

SQA Advanced Unit Specification

General information for centres

Unit title: Stock Presentation (SCQF level 7)

Unit code: HT5L 47

Superclass: BC

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Version: 01

Unit purpose

This unit is designed to give learners an understanding of the importance of stock presentation within the retail environment.

Outcomes

- 1 Explain the relationship between retailers' image, stock selection and stock presentation.
- 2 Describe the basic principles of stock presentation.

Credit points and level

1 SQA Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Recommended entry to the unit

Access to this unit is at the discretion of the centre. However, it would be beneficial if learners have some knowledge or work experience of merchandising.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this unit specification.

There is no automatic certification of Core Skills or Core Skill components in this unit.

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Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website.

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Unit specification: statement of standards

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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 relationship between retailers' image, stock selection and stock presentation.

Knowledge and/or skills

- ◆ Retail positioning and target markets
- ◆ The importance of stock presentation and stock selection with regards to the retailers' image
- ◆ The importance of brands in relation to the retailers' image
- ◆ Buying strategies including stock selection and range planning

Outcome 2

Describe the basic principles of stock presentation.

Knowledge and/or skills

- ◆ Store layout options
- ◆ Methods of positioning stock on shop floor
- ◆ Rationale for space allocation
- ◆ Variety of fixtures and fittings
- ◆ Display techniques for stock
- ◆ Importance of planograms and floor plans

Evidence requirements for this unit

Outcome 1

A learner will need to provide evidence that s/he can explain the relationship between image, stock selection and stock presentation of a minimum of two retailers from different sectors. This can be in the form of either written or oral evidence. The evidence should be consistent and should accurately:

- ◆ describe the retailers' target market and retail position.
- ◆ evaluate the importance of stock presentation and stock selection with regards to the retailers' image.
- ◆ identify the retailers' brands and suitability to the retailers' image.
- ◆ identify the different buying strategies used by the retailers including stock selection and range planning and how they impact on stock presentation.

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Outcome 2

A learner will be able to describe with reference to a minimum of two retailers from different sectors, either in writing or orally, the basic principles of stock presentation.

The evidence should accurately:

- ◆ identify and describe the retailers' store layouts and an advantage and disadvantage of each type.
- ◆ identify and describe three different methods of positioning stock on the shop floor for each retailer.
- ◆ identify two criteria for each retailer that influence the retailers' space allocation decisions.
- ◆ describe the different types of fixtures and fittings used by the retailers.
- ◆ identify three different display techniques used to present stock on fixtures and fittings for each retailer.
- ◆ explain the importance of planograms and floor plans and give two advantages and disadvantages for each.
- ◆ learners should state whether their chosen retailers would use planograms and/or floor plans.

Unit specification: support notes

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Unit support notes are offered as guidance and 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 is intended for learners who wish to pursue a career in the retail industry and who are taking an SQA Advanced Certificate in Retail or an SQA Advanced Diploma in Retail Management, either on a full-time or part-time basis. Stock presentation is a core unit for both the SQA Advanced Certificate and SQA Advanced Diploma. It may also be undertaken by learners in employment wishing to develop their stock presentation skills and/or provide the underpinning knowledge for SVQ Level 3 in Retail Operations.

The following notes give additional information on each outcome:

Outcome 1:

Image — the main components of image in a retail context; how image is communicated in a retail context.

Stock selection policies — linked to breadth and depth, for example bulk buying; specialist buying — discounted stock, end-of lines, special purchases, supplier incentives; stock selection policies of different retailers for example product offering of own brands; branded products; collections; celebrity endorsements.

Stock presentation policies — types of suitable presentations — prestige; mass; technical; open.

Outcome 2:

Methods of positioning stock — taking account of seasonal events (promotional calendar); customer flow (guided shopper flow; tracking systems), profitability, promotional activity, availability, size of store and category co-ordination; hot spots; blind spots; use of IT — EPOS, legal requirements in terms of health and safety, sale of goods and trade descriptions; psychology of colour, security of products, psychology of shopping and consumer buying behaviour.

Criteria for space allocation — reference to the size of product, rate of stock turn, sales to space ratios (including basic calculations); sales promotion, availability of stock, brand influence.

Fixtures and fittings — reference to the main fixtures and fittings used by different retailers.

Display techniques for stock — reference to colour; size; style; product; price; brand; vertical and horizontal blocking.

Guidance on approaches to delivery of this unit

This unit forms part of the SQA Advanced Certificate in Retail and SQA Advanced Diploma in Retail Management. It requires to be taught in Year 1 as it is a core unit in the SQA Advanced Certificate. The delivery of the unit could be streamlined if undertaken in tandem with the Visual Merchandising optional unit.

There is the possibility of assessment integration with the SQA Advanced Diploma double credit core unit *Store Design*, usually taught in Year 2.

This unit can be offered as a free-standing unit as it is not dependent on any previous or wider retail knowledge.

Guidance on approaches to assessment of this unit

It is recommended that a single instrument of assessment be adopted for this unit for example a presentation/report of approximately 2,000-2,500 words, which will be undertaken towards the end of the delivery of the unit. Time should be allocated for learners to undertake retailer research prior to this assessment. Learners should research two retailers from different sectors. Learners can supplement their evidence with illustrations including drawings and/or photographs.

Opportunities for 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 Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

Oral Communication at SCQF level 5

The delivery and assessment of this unit may offer opportunities to develop this Core Skill. Oral Communication at SCQF level 5 involves conveying all essential information, opinions or ideas with supporting detail accurately and coherently, and with varied emphasis as appropriate. This would fit the requirements of Outcomes 1 and 2 where learners have an option to deliver a presentation of their findings.

Communication: Written Communication (Reading) at SCQF level 6

The delivery and assessment of this unit may offer opportunities to develop this Core Skill. Written Communication (Reading) at SCQF level 6 involves identifying significant information, ideas and supporting details in a written communication. This would fit the requirements for Outcomes 1 and 2 which require the learner to spend time researching and studying diverse sources of information.

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Communication: Written Communication (Writing) at SCQF level 6

The delivery and assessment of this unit may offer opportunities to develop this Core Skill. Written Communication (Writing) at SCQF level 6 involves presenting all essential information and supporting detail in logical and effective order. This would fit the requirements of Outcomes 1 and 2 in which learners can produce a report to detail the findings of their investigation.

Information and Communication Technology (ICT): Accessing Information at SCQF level 5

The delivery and assessment of this unit may offer opportunities to develop this Core Skill. Accessing Information at SCQF level 5 involves learners carrying out searches and evaluating the results. This fits with the requirements of Outcomes 1 and 2 where learners will be expected to search for and evaluate information using a range of sources.

Information and Communication Technology (ICT): Providing/Creating Information at SCQF level 5

The delivery and assessment of this unit may offer opportunities to develop this Core Skill. Providing/Creating Information at SCQF level 5 involves selecting appropriate websites/data sources to research a current issue and presenting findings in an appropriate format, which can be demonstrated in Outcomes 1 and 2.

Problem Solving: Critical Thinking at SCQF level 5

The delivery and assessment of this unit may offer opportunities to develop this Core Skill. Critical Thinking at SCQF level 5 involves assessing the relevance of factors to a situation or issue. This can be demonstrated in Outcomes 1 and 2 where learners will be required to explain the relationship between image, stock selection and stock presentation of two retailers.

Problem Solving: Planning and Organising at SCQF level 6

The delivery and assessment of this unit may offer opportunities to develop this Core Skill. Planning and Organising at SCQF level 6 involves identifying and ensuring you have the necessary resources, selecting these from a wide range of familiar and unfamiliar sources, possibly involving a search. This would fit with Outcomes 1 and 2 where learners could produce a report or presentation to detail the findings of their investigation.

Problem Solving: Reviewing and Evaluating at SCQF level 5

The delivery and assessment of this unit may offer opportunities to develop this Core Skill. Reviewing and Evaluating at SCQF level 5 involves drawing conclusions, which should refer to and consider the evidence. This would fit with Outcome 1 where learners will evaluate the importance of stock presentation and stock selection with regard to image.

Administrative information

Version	Description of change	Date

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SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of SQA Advanced Qualifications.

FURTHER INFORMATION: Call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000. Alternatively, complete our [Centre Feedback Form](#).

General information for candidates

Unit title: Stock Presentation (SCQF level 7)

This unit is designed to give you an understanding of the main factors that influence stock presentation in the retail environment. It explores the main features that influence retailers' stock presentation policies and considers the basic principles of stock presentation including presentation techniques and measures of display effectiveness. You should visit a variety of retailers noting the various approaches used to present merchandise.

Overall, you will be expected to use the knowledge from this unit to enable you to assess how a variety of retailers apply the principles of stock presentation in order to maximise sales within the selling environment.

In order to complete the unit successfully, you will be required to achieve a satisfactory level of performance on one piece of assessed work. Towards the end of the unit, you will be allocated time to carry out research relating to two different retail approaches to stock presentation. There are a variety of assessment options available for SQA Advanced Units. For stock presentation it is recommended the assessment take the form of an open book assessment. The assessment will take the form of a presentation/report of approximately 2,000–2,500 words, however the instrument of assessment is at the discretion of the centre.

In the course of completing this unit you will develop aspects of Core Skills in the following areas:

- ◆ *Communication*
- ◆ *Information and Communication Technology (ICT)*
- ◆ *Problem Solving*