments and learning resources will prepare your staff for Functional Skills in English, Maths and ICT  
Davidson Training offers the Functional Skills at level 1 and 2.



## Employer Testimonials

Over the past year I and 4 members of my staff have completed NVQ's with Davidson Training. I think the courses have really helped all my members of staff with all aspects of their job roles from customer service to merchandising etc. The Assessor we had was Anne Marie Barham, she was a good assessor and always came to the store when she said she would and never let us down. If we ever needed any help or assistance she was always there with her good knowledge. I hope in the near future my staff will benefit from doing another course with her.

***Kelly Wade – Manager (Retail outlet)***

I have been working closely with Davidson Training for over 18 years and could not recommend them highly enough. Lorraine Bunyard, Managing Director was my personal assessor 16 years ago and I gained several qualifications over the following years which very much boosted my personal development. Since then, I have always recommended them to my current employer and so our relationship has continued. Lorraine's daughter Samantha now delivers apprenticeships to my staff here at GLH.

Samantha, like her mum, is a fantastic assessor and our staff have an excellent relationship with her. They really understand our business needs. The training is delivered to an exceptional standard, my staff are fully supported and have been up-skilled as a result. I look forward to our continued relationship for many years to come.

***Zoe Walsh - Sales and Customer Relations Director - Greater London Hire Limited***

We are very happy with the training provided by Davidson training. We feel the training given has been beneficial, and has helped our apprentices through their work. We employ a vast range of apprentices at H.E SERVICES, and Davidson training has always been informative and helpful when visiting us. We could not be happier, and would recommend Davidson training to anybody.

***Pam Durey - Director - H.E.Services (Plant Hire) Ltd.***

## Apprentice Testimonials

I recently completed another qualification, and it is in part thanks to Julia Edwards my assessor. I am a mature student, not always as confident as my younger colleagues, but Julia was always on hand to give me advice or answer any queries that I may have had, she was very supportive and knowledgeable. I enjoyed the sessions immensely and am looking forward to going on to do further courses with her.

***Amanda Davies***

I just had my last visit from Dinah Falconer. She has been great, very patient and dedicated. She has taught me so much and I am glad I have completed my Retail level 2 qualification with her

***Fabio E Sonal Oliviera***

I worked with Anne-Marie for just over 2 years. She is absolutely fantastic, so kind and helpful and is always on hand to help no matter what time or day of the week it is. Thank you so much for your help

***Emily Sims***

Fantastic training company - really happy with my support and structure

***Chris Walker***

I have working, and more importantly, been learning with Julia for 2 years now. She is very adaptable and always goes the extra mile with her mentoring and makes the whole learning process a very enjoyable experience! She truly understands people and the role she has to play in order to get the best out of each individual. I have learnt a lot from her in terms of my own management style and this has played a large role in the level of success I have had within my career. She is a brilliant coach with a natural ability to connect with people at all levels.

***Kerry Cattell – Store Manager***

## References

Company: London Community Credit Union  
Address: 22 Mare Street, Hackney. London. E8 3QE  
Contact: Colin Eddy (Regional Manager)  
Tel: 0207 729 9218 or 07554 422667  
Email: [colin.eddy@londoncu.co.uk](mailto:colin.eddy@londoncu.co.uk)

Company: Epsilon Hotel  
Address: 27A Romford Road, Stratford, London. E15 4LL  
Contact: Laurentiu Grigorias (Malik)  
Tel: 0208 555 0198  
Email: [malik@epsilonhotel.co.uk](mailto:malik@epsilonhotel.co.uk)

Company: H.E Services (Plant Hire) Ltd  
Address: Whitewall Road, Medway City Estate, Rochester, Kent. ME2 4DZ  
Contact: Pam Durey (Sales & Marketing Director)  
Tel: 01634 291290  
Email: [pam.durey@heservices.co.uk](mailto:pam.durey@heservices.co.uk)

Company: Greater London Hire  
Address: GLH House, 12-18 High Road, Finchley. London. N2 9PJ  
Contact: Zoe Walsh (Sales and Customer Relations Director)  
Tel: 0207 566 9033 Ext 393  
Email: [zoe@glh.co.uk](mailto:zoe@glh.co.uk)