SQA Advanced Unit Specification

General information for centres

Unit title: Contemporary Issues in Retailing (SCQF level 8)

Unit code: HT8E 48

Superclass:	AG
Publication date:	August 2017
Source:	Scottish Qualifications Authority
Version:	01

Unit purpose

The main purpose of this unit is to explore the major issues that are affecting retailers. It is designed to enable learners to have an insight into how changes to the consumer can have an impact on retail development and strategy. Retail theories will be used to identify and explain how retailers have been successful. The future trends of retailing will be identified and evaluated. The unit is primarily intended for learners who are currently working within the retail sector or intend to enter careers in retail.

Outcomes

On successful completion of the unit the learner will be able to:

1   Explain how consumers have changed in society and how retailers have reacted to these changes.
2   Use theories of retail change to explain the successful development of current retailers.
3   Analyse recent trends and developments within a sector of the retail industry.
4   Analyse the future developments and trends in a particular sector of the retail industry.

Credit points and level

2 SQA Credits at SCQF level 8: (16 SCQF credit points at SCQF level 8)

Recommended entry to the unit

Entry is at the discretion of the centre. Learners should have communications skills which can be demonstrated by the achievement of Core Skill *Communication* at SCQF level 6 or equivalent. Learners should have a general understanding of the retail environment, retailer responses to change and the structure of the retail industry, which can be demonstrated through achievement of SQA Advanced Unit HT5K 47 *Retail Environment*.

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.

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 how consumers have changed in society and how retailers have reacted to these changes.

Knowledge and/or skills

♦ The changing consumer
♦ Demographic
♦ Socio-economic
♦ Lifestyle
♦ Technology
♦ Retailers responses to the changing consumer
♦ Current retail developments

Outcome 2

Use theories of retail change to explain the successful development of current retailers.

Knowledge and/or skills

♦ Cyclical change theory
♦ Environmental theory
♦ Conflict theory
♦ Use of theories to explain past and current developments

Outcome 3

Analyse recent trends and developments within a sector of the retail industry

Knowledge and/or skills

♦ Identification of current trends and developments within a sector of the retail industry
♦ Analysis of the trends and developments within a sector of the retail industry

Outcome 4

Analyse the future developments and trends in a particular sector of the retail industry.

Knowledge and/or skills

♦ Multi-channel retailing
♦ Use of social media

♦ Big data
♦ Mobile retailing
♦ The future retail store

Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

♦ identify and explain four major changes in consumers within the last decade.
♦ explain a range of responses by a retailer to consumer change in the last decade.
♦ use of one of the cyclical theories, wheel of retailing, accordion theory or retail life cycle to explain the past and current developments of a successful retailer.
♦ use of environmental theory and conflict theory to explain the past and current developments of a successful retailer.
♦ identify and evaluate 10 current developments and trends in retail.
♦ identify and evaluate four major trends for the future in retailing in the next decade.
♦ explanation and two examples of multi-channel retailing.
♦ use of social media, mobile retailing and big data for the future retailer.
♦ demonstrate their knowledge of the store of the future.

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 80 hours.

Guidance on the content and context for this unit

This unit is intended to develop the learner's knowledge of the major factors that influence retailer's strategy and development. Learners should develop an understanding of how successful retailers change through being proactive and reacting quickly to customer's needs.

Outcome 1

Learners will build on their knowledge of how consumers have changed over the last decade. Changes in the age structure of society, household composition, ethnicity and lifestyle of the UK population should be covered. Consumer use of technology and the influence of media in retailing will be explained. Identification and analysis of successful retailers will be explained. Learners will be encouraged to explore how retailers have reacted to the changes in society to gain a competitive advantage and be successful. Learners should be encouraged to carry out research on current developments within the last year.

Outcome 2

For this outcome learners will learn about the theories of retail change, the wheel of retailing, accordion theory and the retail life cycle. They will use the theories to explain the development of successful retailers. Environmental theory and conflict theory will also be covered. The learner should be encouraged to evaluate the retail theories for today's current retail organisations. The past development and current strategies of retail organisations will be analysed using the different retail theories. This will encourage learners in their critical thinking and evaluation of retail organisations.

Outcome 3

Learners will be encouraged to carry out research on current developments in the retail industry. General developments and trends will be covered in class but learners should choose a sector of the retail industry and carry out extensive research through a variety of sources, online, newspapers, trade magazines and journals. The trends should be identified and then analysed by the learner. This will develop their independent research skills and analysis.

Outcome 4

This outcome is designed to encourage learners to carry out research on the future trends of retailing. Learners should select a sector of the retail industry that they are interested in, ie fashion, food, non-food. Research on the future of the sector should be conducted using a variety of sources, online, newspapers, periodicals and journals. Learners should cover multi-channel retailing, use of customer data, and mobile retailing. Learners should be encouraged to explain — based on research conducted — their predictions for a store of the future for their retail sector.

Guidance on approaches to delivery of this unit

A wide variety of teaching and delivery methods can be used for this unit. The unit can be used effectively for a learner-centred approach. Outcome 1 would benefit from classroom discussions about the changes in society in conjunction with research on government statistics about the changing demographics in society and consumer trends. The use of media and documentaries about current retail practices could be used when delivering this outcome. Learners should be encouraged to develop their analytical skills by using the research carried out to analyse current retail practices. The use of up-to-date case studies of successful retailers would be advised.

The understanding of retail theories in Outcome 2 would need formal delivery and discussion. Group activities, discussions and learner presentations can be used when applying the retail theories to successful retailers.

Learners will be required to carry out research for Outcomes 3 and 4. Learners are encouraged to pick a retail sector that they are interested in. A wide variety of sources could be used for this including retail journals, trade magazines and online resources. Learners should receive regular direction and support when completing these outcomes.

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

The unit could be assessed in either of the following ways:

♦   Outcome 1 and 2 could be assessed by an open-book assessment of 1,000 words on a retailer of their choice.
♦   Outcome 3 could be assessed by a portfolio of evidence of the current trends and developments.
♦   Outcome 4 could be assessed by a short presentation by the learner of approximately 10 mins.

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 6

The delivery and assessment of this unit may offer opportunities to develop this Core Skill. Oral Communication at SCQF level 6 involves conveying all essential information, opinions or ideas with supporting detail accurately and coherently, and with varied emphasis as appropriate. This could be demonstrated in Outcome 4 where learners have the opportunity to deliver a presentation in the findings of their investigation.

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 all outcomes which require the learners to spend time researching and studying diverse sources of information.

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, 2 and 3 in which learners can produce a report to detail the findings of their investigation.

Using Number at SCQF level 6

The delivery and assessment of this unit may offer opportunities to develop this Core Skill. Using Number at SCQF level 6 involves working confidently with numerical or statistical methods. This could fit the requirement of Outcome 1 in which it is recommended that learners research government statistics about the changing demographics in society and consumer trends.

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 all outcomes in this unit in which it is recommended learners 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 including referencing, which can be demonstrated in Outcomes 1, 2 and 3.

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 all outcomes in which learners are expected to identify, explain and evaluate a number of factors in relation to the changing consumer.

Problem Solving: Planning and Organising at SCQF level 5

The delivery and assessment of this unit may offer opportunities to develop this Core Skill. Planning and Organising at SCQF level 5 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 all outcomes of this unit in which 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 all outcomes of this unit in which learners will be expected to evaluate the findings of their investigation.

Administrative information

Version	Description of change	Date

General information for candidates

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This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

The knowledge you gain from this unit will help you understand the major issues that are affecting retailers. You will learn how changes in consumers can have an impact on what retailers offer to consumers and their method of selling. You will also learn a variety of retail theories and will use them to identify and explain why retailers have been successful and how they have evolved over time. You will then be carrying out research using a variety of sources to find out the future trends in retailing and how the retail industry will look in the future.

There are a number of assessment options available at SQA Advanced level and these are provided at the discretion of your centre. However, for *Contemporary Issues in Retailing* the recommended instrument of assessment is as follows:

♦   Outcome 1 and 2 an open-book assessment of 1,000 words on a retailer of your choice.
♦   For Outcome 3 a presentation lasting 10 minutes.
♦   The assessment of all outcomes can be through an integrated assessment, for which you will carry out research on a retailer of your choice. The integrated assessment will be no more than 2,000 words.

On completion of this unit you will have had the opportunity to develop aspects of Core Skills including:

♦   *Communication*
♦   *Numeracy*
♦   *Information and Communication Technology (ICT)*
♦   *Problem Solving*