



**RETAILING**  
**Intermediate 2**

**First edition — published March 2008**



## National Course Specification

### Retailing (Intermediate 2)

**COURSE CODE**     **C249 11**

#### COURSE STRUCTURE

This Course has four mandatory Units. The mandatory Units are:

<i>F33G 11</i>	<i>Retailing: Working in Retail (Intermediate 2)</i>	<i>1 credit (40 hours)</i>
<i>F33H 11</i>	<i>Retailing: Storing, Replenishing and Displaying Stock (Intermediate 2)</i>	<i>1 credit (40 hours)</i>
<i>F33J 11</i>	<i>Retailing: Satisfying Customer Needs (Intermediate 2)</i>	<i>1 credit (40 hours)</i>
<i>F33K 11</i>	<i>Retailing: Planning and Implementing an Event (Intermediate 2)</i>	<i>1 credit (40 hours)</i>

All Courses include 40 hours over and above the 120 hours for the Units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for Course assessment.

#### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

#### PROGRESSION

This Course or its Units may provide progression to:

- ◆ Scottish Vocational Qualifications in Retail Skills at level 2
- ◆ Modern Apprenticeships in Retail
- ◆ Further/higher education
- ◆ Suitable training/employment

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#### Administrative Information

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## National Course Specification: (cont)

### COURSE      Retailing (Intermediate 2)

#### CREDIT VALUE

The Intermediate 2 Course in Retailing is allocated 24 SCQF credit points at SCQF level 5\*.

*\*SCQF points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification 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

Opportunities for developing aspects of Core Skills are highlighted in the Support Notes of the Unit Specifications for this Course.

#### LINKS TO NATIONAL OCCUPATIONAL STANDARDS

National Occupational Standards (NOS) are developed by the key employment sectors of the United Kingdom. These standards set the competences required for job roles within a particular employment sector. The Sector Skills Council for Retailing is Skillsmart Retail.

- ◆ Aspects of the National Occupational Standards are broadly reflected through integrating activities across Units within the Retailing (Intermediate 2) Course

In this Course, *Retailing: Satisfying Customer Needs* (Intermediate 2) broadly reflects the following aspects:

- ◆ provide information and advice to customers in a retail environment
- ◆ maximise product sales in a retail environment
- ◆ follow point of sale procedures for age restricted products in a retail environment
- ◆ give customers a positive impression of yourself and your organisation

*Retailing: Storing, Replenishing and Displaying Stock* (Intermediate 2) broadly reflects:

- ◆ keep stock on sale at required levels in a retail environment

*Retailing: Planning and Implementing an Event* (Intermediate 2) broadly reflects:

- ◆ work effectively in your retail team

*Retailing: Working in Retail* (Intermediate 2) also broadly reflects aspects of:

- ◆ work effectively in your team
- ◆ give customers a positive impression of yourself and your organisation by providing opportunities to demonstrate employability skills and attitudes in specified activities

## National Course Specification: Course details (cont)

### COURSE     Retailing (Intermediate 2)

#### RATIONALE

Skills for Work Courses are designed to help candidates to develop:

- ◆ skills and knowledge in a broad vocational area
- ◆ Core Skills
- ◆ an understanding of the workplace
- ◆ positive attitudes to learning
- ◆ skills and attitudes for employability

A key feature of these Courses is the emphasis on *experiential learning*. This means learning through practical experience and learning by reflecting on experience.

#### Learning through practical experience

Teaching/learning programmes should include some or all of the following:

- ◆ learning in real or simulated workplace settings
- ◆ learning through role play activities in vocational contexts
- ◆ carrying out case study work
- ◆ planning and carrying out practical tasks and assignments

#### Learning through reflecting at all stages of the experience

Teaching/learning programmes should include some or all of the following:

- ◆ preparing and planning for the experience
- ◆ taking stock throughout the experience — reviewing and adapting as necessary
- ◆ reflecting after the activity has been completed — evaluating and identifying learning points

The Skills for Work Courses are also designed to provide candidates with opportunities for developing *Core Skills* and enhancing skills and attitudes for *employability*.

#### Core Skills

The **five** Core Skills are:

- ◆ Communication
- ◆ Numeracy
- ◆ Information Technology
- ◆ Problem Solving
- ◆ Working with Others

## National Course Specification: Course details (cont)

### COURSE     Retailing (Intermediate 2)

#### Employability

The skills and attitudes for employability, including self-employment, are outlined below:

- ◆ *Generic skills/attitudes valued by employers*
  - understanding of the workplace and the employee’s responsibilities, for example time-keeping, appearance, customer care
  - self-evaluation skills
  - positive attitude to learning
  - flexible approaches to solving problems
  - adaptability and positive attitude to change
  - confidence to set goals, reflect and learn from experience
- ◆ *Specific vocational skills/knowledge*
  - Course Specifications highlight the links to National Occupational Standards in the vocational area and identify progression opportunities

Opportunities for developing these skills and attitudes are highlighted in each of the Course and Unit Specifications. These opportunities include giving young people direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role-play and other practical activities.

*A Curriculum for Excellence* (Scottish Executive 2004) identifies aspirations for every young person. These are that they should become:

- ◆ successful learners
- ◆ confident individuals
- ◆ responsible citizens
- ◆ effective contributors

The learning environments, the focus on experiential learning and the opportunities to develop employability and Core Skills in these Courses contribute to meeting these aspirations.

#### **RATIONALE FOR INTERMEDIATE 2 RETAILING COURSE**

The Retailing (Intermediate 2) Course has been designed to provide an introductory qualification in retail that reflects employability skills identified as being important by many employers, including those within the retail sector. The Course provides opportunities for candidates to develop general and practical skills as well as knowledge and understanding of the key aspects of retailing.

Skillsmart Retail, the Sector Skills Council, has carried out research that indicates that retailing is a growing employer within the UK economy and has identified skills gaps within the retailing industry. The research has informed the content of this Course, thus providing a Course that is relevant to the retailing industry.

## National Course Specification: Course details (cont)

### COURSE     Retailing (Intermediate 2)

The target group for this Course is school pupils from third year in secondary education and above. It is anticipated that the Course will build on existing partnerships between schools, colleges, employers and other training providers. This will allow the Course to be delivered in a range of appropriate learning environments while having access to relevant teaching expertise. Opportunities for school pupils to improve their skills in the areas of communication, working with others, planning and organising, problem solving and self review and evaluation have been made available across the four Units of the Retailing (Intermediate 2) Course.

The Course offers a qualification at an introductory level that meets needs identified by the retailing industry and the knowledge and experience that learners will acquire are transferable skills that can be used in a wide range of situations as well as in retailing. For this reason it may be suitable for use with adult returners in a Further Education environment in preparation for return to work.

The general aims of the Course are to:

- ◆ develop transferable skills of employability
- ◆ allow candidates to experience vocationally related learning
- ◆ provide opportunities to develop a range of Core Skills
- ◆ encourage candidates to take responsibility for their own learning and development
- ◆ facilitate progression to further education and/or training
- ◆ provide candidates with an introduction to working in retailing
- ◆ help build candidates' confidence

The specific aims of the Course are to:

- ◆ help candidates to develop a good work ethic through developing a positive and responsible attitude to work
- ◆ develop team working and problem solving skills
- ◆ develop communication skills
- ◆ develop customer care skills
- ◆ encourage candidates in the setting of personal goals, and develop skills of reviewing and evaluating experiences
- ◆ prepare candidates for further learning, study and training opportunities within the retail industry or other areas of employment

### COURSE CONTENT

#### Summary of Course Content

The Course provides a broad experiential introduction to the retail sector.

The Course includes the opportunity to develop skills in the areas of communicating with customers, working with others and problem solving skills through the Unit; *Retailing: Working in Retail* (Intermediate 2). Candidates will be provided with the opportunity to participate in activities in a learning environment similar to that of a retail environment. In addition they will further develop an understanding of the needs of the retailer, including aspects of health and safety involved when handling stock, through completing the Unit; *Retailing: Storing, Replenishing and Displaying Stock* (Intermediate 2). This Unit also offers candidates opportunities to develop skills in planning and organising their work.

## National Course Specification: Course details (cont)

### **COURSE**      Retailing (Intermediate 2)

Appreciating and understanding the importance of the customer to retailers is considered in the Unit; *Retailing: Satisfying Customer Needs* (Intermediate 2). As this Unit includes learning about how current consumer legislation affects retailers, learners will gain life skills that will have a broader application, while allowing them to explore the challenges faced by retailers in meeting legal requirements.

The final Unit of the Course, *Retailing: Planning and Implementing an Event* (Intermediate 2), allows an opportunity to pull together all the learning of the other Units and to use this effectively by planning, organising and running an event. The scope to host an event is wide ranging and can be tailored to suit a range of situations. For example, it might be possible to organise a presentation of a fashion collection linked to a particular season, a fashion presentation linked to trends, or indeed to organise an event for school such as a school fayre or end of year ball. While the last example is not strictly retail based, the skills demanded by the retail industry will still be developed through the planning and organising required by the event, tickets being sold and items being displayed, providing good evidence of their transferable nature.

Candidates must be given an induction in the area of health and safety when commencing this Course. Particular reference should be made to handling regulations and health and safety requirements relating to the specified tasks should be given prime importance at all times.

The following employability skills are key to the Course and opportunities to develop them are available through the nature of the activities and tasks built in to the Course:

- ◆ ability to follow instructions
- ◆ appropriate appearance
- ◆ awareness of health and safety at work
- ◆ awareness of the importance of good timekeeping and attendance
- ◆ customer care skills
- ◆ efficient use of time and resources
- ◆ flexibility and adaptability
- ◆ interview skills
- ◆ listening and talking skills
- ◆ planning and organisational skills
- ◆ positive attitude to workplace and learning
- ◆ problem solving
- ◆ seek feedback from others
- ◆ self-respect and showing respect and consideration of others
- ◆ self-review and evaluation
- ◆ understanding roles and responsibilities in the workplace
- ◆ working co-operatively with others

### **Summary of Unit content**

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

**(1 credit)**

This Unit will provide candidates with the opportunity to develop identified employability skills by carrying out practical activities in a realistic working environment. This could be within a retail organisation, or a shop within college or school. A simulated environment should closely resemble a working store environment.



## National Course Specification: Course details (cont)

### COURSE     Retailing (Intermediate 2)

#### ASSESSMENT

To achieve the Course award the candidate must achieve all the Units that make up the Course.

#### Assessment objectives

Assessment across the Units of this Course will allow candidates to demonstrate:

- ◆ knowledge and skills in relation to working in retailing
- ◆ practical vocational skills
- ◆ communication and customer care skills
- ◆ employability skills
- ◆ skills associated with planning and organising
- ◆ working with others in teams
- ◆ self-evaluation skills

Assessment in the Course is through a range of methods including candidate folio of evidence, practical activities supported by observation checklists, question and answer, case study scenarios, as well as self-evaluation.

#### Unit assessment

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

**(1 credit)**

Performance and written and/or oral evidence are required for this Unit.

- ◆ Performance evidence relating to employability skills will be evidenced by candidates undertaking a group interview and an individual interview. Assessor observation checklists will be retained that will record comments relating to the candidate's performance. The interviews should take place at appropriate points during the delivery of the Unit although it is recommended that candidates complete Outcome 1 before participating in any interviews.

In addition candidates will undertake specified practical activities that can be found in:

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>

Assessor observation checklists will be used to provide evidence of candidate performance.

Written and/or oral evidence is required to evidence candidates' knowledge of different sectors, job roles and career paths in the retail industry. This will take the form of a folio that the candidate will organise and submit as evidence.

Evidence of self-review and evaluation will be gathered in an individual folio that will hold three reviews of their employability skills. For reviews two and three, candidates will provide evidence of having sought feedback from others who have worked with them in a specified practical activity. From these reviews candidates must identify areas for improvement and set realistic goals to achieve this improvement.



## National Course Specification: Course details (cont)

### COURSE     Retailing (Intermediate 2)

#### QUALITY ASSURANCE

The Units of all National Courses are subject to internal verification and may also be chosen for external verification by SQA. This is to ensure that national standards are being applied across all subjects.

To assist centres, Principal Assessor and Senior Verifier reports are published on SQA's website [www.sqa.org.uk](http://www.sqa.org.uk)

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

##### Suggested order/sequence of delivery

Centres should ensure that an induction to the Course is given, which will enable candidates to understand fully what is required and the approaches to be adopted. It is important that employability skills, both generic and specific to the retail industry are emphasised at this time.

While individual centres should decide the sequence of delivery which is most appropriate to them it is suggested that F33G 11 *Retailing: Working in Retail* is offered early in the Course in order to help the candidate understand the nature of the industry they will be experiencing. This Unit can be integrated with other Units in the Course as it is anticipated evidence of performance will be gathered throughout the Course and activities undertaken in:

- 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)

and will provide evidence relevant to Outcomes 3 and 4 of F33G 11 *Retailing: Working in Retail* (Intermediate 2).

It would be beneficial for candidates if the Unit F33K 11 *Retailing: Planning and Implementing an Event* is delivered towards the end of the Course as candidates will be required to build on skills covered in earlier Units including communication skills, planning and organising, working with others and showing respect and consideration for others. It is however important to discuss the Unit with candidates, perhaps during induction to the Course, as it may be necessary to do some early planning in order to deliver the event. These initial discussions about what types of events the candidates would like to deliver will save valuable time later in the Course.

##### Learning and Teaching

The main approaches to learning in this Course should be experiential and candidate centred. Candidates should have the opportunity to learn and develop practical skills in a realistic work environment where they will experience workplace conditions, deal with colleagues and customers, learn about working as part of a team and generally develop a good work ethic. It might be appropriate to introduce a buddy/mentor system to aid candidates while in a realistic working environment.

## National Course Specification: Course details (cont)

### **COURSE**     Retailing (Intermediate 2)

Candidates will achieve maximum benefit from this qualification if schools can work in partnership with colleges and employers. By allowing candidates to access a real working environment, they will gain a much broader understanding of what working in retail entails while helping develop positive attitudes towards the workplace. In some instances however this may not be possible and it is necessary to ensure that a realistic working environment is found which offers similar learning opportunities. In such an environment it is essential that products are displayed and replenished on a regular basis. In addition there should be the facility for customers to ask for help and advice as well as to make purchases. A school tuck shop, refectory area or a stationery shop within an educational environment may offer these features but it must be ensured that candidates will have the opportunity to meet all performance criteria as specified in the Unit specifications.

Centres should provide an induction to each Unit as well as an induction to the Course as a whole. This will help candidates to understand what is required of them for each Unit and the approaches to be taken.

Candidates should have the opportunity to develop relevant practical vocational skills, as well as a variety of employability skills. While the vocational skills will be retail specific, the nature of employability skills, being transferable, will have relevance to the wider world of work.

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

As the Course is designed to be practical, each part of teaching and learning should incorporate both theory and practice, to facilitate learning. This will assist candidates in understanding the relevance of knowledge and understanding to practical tasks.

### **Visiting speakers/visits to retail organisations**

Centres are encouraged to develop links with employers and industry representatives who may be able to offer support in terms of visiting speakers and arranging a visit to a retail organisation. This is particularly relevant to the Unit F33G 11 *Retailing: Working in Retail* (Intermediate 2). Such visits will be helpful to candidates when investigating the different jobs within the retailing industry.

### **Health and Safety**

Centres should ensure that candidates become familiar with health and safety in the retail workplace and their responsibilities to themselves, the retailer and to the members of the public within a retail environment. Candidates will have the opportunity to learn in detail about how health and safety legislation protects both customers and employees while undertaking Outcome 1 in the Unit F33H 11 *Retailing: Storing, Replenishing and Displaying Stock* (Intermediate 2).

## **National Course Specification: Course details (cont)**

### **COURSE**     Retailing (Intermediate 2)

#### **Approaches to assessment**

The Evidence Requirements for Units within the Intermediate 2 Retailing Course are fully expressed in the mandatory section of each Unit Specification.

Units have been designed so that assessment evidence may be used across more than one Unit. A variety of approaches are used for gathering evidence, reflecting the variety of learning experiences offered across the Course. Checklists should be used where appropriate to gather evidence. This will very often be when candidates are undertaking work in a realistic working environment.

The Unit; F33G 11 *Retailing: Working in Retail* (Intermediate 2) should be integrated with other Units on the Course. Opportunities to integrate evidence can be found in the activities undertaken in the Units F33H 11 *Retailing: Storing, Replenishing and Displaying Stock* (Intermediate 2) Outcomes 3 and 4, F33J 11 *Retailing: Satisfying Customer Needs* (Intermediate 2) Outcomes 2 and 4 and F33K 11 *Retailing: Planning and Implementing an Event* (Intermediate 2) Outcome 2.

#### **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 this Course. 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)).

## National Course Specification: Course details (cont)

### COURSE Retailing (Intermediate 2)

#### Appendix 1 Employability Skills Profile

In addition to the specific, vocational skills developed and assessed in this Course, employability skills are addressed as detailed in the table below. For the purposes of the table, the Units are referred to as A, B, C, and D as indicated.

<b>Retailing: Working in Retail (Intermediate 2)</b>	= A
<b>Retailing: Storing, Replenishing and Displaying Stock (Intermediate 2)</b>	= B
<b>Retailing: Satisfying Customer Needs (Intermediate 2)</b>	= C
<b>Retailing: Planning and Implementing an Event (Intermediate2)</b>	= D

Employability skill/attitude	Evidence
♦ Ability to follow instructions	B
♦ Appropriate appearance	A
• Awareness of health and safety at work	B,D
• Awareness of the importance of good timekeeping and attendance	A
♦ Customer care skills	C,D
♦ Efficient use of time and resources	A,D
♦ Flexibility and adaptability	B,C,D
♦ Interview skills	A
♦ Listening and talking skills	A,C,D
♦ Planning and organisational skills	A,B,D
♦ Positive attitude to workplace and learning	A
♦ Problem solving	B,C
♦ Seek feedback from others	A,D
♦ Self-respect and showing respect and consideration of others	C
♦ Self-review and evaluation	A,D
♦ Understanding roles and responsibilities in the workplace	A,B,C,D
♦ Working co-operatively with others	D

- A = Candidate folio, assessor observation checklists, candidate self-evaluation reviews  
 B = Knowledge and understanding questions, completed risk assessment, assessor observation checklists  
 C = Candidate folio, assessor observation checklists  
 D = Candidate folio incorporating event plan details, candidate self-evaluation reviews, assessor observation checklists



## 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

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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	<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>

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</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)

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)).



## National Unit Specification: general information

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

**CODE** F33H 11

**COURSE** Retailing (Intermediate 2)

### SUMMARY

This Unit has been designed as a mandatory Unit of the Intermediate 2 Retailing Course but can also be taken as a free-standing Unit.

This Unit focuses on providing candidates with the opportunity to learn about stock presentation, storage and replenishment, the legal requirements of pricing, and health and safety. In addition, candidates will have the opportunity to develop skills relating to working co-operatively with others, ability to follow instructions and planning and organising their work while undertaking this Unit.

On completion of the Unit candidates will be able to demonstrate knowledge and understanding of the importance of following health and safety procedures in retail and be able to handle stock in an appropriate way to ensure it is kept in optimum condition for sale.

### OUTCOMES

- 1 Explain the importance of following health and safety procedures when handling stock.
- 2 Carry out a risk assessment for a specified task in a retail environment.
- 3 Assist in the storage and replenishment of stock.
- 4 Assist in setting up, stocking and dismantling a merchandise display, to a given brief.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

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#### Administrative Information

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

**UNIT**        Retailing: Storing, Replenishing and Displaying Stock  
                  (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: Storing, Replenishing and Displaying Stock (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**

Explain the importance of following health and safety procedures when handling stock.

##### **Performance Criteria**

- (a) Identify the responsibilities placed on employers under the Health and Safety at Work Act, when arranging for stock to be moved.
- (b) Identify the responsibilities placed on employees under the Health and Safety at Work Act, when moving stock.
- (c) Explain the procedure for lifting and moving an item of stock.
- (d) Explain the procedure that must be followed if someone is injured while stock is being moved.

#### **OUTCOME 2**

Carry out a risk assessment for a specified task in a retail environment.

##### **Performance Criteria**

- (a) Identify the main hazards for the task.
- (b) Identify the associated risks to health and safety relating to the task.
- (c) Identify controls required to minimise risk when undertaking the task.

#### **OUTCOME 3**

Assist in the storage and replenishment of stock.

##### **Performance Criteria**

- (a) Place items correctly in the appropriate area.
- (b) Replenish stock in the selling area as required.
- (c) Check carefully that relevant security devices and procedures are in place.
- (d) Tidy working area, disposing of waste materials in an appropriate manner.
- (e) Comply with health and safety requirements at all times.

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

### **UNIT        Retailing: Storing, Replenishing and Displaying Stock (Intermediate 2)**

#### **OUTCOME 4**

Assist in setting up, stocking and dismantling a merchandise display, to a given brief.

#### **Performance Criteria**

- (a) Apply the five 'Rs' to the brief.
- (b) Carry out quality checks to maintain the condition and quality of stock.
- (c) Ensure labelling and ticketing of stock is accurate.
- (d) Advise on corrective action when inaccurate pricing is found.
- (e) Comply with health and safety requirements at all times.

#### **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 that covers all the Outcomes and performance criteria is required for this Unit.

- ◆ Practical activities for the assessment of this Unit 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 that demonstrates knowledge and understanding of health and safety legislation, pricing and labelling legislation and care of stock.

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

Written and/or Oral Evidence must be provided that the candidate can:

- ◆ identify the responsibilities placed on employers under the Health and Safety at Work Act, when arranging for stock to be moved
- ◆ identify the responsibilities placed on employees under the Health and Safety at Work Act, when moving stock
- ◆ explain the procedure for lifting and moving an item of stock
- ◆ explain the procedure that must be followed if someone is injured while stock is being moved

Evidence should be gathered under supervised, open-book conditions on a single occasion.

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

### **UNIT        Retailing: Storing, Replenishing and Displaying Stock (Intermediate 2)**

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

Candidates are required to carry out a risk assessment for a specified task in a retail environment. A completed record of the risk assessment must be retained as evidence that the candidate is able to:

- ◆ identify the main hazards for the specified task
- ◆ identify the associated risks to health and safety relating to the task
- ◆ identify the controls required to minimise risk when undertaking the task

The risk assessment should be carried out under supervision using open-book conditions.

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

Performance Evidence is required that demonstrates the candidate has on one occasion assisted in the storage and replenishment of stock by and is able to:

- ◆ place items correctly in the appropriate area
- ◆ replenish stock in the selling area as required
- ◆ check carefully that relevant security devices and procedures are in place
- ◆ tidy working area, disposing of waste materials in an appropriate manner
- ◆ comply with health and safety requirements at all times

An assessor observation checklist will be completed and retained as evidence.

Performance evidence should be gathered while the candidate completes one task that involves moving stock in a realistic working environment. An observation checklist should be completed by the assessor while the candidate carries out the specified task.

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

Performance evidence is required that demonstrates that the candidate can:

- ◆ apply the five 'Rs' to the given brief
- ◆ carry out quality checks to maintain the condition and quality of stock
- ◆ ensure labelling and ticketing of stock is accurate
- ◆ comply with health and safety requirements at all times

The five 'Rs' of retailing relate to the retail mix and cover the right product, in the right place, at the right time, at the right price and in the right quantity.

Performance evidence will be gathered by the assessor using an observation checklist while the candidate assists fully in dismantling, setting up and stocking a merchandise display on one occasion.

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

### **UNIT      Retailing: Storing, Replenishing and Displaying Stock (Intermediate 2)**

Written and/or Oral evidence is required that demonstrates that the candidate can:

- ◆ advise on corrective action when inaccurate pricing is found

The NAB pack provided for this Unit illustrates the standard that should be applied. It includes questions and answers, a template for risk assessment and an assessor observation checklist. If a centre wishes to devise its own assessments for this Unit, they should be of a comparable standard.

## **National Unit Specification: support notes**

### **UNIT        Retailing: Storing, Replenishing and Displaying Stock (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**

The Unit will introduce candidates to the everyday needs of retailing and should be undertaken in a realistic working environment.

The focus of this Unit is practical as it provides the opportunity for candidates to apply their knowledge during practical activities.

The five 'Rs' of retailing relate to the retail mix and cover the right product, in the right place, at the right time, at the right price and in the right quantity. This is a key aspect of this Unit and the principles of the retail mix should be emphasised when teaching this Unit.

Candidates must be given an induction in the area of health and safety when commencing this Unit. Particular reference should be made to handling regulations, and health and safety requirements relating to the specified tasks should be given prime importance at all times.

It is not envisaged that candidates will necessarily need to be involved in accepting goods from a delivery vehicle and so it is acceptable for them to assist in dealing with a delivery that may have been made when they were not present.

Through assisting with stock that has been delivered, candidates will learn about the care requirements of different stock items. They will also become familiar with those items that are demand lines, promotional lines and staple lines. The teacher/lecturer should ensure time is taken to discuss the differences between demand, promotional and staple lines.

Security devices are many and varied but could be as little as a strategically placed mirror or ensuring particular types of product are displayed next to a payment point that is staffed during trading hours.

In addition, the candidate must be able to relate to the importance of legal price ticketing and labelling.

## National Unit Specification: support notes (cont)

### UNIT        Retailing: Storing, Replenishing and Displaying Stock (Intermediate 2)

#### 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:

- ◆ ability to follow instructions
- ◆ awareness of health and safety at work
- ◆ flexibility and adaptability
- ◆ planning and organisation skills
- ◆ problem solving
  - understanding roles and responsibilities in the workplace

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

- ◆ efficient use of time and resources
- ◆ positive attitude to workplace and learning
- ◆ working co-operatively with others

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

This Unit is designed to offer practical and experiential learning opportunities to candidates.

Candidates will be able to demonstrate underpinning knowledge of health and safety and pricing while carrying out a number of activities such as correctly dealing with the storage of stock, stock replenishment and assisting in setting up a display. These will be set within a realistic working environment. Teachers/ lecturers may wish to make use of on line resources that may support candidates' learning in the area of health and safety.

It is useful to consider Outcomes 2 and 3 together or Outcomes 2 and 4 together. By doing so, naturally occurring opportunities arise for holistic assessment of both Outcomes while undertaking a practical task.

Outcome 4 involves three key learning opportunities — assisting in dismantling, setting up and stocking a display, pricing and labelling of stock and care requirements of different items of stock.

If this Unit is being taken as part of the Retailing Intermediate 2 Course candidates will also be working towards gaining the Unit *Retail: Working in Retail* (Intermediate 2) by demonstrating employability skills and attitudes in specified practical activities and reviewing and evaluating their own employability skills in specified practical activities. The practical tasks specified in this Unit can therefore offer opportunities for assessment.

## National Unit Specification: support notes (cont)

### UNIT        Retailing: Storing, Replenishing and Displaying Stock (Intermediate 2)

#### OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

The nature of the tasks carried out in this Unit requires the candidate to work with others when storing and replenishing stock and setting up a display. This will provide the opportunity to further develop the Core Skills:

- ◆ Numeracy
- ◆ Working with Others

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

#### 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 that 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).

Outcome 1 assesses candidates' knowledge of the importance of following health and safety procedures when handling stock and will be assessed under supervised, open-book conditions. This may be done by restricted response questions or by objective test questions.

Outcomes 2 and 3 or Outcomes 2 and 4 could be assessed together. It is recommended that consideration be given to this, as before undertaking the practical activities specified in Outcomes 3 and 4, candidates will have a naturally occurring opportunity to carry out a risk assessment. Candidates will be provided with a template relating to risk assessment which, in order to achieve Outcome 2, they are required to complete accurately in relation to the specified task. The completed template for risk assessment will be retained as evidence. Performance evidence for Outcome 3 will be recorded using an assessor observation checklist that will be retained to provide evidence of the candidate's performance of the task.

In Outcome 4, through assisting in setting up, stocking and dismantling a display, candidates will have the opportunity to demonstrate their knowledge of labelling and ticketing through having to check for accuracy in the pricing and labelling of display items. Knowledge of what to do if pricing is found to be inaccurate can be assessed orally, while the teacher/lecturer is observing the display being dealt with. In this case the candidate's answer would be recorded in the comments column of the observation checklist. Alternatively the answer may be given in writing.

## **National Unit Specification: support notes (cont)**

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

### **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)).



## National Unit Specification: general information

**UNIT** Retailing: Satisfying Customer Needs (Intermediate 2)

**CODE** F33J 11

**COURSE** Retailing (Intermediate 2)

### SUMMARY

This Unit has been designed as a mandatory Unit of the Intermediate 2 Retailing Course but can also be taken as a free-standing Unit.

The Unit focuses on how to provide a high degree of customer satisfaction in a retail environment. Candidates will learn about customer needs, good communication skills, consumer legislation, selling to customers and dealing effectively with customer complaints.

On completion of the Unit candidates should be able to demonstrate good customer care skills, effective communications skills, how to maximise sales and have an understanding of how consumer legislation impacts on retailers.

### OUTCOMES

- 1 Investigate a range of products and/or services from a retailer.
- 2 Establish and respond to customer needs in a retail environment.
- 3 Explain how key areas of current consumer legislation affect retailers.
- 4 Deal with a customer complaint in a retail environment.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

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#### Administrative Information

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

**UNIT**      Retailing: Satisfying Customer Needs (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 the *Guidance on Learning and Teaching Approaches for this Unit*.

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

### **UNIT      Retailing: Satisfying Customer Needs (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 a range of products and/or services from a retailer.

##### **Performance Criteria**

- (a) Identify the features and benefits of three products and/or services.
- (b) Identify the features and benefits of a further three products or services that complement or provide an alternative to each of those selected.
- (c) Explain how complementary items can be used to maximise sales.

#### **OUTCOME 2**

Establish and respond to customer needs in a retail environment.

##### **Performance Criteria**

- (a) Open the interaction with a positive and helpful tone and adhere to organisational guidelines.
- (b) Establish customer needs by using listening and questioning techniques.
- (c) Respond to customer needs providing products, service and information appropriate to the interaction.
- (d) Identify appropriate products or services that maximise opportunities for sales in the interaction.
- (e) Conclude the interaction and adhere to organisational guidelines.

#### **OUTCOME 3**

Explain how key areas of current consumer legislation affect retailers.

##### **Performance Criteria**

- (a) Explain clearly how the Sale and Supply of Goods Act affects retailers.
- (b) Explain clearly how the Trades Description Act affects retailers.
- (c) Explain clearly how the Disabilities Discrimination Act affects retailers.
- (d) Explain clearly how the Data Protection Act affects retailers.

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

### **UNIT      Retailing: Satisfying Customer Needs (Intermediate 2)**

#### **OUTCOME 4**

Deal with a customer complaint in a retail environment.

#### **Performance Criteria**

- (a) Seek information on the nature of the problem through effective questioning.
- (b) Identify and confirm with the customer the reasons for dissatisfaction.
- (c) Explain clearly organisational procedures for dealing with customer dissatisfaction.
- (d) Take appropriate action to resolve the customer's problem.
- (e) Maintain a positive attitude and tone throughout the interaction.

#### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

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

Performance and recorded evidence is required for this Unit.

- ◆ Performance evidence for this Unit can either take the form of role play within a simulated environment or be evidenced under supervision in a realistic working environment.
- ◆ Written and/or Oral Evidence is required which demonstrates knowledge and understanding of factors which contribute to satisfying customers in a retail environment.

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

Candidates will investigate a range of products and/or services from a retailer of their choice. For the chosen retailer candidates should:

- ◆ identify the features and benefits of three products and/or services offered by the retailer
- ◆ identify the features and benefits of a further three products or services that either complement those previously identified or provide an alternative to each of those selected
- ◆ explain how complementary items can be used to maximise sales

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

#### **Outcome 2 — Performance Evidence**

Performance evidence will be required which demonstrates, on one occasion, that the candidate has established customer needs using effective communication skills and has responded to them in an appropriate manner. Candidates should demonstrate during the interaction that they can:

- ◆ open the interaction with a positive and helpful tone of voice while adhering to organisational guidelines
- ◆ use a mix of open and closed questioning techniques and appropriate listening techniques
- ◆ provide information on suitable products or services relevant to the customer's needs
- ◆ identify an additional product or service that could maximise the opportunity for sales
- ◆ conclude the interaction while adhering to organisational guidelines

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

### **UNIT      Retailing: Satisfying Customer Needs (Intermediate 2)**

This assessment must take place within either an actual retail environment or in a simulated retail environment. A role play scenario will be provided if a simulated environment is used. Assessor observation checklists will be retained by the centre to provide evidence of the candidate's performance.

#### **Outcome 3 — Written and/or Oral Evidence**

Candidates will be required to explain how the key areas of legislation affect retailers.

Evidence must be provided that demonstrates that the candidate has provided a clear explanation of how the:

- ◆ Sale and Supply of Goods Act affects retailers
- ◆ Trades Description Act affects retailers
- ◆ Disabilities Discrimination Act affects retailers
- ◆ Data Protection Act affects retailers

Evidence should be gathered under open-book, supervised conditions and generated on one assessment occasion.

#### **Outcome 4 — Performance Evidence**

Performance evidence will be required that demonstrates, on one occasion, that the candidate has dealt with a customer complaint.

Candidates should demonstrate during the interaction that they can:

- ◆ gather information on the nature of the problem by using at least one open question and one closed question
- ◆ establish at least one reason for the customer's dissatisfaction and confirm this with the customer
- ◆ clearly explain organisational procedures for dealing with a problem of this nature
- ◆ explain the actions they are going to take to resolve the customer's problem
- ◆ maintain a positive attitude and tone throughout the interaction

A role play scenario will be provided. The assessor will complete an assessor observation checklist that must be retained as evidence of the candidate's performance.

The NAB pack provided for this Unit illustrates the standard that should be applied. It includes templates for product and service investigation, role play scenarios for both establishing and responding to customer needs and for dealing with customer complaints, assessor observation checklists and objective test questions. 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: Satisfying Customer Needs (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 the need for good communication skills when aiming to satisfy customers in a retail environment. This Unit can be delivered in a simulated retail environment. However, centres are encouraged to arrange visits to retail organisations and to have guest speakers from local retailers. Opportunities to observe customer interactions within retail settings are encouraged as they will offer a platform for discussion within the classroom.

Where possible a visit to or from the nearest Trading Standards Office would help candidates to recognise the importance of consumer legislation and its affect on retailers.

#### **Outcomes 1 and 2**

Response to customer needs is often in relation to a customer query about a product or service and by investigating three products and services candidates will build up their knowledge, which can then be applied to given situations. Outcome 1 allows candidates the opportunity to gain such knowledge. This knowledge may be used in Outcome 2 where candidates are required to demonstrate how they would use it in meaningful customer interaction.

Outcome 2 allows candidates to use appropriate types of questioning, both open and closed, while responding to a customer. The interaction demands that the candidate also use listening skills. Both verbal and non verbal communication should be addressed including positive body language and tone of voice. By selecting appropriate types of communication candidates will learn that they can be of much greater value to the customer as they will have been able to learn more about the needs of the customer and therefore be able to respond in an appropriate manner.

#### **Outcome 3**

Outcome 3 looks at consumer rights and legislation that is currently in place. While it is not intended that candidates learn ‘the law’, it will be necessary to explore the key points of each piece of legislation listed in the Outcome to ensure candidates understand what rights consumers have. This information should then be linked to how this impacts on retailers.

Candidates must learn when a customer is entitled to a refund under the Sale and Supply of Goods and Services Act and when in fact a refund is given through retailer goodwill. They should also learn from the Trade Descriptions Act that retailers can’t mislead customers through false descriptions of goods whether this is made verbally, in writing or by visual means. Candidates should become aware of how the Disabilities Discrimination Act has meant major changes to retailers’ premises and service offering and finally under the Data Protection Act they need to recognise what information can be given out or held and under what circumstances.

## **National Unit Specification: support notes (cont)**

### **UNIT Retailing: Satisfying Customer Needs (Intermediate 2)**

#### **Outcome 4**

Candidates will explore types of complaints and learn how to respond positively to negative situations. Complaints may be in relation to either service issues or product complaints. They will also consider how different responses to complaints impact on the situation and how this can affect the retailer's sales performance in both the short and long term. While completing this Outcome candidates should be made aware of the importance of 'ownership' of a problem and how customers' expectations can often be exceeded by a member of staff delivering that 'extra mile' of service particularly in a difficult situation.

#### **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:

- ◆ customer care skills
- ◆ flexibility and adaptability
- ◆ listening and talking skills
- ◆ problem solving
- ◆ self respect and showing respect and consideration of others
- ◆ understanding roles and responsibilities in the workplace

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

- ◆ positive attitude to workplace and learning

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

Wherever possible the learning and teaching approaches taken for this Unit should be practical and experiential. It is possible to reinforce learning within this Unit in a realistic working environment although some aspects of underpinning knowledge, such as communication skills and information about current legislation, may require to be delivered in a classroom environment

Candidates should be encouraged to discuss personal experiences in relation to customer service and complaints and groups should use these illustrations to evaluate the service provided and how it could be improved upon. Guest speakers from local retailers and perhaps the Citizen's Advice Bureau or Trading Standards can add to the variety of stimulation possible within delivery of this Unit.

Role plays and the use of ICT, including appropriate video, DVD and on-line resources, should be encouraged. Candidates should also be encouraged to observe situations in retail stores. Candidates should reflect on what they have observed and to discuss their thoughts with their teacher/lecturer.

## National Unit Specification: support notes (cont)

### UNIT Retailing: Satisfying Customer Needs (Intermediate 2)

#### OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

The tasks carried out in this Unit require the candidate to use effective *Communication* skills. This will provide the opportunity to further develop the Core Skill:

- ◆ Communication

#### 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 which 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 candidates complete their folio for Outcome 1 before attempting the assessments for either Outcome 2 or Outcome 4. Both Outcomes 2 and 4 may be achieved through role play scenarios, which will be observed by the assessor. Candidates can work in either pairs or small groups to undertake the role play, with each member of the pair or group taking on the role of the sales assistant at an appropriate time. An assessor observation checklist will be completed and retained as evidence of each candidate's performance.

If a candidate is in a realistic working environment, dealing with customers, it is possible to assess Outcomes 2 and 4 within that environment. An assessor observation checklist should be used to record evidence.

Outcome 3 is assessed using a series of questions and may provide an opportunity for centres to consider e-assessment. Should a candidate require more than one attempt at remediation for this assessment, a new set of questions should be provided.

#### 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)).



## National Unit Specification: general information

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

**CODE** F33K 11

**COURSE** Retailing (Intermediate 2)

### SUMMARY

This Unit has been designed as a mandatory Unit of the Intermediate 2 Retailing Course but can be taken as a free-standing Unit. It is suitable for candidates who have no previous experience.

This Unit is intended to provide candidates with the opportunity to develop transferable skills which are desirable to the retail industry along with many other customer focused industries. Candidates are required to plan and implement a retail event. They will also evaluate their own contribution to the event.

On completion of the Unit candidates will have had the opportunity to work with others as part of a team. Candidates will be required to take on an agreed role with agreed responsibilities. Candidates will be encouraged to foster a positive attitude to learning and the workplace through reviewing and evaluating their own contribution and identifying action points for improvement.

### OUTCOMES

- 1 Working as a member of a team, contribute to the production of a plan for a retail event.
- 2 Working as a member of a team, contribute to the planned event.
- 3 Review and evaluate own contribution to the event.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

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#### Administrative Information

**Superclass:** BC

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

**UNIT**      Retailing: Planning and Implementing an Event (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**

Achievement of this Unit gives automatic certification of the following:

Working with Others at SCQF level 4.

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

### **UNIT      Retailing: Planning and Implementing an Event (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**

Working as a member of a team, contribute to the production of a plan for a retail event.

##### **Performance Criteria**

- (a) Agree the type of event, date and time.
- (b) Agree timescales and deadlines for the preparation and delivery of the event.
- (c) Agree roles and responsibilities for each member of the team during the preparation and delivery of the event.
- (d) Agree a promotion strategy for the event.
- (e) Identify the resources required to implement the event.
- (f) Contribute constructively to group planning discussions and decision making.

#### **OUTCOME 2**

Working as a member of a team, contribute to the planned event.

##### **Performance Criteria**

- (a) In an agreed role, contribute to the implementation of the promotional strategy for the event.
- (b) In an agreed role, gather the identified resources for the event.
- (c) In an agreed role, contribute to the effective display of products.
- (d) In an agreed role, contribute to the effective retailing of products.
- (e) In an agreed role, work co-operatively with other team members throughout the event.
- (f) Adhere to all health and safety requirements throughout the event.

#### **OUTCOME 3**

Review and evaluate own contribution to the event.

##### **Performance Criteria**

- (a) Identify strengths and areas of improvement in own contribution to the planning of the event.
- (b) Identify strengths and areas for improvement in own contribution to the implementation of the event.
- (c) Gather feedback from others on own contribution to the event.
- (d) Identify action points for improving own contribution to the planning and implementation of retail events.

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

### **UNIT        Retailing: Planning and Implementing an Event (Intermediate 2)**

#### **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 assessments in this Unit should be carried out under supervision and should involve working with others.
- ◆ Written and/or oral evidence is required to demonstrate the candidate's contribution to the planning, organising and implementing of the retail event.
- ◆ Written and/or oral evidence is required which shows the candidates have conducted a review and evaluation of their own contribution to the retail event.

#### **Outcome 1, 2 and 3 — Written and/or Oral Evidence and Performance Evidence**

Written and/or oral evidence

Evidence should be gathered at appropriate points throughout the Unit in open-book conditions. Candidates are required to produce a folio that contains:

- ◆ group plan, which details:
  - the type of event
  - the date and time of the event
  - specified timescales
  - agreed individual roles and responsibilities
  - a promotional strategy for the event
  - a list of the resources required
- ◆ completed candidate review sheets, which provide evidence that they have:
  - reviewed their own contribution to the planning of the event
  - reviewed their own contribution to the implementation of the event
  - gathered feedback from others on their own contribution to the event
  - identified action points for improving their own contribution to planning and implementing retail events

Performance Evidence

An assessor observation checklist must also be held, which confirms that the candidate has:

- ◆ contributed constructively to the group planning discussions and decision making
- ◆ contributed to the implementation of the promotional strategy.
- ◆ contributed to the gathering of resources for the event
- ◆ contributed to the effective display of products through:
  - choosing an appropriate location for the display
  - ensuring items were clearly priced and labelled as required
  - having considered the size, shape, colour and nature of items to be displayed

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

### **UNIT      Retailing: Planning and Implementing an Event (Intermediate 2)**

- ◆ contributed to the effective retailing of products through:
  - demonstration of effective communication techniques
  - satisfying customer's needs
- ◆ worked co-operatively, in an agreed role, with others throughout the event
- ◆ adhered to all health and safety requirements throughout the event

The NAB pack provided for this Unit illustrates the standard that should be applied. It includes a template relating to planning and organising the retail event, assessor observation checklists and candidates' self-review and evaluation checklists. If a centre wishes to design its own templates and checklists for this Unit, they should be of a comparable standard.

## National Unit Specification: support notes

### UNIT      Retailing: Planning and Implementing an Event (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

Where this Unit is taken as part of the Intermediate 2 Retailing Course, the Unit should integrate the skills and knowledge already developed in the following Units:

- F33G 11      *Retailing: Working in Retail* (Intermediate 2)  
F33J 11      *Retailing: Satisfying Customer Needs* (Intermediate 2)  
F33H 11      *Retailing: Storing, Replenishing and Displaying Stock* (Intermediate 2)

It should therefore be delivered towards the end of the Course and should culminate in the implementation of a retail event.

If however the Unit has been delivered as a free-standing Unit the teacher/lecturer will need to take time to provide input regarding the importance of satisfying customer needs, how to handle and present stock as well as ensuring candidates are aware of health and safety requirements.

#### Outcome 1

Candidates will work with others to plan and organise a retail event. The event can take many forms. Candidates might work with people in a retail store to plan, organise and deliver an event such as a 'Mid Season Sale' or some other promotional event. They might choose to organise another type of retail event such as a fashion show, a fashion presentation linked to seasonal trends, a school fayre or end of year ball. Whatever event is decided upon it should present the opportunity for candidates to display and retail products and deal with customers. Products could range from new to second hand. When candidates are identifying the resources required for the event it is important that they identify a suitable venue for the event to take place in.

A single group plan should be agreed and could be copied for all candidates who were present and contributed to the discussion. This will be placed in individual candidate portfolios. Alternatively candidates could be given a template that they all complete individually as things are agreed by the class. The plan itself is likely to be drawn up over two or three different group meetings. Should a candidate be absent from one of these meetings, it is important that they can demonstrate they have contributed to the discussions at other meetings in order for a copy of the plan to be placed in their portfolio. It should be recognised that the plan is a working document and often candidates will have found something unexpected has an impact on their event and needs to be added to the plan after the initial planning has been undertaken. It is acceptable for things to be added or moved around as required and as a result some plans will end up having additional bits of handwriting, arrows, cross-outs, etc on them over the course of time. The important thing is that the plan is real and has been used throughout the time leading up to and during the event.

## National Unit Specification: support notes (cont)

### UNIT      Retailing: Planning and Implementing an Event (Intermediate 2)

#### Outcome 2

Candidates will work with others as part of a team to implement the planned event. Candidates will need to ensure any stock is presented appropriately with consideration to the size, shape, colour and nature of the items to be displayed. They also need to contribute to effective retailing of products through demonstrating effective communication techniques to help satisfy the needs of customers attending the event. When trying to satisfy customer needs, candidates might get the opportunity to demonstrate flexibility in their approach to satisfying the customer as they will need to treat each customer as an individual.

It is important that candidates adhere to all health and safety requirements throughout the event and time should be taken to ensure candidates are familiar with points such as lifting and handling of goods and positioning of stock to ensure no-one trips over anything. Candidates will be involved in the receipt of equipment, materials and stock and in preparing the venue. As such there will be many occasions where health and safety will need to be given prime importance.

#### Outcome 3

Candidates will take time to reflect on their own contribution to the planning and implementation of the event.

Review and evaluation of the planning process and the event itself should provide the opportunity for candidates to state what, if anything, they might have done differently and why.

Candidates will look at the positive aspects of their own contribution to the process, along with areas of their own performance where they feel they could possibly improve having considered feedback from others. Candidates may find their review and evaluation for this Outcome useful when undertaking Outcome 4 of the Unit *Retailing: Working in Retail* (Intermediate 2).

#### 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:

- ◆ awareness of health and safety at work
- ◆ customer care skills
- ◆ efficient use of time and resources
- ◆ flexibility and adaptability
- ◆ listening and talking skills
- ◆ planning and organisational skills
- ◆ seeking feedback from others
- ◆ self-review and evaluation
- ◆ understanding roles and responsibilities in the workplace
- ◆ working co-operatively with others

## National Unit Specification: support notes (cont)

### UNIT      Retailing: Planning and Implementing an Event (Intermediate 2)

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

- ◆ ability to follow instructions
- ◆ appropriate appearance
- ◆ awareness of the importance of good timekeeping and attendance
- ◆ positive attitude to workplace and learning
- ◆ problem solving
- ◆ self-respect and showing respect and consideration of others

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

Candidates should be encouraged to consider a variety of possible events before reaching a decision as to the most suitable. The teacher/lecturer's role should be that of a facilitator and candidates should be encouraged to make decisions for themselves having considered the pros and cons of their decisions.

Depending on the event, there may be costs involved to produce tickets, advertise, purchase materials, etc. The plan devised in Outcome 1 could be used to outline these requirements. The teacher/lecturer should consider how this funding can be sourced.

If the Unit is delivered as part of the Intermediate 2 Retailing Course the teacher/lecturer could take the opportunity to discuss this Unit early in the programme.

The teacher/lecturer should be aware that the decision making process for Outcome 1 may require a considerable amount of time as candidates are not necessarily used to making their own decisions that will then have an effect on others in a real situation. Initially ideas might be put forward through brain storming or as a result of small group discussions. These discussions should then be offered for further examination, by the larger group. It is worthwhile frontloading time to review and evaluate each of the ideas put forward. This could be done through teacher/lecturer-managed group discussions involving the elimination of ideas that are potentially unrealistic through either lack of time or resources.

Candidates should be supported in their review and evaluation for Outcome 3. It is important to emphasise the positive results of their achievement as the candidate's self-confidence will require to be nurtured if it is to continue to develop. This is a valuable learning opportunity for all candidates. Candidates' learning may be supported by taking part in a short interview with their teacher/lecturer to discuss their completed checklists. These interviews could be conducted on a one-to-one basis between the teacher/lecturer or in small groups. The Unit should incorporate a variety of approaches to learning and teaching including:

- ◆ group discussions
- ◆ practical activities
- ◆ a variety of resources
- ◆ reflection, seeking feedback from others
- ◆ evaluation
- ◆ structured work sheets

## National Unit Specification: support notes (cont)

### UNIT      Retailing: Planning and Implementing an Event (Intermediate 2)

Where possible a video or other recorded evidence of the event should be made available to support the information detailed in the candidates' folios.

#### OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In order to complete this Unit it is essential that candidates communicate with a range of people and contribute to a team effort to ensure the event is planned and delivered successfully. When planning any event, flexibility of approach is required in order to resolve any problems that become apparent. As a result there are good opportunities for developing aspects of Core Skills in:

- ◆ Communication
- ◆ Problem Solving
- ◆ Working with Others

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

#### 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).

Assessment of this Unit should be holistic using a folio with relevant templates, candidate review sheets and assessor observation sheets to record the candidate's contribution to the following tasks:

- ◆ planning, organising and implementing the event
- ◆ implementation of the promotional strategy
- ◆ identifying and gathering of resources for the event
- ◆ effective display of products through:
  - choosing an appropriate location for the display
  - ensuring items were clearly priced and labelled as required
  - having considered the size, shape, colour and nature of items to be displayed
- ◆ effective retailing of products through:
  - demonstration of effective communication techniques
  - satisfying customer's needs
- ◆ working co-operatively, in an agreed role, with others throughout the event
- ◆ adhering to all health and safety requirements throughout the event

## **National Unit Specification: support notes (cont)**

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

### **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)).