



## National Unit Specification: general information

**UNIT** Retailing: Working in Retail (Intermediate 2)

**CODE** F33G 11

**COURSE** Retailing (Intermediate 2)

### SUMMARY

This Unit has been designed as a mandatory Unit of the Intermediate 2 Retailing Course and should be taken as part of that Course. It is suitable for candidates who have no previous experience.

This Unit introduces candidates to the different sectors of the retailing industry and allows them to explore the variety of job roles available within them.

The Unit also focuses on general attitudes and skills identified as desirable by employers in the retail sector. On completion of this Unit, candidates will have knowledge of job roles and career paths in the retail industry. They should be able to demonstrate a positive approach to communicating with customers and colleagues and working with others, and to show respect and consideration for themselves and others. They should also demonstrate an awareness of the need for a flexible and adaptable approach in the workplace. In addition they will have participated in interviews in a retail context. This learning experience will be helpful to candidates seeking future employment.

### OUTCOMES

- 1 Investigate different sectors, job roles and career paths in the retail industry.
- 2 Participate in interviews within a retail context.
- 3 Demonstrate employability skills and attitudes in specified practical activities.
- 4 Review and evaluate own employability skills in specified practical activities.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

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#### Administrative Information

**Superclass:** BC

**Publication date:** March 2008

**Source:** Scottish Qualifications Authority

**Version:** 01

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## **National Unit Specification: general information (cont)**

**UNIT**      Retailing: Working in Retail (Intermediate 2)

### **CREDIT VALUE**

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

## **National Unit Specification: statement of standards**

### **UNIT      Retailing: Working in Retail (Intermediate 2)**

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

#### **OUTCOME 1**

Investigate different sectors, job roles and career paths in the retail industry.

##### **Performance Criteria**

- (a) Gather information from a variety of sources on specified sectors of the retail industry.
- (b) Gather information describing a range of retail organisations, jobs and progression routes in the retail industry.
- (c) Gather information on skills and attributes relevant to employment in the retail industry.
- (d) Organise and present findings clearly in an appropriate format.

#### **OUTCOME 2**

Participate in interviews within a retail context.

##### **Performance Criteria**

- (a) List potential questions that could be asked by interviewers.
- (b) Prepare relevant questions to ask at one to one interviews.
- (c) Arrive at the interviews on time and presented appropriately.
- (d) Communicate appropriately during interviews, using effective verbal and non-verbal communication skills.
- (e) Respond appropriately and fully to questions asked at interviews.
- (f) Ask relevant questions at appropriate points in interviews.

#### **OUTCOME 3**

Demonstrate employability skills and attitudes in specified practical activities.

##### **Performance Criteria**

- (a) Demonstrate an awareness of the importance of good time-keeping and attendance.
- (b) Demonstrate an awareness of the importance of having appropriate appearance.
- (c) Demonstrate a positive attitude to learning and to constructive advice.
- (d) Demonstrate willingness to seek advice and help from others.
- (e) Demonstrate an awareness of the efficient use of time and resources.

## National Unit Specification: statement of standards (cont)

### UNIT        Retailing: Working in Retail (Intermediate 2)

#### OUTCOME 4

Review and evaluate own employability skills in specified practical activities.

#### Performance Criteria

- (a) Identify own strengths and weaknesses in specified employability skills.
- (b) Seek advice and take account of feedback from others when reviewing own employability skills.
- (c) Identify areas of improvement in specified employability skills and set relevant goals.
- (d) Evaluate progress in achieving goals over a set period of time.

#### EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence must be produced to demonstrate that all Outcomes and Performance Criteria have been met.

Performance and Written and/or Oral Evidence is required for this Unit.

- ◆ Practical activities for this assessment should be carried out under supervision in a realistic working environment. They should provide opportunities to learn about and demonstrate good working practice and allow candidates to work with others.
- ◆ Written and/or oral evidence is required which demonstrates knowledge and understanding of aspects of the retail industry.

#### Outcome 1 — Written and/or Oral Evidence

Candidates will each investigate three retail organisations — one will be from the food sector, one from the fashion sector and one from a sector of the candidate's choice, which is different to the sector types previously investigated. For each of the three organisations investigated provide:

- ◆ a description of the retail organisation in terms of its background, number of stores, location of stores, trading hours, organisation's corporate identity, range of products sold
- ◆ accurate information on five jobs associated with **one** of the three retail organisations investigated with possible progression routes from **three** of the jobs identified
- ◆ information about required skills and attributes relating to the five jobs previously identified

The evidence will be gathered in an individual candidate folio under open-book conditions at appropriate points throughout the Unit.

#### Outcome 2 — Performance Evidence and Written and/or Oral Evidence

Candidates will participate in two interviews reflecting a retail context. One must be a group interview, the other a one to one interview.

Written and/or oral evidence of preparation for the one to one interview is required and must include:

- ◆ a list of potential questions that could be asked by interviewers
- ◆ a list of questions the candidate has prepared to ask at the interview

## National Unit Specification: statement of standards (cont)

### UNIT      Retailing: Working in Retail (Intermediate 2)

Assessor observation checklists must be used to provide evidence of the candidate's performance on each of the two occasions — one individual interview and one group interview. The assessor observation checklists will include comments regarding the candidate's time keeping and their personal presentation; appropriate and effective verbal and non verbal communication skills being used by the candidate; the candidate responding appropriately and fully to questions asked at the interviews and the relevance of the questions asked at the one to one interview by the candidate.

The interviews will take place at an appropriate point during the Unit. There will be one interviewer on both interview occasions. For the group interview this might be the teacher/lecturer or a member of retail staff who has had experience of conducting interviews within a retailing situation.

For the individual interview, the interview should be conducted by the teacher/lecturer. Alternatively, one candidate may interview another candidate using a given scenario.

#### **Outcome 3 — Performance Evidence**

Candidates will demonstrate the appropriate employability skills and attitudes when undertaking specified practical activities.

Where candidates are undertaking this Unit as part of the Intermediate 2 Retailing Course, opportunities for sustained practical activities can be found in the following Units:

F33H 11      *Retailing: Storing, Replenishing and Displaying Stock (Intermediate 2)*

F33J 11      *Retailing: Satisfying Customer Needs (Intermediate 2)*

F33K 11      *Retailing: Planning and Implementing an Event (Intermediate 2)*

Specified activities include assisting in the storage and replenishment of stock, assisting in setting up, stocking and dismantling a merchandise display, establishing and responding to customers' needs and working as a member of a team to plan and implement a retail event. The candidate must provide evidence of performance recorded during a sustained practical activity on at least three occasions.

Assessor observation checklists must be used to provide evidence of performance.

#### **Outcome 4 — Performance Evidence — Written and/or Oral Evidence**

Candidates will identify, review and evaluate their employability skills following a discussion with the assessor. Candidates are required to complete three reviews of their employability skills, one as an initial assessment, the second should be completed approximately half way through the Unit and the final one towards the end of the Unit. These will be gathered in an individual folio of evidence.

For reviews two and three there must be evidence of the candidate seeking feedback from others who have worked with them in a specified practical activity on one or more occasions. Candidates must provide a reflective account of similarities or differences between their own assessment of their employability skills and that of others. Areas for improvement will be identified and realistic goals set.

As part of their third review candidates must evaluate their progress in achieving their goals in relation to areas identified for improvement.

## **National Unit Specification: statement of standards (cont)**

### **UNIT        Retailing: Working in Retail (Intermediate 2)**

Candidates may conduct their reviews and evaluations unsupervised, referring to any notes or previously completed checklists as required. Evidence should be gathered at appropriate points throughout the delivery of the Unit.

The NAB pack provided for this Unit illustrates the standard that should be applied. It includes an investigation pro forma, interview scenarios, assessor checklists and candidates' self-review and evaluation checklists which include the specified employability skills. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

## National Unit Specification: support notes

### UNIT      Retailing: Working in Retail (Intermediate 2)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

This Unit introduces the candidates to different retail organisations that make up part of the retail industry along with job roles and responsibilities of people working within the industry. Candidates will investigate a variety of job roles and be able to identify potential progression routes within the industry. It also focuses on generic skills and attitudes valued by employers and provides candidates the opportunity to assess, review and evaluate their own progress through setting goals while working in a realistic working environment or within a retail organisation. It is intended that this should enhance their generic employability skills.

#### **Outcome 1**

This Outcome aims to help candidates find out about opportunities within the retail industry through the investigation of three retail organisations. Organisations investigated should be from three different sectors of the retail industry. One should be from the food sector, one from the fashion sector and the third from a sector of the candidate's choice which must be different from those already specified.

Candidates should carry out their own research using a variety of sources including the internet. They should where possible either visit one or more retail organisations to support their learning. They are also required to gather accurate information about five jobs associated with one of the organisations investigated. It might be helpful to arrange for a guest speaker from both a food and a fashion outlet to allow the candidates the opportunity to have a question and answer session.

Through working towards the achievement of this Outcome candidates will develop a range of skills including:

- ◆ investigative skills using a variety of research methods
- ◆ skills in presenting information through the production of the folio of evidence

#### **Outcome 2**

This Outcome allows candidates the opportunity to recognise the skills and attributes that retailers value in potential employees. While it is unlikely that retailers will be available to conduct candidate interviews, centres are encouraged to enlist the help of guest speakers from the retail industry who have experience of conducting interviews for new recruits. The interviews should be conducted as if there is a position available in a store. The assessor must use an observation checklist to record evidence of performance. The interview scenarios should be as realistic as possible, giving the candidates relevant information such as time and place of interview.

In the group interview situation, the scenario offered should enable the interviewer to introduce the key elements of the interview as and when required while still being able to record observations during candidate interaction.

## National Unit Specification: support notes (cont)

### UNIT Retailing: Working in Retail (Intermediate 2)

Where possible the assessor should take the role of the interviewer for the one to one interviews. Alternatively interviews may be set up as a role play where a candidate conducts the interview by using a given scenario while another candidate takes the role of the interviewee. The assessor is then free to record performance evidence while observing the interview.

Where resources permit it would be helpful to record the interviews by video as this will allow maximum gain in terms of feedback from the interview situations.

#### Outcome 3 and 4

It is recommended that where this Unit is being taken as part of the Retailing Intermediate 2 Course these Outcomes are integrated with the practical activities on other Units in the Course.

Opportunities for sustained practical activities can be found in the following Units:

|         |   |
|---------|---|
| F33H 11 | <i>Retailing: Storing, Replenishing and Displaying Stock</i> (Intermediate 2) |
| F33J 11 | <i>Retailing: Satisfying Customer Needs</i> (Intermediate 2)                  |
| F33K 11 | <i>Retailing: Planning and Implementing an Event</i> (Intermediate 2)         |

It is recommended that assessment of Outcomes 3 and 4 of this Unit are integrated across these Units.

Practical activities should be carried out in either a realistic working environment or a real workplace that involve working with others and encourage the development of good working practice.

Outcome 4 gives candidates the opportunity to develop skills associated with self-assessment, review and evaluation while reflecting on feedback from others in the context of employability skills. Candidates are required to set realistic goals for improvement. These skills are transferable skills and as such may enhance the candidate's future employability.

#### Employability Skills

Achievement of the following employability skills will be clearly identified as a result of the evidence generated through the assessment activities for this Unit:

- ◆ appropriate appearance
- ◆ awareness of the importance of good timekeeping and attendance
- ◆ efficient use of time and resources
- ◆ interview skills
- ◆ listening and talking skills
- ◆ planning and organisational skills
- ◆ positive attitude to workplace and learning
- ◆ seeking feedback from others
- ◆ self-review and evaluation
- ◆ understanding roles and responsibilities in the workplace



## National Unit Specification: support notes (cont)

### UNIT Retailing: Working in Retail (Intermediate 2)

In addition, depending on the nature of the practical activities undertaken, there may be opportunities for candidates to develop the following employability skills:

- ◆ flexibility and adaptability
- ◆ self-respect and showing respect and consideration of others

### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

It is recommended that the delivery of this Unit is integrated with other Units which make up the Course:

|         |   |
|---------|---|
| F33H 11 | <i>Retailing: Storing, Replenishing and Displaying Stock (Intermediate 2)</i> |
| F33J 11 | <i>Retailing: Satisfying Customer Needs (Intermediate 2)</i>                  |
| F33K 11 | <i>Retailing: Planning and Implementing an Event (Intermediate 2)</i>         |

Candidates should be encouraged to use a variety of methods to gather the information required for Outcome 1. Where candidates are familiar with a particular employer they should be encouraged to share information of this employer with other candidates. Guest speakers from the retail industry and work place visits are strongly recommended to bring life to their investigations. Candidates should make up a list of relevant questions that candidates can ask during their visit.

Skillsmart Retail, the Sector Skills Council for the retail industry, has a website that provides a range of information about working in the retail industry. Many retail organisations have detailed company websites that may provide relevant information. Trade magazines may also be a useful source of information.

It is important that the candidates are provided with advice and guidance relating to what is expected of them in a retail environment. They must be given clear information with regards to appearance, appropriateness of dress, attitude, and behaviour while in a retail situation.

It is also important that candidates become confident in seeking feedback from their teacher/lecturer while reviewing and evaluating their progress. Feedback should be positive and constructive where ever possible, praising the candidate when they have done well but highlighting areas for improvement as necessary.

### OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Through investigating different sectors of the retail industry, preparing and participating in interview situations and self review and evaluation, within this Unit there are good opportunities for developing aspects of Core Skills in:

- ◆ Communication
- ◆ Using Information Technology
- ◆ Problem Solving.

Candidates should be informed that the skills developed while undertaking this Unit in terms of employability and Core Skills development are skills which can be transferred to a range of activities and situations both in day to day living and in employment.

## National Unit Specification: support notes (cont)

### UNIT Retailing: Working in Retail (Intermediate 2)

#### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

##### Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment that is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education* (AA1641, March 2003), *SQA Guidelines on e-assessment for Schools* (BD2625, June 2005).

It is recommended that when this Unit is being taken as part of the Intermediate 2 Retailing Course, assessment of Outcomes 3 and 4 is integrated with practical activities throughout the Course. As such, evidence can be gathered at appropriate points throughout the Course rather than being restricted to the 40 hours.

For Outcome 1 candidates will be required to produce a folio of evidence which should be gathered during the earlier part of the Unit.

Outcome 2 requires performance evidence. The candidate will participate in two different types of interview. This will be evidenced by assessor observation checklists for each type of interview. The interviews may be conducted by the assessor taking on the role of the interviewer or by a member of retail staff experienced in interviewing. Alternatively for the individual interview situation, one of the candidates may conduct the individual interview using a given scenario and the assessor observes the performance of the scenario.

Performance evidence for Outcome 3 will take the form of a minimum of three assessor observation checklists as candidates are required to demonstrate employability skills for at least one practical activity relating to the Units listed. These are:

- F33H 11      *Retailing: Storing, Replenishing and Displaying Stock* (Intermediate 2)
- F33J 11      *Retailing: Satisfying Customer Needs* (Intermediate 2)
- F33K 11      *Retailing: Planning and Implementing an Event* (Intermediate 2)

Candidates should be provided with an initial assessment and a review checklist which they must complete to provide evidence to support Outcome 4. Templates for these are provided in the NAB pack. The completed templates must be presented in a folio similar to that developed as evidence for Outcome 1.

#### CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).